

CLAS Committee on Curricula and Courses  
March 15, 2005

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TO: Members of the CLAS C&C Committee  
From: subcommittee to consider a policy on cross-listing of Courses (Anne Hiskes;  
Lanse Minkler; Nancy Shoemaker, Chair)  
Subject: **Proposed policy on cross-listing**

(1) Proposed procedural change: All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

(2) Proposed addition to cross-listing form (and to form for new courses, in case any newly proposed courses are to start out as cross-listed courses): The title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

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TO: Members of the CLAS C&C Committee  
From: The W-subcommittee (Anne Hiskes, Chair; Robert Henning; Robert Michel; Jeremy Pressman)  
Subject: **Motion for a moratorium on the Third W**

**Motion:**

1. That the CLAS requirement of a third W-course at the 200-level be waived for all CLAS students graduating August 2005 through August 2006. The requirement of two W-courses with at least one at the 200-level stands.
2. Beginning Spring 2005 the College, under the direction of the CLAS C&C Committee, will undertake a review of existing W courses, writing assigned in nonW courses, and alternatives to a standard third W-course for writing instruction and/or assessment. The CLAS C&C committee will present a motion based on this review to the College for approval no later than xxxxx. ( sometime during Fall 2005 or Spring 2006)

**Justification:**

- CLAS currently is short about 1700 seats per year in W-courses if the College is to meet the demand for W-seats from non-CLAS students and supply enough seats for its students to take three W-courses each.

- Other things being equal, the shortfall of W-course seats during 2005-06 would become even greater given the decrease in section capacity to 19 students.
- Supplying 1700 additional seats with a capacity of 19 students per section requires an additional 90 sections at a cost of \$544,000 if these sections were to be taught by graduate assistants (at one section per half TA per semester). Resources are not available.
- The increasing levels of CLAS enrollments coupled with the constant levels of staffing and W-capacity mean that this past year W courses have been filled mostly by seniors, creating a backlog of W-need for students who will be seniors in 2005-06.

Since the resources for teaching three W-courses are not forthcoming this year, maintaining the current requirement of three W courses places undue stress on students and faculty and undermines our efforts to provide good W instruction. Students have been able to meet the current 3 W-course requirement through the following means:

- 400 W-conversions per year
- Overenrollment (10% = 500 per year)
- Storrs Summer school ( 75% of the 500 seats?)
- Regional campus summer school (some portion of the 858 seats)

The W-subcommittee therefore recommends a moratorium on the third required W course for at least a year beginning Summer 2005. This will provide time to investigate solutions to the chronic shortage of W-seats that is pragmatically realistic while preserving the identity, standards and mission of the College.

Ideally writing should be used to enhance learning and reflection across the curriculum during all years at the University. The W-course requirements were initiated originally on the presumption that not enough writing of the right kind was taking place. The W-subcommittee recommends as a first step that a survey be conducted of the writing assignments currently required in CLAS courses, particularly entry- level courses. It may be that the writing already required across our curriculum in humanities, social sciences, and laboratory courses could be leveraged in some way so that when combined with the two W-courses required by the University Senate the result is equal to or better than simply taking three W-courses. CLAS could also decide to designate a new category of courses with some form of writing, that when taken in combination would also be equal to or better than simply taking three W-courses.

### **Figure 1: W - Seat Demands**

Total number of CLAS students: 7600 (6100 majors + 1500 aces)

Freshman: About 1900; Sophomores – Seniors: 5700

3 W = 17,100 seats over 3 years = 5700 seats/yr

2 W = 11,400 seats over 3 years = 3,800 seats/yr

3W: seats/yr needed for CLAS students	5700			
Seats/yr needed for nonCLAS students	1400			
Total seats needed	7100			
Seats offered by CLAS 2004-05	5400			
Unmet demand in seats	1,700	Cap 19 = 90 sections/yr	4 sec/TA per yr = 22.5 TA/yr	\$544,000. (TA= \$24,165)
2W: seats/yr needed for CLAS students	3800			
Seats/yr needed for nonCLAS students	1400			
Total	5200			

**Figure 2: Projected demand from Other Schools/Colleges for CLAS-W courses 2005-06.**

School/College	Seats per year	Seats per semester
Pharmacy (Pre)	200	100
CANR	220	110
Business	600	300
Engineering	90	45
Fine Arts	100	50
CCS	40	20
HDFS	0	0
Education	0	0
Allied Health	0	0
Nursing	145	73
<b>Total</b>	<b>1395</b>	<b>698</b>

CLAS (3W)	5,700	2,850
<b>Total</b>	<b>7,095</b>	<b>3,548</b>

**Figure 3a: Students (Head count) in CLAS (OIR DATA)**

	Total	1 <sup>st</sup> Year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> + year
AY 2004	9216	2701	2494	2246	1775
AY 2001	8189	2699	2161	1968	1360
Increase	1027	2	332	278	415
Percentage	12%	0%	15%	14%	31%

**Figure 3b: Enrollments in CLAS courses**

	100-level	200-level	Total
AY2004	47,810	35,339	83,149
AY 2001	42,131	27,235	69,366
Increase	5,679	8,104	13,783
Percentage	14%	30%	20%

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## Course Proposals

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### 2005-26

#### Proposal to Change an Existing Course

1. Date: January 4, 2005
2. Department: Communication Sciences
3. Nature of Proposed Change: Change course title (but not content) and add a description
4. Current Catalog Copy:

#### **CDIS 335. Stuttering: Theory and Research**

3 credits. Lecture. Formerly COMS 335

5. Proposed Catalog Copy:

#### **CDIS 335. Fluency Disorders**

3 credits. Lecture. Formerly COMS 335

Research data and theoretical models regarding the etiology and characteristics of

fluency disorders (primarily stuttering) are integrated to form the foundation for clinical management. Treatment approaches for children and adults are presented.

6. Effective Date: Immediately

### **Justification**

1. Reasons for changing this course. There was no description listed in the catalog. The course title (a) was more restrictive than the content and widely used terminology for a group of disorders, and (b) gave the incorrect impression that clinical management was not addressed.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: No changes from present.

7. Dates approved by:

Communication Sciences Dept.: January 4, 2005

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

(a) Ludo Max, Course Instructor, 486-4078

(b) Ross Buck, Departmental C&C committee representative, 486-4494

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**2005-27**

### **Proposal to Change an Existing Course**

1. Date: January 4, 2005

2. Department: Communication Sciences

3. Nature of Proposed Change: Change course title and partial content

4. Current Catalog Copy:

#### **CDIS 348. Language Assessment**

3 credits. Lecture. Formerly COMS 359

The nature and assessment of delayed and deviant language behavior in children.

5. Proposed Catalog Copy:

#### **CDIS 348. Language Disorders I: Birth to 5 years**

3 credits. Lecture. Formerly COMS 348

The nature, assessment, and intervention of delayed and disordered language in children birth to five years of age.

6. Effective Date: Immediately

### **Justification**

1. Reasons for changing this course. The proposed changes reflect the way services are provided to this population of children.
  2. Effect on Department's Curriculum: none
  3. Other Departments Consulted: none
  4. Effects on Other Departments: none
  5. Effects on Regional Campuses: none
  6. Staffing: No changes from present.
  7. Dates approved by: Communication Sciences Dept. January 4, 2005
  8. Name, Phone Number, and e-mail address of principal contact person:
    - (a) Bernard Grela, Course Instructor, 486-3394
    - (b) Ross Buck, Departmental C&C committee representative, 486-4494
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**2005-28**

### **Proposal to Change an Existing Course**

1. Date: January 4, 2005
2. Department: Communication Sciences
3. Nature of Proposed Change: add a description
4. Current Catalog Copy:

#### **CDIS 349. Language Management**

3 credits. Lecture. Formerly COMS 349  
The management of language disordered children.

5. Proposed Catalog Copy:

#### **CDIS 349. Language Disorders II: School Age Population**

3 credits. Lecture. Formerly COMS 349  
The nature, assessment and intervention of delayed and disordered language in school-age children.

6. Effective Date: Immediately

## **Justification**

1. Reasons for changing this course. The proposed changes reflect the way services are provided to this population of children.
  2. Effect on Department's Curriculum: none
  3. Other Departments Consulted: none
  4. Effects on Other Departments: none
  5. Effects on Regional Campuses: none
  6. Staffing: No changes from present.
  7. Dates approved by: Communication Sciences Dept.: January 4, 2005
  8. Name, Phone Number, and e-mail address of principal contact person:
    - (a) Valerie Johnson, Course Instructor, 486-4585
    - (b) Ross Buck, Departmental C&C committee representative, 486-4494
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**2005-29**

### **Proposal to Change an Existing Course**

1. Date: January 4, 2005
2. Department: Communication Sciences
3. Nature of Proposed Change: Change course title (but not content) and add a description
4. Current Catalog Copy:

**CDIS 353. Articulation Disorders**  
3 credits. Lecture. Formerly COMS 353

5. Proposed Catalog Copy:

**CDIS 353. Articulation and Phonological Disorders**  
3 credits. Lecture. Formerly COMS 353

The nature, assessment, and intervention of anatomical, physiological, and language-based disorders affecting the production of speech.

6. Effective Date: Immediately

## **Justification**

1. Reasons for changing this course. There was no description listed in the catalog. The course title did not reflect current theories of language-based disorders speech intelligibility.
  2. Effect on Department's Curriculum: none
  3. Other Departments Consulted: none
  4. Effects on Other Departments: none
  5. Effects on Regional Campuses: none
  6. Staffing: No changes from present.
  7. Dates approved by: Communication Sciences Dept.: January 4, 2005
  8. Name, Phone Number, and e-mail address of principal contact person:
    - (a) Bernard Grela, Course Instructor, 486-3394
    - (b) Ross Buck, Departmental C&C committee representative, 486-4494
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**2005-30**

### **Proposal to Change an Existing Course**

1. Date: January 4, 2005
2. Department: Communication Sciences
3. Nature of Proposed Change: add a description
4. Current Catalog Copy:

#### **CDIS 359. Voice Disorders**

3 credits. Lecture. Formerly COMS 359

5. Proposed Catalog Copy:

#### **CDIS 359. Voice Disorders**

3 credits. Lecture. Formerly COMS 359

Normal anatomy and physiology of voice production including the effects of: aging across the lifespan, gender, and multicultural issues. Voice disorders, diagnostic procedures and management techniques to remediate voice disorders will be discussed.

6. Effective Date: Immediately

### **Justification**

1. Reasons for changing this course. There was no description listed in the catalog.



2. Effect on Department's Curriculum: none
  3. Other Departments Consulted: none
  4. Effects on Other Departments: none
  5. Effects on Regional Campuses: none
  6. Staffing: No changes from present.
  7. Dates approved by Communication Sciences Dept.: January 4, 2005
  8. Name, Phone Number, and e-mail address of principal contact person:
    - (a) Harvey Gilbert, Course Instructor, 486-2817
    - (b) Ross Buck, Departmental C&C committee representative, 486-4494
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**2005-31**

### **Proposal to Change an Existing Graduate Course**

1. Date: September 16, 2004
2. Department: Mathematics
3. Nature of Proposed Change: Change of course title, description, and prerequisites
4. Current Catalog Copy:

#### **MATH 341. Complex Function Theory II**

Further investigation into selected topics such as the theory of entire functions, conformal mapping, automorphic functions or potential theory.

3 credits, Lecture. Prerequisite: MATH 340.

5. Proposed Catalog Copy:

#### **MATH 341. Topics in Complex Function Theory**

3 credits. Lecture. Prerequisite: MATH 340. May be repeated for credit with a change in content and consent of the instructor.

Advanced topics of contemporary interest. These include Riemann surfaces, Kleinian groups, entire functions, conformal mapping, several complex variables, and automorphic functions, among others.

#### **Justification**

1. Reasons for changing this course: The changes reflect the way the course has been taught for several years. We need the course description changed in order to document that we have a course which can be responsive to new developments in complex analysis. When different topics are covered, the course can be repeated for credit.
2. Effect on the Department Curriculum: This simply acknowledges changes that have

occurred over several years and permits the course to be repeated for credit.

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

4. Effects on Other Departments: Minimal if any.

5. Effects on Regional Campuses: None

6. Staffing: No change.

7. Dates approved by:

Department Curriculum Committee: January 2005

Department Faculty: February 3, 2005

8. Contact person: Manuel Lerman. [mlerman@math.uconn.edu](mailto:mlerman@math.uconn.edu). 486-3928.

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## 2005-32

### Proposal to Drop an Existing Course

1. Date: January 24, 2005

2. Department: Psychology

3. catalog Copy:

PSYC 292. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit.

Prerequisites and recommended preparation vary.

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

### Justification

1. Reasons for dropping this course: The course no longer serves a purpose. It has not been taught in years, and two other existing courses—PSYC 295 (Seminar in Psychology) and 298 Special Topics—handle the purpose this course once filled.

2. Other Departments Consulted: None.

3. Effects on Other Departments: None.

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: February 7, 2005

Department Faculty:

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

David B. Miller. 6-3516. [David.B.Miller@uconn.edu](mailto:David.B.Miller@uconn.edu)

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## 2005-33

Proposal to: CHANGE A COURSE  
Date: April 16, 2004  
Department: Sociology  
Nature of Proposed Change: Course Title Change

**CURRENT CATALOG COPY:**

**SOCI 356. Gender and Society**

3 credits. Seminar.

Critical appraisal of social scientific perspectives on women and men. Feminist theory and current social science research on gender. Emphasis on interdisciplinary approaches.

**PROPOSED CATALOG COPY:**

**SOCI 356. Seminar in Gender and Society**

3 credits. Seminar. May be repeated up to three times with a change in content.

Critical appraisal of social scientific perspectives on women and men. Feminist theory and current social science research on gender. Emphasis on interdisciplinary approaches.

Effective Date of Change: As soon as possible.

**JUSTIFICATION**

1. Reasons for changing this course title: The course can be taken up to 3 times when taught with a different focus (for example, Sociology of Gender, International Perspectives on Gender are both taught under this title). It will also permit the addition of other related courses.

2. Effect on Department's Curriculum: This change in title will not alter the departments curriculum, except to ensure that students who are taking the course more than one time will get credit through the registrar and that the specific topic of the course will be recorded on the student's transcript.

3. Other Departments Consulted: Women's Studies

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Approvals Received and Dates: April 12, 2004.

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

Davita Glasberg, Director of Graduate Studies, Department of Sociology,  
Davita.Glasberg@uconn.edu

8. Staffing: Professors Nancy Naples, Mary Bernstein, and Bandana Purkayastha core

areas of research and teaching and she or any of the graduate students taking graduate special topics course in Gender and Society should be able to teach this course.

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**2005-34**

### **Proposal to add a Minor**

**Note: the Department of Animal Science approved this minor, but since it includes classes taught by PNB, CLAS C&C Committee must approve the inclusion of these courses**

1. Date: 2/8/05
2. Department requesting this change: Physiology and Neurobiology
3. Title of Minor: Therapeutic Horsemanship Education
3. Does this Minor have the same name as the Department or a Major within this Department (see Note S)?  Yes  No
4. Catalog Description of the Minor:

#### **Therapeutic Horsemanship Education Minor**

This minor provides students with an opportunity to pursue an interest in therapeutic riding programs, and provides a basis for further study and certification as a therapeutic riding instructor or director.

The requirements for this minor are at least 16 credits of coursework. The student must complete all of the following courses:

ANSC 234 OR 1 semester of Horse Practicum

ANSC 235

ANSC 236

ANSC 237

ANSC 296

The student must also complete a minimum of 8 credits of coursework by choosing from the following courses: ARE 215C, ARE 217, **PNB 264/265 OR PNB 274/275**, HDFS 202, HDFS 204, BADM 240.

This minor is offered by the Animal Science Department.

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

## **Justification**

1. Identify the core concepts and questions considered integral to the discipline:  
Therapeutic Horsemanship is a multi-disciplinary program that provides students with an opportunity to pursue an interest in therapeutic riding programs, and provides a basis for further study and certification as a therapeutic riding instructor or director.
  2. Explain how the courses required for the Minor cover the core concepts identified in the previous question: The proposed minor is derived from the structure of the existing major but adds on an equine emphasis. It incorporates courses from other disciplines to address the topics of human anatomy and physiology, and also the psychological and developmental aspects of humans as well as financial planning and business management.
  3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see Note S).
  4. Attach a "Minor Plan of Study" form to this proposal. See **Appendix 2005-34**.
  5. Dates approved by (see Note Q):  
CANR Curriculum Committee: 9/27/04  
PNB Department: 10/15/04
  6. Name, Phone Number, and e-mail address of principal contact person:  
Dr. Jennifer Nadeau. 486-4471. jenifer.nadeau@uconn.edu  
Dr. J. Crivello (PNB representative to C&C). 486-5415. Joseph.Crivello@uconn.edu
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## **2005-35**

### **Proposal to Add a New Graduate Course**

1. Date: 2/12/05
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring, 2006

### **Final catalog Listing** (see Note A):

#### **PSYC 4XX. Research Methods in Health Psychology**

3 credits, Seminar. Instructor consent required. Prerequisites: STAT 242 and STAT 379, or equivalent statistics course preparation as determined by the instructor. Research designs, methods, and data analysis strategies used in health promotion and

disease prevention research (e.g., case control studies, randomized clinical trials).

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): PSYC
2. Course Number (see Note B): 4xx
3. Course Title: Research Methods in Health Psychology
4. Course description (if appropriate -- see Note K): PSYC 4XX. Research Methods in Health Psychology. Research designs, methods, and data analysis strategies used in health promotion and disease prevention research (e.g., case control studies, randomized clinical trials).
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
\_\_Lecture; \_\_ Laboratory; x\_\_ Seminar; \_\_ Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see Note F): Prerequisites: STAT 242 and STAT 379, or equivalent statistics course preparation as determined by the instructor.
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): Required.
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

#### **Justification**

1. Reasons for adding this course: (see Note L) Health Psychology has emerged as an important area of knowledge (i.e., both theory and research), with extensive intradisciplinary as well as interdisciplinary foundations in the health sciences. An important component of Health Psychology are the many research methodologies that have emerged which serve to guide both research and application.

2. Academic Merit (see Note L): This course covers common research designs and data analysis strategies used in health promotion and disease prevention research. Among the study designs examined are cross-sectional and prospective data collection strategies, natural history studies, case control studies, and quasi-experimental and experimental intervention research designs including randomized clinical trials. In the context of research designs students are exposed to approaches to biomedical statistics

and data analysis strategies in health research including qualitative data management and analysis, binary and multinomial logistic regression, survival analysis, hierarchical linear models, and causal modeling. The interpretation of findings as well as the relative strengths and weaknesses of various study designs and data analytic strategies are highlighted.

3. Overlapping Courses (see Note M): None
  4. Number of Students Expected: 15
  5. Number and Size of Section: 1 section of 15
  6. Effects on Other Departments (see Note N): None.
  7. Staffing (see Note P): Kalichman, Park
  8. Dates approved by (see Note Q):  
Department Curriculum Committee: 2/7/05  
Department Faculty:
  9. Name, Phone Number, and e-mail address of principal contact person: Crystal Park, 486-3520, crysdara@aol.com
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## **2005-36**

### **Proposal to Add a New Graduate Course**

1. Date: 2/12/05
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: Spring, 2006

### **Final catalog Listing** (see Note A):

#### **PSYC 3XX. Health Psychology.**

3 credits, Seminar. Instructor consent required.

Interaction of biological, psychological, and social factors in health. Topics include disease prevention and health promotion, psychosocial factors in treatment of illness, and stress and coping processes.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): PSYC
2. Course Number (see Note B): 3xx
3. Course Title: Health Psychology
4. Course description (if appropriate -- see Note K):

Interaction of biological, psychological, and social factors in health. Topics include disease prevention and health promotion, psychosocial factors in treatment of illness, and stress and coping processes.

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

6. Course type: \_\_Lecture; \_\_ Laboratory; x\_\_ 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): Required.

10. Exclusions, if applicable (see Note H):

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

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

### **Justification**

1. Reasons for adding this course: (see Note L) Health psychology is a prominent area of psychology, drawing on subfields such as biopsychology, social and personality psychology, and clinical psychology. Theory and research have advanced rapidly in the field of health psychology over the past few decades and a course in health psychology is an important addition to the graduate curriculum.

2. Academic Merit (see Note L): The course will cover theoretical perspectives on health psychology and provide a firm grounding for examining various substantive issues within health psychology, including health promotion and disease prevention, health behavior change, stress and coping processes, living with chronic illness, and terminal illness and bereavement. Each of these issues has generated a significant amount of research.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 15

5. Number and Size of Section: 1 section of 15

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

7. Staffing (see Note P): Park.

8. Dates approved by (see Note Q):

Department Curriculum Committee: 2/7/05

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Crystal Park, [crysdara@aol.com](mailto:crysdara@aol.com), 486-3520.



The Institute for African American Studies is an inter-disciplinary program of study that seeks, through the humanities, social sciences, and the arts to explore key aspects of the experience of the African Diaspora in a systematic and structurally integrated fashion. Its broad educational purposes are to engender among all students an intellectual appreciation of black life, with a focus on the United States; to enrich the University of Connecticut's curriculum; and increase the relevance of the UCONN education to a culturally diverse world. The Institute strives to enhance understanding of Africa and its Diaspora in order to maximize knowledge and possibilities for racial harmony through the implementation of an academic major in African American Studies. The Institute is guided by the belief that in order to be able to undertake any kind of meaningful contribution towards African American people, be it in Psychology, History, Sociology, Geography, English, Philosophy or Religion, it is imperative that you have a strong background in African American Studies.

The African American Studies major in the Institute for African American Studies will complement the university's mission and strategic plan. In particular, it adds to those clauses which assume a special responsibility for teaching students about the history and culture of African American people it also encourages students to appreciate the ideals of equality, spirituality human values, and democracy and to teach students to think critically and logically. It will be anchored in already collaborating departments: history, art history, psychology, political science, music, English, drama and anthropology.

As a step towards fulfilling our vision, at the present, students may undertake either a minor concentration, as a "Related Field of Study," or as an "Individualized Major" throughout the College of Liberal Arts and Science (CLAS). Those who concentrate in the field, or who take only a course or two, benefit from the intellectual exposure that affords a diverse and enriched educational experience.

The major will establish strategic partnerships with a variety of institutions in Connecticut and the nation. It will contribute to education that prepares individuals for global responsibilities. Internationally, the ANC depositories at the Thomas J. Dodd Research Center will provide a comparative study of the struggles of Africans in South Africa and the Africans in the Diaspora to build a non-racist nation based on principles of compromise, tolerance, respect for diversity, social justice and equality of opportunity. Additionally, the major complements extant majors and minors offered by Asian American Studies, Women's Studies, and Puerto Rican & Latino Studies.

**For further background information, see Appendix 2005-37.**

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**2005-38**

**Proposal to Add a new Major**

1. Date: February 7, 2005
2. Department or Program: Institute for African American Studies
3. Title of Major: **African American Studies**
4. Catalog Description of the Major:

The African American Studies major is an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values. The Institute for African American Studies strives to provide the student body, in general, with substantive knowledge of the varied experiences of black people in the United States and abroad and to facilitate understanding and diversity. The Institute, thereby, extends the mission of the University of Connecticut and strategic plan to provide the people of the state and elsewhere with a high standard of education that is relevant to a diverse and dynamic world.

To satisfy the African American Studies major, the student must present for the degree twenty-seven credits with one three-credit course in each of groups A, B, and C. Students must also complete 12 credits in courses related to AAS such as those listed below or other courses from Group A, B or C. The student's program of study must also include the senior seminar IAAS 297W. Majors will, in close consultation with their advisers in IAAS, fulfill this aspect of the program.

All majors must take IAAS 211, Introduction to African American Studies. IAAS 211 may not be repeated for credit. All majors except Honors students must take IAAS 297W, Senior Seminar, in their senior year. Honors students must take IAAS 296, Senior Honors Thesis. For 297W, 298, Special Topics, 299, Independent Study, and 300-level courses, specify course number and title in plan of study form.

**IAAS 211 Introduction to African American Studies**  
**IAAS 297W Senior Seminar (Variable Topics)**

### **GROUP A History**

HIST 222 History of Pre-Colonial Africa

HIST 223 History of Modern Africa

HIST 224 History of Pan-Africanism

HIST 238 African American History to 1865

HIST 246 African American History Since 1865

HIST 260 Hip-Hop: Politics and Youth Culture in Late 20<sup>th</sup> Century United States

HIST 285 Cuba, Puerto Rico and the Spanish Caribbean

### **GROUP B Social and Political Inquiry**

POLS 248 African American Politics

POLS 247 Black Feminist Politics

POLS 239W Politics in Africa

SOC 226 Modern Africa

SOC 240 Ethnicity and Race

SOC 236 White Racism

POLS 245 Black Leadership and Civil Rights

SOC 235 African Americans and Social Protest

ANTH 275 Race, Ethnicity, and Nationalism

EDLR 291 Black Experience in Education

PSYC 270 Black Psychology

ANTH 225 Contemporary Africa

### **GROUP C Literature and the Arts**

ENGL 277W Black American Writers II

ENGL 276W Black American Writers I

DRAM 231W African American Theatre

DRAM 231 African American Theater

MUS 217 History of Jazz

### **RELATED COURSES**

#### **HISTORY**

HIST 284. Latinos/as and Human Rights

HIST 236. Civil War America

HIST 226. International Human Rights

HIST 278. History of Latino/as in the United States

HIST 247 Immigrants and the Shaping of American History

HIST 210 History of Women and Gender in Early America

HIST 215 History of Women and Gender in the U.S., 1790-present

HIST 253. The History of Human Rights

HIST 241. The History of Urban America

## **LITERATURE AND THE ARTS**

ARTH 276 Caribbean Art  
COMM 232 Media and Special Audiences  
GEOG 258 Geography of Africa  
ENGL 278, 278W Ethnic Literatures of the United States  
ENGL 287 Advanced Study: Ethnic Literature  
FINA 181 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans  
FINA 182 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans  
ENGL 285 Women in Literature Before 1900  
ENGL 272 Native American Literature  
ENGL 274 Asian American Literature  
ANTH 285 Anthropological Perspectives on Art  
COMS 236 Protest and Communication  
ECON 279 Women and Minorities in the Labor Market  
FRENCH 218 Francophone Studies  
MUS 292W Music of World Cultures

## **SOCIAL AND POLITICAL INQUIRY**

POLS 244 Politics of South Africa  
POLS 203W Women in Political Development  
POLS 212 Global Interdependence and the Crisis of World Order  
POLS 296 Women in Political Development  
POLS 249/PRLS 270 Latino Political Behavior  
POLS 263W Urban Politics  
POLS 256 Constitutional Rights and Civil Liberties  
AASI 221W Sociological Perspectives on Asian American Women  
AASI 222 Asian Indian Women: Activism and Social Change in India and the U.S.  
SOC 227 Revolutionary Movements  
SOC 243 Prejudice and Discrimination  
SOC 249 Sociological Perspectives on Poverty  
SOC 258 Sociology of Third World Development  
SOC 282 Urbanization  
SOC 268 Class, Power, and Inequality  
WS 267 Women and Poverty  
WS 290 Ethnicities, Sexualities, and Modernisms  
WS 266 Women and Ethnicity: Changing Roles in a Changing Society  
ECON 224 Women and Minorities in the Workplace

INTD 211 Seminar in Urban Problems  
INTD 257 The Poor Countries of the World  
COMM 233 Latinas and Media  
HDFS 201 Diversity Issues and Human Development  
IAAS 201. Supervised Field Work

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits. 27

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

### **Justification**

1. Identify the core concepts and questions considered integral to the discipline:

The Institute for African American Studies anchors a multi-disciplinary program of study that seeks, through the humanities, social sciences, and the arts to explore key aspects of the experience of the African Diaspora in a systematic and structurally integrated fashion. Scholarly exploration of the roles that race, class, gender, nationality and age factor into our wider understanding of the African Diaspora is central to the major.

2. Explain how the courses required for the Major cover the core concepts identified in the previous question:

Courses in IAAS represent a broad interdisciplinary approach to the history and experiences of people of African descent in the United States and abroad. Psychology, history, sociology, geography, English, political science and fine arts are some of the many disciplines that afford scrutiny of the Africana studies.

3. Attach a "Major Plan of Study" form to this proposal. See **Appendix 2005-38**.

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

Department Curriculum Committee:

Department Faculty:

### **Approved cross-listed courses for the African American studies major and minor.**

Dates approved: 2/21/2005

Department Curriculum Committee: History, HIST 238

Faculty: Jacqueline Glass Campbell

Dates approved: 2/21/2005  
Department Curriculum Committee: History, HIST 246 and 260  
Faculty: Jeffrey Ogbar

Dates approved: 2/21/2005  
Department Curriculum Committee: History, HIST 222, 223, and 224  
Faculty: Amii Omara-Otunnu

Dates approved: 2/23/2005  
Department Curriculum Committee: Political Science, POL 239W, 245, 247, 248  
Faculty: Howard Reiter

Dates approved: 2/25/2005  
Department Curriculum Committee: Anthropology, ANTH 225 and 275  
Faculty: W. Penn Handwerker

Dates approved: 2/25/2005  
Department Curriculum Committee: Music, MUSI 217  
Faculty: Robert Thayer

Dates approved: 2/28/2005  
Department Curriculum Committee: English, ENGL 276 and 277  
Faculty: Robert Tilton

Dates approved: 3/2/2005  
Department Curriculum Committee: Drama, DRAM 231 and 231W  
Faculty: Anne D'Alleva

Dates approved: 3/3/2005  
Department Curriculum Committee: School of Education, EDLR 291  
Faculty: Richard Schwab

Dates approved: 3/3/05  
Department Curriculum Committee: History, HIST 285  
Faculty: Blanca Silvestrini

Dates approved: PENDING  
Department Curriculum Committee: Sociology, SOC 226, 235, 236 240  
Faculty: Davita Silfen Glasberg

Dates approved: PENDING

Department Curriculum Committee: Psychology, PSYC 270

Faculty: Charles Lowe

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

Prof. Jeffrey O. G. Ogbar, Director, Institute for African American Studies

Associate Professor of History. 486-3630. [ogbar@uconn.edu](mailto:ogbar@uconn.edu)

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**2005-39**

### **Proposal to Add a Minor**

1. Date: February 7, 2005

2. Department requesting this change: Institute for African American Studies

3. Title of Minor: African American Studies

3. Does this Minor have the same name as the Department or a Major within this Department (see [Note S](#))?  Yes  No

4. Catalog Description of the Minor:

The African American Studies major is an interdisciplinary study of African people on the continent and Diaspora through the humanities, social sciences and the arts, with particular emphasis on African Americans. Its broad educational objectives are to engender among all students an intellectual appreciation of black life, to encourage students to develop critical and analytical skills, as well as to appreciate ideals of equality, democracy and humane values.

### **REQUIREMENTS FOR THE MINOR**

15 credit hours of courses selected from the African American Studies major, as follows:

a) One required course: IAAS 211 Introduction to African American Studies

b) Two courses from different departments from among the following:

#### **GROUP A History**

HIST 222 History of Pre-Colonial Africa

HIST 223 History of Modern Africa

HIST 238 African American History to 1865

HIST 246 African American History Since 1865

HIST 260 Hip-Hop: Politics and Youth Culture in Late 20<sup>th</sup> Century United States

HIST 224 History of Pan-Africanism

HIST 285 Cuba, Puerto Rico and the Spanish Caribbean

**GROUP B Social and Political Inquiry**

HDFS 271 Black American Family Patterns

POLS 248 African American Politics

POLS 247 Black Feminist Politics

POLS 239W Politics in Africa

SOC 226 Modern Africa

SOC 240 Ethnicity and Race

SOC 236 White Racism

POLS 245 Black Leadership and Civil Rights

SOC 235 African Americans and Social Protest

ANTH 275 Race, Ethnicity, and Nationalism

EDLR 291 Black Experience in Education

ECON Political Economy of Black America

PSYC 270 Black Psychology

ANTH 225 Contemporary Africa

ANTH 242W Afro-American Culture

**GROUP C Literature and the Arts**

ENGL 276W Black American Writers I

ENGL 277W Black American Writers II

DRAM 231 African American Theater

DRAM 231W African American Theatre

FINA 181 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans

MUS 217 History of Jazz

FINA 182 African-American Experience in the Arts: Contemporary Problems and Expressions of African-Americans

6. Effective Date: Fall 2005

**Justification**

1. Identify the core concepts and questions considered integral to the discipline:

The Institute for African American Studies anchors a multi-disciplinary program of study that seeks, through the humanities, social sciences, and the arts to explore key aspects of the experience of the African Diaspora in a systematic and structurally integrated fashion. Scholarly exploration of race, class, gender, nationality and age is central to understanding the African Diaspora.



2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

Courses in IAAS represent a broad interdisciplinary approach to the history and experiences of people of African descent in the United States and abroad. Psychology, history, sociology, geography, English, political science and fine arts are some of the many disciplines that afford scrutiny of the Africana studies.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

4. Attach a "Minor Plan of Study". See **Appendix 2005-39**.

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

**Approved cross-listed courses for the African American studies major and minor.**

Dates approved: 2/21/2005

Department Curriculum Committee: History, HIST 238

Faculty: Jacqueline Glass Campbell

Dates approved: 2/21/2005

Department Curriculum Committee: History, HIST 246 and 260

Faculty: Jeffrey Ogbar

Dates approved: 2/21/2005

Department Curriculum Committee: History, HIST 222, 223, and 224

Faculty: Amii Omara-Otunnu

Dates approved: 2/23/2005

Department Curriculum Committee: Political Science, POL 239W, 245, 247, 248

Faculty: Howard Reiter

Dates approved: 2/25/2005

Department Curriculum Committee: Anthropology, ANTH 225 and 275

Faculty: W. Penn Handwerker

Dates approved: 2/25/2005

Department Curriculum Committee: Music, MUSI 217

Faculty: Robert Thayer

Dates approved: 2/28/2005

Department Curriculum Committee: English, ENGL 276 and 277

Faculty: Robert Tilton

Dates approved: 3/2/2005

Department Curriculum Committee: Drama, DRAM 231 and 231W

Faculty: Anne D'Alleva

Dates approved: 3/3/2005

Department Curriculum Committee: School of Education, EDLR 291

Faculty: Richard Schwab

Dates approved: 3/3/05

Department Curriculum Committee: History, HIST 285

Faculty: Blanca Silvestrini

Dates approved: PENDING

Department Curriculum Committee: Sociology, SOC 226, 235, 236 240

Faculty: Davita Silfen Glasberg

Dates approved: PENDING

Department Curriculum Committee: Psychology, PSYC 270

Faculty: Charles Lowe

6. Name, Phone Number, and e-mail address of principal contact person:  
Prof. Jeffrey O. G. Ogbar, Director, Institute for African American Studies  
Associate Professor of History. 486-3630. [ogbar@uconn.edu](mailto:ogbar@uconn.edu)

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## **2005-40**

### **Proposal to Change an Existing Course**

1. **Date:** 2/15/2005
2. **Department:** Economics
3. **Nature of Proposed Change:** Create a "W" version of the course.
4. **Current Catalog Copy:**

#### **ECON 295. Internship - Research Paper**

Both semesters. One credit. Hours by arrangement. Consent of instructor required.

Students must have nine credits of 200-level economics courses (six of which may be

concurrent). Students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in 200-level ECON courses. Must be taken concurrently with ECON 294; no credit will be given for one course without the other. Cunningham

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

## 5. Proposed Catalog Copy:

### **ECON 295. Internship - Research Paper**

Both semesters. One credit. Hours by arrangement. Consent of instructor required. Students must have nine credits of 200-level economics courses (six of which may be concurrent). Students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in 200-level ECON courses. Must be taken concurrently with ECON 294; no credit will be given for one course without the other. *Segerson*. Research paper of 3,000-4,000 words on approved topic related to the internship field study.

### **ECON 295W. Internship - Research Paper**

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

### **Justification**

1. **Reasons for changing this course:** Since the course already involves a significant writing component, it is appropriate to have a “W” version. The W version will adhere to the requirements for writing courses set out by the Senate GEOC.
  2. **Effect on Department's Curriculum:** May help alleviate excess demand for Economics W courses.
  3. **Other Departments Consulted** (see Note N): N/A
  4. **Effects on Other Departments:** N/A
  5. **Effects on Regional Campuses:** May be offered at regional campuses.
  6. **Staffing:** No change.
  7. **Dates approved by** (see Note Q):  
Department Curriculum Committee: November 16, 2004  
Department Faculty: December 1, 2004
  8. Name, Phone Number, and e-mail address of principal contact person:  
Richard N. Langlois, director of undergraduate studies.  
X63472 [Richard.Langlois@UConn.edu](mailto:Richard.Langlois@UConn.edu)
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**2005-41**

**Proposal to Add a New 1-credit Undergraduate W Course**

**Date Submitted:** February 17, 2005

**Department:** Political Science

**Semester and year in which course will be first offered:** Spring 2006

**Final Catalog Listing:**

**POLS 214W. Recent American Diplomacy**

Second Semester. One credit. Corequisite: Concurrent registration in POLS 217.

Prerequisite: ENGL 110 or 111 or 250

**Standard Abbreviation for Department or Program:** POLS

**Course Number:** 214W (We have checked with the registrar and this number has not been used in seven years, so they told us it would be acceptable)

**Course Title:** Recent American Diplomacy.

**Semester Offered:** Either semester

**Number of Credits:** 1 credit

**Course Description:**

**Optional Items:**

**Number of Class Period, if not standard:** na

**Prerequisites, if applicable:** ENGL 110 or 111 or 250

**Recommended Preparation, if applicable:** na

**Consent of Instructor, if application:** na

**Exclusions if applicable:** na

**Repetition for credit:** na

**Instructor names if they appear in catalog copy:** na

**Open to Sophomores:** Not open to sophomores

**Skill Codes:** W

**S/U Grading:** Letter grading

**JUSTIFICATION:**

**Reasons for adding this course:** The department is trying to offer more W courses in order to meet the new GEOC requirement of a 200-level W in the major. This course, taken concurrently with POLS217, will enable students to fulfill the W requirement in the major. With its research component involving library research, this course also

serves the information literacy competency.

**Academic Merit:** POLS 217 is an established course that examines the history of American foreign relations since 1917, concentrating on such major events as World War I, World War II, the Korean War, Cold War, Vietnam, and events after 9/11. The focus is on the processes, sources, ideologies, personalities, and institutions of American foreign policy. The students become acquainted with the debates and controversies engendered by America's behavior in international affairs. The creation of POLS 214W as a 1 credit W section for POLS 217 would allow students to explore these topics in greater depth and to gain valuable knowledge about the process of historical research.

Students in the one-credit "W" section would be required to write about topics that are relevant to POLS 217, the established course in which they must be registered concurrently with POLS 214W. They would be required to write a research design, annotated bibliography, and a 15-25-page paper on a research topic related to American foreign relations since 1914. The process for writing this research paper involves individual feedback from the instructor and extensive revision in order to produce a final draft (as specified below).

**Specific Criteria W courses:**

1. The major research paper required for the "W" section students (who are concurrently registered in both POLS 217 and POLS 214W) enhances learning the historical record by having each student probe a particular event, policy, or decision in considerable depth, weighing choices, evaluating what other scholars have written pro and con, and grappling with the documentary record that is the basis for historical and political judgments. The research paper will complement the diplomatic events and patterns of the last half century that are covered in the lectures, text, collateral readings, and final exam. The research paper is expected to be 15-25 pages in length and is written in two drafts, with substantial revisions after the first draft. A research design and annotated bibliography will be due by the fourth week and will receive extensive comments and suggestions. The first draft will be due the eighth week; again criticisms and suggestions for revisions will be emphasized in individual meetings with the instructor.
2. The primary modes of instruction include extensive written commentary, and we will also focus in class on how to do research in the library, how to use the Internet, how to interpret documents, how to organize a research paper, how to write clear prose, and how to correct cite sources. The instructor will have at least two individual meetings with students -- first, to discuss research topics and sources; second, to discuss criticisms of the first draft of each student's paper.
3. The final grade for POLS 214W is based solely on the student's writing assignments. If the student fails the writing assignments, the student will fail the

course and will not receive W credit. The syllabus will clearly state this policy.

**Number of Students Expected:** 19

**Number and Size of Sections:** 1 section per year, either semester, maximum of 19 students

**Impact on Students:** None

**Overlapping Courses:** None.

**Effect on Department's Curriculum:** None. POLS214W is the W counterpart to POLS217, which is an established course

**Impact on Other Departments:** None

**Impact on Regional Campuses:** None

**Staffing:** Staffed by existing POLS faculty

**Date Approved by Department C&C:** 8/28/04

**Date Approved by Department Faculty:** 9/15/04

**Name, Phone, and Email address of Principal Contact:**

Jennifer Sterling-Folker, 486-2535, jsfolker@uconnvm.uconn.edu

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**2005-42**

**Proposal to Add a W Variant to an existing course**

**Date Submitted:** February 17, 2005

**Department:** Political Science

**Action Request:** Add W section to increase our W offerings, and retain non-W course

**Current Catalog Copy:**

**POLS 225. International Organizations and Law**

Either semester. Three credits

The role of intergovernmental and nongovernmental organizations and international law in world affairs, with special attention to contemporary issues.

(Note: This catalog copy reflects nonsubstantive changes in description reviewed by CLAS Chair, 9/29/04, and sent to Marianne Buck, 2/4/05, for inclusion in 2005-2006 catalog)

**Proposed Catalog Copy:**

**POLS 225. International Organizations and Law**

Either semester. Three credits

The role of intergovernmental and nongovernmental organizations and international law in world affairs, with special attention to contemporary issues.

### **POLS 225W. International Organizations and Law**

Prerequisite: ENGL 110 or 111 or 250

#### **JUSTIFICATION:**

**Reasons for adding this course:** The department is trying to offer more W courses in order to meet the new GEOC requirement of a 200-level W in the major. This is a W version of an existing course.

#### **Academic Merit:**

This course seeks to acquaint students with the multitude of international organizations and non-governmental organizations that populate world politics. It examines the various roles such organizations fulfill in global affairs. It also acquaints students with the fundamental concepts of international law and pertinent legal cases, and it explores the transnational problems that international organizations and laws address. Research papers that allow students to examine different organizations and specific transnational problems are an integral part of the course.

#### **Specific Criteria W courses:**

1. The course is a combination of lecture, discussion, and in-class group exercises. Students have weekly readings, two exams, and an in-class presentation. They must write an annotated bibliography and a 15-25 page paper on a research topic related to international organization or international law. The major research paper required in the course enhances learning the content of the course by actively engaging students with a specific transnational problem that is addressed by international organizations and law.
2. The process for writing this research paper involves two drafts, with substantial revision undertaken between the drafts based on individual feedback and extensive written commentary from the instructor. There will also be in-class instruction and discussions of common writing problems and issues, and individual meetings with each student shortly after the first draft is handed back in order to answer questions, discuss suggestions, and ensure that comments are incorporated into a revised final draft. Students are required to submit both drafts at the end of the course so that the instructor can evaluate how well students have incorporated comments and suggestion.
3. The final grade is calculated so that the non-writing components of the course are worth 40%, while the writing components of the course constitute 60% of the final course grade. The syllabus will clearly states this and reiterate that failure to pass the W component of the course, which involves writing quality, will result in failure of

the course.

4. There will be no mixing of POLS225W and the regular POLS225

**Number of Students Expected:** 19

**Number and Size of Sections:** 1 section per year, either semester, maximum of 19 students

**Impact on Students:** None

**Overlapping Courses:** None.

**Effect on Department's Curriculum:** None. POLS225 is an established course, so POLS225W can be offered in its place on occasion

**Impact on Other Departments:** None

**Impact on Regional Campuses:** None

**Staffing:** Staffed by existing POLS faculty

**Date Approved by Department C&C:** 8/28/04

**Date Approved by Department Faculty:** 9/15/04

**Name, Phone, and Email address of Principal Contact:**

Jennifer Sterling-Folker, 486-2535, jsfolker@uconnvm.uconn.edu

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**2005-43**

### **Proposal to Add a New Graduate Course**

1. Date: Friday, February 18, 2005
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall, 2005

### **Final catalog Listing:**

#### **ENGL 305. Advanced Research Methods**

1 credit. Lecture. Instructor consent required. Open to graduate students in English, others with permission.

An introduction to advanced research in the humanities. History of and recent developments in humanities-based research; the use of electronic databases and traditional material resources; the collection and organization of materials; the formulation of an argument; the forms of professional academic writing.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: ENGL



2. Course Number: 305

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

3. Course Title: Advanced Research Methods

4. Course description, if appropriate: An introduction to advanced research in the humanities. History of and recent critical developments in the humanities; the use of electronic databases and traditional material resources; the collection and organization of materials; the formulation of an argument; the forms of professional academic writing.

5. Number of Credits: 1

6. Course type: Lecture

### **Optional Items**

7. Prerequisites, if applicable: NA

8. Recommended Preparation, if applicable: NA

9. Consent of Instructor, if applicable: Required

10. Exclusions, if applicable: Not open to PhD Students.

11. Repetition for credit, if applicable: No

12. S/U grading, if applicable: A-F Graded

### **Justification**

**1. Reasons for adding this course:** There is no such course in the catalog even though (due to the proliferation in recent years of countless electronic and material resources) students in English have greater and greater need for practical instruction in how to research complex subjects and write academic papers.

**2. Academic Merit:** The course ensures that all English graduate students possess a standard, common knowledge of the research and writing techniques crucial to their success in graduate school and after graduation. Instructors will typically begin the course by contextualizing English study historically and then track important developments and recent trends in the field before turning to practical instruction in research and writing techniques. Students will be required to employ these techniques in their work for other courses in which they are simultaneously enrolled.

**3. Overlapping Courses:** To the degree that English 305 surveys critical approaches to literature, it overlaps somewhat with English 301. The courses are very different, however. English 301 introduces students to practical criticism through an historical approach. It offers no practical instruction on research methods or writing techniques. It also is decidedly non-interdisciplinary, which fails to reflect the highly interdisciplinary nature of English study today. In addition, English 301 has not been offered in close to five years, and the department plans to let it go.

**4. Number of Students Expected:** 10 per offering

**5. Number and Size of Section:** 10

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

**7. Staffing:** Since this course will be required of all new MA students, it will be taught on a rotating basis by several faculty members including Robert Hasenfratz, Gregory Semenza, and Sarah Winter.

**8. Dates approved by:**

Department Curriculum Committee: October 27, 2004

Department Faculty: Nov. 17, 2004

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

Gregory M. Colon Semenza, Ph.D. / 486-4762 / semenza@uconn.edu

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**2005-44**

### **Proposal to Add a New Graduate Course**

1. Date: Friday, February 18, 2005
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: Fall, 2005

### **Final catalog Listing:**

#### **ENGL 306. Professional Development in English**

2 Credits. Practicum. Prerequisite: ENGL 305. Instructor consent required. Open to graduate students in English, others with permission.

Advanced training in such activities as dissertation writing, attending conferences, publishing book reviews and scholarly articles, and seeking employment in academe. Includes practical instruction on revising a seminar paper for publication.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 306

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

3. Course Title: Professional Development in English
4. Course description, if appropriate: Advanced training in such activities as

dissertation writing, attending conferences, publishing book reviews and scholarly articles, and seeking employment in academe. Includes practical instruction on revising a seminar paper for publication.

5. Number of Credits: 2

6. Course type: Practicum.

### **Optional Items**

7. Prerequisites, if applicable: ENGL 305

8. Recommended Preparation, if applicable: NA

9. Consent of Instructor, if applicable: REQUIRED

10. Exclusions, if applicable: None

11. Repetition for credit, if applicable: No

12. S/U grading, if applicable: A-F graded

### **Justification**

**1. Reasons for adding this course:** There is no such course in the catalog, despite the fact that professional accomplishments such as publication are now required in a job market in which only one third of English Ph.D.s will eventually succeed in earning a tenure-track position. The English department is committed to maximizing the professional qualifications of its graduate students. In addition, the course's focus on the structure of an academic career should help students to shorten their time to degree.

**2. Academic Merit:** The techniques this course will follow are available in the attached syllabus from English 497, which I taught last semester (See **Appendix 2005-44**). Students have already begun to submit their revised seminar papers for publication in top journals.

**3. Overlapping Courses:** None.

**4. Number of Students Expected:** 10 per offering

**5. Number and Size of Section:** 10

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

**7. Staffing:** The course will be taught on a rotating basis by several faculty members including Robert Hasenfratz, Gregory Semenza, Hans Turley, and Sarah Winter.

**8. Dates approved by:**

Department Curriculum Committee: October 27, 2004

Department Faculty: November 17, 2004

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

Gregory M. Colon Semenza, Ph.D. / 486-4762 / semenza@uconn.edu

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**2005-45**

### **Proposal to Add a New Undergraduate Course**

1. Date: 2/21/05
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Fall 05

**Final catalog Listing** (see Note A):

#### **PNB 293. Foreign Study**

Both semesters. Credits and hours by arrangement. May be repeated for credit.

Consent of Department Head or Key Advisor required, normally to be granted prior to the student's departure. May count toward the major with consent of Department Head or Key Advisor.

Special topics taken in a foreign study program.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): PNB
  2. Course Number: 293
- If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_ Yes \_
3. Course Title: Foreign Study
  4. Semester offered: Both
  5. Number of Credits: credits and hours by arrangement
  6. Course description: Special topics taken in a foreign study program.

##### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): Consent of Department Head or Key Advisor required, normally to be granted prior to the student's departure. May count toward the major with consent of Department Head or Key Advisor.
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):

16. S/U grading (see Note W):

**Justification**

1. Reasons for adding this course: PNB has not previously had a course in Foreign study because the number of students requesting it was low. In recent years this number has increased, and we wish to have a more standard procedure for accommodating these credits that don't correspond to an existing PNB course number.
  2. Academic Merit: We feel that studying abroad can greatly enhance a student's undergraduate experience. PNB students may be discouraged from studying abroad because they cannot find physiology-related courses that have equivalents at UConn.
  3. Overlapping Courses: This course number will be used only for physiology courses taken abroad, therefore there are unlikely to be any overlaps with other departments.
  4. Number of Students Expected: 1-2 per year currently
  5. Number and Size of Section: 1
  6. Effects on Other Departments: none
  7. Effects on Regional Campuses: none
  8. Staffing (see Note P): none needed
  9. Dates approved by (see Note Q):  
Department Curriculum Committee: 2/4/05  
Department Faculty: 2/4/05
  10. Name, Phone Number, and e-mail address of principal contact person:  
Marie Cantino 6-3588 marie.cantino@uconn.edu
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**2005-46**

**Proposal to Cross List Courses between General Studies and Asian American Studies**

1. Date: 02/06/05
2. Department initiating this proposal: Asian American Studies Institute
3. Current Catalog Copy/Copies:

**GS 285. Introduction to Hinduism**

Both semesters. Three credits. *Joshee, Pandey*

Study of one of the world's oldest religions and how its distinct traditions that have enhanced the lifestyles of more than 800 million people in several countries of Asia. Reviews Hinduism's history, heritage, and philosophy. Closely examines the practices of this religion in Nepal, the only Hindu country.

**GS 286. Introduction to Nepali Culture**

Both semesters. Three credits. *Aryal, Joshee*

Introduction to different cultures and traditions found among various ethnic groups of Nepal. It will examine the two religions widely practiced in Nepal. It will examine the two religions widely practiced in Nepal, mainly Hinduism and Buddhism, its affect in shaping the cultural values in people's lives.

### **GS 287. Introduction to Buddhism**

Both semesters. Three credits. *Bajracharya, Rodin*

Study of Buddhism, Buddhist culture, and the teachings of Buddha. Examines differing schools of the religion and their distinct literary and cultural traditions with special emphasis on Buddhism in Nepal as a cultural example. Students are challenged to apply the ethical foundations, the Four Noble Truths, and Eightfold Path to their own lives. Discusses the influence that cultural background has on understanding of the world.

### **GS 288. Introduction to Himalayan and Tibetan Culture**

Both semesters. Three credits. *Dhungel, Joshee*

This course includes a semester long online study in which the students will be introduced to the origin, development and nature of the Himalayan or Tibetan religions and cultures. This course will provide the student with enough knowledge and confidence to enable them to communicate fundamental knowledge of Tibetans in Nepal, Tibetan culture, and the people of the Himalayan region and their cultural and religious practices.

#### 4. Proposed Catalog Copy/Copies:

### **GS 285. Introduction to Hinduism**

(Also offered as AASI 285). Both semesters. Three credits. *Joshee, Pandey*

Study of one of the world's oldest religions and how its distinct traditions that have enhanced the lifestyles of more than 800 million people in several countries of Asia. Reviews Hinduism's history, heritage, and philosophy. Closely examines the practices of this religion in Nepal, the only Hindu country.

### **AASI 285. Introduction to Hinduism**

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### **GS 286. Introduction to Nepali Culture**

(Also offered as AASI 286). Both semesters. Three credits. *Aryal, Joshee*  
Introduction to different cultures and traditions found among various ethnic groups of Nepal. It will examine the two religions widely practiced in Nepal. It will examine the two religions widely practiced in Nepal, mainly Hinduism and Buddhism, its affect in shaping the cultural values in people's lives.

### **AASI 286. Introduction to Nepali Culture**

(Also offered as GS 286). Both semesters. Three credits. *Aryal, Joshee*  
Introduction to different cultures and traditions found among various ethnic groups of Nepal. It will examine the two religions widely practiced in Nepal. It will examine the two religions widely practiced in Nepal, mainly Hinduism and Buddhism, its affect in shaping the cultural values in people's lives.

### **GS 287. Introduction to Buddhism**

(Also offered as AASI 287). Both semesters. Three credits. *Bajracharya, Rodin*  
Study of Buddhism, Buddhist culture, and the teachings of Buddha. Examines differing schools of the religion and their distinct literary and cultural traditions with special emphasis on Buddhism in Nepal as a cultural example. Students are challenged to apply the ethical foundations, the Four Noble Truths, and Eightfold Path to their own lives. Discusses the influence that cultural background has on understanding of the world.

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Study of Buddhism, Buddhist culture, and the teachings of Buddha. Examines differing schools of the religion and their distinct literary and cultural traditions with special emphasis on Buddhism in Nepal as a cultural example. Students are challenged to apply the ethical foundations, the Four Noble Truths, and Eightfold Path to their own lives. Discusses the influence that cultural background has on understanding of the world.

### **GS 288. Introduction to Himalayan and Tibetan Culture**

(Also offered as AASI 288). Both semesters. Three credits. *Dhungel, Joshee*  
This course includes a semester long online study in which the students will be introduced to the origin, development and nature of the Himalayan or Tibetan religions and cultures. This course will provide the student with enough knowledge and confidence to enable them to communicate fundamental knowledge of Tibetans in Nepal, Tibetan culture, and the people of the Himalayan region and their cultural and religious practices.

### **AASI 288. Introduction to Himalayan and Tibetan Culture**

(Also offered as GS 288). Both semesters. Three credits. *Dhungel, Joshee*

This course includes a semester long online study in which the students will be introduced to the origin, development and nature of the Himalayan or Tibetan religions and cultures. This course will provide the student with enough knowledge and confidence to enable them to communicate fundamental knowledge of Tibetans in Nepal, Tibetan culture, and the people of the Himalayan region and their cultural and religious practices.

5. Effective Date: Fall 2005

### **Justification**

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

This is not a new course in The College of Continuing Studies. Each time Continuing Studies have offered the courses they have been fully enrolled, which is a clear indication that these subjects areas are popular and in demand for our students.

2. Reasons for cross listing this course:

As all courses address Asian culture and religion it would be a good alternative for students to have the AASI designation. Each course would serve goals of the AASI program, as follows:

1. GS 285 Introduction to Hinduism (3 Credits) – This course will introduce students to Hinduism – one of the oldest religions of the world which is practiced by a large number of people in several countries mainly in South and Southeast Asia. This course will address Hinduism’s History, heritage and philosophy. As a case study may closely study the practices of Hindu religion in Nepal, the only Hindu Kingdom in the world, or we might study the practices in India.

2. GS 286 Introduction to Nepali Culture (3Credits) – Nepal, a small country between the two Asian giants, India and China, has a unique culture of its own. Although it is a small country, the diversity of people, culture, and languages in Nepal are enormous. There are 60 ethnic groups, with their own languages, dialects and cultures. This course will introduce students to the different culture and traditions found among various ethnic groups of Nepal. It will examine the two religions widely practiced in Nepal, mainly Hinduism and Buddhism, and its effect in shaping the cultural values in peoples’ lives.

3. GS 287 Introduction to Buddhism (3 credits) –This course is designed to provide an introduction to Buddhism and Buddhist culture in Nepal. For students with little of no background in either subject. Students will learn about the development of Buddhism and the basic teaching of the Buddha. Students will become familiar with the differing schools of Buddhism and their distinct literary and cultural traditions. Special emphasis is placed on Buddhism in Nepal as a cultural example. By looking at



Buddhism through another cultural perspective, students will be challenged to find the applicability of the ethical foundations of Buddhism to daily life.

4. GS 288 Introduction to Himalayan and Tibetan Culture (3hours) – This course includes a semester long online study in which the students will be introduced to the origin, development and nature of the Himalayan or Tibetan religions and cultures. This course will provide the student with enough knowledge and confidence to enable them to communicate the fundamental knowledge of Tibetans in Nepal, Tibetan culture, people of the Himalayan region and their cultural and religious practices.

3. Other Departments Consulted: Continuing Education

4. Effects on Regional Campuses: These courses will be On-Line. No Similar courses are taught in any regional campus' and may attract students at regional campuses.

5. Staffing: Jeet Joshee and possibly a new hire. See **Appendix 2005-46** for minutes of AASI meeting discussing staffing issues.

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

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**From:** Buckley, Roger

**Sent:** Tuesday, December 07, 2004 1:22 PM

**To:** Joshee, Jeetendra

**Subject:** Approval of Courses

Dear Jeet,

The Asian American Studies Institute director and faculty has unanimously voted to approve the cross-listing of the following courses on December 7, 2004.

GS 285 Introduction to Hinduism

GS 286 Introduction to Nepali Culture

GS 287 Introduction to Buddhism

GS 288 Introduction to Himalayan and Tibetan Culture

Roger N. Buckley, Director of Asian American Studies Institute and Professor of History

University of Connecticut

354 Mansfield Road

Storrs, CT 06269-2091

Beach Hall Room 417  
(860) 486-4751

7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

Roger N. Buckley, Director Asian American Studies  
Institute [Roger.Buckley@uconn.edu](mailto:Roger.Buckley@uconn.edu)

Bandana Purkayastha, Interim Director Asian American Studies Institute  
[Bandana.Purkayastha@yahoo.com](mailto:Bandana.Purkayastha@yahoo.com) or [Bandana.Purkayastha@uconn.edu](mailto:Bandana.Purkayastha@uconn.edu)

Jeetendra Joshee, Lecturer and Assistant Dean, College of Continuing Studies  
[Jeet.Joshee@uconn.edu](mailto:Jeet.Joshee@uconn.edu)

8. Dates approved by each department or program:

Department Curriculum Committee: December 7, 2004

Department Faculty: December 7, 2004

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

Maxine Haines, Asian American Studies Institute. [Maxine.Smestad-Haines@Uconn.edu](mailto:Maxine.Smestad-Haines@Uconn.edu). 486-4751

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**End of Proposals for March 15, 2005**