

CLAS Committee on Curricula and Courses
April 12, 2005
Proposals

Report on a meeting of the “B.S. degree subcommittee” of the Committee on Curricula and Courses, College of Liberal Arts and Sciences

Date: March 22, 2005

In attendance: Robert Michel (CHEM), Annelie Skoog (MARN), Tom Terry (MCB and Chair), David Miller (PSYC), Gerald Leibowitz (MATH), George Rawischer (PHYS).

The meeting was convened in order to consider a proposal from David Knecht (MCB) to revise the B.S. degree in CLAS to require at least one biology course (chosen from BIOL 107 or 108). During the course of our extensive discussion, we realized that a more appropriate recommendation might be to restructure the B.S. degree in CLAS so that, in addition to a basic set of “core” requirements, each major or program offering a B.S. degree should be allowed some flexibility in choosing the most appropriate courses for its B.S. program.

I. Motion

Current requirements (as formulated for the 2005-06 catalog)

Bachelor of Science Only:

All of the following:

One of the Chemistry sequences:

CHEM 124Q, 125Q, 126Q Fundamentals of General Chemistry I, II, III

CHEM 127Q, 128Q General Chemistry I, II

CHEM 129Q, 130Q Honors General Chemistry I, II

CHEM 137Q, 138Q Enhanced General Chemistry I, II

One of the Mathematics sequences:

MATH 112Q, 113Q, 114Q Introductory Calculus 1, 2, 3

MATH 115Q, 116Q Calculus I, II

One of the following:

MATH 210Q Multivariable Calculus

MATH 211Q Elementary Differential Equations

MATH 220Q Enhanced Multivariable Calculus
MATH 221Q Enhanced Differential Equations
BIOL 107 Principles of Biology I
BIOL 108 Principles of Biology II

One of the Physics sequences:

PHYS 121Q, 122Q General Physics I, II; and PHYS 123Q General Physics Problems
PHYS 131Q, 132Q General Physics with Calculus I, II
PHYS 141Q, 142Q Fundamentals of Physics I, II
PHYS 151Q, 152Q Physics for Engineers I, II

Proposed requirements

Bachelor of Science Only

At least four laboratory courses, including two completed sequences from two of the following groups:

One of the Chemistry sequences:

CHEM 124Q, 125Q, 126Q Fundamentals of General Chemistry I, II, III (NOTE: this 3 course sequence counts as two of the four required laboratory courses towards the B.S. degree)

CHEM 127Q, 128Q General Chemistry I, II

CHEM 129Q, 130Q Honors General Chemistry I, II

CHEM 137Q, 138Q Enhanced General Chemistry I, II

Biology courses (can be taken in either order)

BIOL 107 Principles of Biology I

BIOL 108 Principles of Biology II or BIOL 110 Introduction to Botany

One of the Physics sequences:

PHYS 121Q, 122Q General Physics I, II

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

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

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

Each major or program offering a B.S. degree may have additional requirements, which are stated in catalog copy for the major.

(2) Allow each department or program that offers a B.S. degree the flexibility and the authority to add additional requirements as most appropriate. These could include:

a) specification of additional course requirements; e.g., MATH, STAT, etc.

b) limitation on course selection from the courses listed above: e.g., PSYC might require BIOL 107 but not 108. PHYS might specify that PHYS 121-122 does not count toward the PHYS major.

We feel that this proposal would feature biology more prominently as a “core” requirement for the B.S. degree, while not adding additional requirements to Chemistry or Physics majors, since their students could take the Physics and Chemistry courses instead of Biology. Since the B.S. degree would continue to be considerably more stringent than the B.A. degree, it would make sense to continue to require one fewer general education course of B.S. students than B.A. students. Finally, this proposal would allow each department to reexamine the role of other courses and make additional requirements that would be most appropriate for its majors. Many, if not all programs, would continue to require calculus, but some programs might want to include Statistics as an alternative or as a requirement. Some majors might not wish to require the calculus-based physics. We think this flexibility will be valuable to departments offering a B.S. degree.

II. Rationale

All present agreed that biology has become of major importance in the sciences, and that some “biology literacy” was important for all students, including those earning a B.S. degree. However, our representatives from Chemistry and Physics reported that there was significant sentiment in their departments against the proposal to add a required biology course to the list of courses that their majors are already required to take. Among the reasons cited:

- The B.S. in Chemistry already requires 35 credits in courses for the major, making it a very challenging program for students to schedule and complete. There is simply not enough room to schedule an additional course requirement.
- Most students take at least one year of biology in high school, in courses that cover much of the material presented in Biology 107 and 108. This provides some degree of “biology literacy”.
- Chemistry majors take a biochemistry course (MCB 204) as part of their curriculum, and so are exposed to some aspects of molecular biology.
- There is little if any precedent at other universities for a biology requirement in all B.S. degrees
- The B.S. degree in Chemistry and Physics are specialized degrees and are best served by the current requirements. Additional requirements, such as a biology requirement, might be better served as modifications to the B.A. degree in appropriate sciences, since this a more general degree.

By contrast, our representatives from Psychology, MCB, and Marine Sciences felt that

biology should be a component of a Bachelor of Science degree. Mathematics expressed “reluctant agreement” with the idea of adding a biology course requirement.

An additional complicating factor was that of resources. As we discussed the course content of Biology 107 and 108, it became clear that Biology 107 (introduction to cell and molecular biology and animal anatomy and physiology) was the course that would best serve many B.S. programs, rather than Biology 108 (botany, ecology, genetics, and evolution). However, current resources, including available laboratory space and seat capacity, would not support a sizable increase in enrollments in Bio 107. By contrast, there is additional capacity in Biology 108 to adsorb some increase in enrollments.

Terry reported on his exploration of how B.S. degrees are structured at a randomly selected group of peer institutions. In most cases, there is not a single B.S. degree within the college or school in which sciences are taught. Instead, B.S. degrees typically have different requirements for different majors.

At this point in our discussion, we seemed to be at an impasse. It was clear that it would be difficult for Chemistry or Physics to agree to adding a requirement in biology for their students. However, we began to reexamine the question of whether the B.S. degree might perhaps be more flexibly structured, in ways that would not force Chemistry or Physics to require an additional course, but that would still make Biology a more central “core course” and, in addition, allow each major to structure its B.S. program for maximum appropriateness.

Rawitscher pointed out that one of the major challenges of the current B.S. degree is that it forces all students to take calculus-based physics. Many students (including a sizable number of students majoring in one of the Biological Sciences) take Physics 121 and 122, a two-semester course sequence that covers major concepts in Physics without calculus, instead of Physics 131 and 132, a calculus-based course sequence. Both Physics sequences cover major topics across the Physics curriculum and are laboratory courses. The current B.S. requirements in CLAS requires that all students seeking this degree must include physics with calculus, so that students who have taken Physics 121 and 122 are required to take Physics 123 (physics problems with calculus). Rawitscher, who teaches this course, argues that many of the students never succeed in the course, and that it satisfies no one; neither the students, nor the professors. One might ask, on practical as well as pedagogic grounds, whether the requirement for calculus-based physics is really necessary for students majoring in Psychology or one of the Biological Sciences. Our current B.S. degree offers no alternative.

Further discussion opened other possibilities. For example, the B.S. degree as currently structured requires a year or more of calculus, but not statistics. This requirement seems appropriate for Physics, Math, and Chemistry B.S. degree programs, but is it the most appropriate requirement for students seeking a B.S. degree in one of the Biological Sciences, Psychology, or Cognitive Science? If given the flexibility to reshape the B.S. degree, it might well be that Biological Sciences, or Psychology, or some other program of study leading to the B.S. degree, might find it more appropriate to modify its requirements, perhaps allowing students some choice between calculus and statistics, as an example.

Our recommendation, after reviewing the B.S. degree in CLAS, is to modify it as follows:

(1) reduce the B. S. “core” requirements to the following

Current requirements (as formulated for the 2005-06 catalog)

Bachelor of Science Only:

All of the following:

One of the Chemistry sequences:

CHEM 124Q, 125Q, 126Q Fundamentals of General Chemistry I, II, III

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BIOL 107 Principles of Biology I

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BIOL 108 Principles of Biology II or BIOL 110 Introduction to Botany

One of the Physics sequences:

PHYS 121Q, 122Q General Physics I, II

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

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

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

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- (2) Allow each department or program that offers a B.S. degree the flexibility and the authority to add additional requirements as most appropriate. These could include:
- a) specification of additional course requirements; e.g., MATH, STAT, etc.
 - b) limitation on course selection from the courses listed above: e.g., PSYC might require BIOL 107 but not 108. PHYS might specify that PHYS 121-122 does not count toward the PHYS major.

We feel that this proposal would feature biology more prominently as a “core” requirement for the B.S. degree, while not adding additional requirements to Chemistry or Physics majors, since their students could take the Physics and Chemistry courses instead of Biology. Since the B.S. degree would continue to be

considerably more stringent than the B.A. degree, it would make sense to continue to require one fewer general education course of B.S. students than B.A. students. Finally, this proposal would allow each department to reexamine the role of other courses and make additional requirements that would be most appropriate for its majors. Many, if not all programs, would continue to require calculus, but some programs might want to include Statistics as an alternative or as a requirement. Some majors might not wish to require the calculus-based physics. We think this flexibility will be valuable to departments offering a B.S. degree.

Course Proposals

2005-52

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

1. Date: February 16, 2005
2. Department: English
3. Nature of Proposed Changes: Convert each of the courses below to its W equivalent and drop the non-W version.

A. Current Catalog Copy:

ENGL 279. Advanced Study: Drama

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Intensive study of particular topics in dramatic literature. May be repeated for credit with a change of topic.

Proposed Catalog Copy:

ENGL 279W. Advanced Study: Drama

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Intensive study of particular topics in dramatic literature. May be repeated for credit with a change of topic.

B. Current Catalog Copy:

ENGL 280. Advanced Study: Poetry

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

Intensive study of particular topics in poetry.

Proposed Catalog Copy:

ENGL 280W. Advanced Study: Poetry

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

Intensive study of particular topics in poetry.

C. Current Catalog Copy:

ENGL 281. Advanced Study: Prose

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

Intensive study of particular topics in literary prose.

Proposed Catalog Copy:

ENGL 281W. Advanced Study: Prose

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

Intensive study of particular topics in literary prose.

D. Current Catalog Copy:

ENGL 282. Advanced Study: Literary Criticism and Theory

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

Intensive study of particular topics in literary criticism and theory. May be repeated for credit with a change of topic.

Proposed Catalog Copy:

ENGL 282W. Advanced Study: Literary Criticism and Theory

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

Intensive study of particular topics in literary criticism and theory. May be repeated for credit with a change of topic.

E. Current Catalog Copy:

ENGL 283. Advanced Study: British Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

Intensive study of particular topics in the literature of the British Isles. May be

repeated for credit with a change of topic.

Proposed Catalog Copy:

ENGL 283W. Advanced Study: British Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Intensive study of particular topics in the literature of the British Isles. May be repeated for credit with a change of topic.

F. Current Catalog Copy:

ENGL 284. Advanced Study: American Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Intensive study of particular topics in the literature of the United States. May be repeated for credit with a change of topic.

Proposed Catalog Copy:

ENGL 284W. Advanced Study: American Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Intensive study of particular topics in the literature of the United States. May be repeated for credit with a change of topic.

G. Current Catalog Copy:

ENGL 287. Advanced Study: Ethnic Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. May be repeated for credit with a change of topic. Intensive study of particular topics in British or American literature written by ethnic writers.

Proposed Catalog Copy:

ENGL 287W. Advanced Study: Ethnic Literature

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. May be repeated for credit with a change of topic. Intensive study of particular topics in British or American literature written by ethnic writers.

H. Current Catalog Copy:

ENGL 288. Advanced Study: Anglophone Literature

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

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

Proposed Catalog Copy:

ENGL 288W. Advanced Study: Anglophone Literature

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

Intensive study of particular topics in the English literature of one or more regions, such as South Asia, Africa or the Caribbean.

I. Current Catalog Copy:

ENGL 289. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

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

Intensive study of particular topics in the literature of these Commonwealth countries.

Proposed Catalog Copy:

ENGL 289W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand

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

Intensive study of particular topics in the literature of these Commonwealth countries.

J. Current Catalog Copy:

ENGL 290. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

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

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

Proposed Catalog Copy:

ENGL 290W. Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature

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

Intensive study of particular topics in the literary expression of lesbian, gay, bisexual and transgendered identity.

Justification

1. Reasons for changing this group of courses:

This addition of the W skill code is part of a broader change to make these courses “capstone courses” in the English major that simultaneously satisfy the Information Literacy and Writing in the Major requirements.

The only reason these “Advanced Study” courses were not W courses when instituted in 2002 even though the place of writing in them would have made a W appropriate was that the English Department did not want to attract non-majors seeking only the W. Under the revised rules approved by the Senate 5/12/03 permitting such courses to be restricted to majors, the W becomes desirable. It also makes sense to combine the function of the Information Literacy requirement--finding appropriate information--with the function of the Writing in the Major requirement--training students to incorporate that information into their writing in forms and with a system of documentation specific to the discipline. Finally, since these courses are intended as small seminars, they are well adapted to the capacity of W courses, and by permitting them to fulfill part of the W requirement for majors, they will make staffing more efficient.

2. Effect on Department's Curriculum: On the Storrs campus these courses will become “capstone courses” intended mainly for English majors and satisfying both their Information Literacy and Writing in the Major requirements.

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

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: These courses will rarely be offered at regional campuses, whose students will generally satisfy the Writing in the Major requirement by ENGL 268W instead. When the courses are offered, the capacity of the course will be reduced from 35 to 19. However, since students will simply satisfy one W

requirement by this course rather than another, there should be no net change in staff required.

6. Staffing, if different than current (otherwise list "same"): Some staff within the department will be assigned to these courses rather than others, but there should be no net increase in staff required since the increased number of students taking these W courses will be offset by a corresponding decrease in the W courses that they now take instead.

7. Dates approved by (see Note Q): Department Curriculum Committee: September 22, 2004 Department Faculty: September 22, 2004

8. Name, Phone Number, and e-mail address of principal contact person(s):
A. Harris Fairbanks. 486-2376. albert.fairbanks@uconn.edu

2005-53

Proposal to Change an existing Major to include GEOC competencies

1. Date: February 16, 2005
2. Department requesting this change: English
3. Title of Major: English
4. Nature of Change:

- (1) Add one course to the group that satisfies the Information Literacy requirement.
- (2) Change the other courses that now satisfy the Information Literacy requirement to their W equivalents.
- (3) Change courses that satisfy the Writing in the Major requirement from one group of courses to another set that coincides with those that satisfy the Information Literacy Requirement.

These first three changes may be summarized as follows: Those courses that formerly satisfied the Information Literacy requirement will all (along with one additional course) be converted to W courses and used to satisfy the Writing in the Major requirement as well.

- (4) From the list of courses that "must focus upon literature written before 1800" delete ENGL 242, The English Language, and ENGL 270, American Literature to 1880.

(5) To the list of courses that "must focus upon literature that expresses the formation of diverse cultural identities" add ENGL 269, Introduction to LGBT Literature.

5. Existing catalog Description of the Major:

English

To satisfy the English major, the student must present for the degree ten 200- level three-credit courses in this department. Courses elected in satisfaction of one of the following requirements will also satisfy one or more others, when course content warrants.

Five courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: 205, 206, 220, 221, 222, 223, 226, 270, 271.

Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author: 200, 204, 210, 211, 212, 216, 217, 218, 219, 227, 230, 231, 232, 233, 234, 236, 237, 238, 239, 240, 242, 244, 261, 262, 264, 265, 266, 267, 268, 272, 274, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 293, 295, 298, 299.

One course must be in Shakespeare.

At least three courses must focus upon literature written before 1800: 204, 205, 220, 221, 222, 230, 231, 232, 242, 244, 270. Others, such as 217, 219, 240, 264, 265, 266, 267, 268, 279, 280, 281, 282, 283, 284, 291, 293, 295, 298, 299 may occasionally apply as approved by the Department.

One course must focus upon literature that expresses the formation of diverse cultural identities: 218, 227, 233, 234, 261, 262, 272, 274, 276, 277, 278, 285, 286, 287, 288, 289, 290. Others, such as 217, 264, 265, 267, 268, 283, 284, 291, 293, 295, 298, 299 may occasionally apply as approved by the Department.

Any 200-level English course will count as the tenth course to fulfill the major.

To satisfy the general education requirement for writing in the major, students must pass one of the following English courses: 220W, 221W, 222W, 223W, 226W, 227W, 270W, 271W, 251W, 252W, 253W, 254W, 255W, 256W.

To satisfy the general education requirement for information literacy in the major, students must pass one of the following English courses: 268W, 279, 280, 281, 282, 283, 284, 287, 288, 290.

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

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

English

To satisfy the English major, the student must present for the degree ten 200- level three-credit courses in this department. Courses elected in satisfaction of one of the following requirements will also satisfy one or more others, when course content warrants.

Five courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: 205, 206, 220, 221, 222, 223, 226, 270, 271.

Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author: 200, 204, 210, 211, 212, 216, 217, 218, 219, 227, 230, 231, 232, 233, 234, 236, 237, 238, 239, 240, 242, 244, 261, 262, 264, 265, 266, 267, 268, 272, 274, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 293, 295, 298, 299.

One course must be in Shakespeare.

At least three courses must focus upon literature written before 1800: 204, 205, 220, 221, 222, 230, 231, 232, ~~242~~, 244, ~~270~~. Others, such as 217, 219, 240, 264, 265, 266, 267, 268, 279, 280, 281, 282, 283, 284, 291, 293, 295, 298, 299 may occasionally apply as approved by the Department.

One course must focus upon literature that expresses the formation of diverse cultural identities: 218, 227, 233, 234, 261, 262, ~~269~~, 272, 274, 276, 277, 278, 285, 286, 287, 288, 289, 290. Others, such as 217, 264, 265, 267, 268, 283, 284, 291, 293, 295, 298, 299 may occasionally apply as approved by the Department.

Any 200-level English course will count as the tenth course to fulfill the major.

To satisfy the general education requirement for writing in the major, students must pass one of the following English courses: **268W, 279W, 280W, 281W, 282W, 283W, 284W, 287W, 288W, 289W, 290W.**

To satisfy the general education requirement for information literacy in the major, students must pass one of the following English courses: **268W, 279W, 280W, 281W, 282W, 283W, 284W, 287W, 288W, 289W, 290W.**

A minor in English is described in the “Minors” section.

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

Justification

1. Why is a change required?

Changes 1-3:

The English Department wishes to replace our original set of courses that satisfy the Writing in the Major requirement with these “Advanced Study” courses, which are (with one addition) those that now satisfy the Information Literacy requirement. These

courses will now become “capstone courses” that will combine the information literacy function--training students to find appropriate information--with the function of the Writing in the Major requirement--training them to incorporate that information into their writing in forms and with a system of documentation specific to the discipline.

Change 4: ENGL 269, which concerns lesbian, gay, bisexual, and transgendered literature, is a recently approved course that belongs in the category of courses that focus on diversity.

Change 5: ENGL 242, which concerns modern American English, was mistakenly included in the category of courses that focus on literature written before 1800. ENGL 270, though it sometimes includes some colonial literature, in practice almost always focuses on nineteenth-century literature.

See Appendix 2005-53 for GEOC forms for Information Literacy and Writing in the major.

2. What is the impact on students? Changes 1-3 will permit them to satisfy two requirements with a single course. In change 5, the exclusion of ENGL 270 will remove one option for double-dipping in the major plan of study and will close a loophole by which students have sometimes avoided taking the desired number of courses focused on early English literary history.

3. What is the impact on regional campuses? It will simplify staffing and scheduling by permitting a single course to satisfy the need to accommodate two different requirements. The inclusion of the variable topic course 268W was designed to give regional campuses with limited faculty as much flexibility as possible.

4. Dates approved by (see Note Q):
Department Curriculum Committee: 3/23/05
Department Faculty: 3/23/05

5. Name, Phone Number, and e-mail address of principal contact person:
A. Harris Fairbanks. 486-2376. albert.fairbanks@uconn.edu

2005-54

Proposal to Change an Existing Graduate Course

1. Date: 14-Mar-05
2. Department: Psychology
3. Nature of Proposed Change: Change title and prerequisites
4. Current Catalog Copy:

PSYC 401. Work Organization and Health Psychology

3 credits. Seminar. Prerequisite: Stat 379

Introduction to research in occupational health and the field of occupational health psychology in a proseminar format. Topics include work stress, worker participation in hazard management, epidemiology of occupational exposures, workplace incivility, and design of safe work environments.

5. Proposed Catalog Copy:

PSYC 401. Occupational Health Psychology

3 credits. Seminar. Prerequisites: STAT 379 or NURS 358 or PUBH 435.

Introduction to research in occupational health and the field of occupational health psychology in a proseminar format. Topics include work stress, worker participation in hazard management, epidemiology of occupational exposures, workplace incivility, and design of safe work environments.

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

Justification

1. Reasons for changing this course:

Course title does not reflect what has become the recognized name for this area of study. On October 22nd and 23rd, 2004, a working group consisting of psychologists, representatives from American Psychological Association (APA) Directorate and the National Institute for Occupational Safety and Health (NIOSH) met in Washington, DC to plan for a new Society of Occupational Health Psychologists. One outcome of this meeting was to draft a description of this emerging field:

Occupational Health Psychology (OHP) is an interdisciplinary partnership of psychological and occupational health sciences that seeks to improve the quality of working life and enhance the safety, health and well-being of workers. Because it exists at the intersection of behavioral science and occupational health disciplines, OHP is inclusive of knowledge and methods from psychology, public/occupational health, organizational studies, and allied fields (such as occupational sociology, industrial engineering, human factors/ergonomics, economics, and others). OHP is concerned with the broad range of exposures and mechanisms that affect the quality

of working life and the responses of workers. These include how individual psychological attributes interact with job content and work organization, organizational policies and practices, and the economic and political environments in which organizations function. OHP research and practice explores interventions targeting the work environment as well as the individual, to create healthier workplaces and organizations and to improve the capacity of workers to protect their safety and health.

Course prerequisites are being changed to open the course to non-psychology graduate students in Nursing and the Public Health. This change also responds to the call by President Austin to bring together our two campuses through a focus on health. Writing in a memo to the University community on April 14, 2004, as he announced the new *University of Connecticut Center for Public Health and Health Policy*, President Austin stated the following:

“Public health-related education and research have been important functions of the University for several decades, but the many endeavors of faculty and students have been widely dispersed across our campuses, with little opportunity for coordination. There is no question that we have an impressive inventory of knowledge and expertise in several public health-related disciplines throughout many of our schools and departments.”

2. Effect on Department's Curriculum: None
 3. Other Departments Consulted (see Note N): MPH, Nursing
 4. Effects on Other Departments: None
 5. Effects on Regional Campuses: None
 6. Staffing: No additional staff are needed.
 7. Dates approved by
Department Curriculum Committee: March 16, 2005
Department Faculty: N/A
 8. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning, 6-5918, henning@uconnvm.uconn.edu
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2005-55

Proposal to Change an Existing Course

1. Date: March 17, 2005
2. Department: Molecular and Cell Biology
3. Nature of Proposed Change: Modify course description for MCB 218 and MCB

218W

4. Current Catalog Copy:

218. Heredity and Society

First semester. Three credits. Open to sophomores or higher. May not be counted toward the biology major.

The principles of heredity and their implications for society.

218W. Heredity and Society

First semester. Four credits. Three class periods and library research.

Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher. May not be counted toward the biology major.

5. Proposed Catalog Copy:

218. Heredity and Society

First semester. Three credits. Open to sophomores or higher. May not be counted toward the biology **or MCB majors nor the MCB minor**.

The principles of heredity and their implications for society.

218W. Heredity and Society

First semester. Four credits. Three class periods and library research.

Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher. May not be counted toward the biology **or MCB majors nor the MCB minor**.

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

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

Justification

1. Reasons for changing this course:

These courses have not been offered on the Storrs campus for many years and there is no intention to offer them again in the foreseeable future. We are unable to remove them from the catalog because they are still offered at the Torrington, Waterbury and Hartford campuses. Since we cannot remove the course from the catalog and its presence there confuses MCB students who are planning their future course selections, we feel this notation will help those students better plan their curriculum. These courses currently cannot be used to fulfill the requirements for a Biology major, so this change will make our programs more consistent with the Biology major.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None. We have had only one transfer student in several years who had this course on their transcript, so there will be little effect on transfer students as a result of this change.

6. Staffing: No change

7. Dates approved by (see Note Q):

Department Curriculum Committee: February 21, 2005

Department Faculty: February 25, 2005

8. Name, Phone Number, and e-mail address of principal contact person: Ken Noll, kenneth.noll@uconn.edu.

2005-56

Proposal to Change an Existing Course

1. Date: March 15, 2005

2. Department: Molecular and Cell Biology

3. Nature of Proposed Change: Amend prerequisites of MCB 214

4. Current Catalog Copy:

MCB 214. Experiments in DNA Identification

Second semester. Two credits. One fifty minute lecture period and one three hour laboratory session. Prerequisite: MCB 200. *O'Neill*

An introductory laboratory course in principles and techniques of DNA manipulation and identification. Course simulates independent research, using modern molecular genetics techniques. A fee of \$20 is charged for this course.

5. Proposed Catalog Copy: Prerequisite:

MCB 214. Experiments in DNA Identification

Second semester. Two credits. One fifty minute lecture period and one three hour laboratory session. Prerequisite: MCB 200 **or 213**. *O'Neill*

An introductory laboratory course in principles and techniques of DNA manipulation and identification. Course simulates independent research, using modern molecular

genetics techniques. A fee of \$20 is charged for this course.

6. Effective Date (semester, year -- see Note R): Spring 2006

Justification

1. Reasons for changing this course: Either MCB 200 or MCB 213 can be used to fulfill the MCB major's core course requirement, so students who wish to take MCB 214 may have taken MCB 213 instead of MCB 200. Both courses provide adequate preparation for MCB 214.
 2. Effect on Department's Curriculum: There will be no effect on other courses. More students will be able to enroll in MCB 214.
 3. Other Departments Consulted (see Note N): None
 4. Effects on Other Departments: None
 5. Effects on Regional Campuses: None
 6. Staffing: The course is currently taught by Michael O'Neill.
 7. Dates approved by (see Note Q):
Department Curriculum Committee: Feb. 22, 2005
Department Faculty: Feb. 25, 2005
 8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll, 486-4688, noll@uconn.edu
-

2005-57

Proposal to Change an Existing Course

1. Date: February 15, 2005
2. Department: Molecular and Cell Biology
3. Nature of Proposed Change: add W designation to course, drop non-W version
4. Current Catalog Copy:

MCB 225. Advanced Cell Biology Laboratory

First semester. Four credits. One 1-hour lecture and two 4-hour laboratories.

Prerequisite or corequisite: MCB 210 and instructor consent. Open to sophomores. *Knecht*

Theory and experimental techniques of modern cell biology, emphasizing the visualization of living eukaryotic cells using the light microscope and digital imaging techniques. Students will learn cell culture, immunostaining, fluorescence localization, confocal microscopy, time-lapse video microscopy, DNA mediated transformation and other techniques, and then pursue independent projects.

5. Proposed Catalog Copy:

MCB 225W. Advanced Cell Biology Laboratory

First semester. Four credits. One 1-hour lecture and two 4-hour laboratories.

Prerequisite: ENGL 110 or 111 or 250. Prerequisite or corequisite: MCB 210 and instructor consent. Open to sophomores. *Knecht*

Theory and experimental techniques of modern cell biology, emphasizing the visualization of living eukaryotic cells using the light microscope and digital imaging techniques. Students will learn cell culture, immunostaining, fluorescence localization, confocal microscopy, time-lapse video microscopy, DNA mediated transformation and other techniques, and then pursue independent projects.

6. Effective Date: Fall 2005

Justification

1. Reasons for changing this course:

- a. Every student evaluation last semester indicated that students thought it should be a W.
- b. There is a significant writing component to the course. Students must write up protocols for experiments in advance and results after completing experiments. These are reviewed by both the TA and the instructor. There is also a poster presentation at the end of the semester and each student writes up their results and presents the poster.
- c. The need for more W courses in the department to meet the new GEOC requirements.

2. Effect on Department's Curriculum: Provides another W for MCB majors

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: no change

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3/24/05

Department Faculty: 3/25/05

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

Dr. David Knecht. 486-2200. david.knecht@uconn.edu

2005-58

Proposal to Add a New Undergraduate Course

1. Date: 23 February 2005
2. Department requesting this course: Modern and Classical Languages (CAMS Section)
3. Semester and year in which course will be first offered: Fall 2005

Final catalog Listing:

CAMS 2xx. Topics in Advanced Greek

Either semester. Credits and hours by arrangement. Prerequisite: CAMS 172. With a change in content, may be repeated for credit.

Reading of Ancient Greek texts in the original.

CAMS 2xy. Topics in Advanced Latin

Either semester. Credits and hours by arrangement. Prerequisite: CAMS 124 or three or more years of Latin in High School. With a change in content, may be repeated for credit.

Reading of Latin texts in the original.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CAMS
2. Course Number (see Note B): 2xx, 2xy
3. Course Title: Topics in Advanced Greek, Topics in Advanced Latin
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Variable
6. Course description (second paragraph of catalog entry -- see Note K):

Reading of Ancient Greek texts in the original. With a change in content, may be repeated for credit.

Reading of Latin texts in the original. With a change in content, may be repeated for credit.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): 2xx: CAMS 172; 2xy: CAMS 124 or three or more years of High School Latin
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)

11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): With a change in content
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

The CAMS section has been teaching their advanced language courses in 299's for several years. This new structure will make it much easier for students to enroll in advanced language courses, and make students' training much more obvious on their transcripts.

2. Academic Merit (see Note L): The advanced study of Greek and/or Latin is integral to the discipline of Classics.

3. Overlapping Courses (see Note M): None, now that the majority of 200-level courses in CAMS are taught in English.

4. Number of Students Expected: 5 per course per semester.

5. Number and Size of Section: N/A

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Existing CAMS section faculty.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/7/05

Department Faculty: 3/7/05

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

Roger Travis, 6-3316, travis@uconn.edu

2005-59

Proposal to Cross List Courses

1. Date: April 1, 3005
2. Department initiating this proposal: History
3. Current Catalog Copy/Copies:

History 238. African American History to 1865

Either semester. Three credits. *Campbell, Ogbar*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

4. Proposed Catalog Copy/Copies:

History 238. African American History to 1865

(Also offered as HRTS 238.) Either semester. Three credits. *Campbell, Ogbar*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

Human Rights 2xx. African American History to 1865

(Also offered as HIST 238.) Either semester. Three credits. *Campbell, Ogbar*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

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

Justification

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

The subject matter of this course is rather obviously central to the development of the idea of human rights both in the United States and elsewhere. As such it offers an important historical background to students exploring the development of the concept and practices of human rights.

3. Other Departments Consulted (see Note N): **none**
4. Effects on Regional Campuses: **none**
5. Staffing: **no change**.
- 6-8. Approvals:

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

Department Curriculum Committee: February 9, 2005.
Department Faculty: February 9, 2005.

9. Name, Phone Number, and e-mail address of principal contact person:
Richard Hiskes, x2536; Richard.hiskes@uconn.edu
Nancy Schoemaker, Professor and Chair, History C&C; x5926;
nancy.shoemaker@uconn.edu

2005-60

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Political Science
3. Current Catalog Copy/Copies:

POLS 256. Constitutional Rights and Liberties

Either semester. Three credits.

The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection

4. Proposed Catalog Copy/Copies:

POLS 256. Constitutional Rights and Liberties

(Also offered as HRTS 256.) Either semester. Three credits.

The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection

HRTS 256. Constitutional Rights and Liberties

(Also offered as POLS 256.) Either semester. Three credits.

The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection

Catalog Description unchanged.

5. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)
Fall, 2005.

Justification

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

The subject matter of this course is of natural interest to students engaged in the Human Rights minor. Constitutional rights share basic theoretical and legal foundations with human rights, and these similarities as well as difference are of relevance to students studying the theory and practice of human rights.

3. Other Departments Consulted (see Note N): none
4. Effects on Regional Campuses: none
5. Staffing: unchanged

Approvals

7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses. **Howard Reiter, Head, Political Science; Richard P. Hiskes, Professor, Department of Political Science and Director, Human Rights Minor Program.**

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

Department Curriculum Committee: March 17, 2005

Department Faculty: March 17, 2005

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

Richard P. Hiskes, x2536, richard.hiskes@uconn.edu;

Carol Lewis, x3468, carol.lewis@uconn.edu (POLS Curriculum head)

2005-61

Proposal to Change an Existing Course

1. Date: April 1, 2005
2. Department: Anthropology
3. Nature of Proposed Change: a) change in title and description; b) cross-list Anthropology 228 as Human Rights 2xx
4. Current Catalog Copy:

ANTH 228. Australian Aborigines

Either semester. Three credits. Recommended preparation: ANTH 220. *Dussart*
An introduction to the study and understanding of Aboriginal ways of life and thought. Social relations, modes of thought and belief that are particularly Aboriginal and which show continuity with the past. Notions of identity and the relationship of various indigenous communities to the non-Aboriginal population of Australia.

5. Proposed Catalog Copy:

ANTH 228. Indigenous Rights and Aboriginal Australia

(Also offered as HRTS 228.) Either semester. Three credits. Recommended preparation: ANTH 220. *Dussart*

An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues.

HRTS 228. Indigenous Rights and Aboriginal Australia

(Also offered as ANTH 228.) Either semester. Three credits. Recommended preparation: ANTH 220. *Dussart*

An introduction to the study and understanding of Aboriginal ways of life and thought. An exploration of the complexity of contemporary indigenous social orders and land rights issues.

6. Effective Date (Fall, 2006):

Justification

1. Reasons for changing this course: I have modified the content of the course to focus specifically on rights issues as central to the predicament of Aboriginal peoples; so the new title and description more accurately reflect the change. As reconfigured it is a natural for cross listing with the human rights program, which I am eager to support.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: Human Rights Minor

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: unchanged

7. Dates approved by (see [Note Q](#)): March 14, 2005
Department Curriculum Committee: March 14, 2005
Department Faculty: Handwerker, Dussart

8. Name, Phone Number, and e-mail address of principal contact person: Dr. Francoise Dussart, 486-9057; francoise.dussart@uconn.edu

2005-62

Proposal to Change an Existing Course

1. Date: April 1, 2005
2. Department: Political Science
3. Nature of Proposed Change:
 - a. Change of catalog description, and,
 - b. Cross list with Human Rights
4. Current Catalog Copy:

POLS 225. International Organizations and Law

Second semester. Three credits.

The role of general, regional and functional intergovernmental organizations and international law in modern diplomacy, with special attention to questions of war, peaceful settlement of disputes, and social and economic development.

5. Proposed Catalog Copy:

POLS 225. International Organizations and Law

(Also offered as HRTS 2xx.) Second semester. Three credits.

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

HRTS 2xx. International Organizations and Law

(Also offered as POLS 225.) Second semester. Three credits.

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

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

Justification

1. Reasons for changing this course: The addition of human rights to the catalog description reflects the changing nature of international discourse within international law and organizations. Human rights have become a central organizing concept in

both areas, and it is therefore worth calling attention to the subject area in the description. Substantial time is dedicated to human rights in all topics covered in the course. The change also is meant to facility cross listing with the human rights minor.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: unchanged
7. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: March 17, 2005

Department Faculty: March 17, 2005

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

Richard Hiskes, x2536; Richard.hiskes@uconn.edu

Jennifer Sterling-Folker, x2535; Jennifer.sterling-folker@uconn.edu

Carol Lewis, x3468; carol.lewis@uconn.edu

2005-63

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Sociology
3. Current Catalog Copy/Copies:

SOCI 221. Sociological Perspectives on Asian American Women

(Also offered as [AASI 221](#).) Either semester. Three credits. *Purkayastha*

An overview of social structures and inter-group relations focusing on the experience of Asian American women.

4. Proposed Catalog Copy/Copies:

SOCI 221. Sociological Perspectives on Asian American Women

(Also offered as [AASI 221](#) and HRTS 221.) Either semester. Three credits. *Purkayastha*

An overview of social structures and inter-group relations focusing on the experience of Asian American women.

AASI 221. Sociological Perspectives on Asian American Women

(Also offered as SOCI 221 and HRTS 221.) Either semester. Three

credits. *Purkayastha*

An overview of social structures and inter-group relations focusing on the experience of Asian American women.

HRTS 221. Sociological Perspectives on Asian American Women

(Also offered as [AASI 221](#) and SOCI 221.) Either semester. Three credits. *Purkayastha*

An overview of social structures and inter-group relations focusing on the experience of Asian American women.

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. Sociological perspectives on the experiences of Asian American women necessarily emphasize the context shaping their human rights.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
E.g. for 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. If this is not evident, please explain why the cross listing is appropriate.
4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
Department or Program Curriculum Committee: November, 2004
Department or Program Faculty: November, 2004 Department or Program Head:

November, 2004

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

Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-64

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Sociology
3. Current Catalog Copy/Copies:

SOCI 222. Asian Indian Women: Activism and Social Change in India and the United States

(Also offered as [AASI 222](#)). First semester. Three credits. Prerequisite: [SOCI 107](#), [115](#), or [125](#). *Purkayastha*

How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AASI 222. Asian Indian Women: Activism and Social Change in India and the United States

(Also offered as SOCI 222). First semester. Three credits. Prerequisite: SOCI 107, 115, or 125.

How gender, class and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

4. Proposed Catalog Copy/Copies:

SOCI 222. Asian Indian Women: Activism and Social Change in India and the United States

(Also offered as [AASI 222](#) and HRTS 222). First semester. Three credits.

Prerequisite: [SOCI 107](#), [115](#), or [125](#). *Purkayastha*

How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

AASI 222. Asian Indian Women: Activism and Social Change in India and the United States

(Also offered as SOCI 222 and HRTS 222). First semester. Three credits.

Prerequisite: SOCI 107, 115, or 125.

How gender, class and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

HRTS 222. Asian Indian Women: Activism and Social Change in India and the United States

(Also offered as [AASI 222](#) and SOCI 222). First semester. Three credits.

Prerequisite: [SOCI 107](#), [115](#), or [125](#). *Purkayastha*

How gender, class, and ethnicity/race structure everyday lives of Asian Indian women in both India and the United States.

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. Sociological perspectives on the experiences of Asian Indian women necessarily emphasize the context shaping their human rights. This course also emphasizes the question of activism to secure their human rights.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
Department or Program Curriculum Committee: November, 2004
Department or Program Faculty: November, 2004 Department or Program Head:
November, 2004
3. Name, Phone Number, and e-mail address of principal contact person:
Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights

Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-65

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Sociology
3. Current Catalog Copy/Copies:

SOCI 235. African Americans and Social Protest

Either semester. Three credits. *Cazenave*

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

4. Proposed Catalog Copy/Copies:

SOCI 235. African Americans and Social Protest

(Also offered as HRTS 235.) Either semester. Three credits. *Cazenave*

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

HRTS 235. African Americans and Social Protest

(Also offered as SOCI 235.) Either semester. Three credits. *Cazenave*

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. The course specifically focuses on economic justice and the pursuit of activism to secure economic human rights.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No

4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Department or Program Curriculum Committee: November, 2004

Department or Program Faculty: November, 2004 Department or Program Head: November, 2004

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

Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-66

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Sociology
3. Current Catalog Copy/Copies:

SOCI 236. White Racism

Either semester. Three credits. *Cazenave*

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

4. Proposed Catalog Copy/Copies:

SOCI 236. White Racism

(Also offered as HRTS 236.) Either semester. Three credits. *Cazenave*

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

and evolve.

HRTS 236. White Racism

(Also offered as SOCI 236.) Either semester. Three credits. *Cazenave*

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

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. The course specifically focuses on the institutional context shaping the struggle to secure human rights for people of color in white-dominated societies.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**
 2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
Department or Program Curriculum Committee: November, 2004
Department or Program Faculty: November, 2004 Department or Program Head:
November, 2004
 3. Name, Phone Number, and e-mail address of principal contact person:
Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights Minor Program)
Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)
-

Proposal to Cross List Courses

1. Date: April 1, 2005
2. Department initiating this proposal: Sociology
3. Current Catalog Copy/Copies:

SOCI 249. Sociological Perspectives on Poverty

Either semester. Three credits. *Cazenave, Villemez*
Poverty in the U.S. and abroad, its roots, and strategies to deal with it.

4. Proposed Catalog Copy/Copies:

SOCI 249. Sociological Perspectives on Poverty

(Also offered as HRTS 249.) Either semester. Three credits. *Cazenave, Villemez*
Poverty in the U.S. and abroad, its roots, and strategies to deal with it.

HRTS 249. Sociological Perspectives on Poverty

(Also offered as SOCI 249.) Either semester. Three credits. *Cazenave, Villemez*
Poverty in the U.S. and abroad, its roots, and strategies to deal with it.

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. The course specifically focuses on economic justice and the institutional context affecting economic human rights.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Department or Program Curriculum Committee: November, 2004

Department or Program Faculty: November, 2004 Department or Program Head: November, 2004

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

Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-68

Proposal to Cross List Courses

1. Date: April 1, 2005

2. Department initiating this proposal: Sociology

3. Current Catalog Copy/Copies:

SOCI 268. Class, Power, and Inequality

Either semester. Three credits. *Bernstein, Glasberg, Villemez, Wallace*
Inequality and its consequences in contemporary societies.

4. Proposed Catalog Copy/Copies:

SOCI 268. Class, Power, and Inequality

(Also offered as HRTS 268.) Either semester. Three credits. *Bernstein, Glasberg, Villemez, Wallace*

Inequality and its consequences in contemporary societies.

HRTS 268. Class, Power, and Inequality

(Also offered as SOCI 268.) Either semester. Three credits. *Bernstein, Glasberg, Villemez, Wallace*

Inequality and its consequences in contemporary societies.

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

Justification

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

2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. The course specifically focuses on the institutional structures producing differential access to economic justice and human rights.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No

4. Other Departments Consulted (see Note N): none

5. Effects on Regional Campuses: none

6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

Department or Program Curriculum Committee: November, 2004

Department or Program Faculty: November, 2004 Department or Program Head: November, 2004

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

Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-69

Proposal to Cross List Courses

1. Date: April 1, 2005

2. Department initiating this proposal: Sociology

3. Current Catalog Copy/Copies:

SOCI 269. Political Sociology

Either semester. Three credits. *Glasberg,*

Social analysis of power, democracy and voting, society and the state, and political economy

4. Proposed Catalog Copy/Copies:

SOCI 269. Political Sociology

(Also offered as HRTS 269.) Either semester. Three credits. *Glasberg*, Social analysis of power, democracy and voting, society and the state, and political economy

HRTS 269. Political Sociology

(Also offered as SOCI 269.) Either semester. Three credits. *Glasberg*, Social analysis of power, democracy and voting, society and the state, and political economy

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: The subject matter of this course is of natural interest to students engaged in the Human Rights minor. The course specifically focuses on the institutional structures and processes affecting political rights and justice.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No
4. Other Departments Consulted (see Note N): none
5. Effects on Regional Campuses: none
6. Staffing: unchanged

Approvals

1. List the name of each department or program which will be involved in the cross-listing. **Sociology, Human Rights**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
Department or Program Curriculum Committee: November, 2004
Department or Program Faculty: November, 2004 Department or Program Head: November, 2004
3. Name, Phone Number, and e-mail address of principal contact person:
Richard P. Hiskes, x2536 richard.hiskes@uconn.edu (Director of Human Rights

Minor Program)

Davita Silfen Glasberg, x5504 davita.glasberg@uconn.edu (Department Head)

2005-70

Proposal to Change an Existing Course

1. Date: 3/31/2005
2. Department: Urban and Community Studies
3. Nature of Proposed Change: Create a “W” version of the course.
4. Current Catalog Copy:

URBN 230. Introduction to Urban Studies

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

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

5. Proposed Catalog Copy:

URBN 230. Introduction to Urban Studies

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

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

URBN 230W. Introduction to Urban Studies

6. Effective Date: Spring, 2006

Justification

1. Reasons for changing this course: It is expected that this will support the GEOC Writing Competency for Urban and Community Studies at Storrs. The W version will adhere to the requirements for writing courses set out by the Senate GEOC.

Explain How the course Meets the Criteria for a W Course:

a. The writing assignments will enhance learning by allowing each student to select an urban issue of interest and conduct an in-depth analysis utilizing criteria presented in reading assignments and discussed in lectures. Each student will be required to search the scholarly literature, select appropriate materials pertaining to the chosen topic, and then read and incorporate these into their writing assignments. There will be three writing assignments. The first is a 3-5 page paper proposal outlining the student's topic and approach. The second is a 15 page (minimum) first draft. The third is the

final paper, which is also a minimum of 15 pages, and this is due the last day of classes. The writing component of this course will constitute 50% of the course grade. Failure to pass the writing component results in failure of the course.

b. The primary modes of writing instruction will be formal in-class instruction and written commentary by the instructor. At the beginning of the semester, formal in-class writing instructions will be given. These will be repeated prior to each of the three writing assignments. The instructor will provide written commentaries on the assignments and will meet with students to discuss these if requested.

c. The syllabus will state that students must pass the W component in order to pass the course. The syllabus will also state how the writing requirements are to be met (similar to what is written above).

Semester Offered: Spring

Number of Sections: 1

Seats/Section: 19

Total Number of Students/Semester: 19

Role of Graduate Students: None

2. Effect on Department's Curriculum: Will improve scheduling of classes for Urban and Community Studies at Storrs.

3. Other Departments Consulted: 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:

Department Curriculum Committee: March 30, 2005

Department Faculty: March 30, 2005

8. Name, Phone Number, and e-mail address of principal contact person:
Steve Ross, 6-3533, stephen.l.ross@uconn.edu

2005-71

Proposal to Change an Existing Course

1. Date: February 15, 2005

2. Department: Molecular and Cell Biology

3. Nature of Proposed Change: add W designation to course; remove consent requirement for honors students

4. Current Catalog Copy:

MCB 225. Advanced Cell Biology Laboratory

First semester. Four credits. One 1-hour lecture and two 4-hour laboratories.

Prerequisite or corequisite: MCB 210 and instructor consent. Open to sophomores or higher. *Knecht*

Theory and experimental techniques of modern cell biology, emphasizing the visualization of living eukaryotic cells using the light microscope and digital imaging techniques. Students will learn cell culture, immunostaining, fluorescence localization, confocal microscopy, time-lapse video microscopy, DNA mediated transformation and other techniques, and then pursue independent projects.

5. Proposed Catalog Copy:

MCB 225W. Advanced Cell Biology Laboratory

First semester. Four credits. One 1-hour lecture and two 4-hour laboratories.

Prerequisite or corequisite: MCB 210. Open to honors students. Open to non-honors students with consent of instructor Open to sophomores or higher. *Knecht*

Theory and experimental techniques of modern cell biology, emphasizing the visualization of living eukaryotic cells using the light microscope and digital imaging techniques. Students will learn cell culture, immunostaining, fluorescence localization, confocal microscopy, time-lapse video microscopy, DNA mediated transformation and other techniques, and then pursue independent projects.

6. Effective Date: Fall 2005

Justification

1. Reasons for changing this course:

- a. Every student evaluation last semester indicated that students thought it should be a W.
- b. There is a significant writing component to the course. Students must write up protocols for experiments in advance and results after completing experiments. These are reviewed by both the TA and the instructor. There is also a poster presentation at the end of the semester and each student writes up their results and presents the poster.
- c. The need for more W courses in the department to meet the new GEOC requirements.

2. Effect on Department's Curriculum: Provides another W for MCB majors

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: no change

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3/24/05

Department Faculty: 3/25/05

8. Name, Phone Number, and e-mail address of principal contact person:
Dr. David Knecht. 486-2200. david.knecht@uconn.edu

2005-72

Proposal to Change an Existing Course

1. Date: April 2, 2005
2. Department: English
3. Nature of Proposed Change: Change course title and description, remove restriction on counting the course for credit toward the major, and remove outdated references to ENGL 105 and 109 in prerequisites.
4. Current Catalog Copy:

ENGL 201. Literature for High School Students

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. or both 105 and 109. Designed primarily for English education majors. May not be used to meet the English major requirement.

An introduction to the guidance of high school reading in literature.

5. Proposed Catalog Copy:

ENGL 201. Young Adult Literature.

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250.

Critical analysis of texts for and about young adults, including an historical range of classic and canonical works from before 1900 to the present.

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

Justification

1. Reasons for changing this course:

This course has in the past been taught largely as a pedagogy course for students in the School of Education, for some of whom it is a requirement. However, accrediting agencies now demand a course that focuses more squarely on literary history and analysis. The English Department has agreed that with this shift of emphasis it will become suitable to count the course toward the English major.

2. Effect on Department's Curriculum: It will enable majors to count this course toward their major requirement.
 3. Other Departments Consulted (see Note N): Curriculum and Instruction
 4. Effects on Other Departments: This course was altered partly at the request of Curriculum and Instruction. It will enhance the profile of the Neag School of Education for purposes of accreditation.
 5. Effects on Regional Campuses: None.
 6. Staffing: No change.
 7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/2/05
Department Faculty: 3/23/05
 8. Name, Phone Number, and e-mail address of principal contact person:
A. Harris Fairbanks. 486-2376. albert.fairbanks@uconn.edu
-

2005-73

Proposal to Change and Cross List Courses

1. Date: March 15, 2005
2. Department initiating this proposal: Geology & Geophysics
3. Current Catalog Copy/Copies:

GEOL 234C. Introduction to Ground-Water Hydrology

First semester. Four credits. Three class periods and one 2-hour laboratory for which occasional field trips will be substituted. Prerequisite: [MATH 114](#) or [116](#) and [GEOL 102](#), or consent of instructor. *Robbins*

Basic hydrologic principles with emphasis on hydrologic and geologic relationships, use of quantitative techniques.

4. Proposed Catalog Copy/Copies:

GEOL 234C. Introduction to Ground-Water Hydrology

(Also offered as NRME 234.) First semester. Four credits. Three class periods and one 2-hour laboratory for which occasional field trips will be substituted. Prerequisites: GEOL 102 or 105, or consent of instructor. Recommended preparation: MATH 112 or equivalent. *Robbins*

Basic hydrologic principles with emphasis on ground water flow and quality, geologic relationships, quantitative analysis and field methods.

NRME 234C. Introduction to Ground-Water Hydrology

(Also offered as GEOL 234.) First semester. Four credits. Three class periods and one 2-hour laboratory for which occasional field trips will be substituted. Prerequisites: GEOL 102 or 105, or consent of instructor. Recommended preparation: MATH 112 or equivalent. *Robbins*

Basic hydrologic principles with emphasis on ground water flow and quality, geologic relationships, quantitative analysis and field methods.

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

Justification

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

2. Reasons for cross listing this course:

This course is being transferred to NRME following the dissolution of the Department of Geology and Geophysics and Dr. Robbins' transfer there. Fixes to the course description are basically editorial in nature. The math requirement has been changed to reflect curriculum requirements in NRME. However, it will not affect the course content. The addition will aid in expanding the water resources program in NRME. The course is generally taken by geology, natural resources, environmental science and civil engineering students. Maintaining the course will continue to provide undergraduate instruction on Hydrogeology. For the next two years it will be cross listed with Geol 234C until obligations to current Geology majors students are completed (for approvals from Geology see attached email)

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

4. Effects on Regional Campuses: none

5. Staffing: no change

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.

>From: Ray Joesten [joesten@uconn.edu]

>Sent: Tuesday, September 28, 2004 4:33 PM

>To: Gary Robbins

>Subject: Re: Transfer of courses to NRME

>September 28, 2004

>Gary:

>As Acting Director of the Geology and Geophysics Program, I approve the cross-listing of the >following GEOL courses in the Department of Natural Resources Management and

> Engineering: Geol 234C Introduction to Ground-Water Hydrology with NRME 234

>Introduction to Ground Water Hydrology
>
>Geol 355 Advanced Hydrogeology with NRME 3xx Advanced Ground Water
>Hydrology
>
>Geol 356 Groundwater Modeling with NRME 3xx Ground Water Modeling
>Applications
>
>Geol 357 Field Problems in Hydrogeology with NRME 3xx Field Methods in
>Hydrogeology
>
>Individually, these are excellent courses. Taken together, they
>provide an excellent foundation for professional work in groundwater hydrogeology.
Ray Joesten, Professor and Acting Director
Geology and Geophysics Program

April 4, 2005 9:45:38 AM EDT

Hi Tom: I approve of the cross-listing of GEOL 234, Intro. To Ground-Water Hydrology and NRME 234, Intro. To Ground-Water Hydrology. Dave David B. Schroeder, Professor and Head
Dept. of Natural Resources Management and Engineering

April 4, 2005

Hi Tom

A quick note to let you know that I approve the co-listing of GEOL 234, Introduction to Ground Water Hydrology" and NRME 234 (same title). Thanks.

Cameron Faustman

Associate Dean, Academic Programs

Director, Ratcliffe Hicks School of Agriculture

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

Approved by CANR C&C October 25, 2004

Geology & Geophysics faculty: September 24, 2004

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

Gary Robbins, NRME, 486-2448, gary.robbins@uconn.edu

2005-74

Proposal to Add a New Undergraduate Course

1. Date: March 24, 2005
2. Department requesting this course: ILCS (MCL)
3. Semester and year in which course will be first offered: Fall 2005

Final catalog Listing:

ILCS 2xx. Business Italian

Either semester. Three credits. Prerequisite: ILCS 148 or consent of Instructor.
Introduction to Italian business culture. Written and oral practice in the language of business Italian.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ILCS
2. Course Number: 2XX
3. Course Title: Business Italian
4. Semester offered: Either semester
5. Number of Credits: 3
6. Course description (second paragraph of catalog entry -- see Note K):

Introduction to Italian business culture. Written and oral practice in the language of business Italian.

Optional Items

7. Number of Class Periods: 3
8. Prerequisites, if applicable: ILCS 148 or consent of Instructor
9. Recommended Preparation:
10. Consent of Instructor, if applicable:
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: cannot be repeated for credits
13. Instructor(s) names if they will appear in catalog copy: staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: In recognition that in today's global economy socio-cultural awareness and socio-linguistic competence are a key to success, the ILCS program is proposing this course to better serve its ILCS major and minor

students, many of whom intend to use their knowledge of Italian language and culture in the world of international business, economic, trade, and finance.

2. Academic Merit: This course introduces students to the socio-cultural aspects of Italy's business world while promoting their ability to perform effectively in oral and written expression that are essential to this specific context.

For syllabus, see **Appendix 2005-74**.

3. Overlapping Courses; None

4. Number of Students Expected: 15

5. Number and Size of Section: 1 session; 20 students

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: ILCS Faculty

9. Dates approved by:

Department Curriculum Committee: 4/1/05

Department Faculty: 4/1/05

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

Norma Bouchard. (860) 887 0895. Norma.Bouchard@uconn.edu

2005-75

Proposal to Add a New Undergraduate Course

1. Date: March 24, 2005

2. Department requesting this course: ILCS (MCL)

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

Final catalog Listing:

ILCS 2xy. Capstone in Italian Studies

Either semester. Three credits. Prerequisite: ILCS 148 or consent of Instructor.

Advanced language practicum and integration of studies in Italian Literature and Culture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ILCS

2. Course Number: 2xy

3. Course Title: Capstone in Italian Studies

4. Semester offered: Either semester
5. Number of Credits: 3
6. Course description:

Advanced language practicum and integration of studies in Italian Literature and Culture.

Optional Items

7. Number of Class Periods: 3
8. Prerequisites, if applicable: ILCS 148 or consent of Instructor
9. Recommended Preparation:
10. Consent of Instructor, if applicable:
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: cannot be repeated for credits
13. Instructor(s) names if they will appear in catalog copy: staff
14. Open to Sophomores: No
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): No

Justification

1. Reasons for adding this course: The reason for adding this course is to bring together students' previous studies in Italian Language, Literature, and Culture by offering a thematically-organized course that integrates all of the language skills (reading, writing, listening, and speaking) while facilitating the preparation of a semester-long writing project that brings together 2 of the content areas of study chosen by students.

2. Academic Merit: This course 'caps' students' knowledge in the field of linguistic communication while allowing them to synthesize at least two of their areas of undergraduate education. Thus, the course has the academic merit of additional refining students' communicative ability while providing them with the opportunity of bringing these skills to bear on a major writing project related to their field of study.

For syllabus, see **Appendix 2005-74**.

3. Overlapping Courses; None
4. Number of Students Expected: 15
5. Number and Size of Section: 1 session; 20 students
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None

8. Staffing: ILCS Faculty
 9. Dates approved by:
Department Curriculum Committee: 4/1/05
Department Faculty: 4/1/05
 10. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard. (860) 887 0895. Norma.Bouchard@uconn.edu
-

2005-76

Proposal to Change an existing Major

1. Date: March 24, 2005
2. Department requesting this change: ILCS (MCL)
3. Title of Major: Italian Literary and Cultural Studies
4. Nature of Change: **Inclusion in the Cultural Studies track of 2 courses from the Literary Studies track; change in Study Abroad program.**
5. Existing catalog Description of the Major:

Italian Literary and Cultural Studies

The major allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue relevant Italian literary studies.

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: [ILCS 237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#), 259. No more than 12 credits earned in Florence may count toward the major.

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

- A. Three 200 level Italian courses from the following: ILCS 255W, 256W, 258/258W, 260W, [237](#), [238](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#), 259. Note that ILCS [239](#) and [240](#) may not apply to Group A.
- B. Two courses from the following: [HIST 216](#), [267](#), [269](#), [271](#), [297](#).
- C. Three courses to be chosen from the following: [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#); or [ENGL 278W](#) Students must demonstrate proficiency in Italian at a level

equivalent to [ILCS 147](#).

Study Abroad in Italy. Students participating in the "Florence Study Program" may earn up to 30 credits during the academic year they spend in Florence; participants register at the University of Florence where they may take courses in any discipline. The program also offers courses designed exclusively for its participants and taught by Italian professors. No more than 12 credits taken in Florence may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take ILCS 255W, or 260W, or 258. To satisfy the writing in the major requirement, all students must take ILCS 255W, or 260W, or 258W.

A minor in [Italian Cultural Studies](#) and a minor in [Italian Literary Studies](#) are described in the [Minors](#) section.

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

Italian Literary and Cultural Studies

The major allows students to pursue a traditional concentration in Italian literary studies or a concentration in Italian cultural studies. Students who concentrate in Italian literary studies may take courses in Italian cultural studies in addition to their language and literature requirements. Those who concentrate in Italian cultural studies may also pursue relevant Italian literary studies.

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: [ILCS 237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#). No more than 12 credits earned in Florence may count toward the major.

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

A. Three 200 level Italian courses from the following: ILCS 255W, 256W, 258/258W, 260W, [237](#), [238](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#), **239**, **240**.

B. Two courses from the following: [HIST 267](#), [269](#), [271](#), [297](#).

C. Three courses to be chosen from the following: [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#); or [ENGL 278W](#). Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

Study Abroad in Italy. Students can participate in a variety of UConn-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. No more than 12 credits taken in

any Study Abroad Program may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take ILCS 255W, or 260W, or 258. To satisfy the writing in the major requirenebt, all students must take ILCS 255W, or 260W, or 258W.

A minor in [Italian Cultural Studies](#) and a minor in [Italian Literary Studies](#) are described in the [Minors](#) section.

7. Effective Date: immediate

Justification

1. Why is a change required?

A. Addition of two courses to Concentration in Italian Cultural Studies: ILCS 239 and 240 are composition and conversation courses that refine students' language skills while engaging them in oral debates and written expression over controversial aspects of contemporary Italian society that are gathered from the country's weekly press. Examples are: immigration and government policies, euthanasia and ethical issues, ecology and urbanization, gender politics, and so on. Given the strong cultural component of ILCS 239 and 240, inclusion in the Cultural Studies Track is highly desirable. The only other course that introduces students to contemporary cultural issues of postwar Italian society is ILCS 237 but it is seldom offered while ILCS 239 and ILCS 240 are taught on a regular basis.

For a syllabus of ILCS 240, see **Appendix 2005-76**.

B. Change in Study Abroad description: The description of the Florence Study Abroad Program is based upon a program that was dismantled 2 years ago. Currently the university sponsors two programs: a non-collegiate program housed by The Institute for Fine and Liberal Arts at Palazzo Rucellai and operated by LLC Academic Centers Abroad, and another offered in conjunction with the University of New Hampshire in Ascoli Piceno. Meanwhile, a number of students are also opting for Study Abroad Programs run by other universities (SUNY, Indiana, Boston, etc.). Only a limited number of courses at the 100-level offered by The Institute for Fine and Liberal Arts at Palazzo Rucellai have received temporary accreditation by ILCS faculty and none of the Institute's offerings can count towards the major. Therefore, the current description of the catalog needs to be changed to avoid confusion.

2. What is the impact on students? NONE

3. What is the impact on regional campuses? NONE

4. Dates approved by (see Note Q):

Department Curriculum Committee: 4/1/05

Department Faculty: 4/1/05

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

Norma Bouchard. (860) 0895. Norma.Bouchard@uconn.edu

2005-77

Proposal to Change an existing Minor

1. Date: March 24, 2005

2. Department requesting this change: ILCS (MCL)

3. Title of Minor: Italian Cultural Studies

4. Nature of Change: **Inclusion in the Minor in Italian Cultural Studies track of 2 courses from the Literary Studies track.**

5. Existing catalog Description of the Minor:

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

A. Two courses in Italian literature and/or cinema in English: [ILCS](#)

[255W](#), [256W](#), [258/258W](#), [260W](#) B. Two courses in History: [HIST](#)

[267](#), [269](#), [271](#), [297W](#) C. One course in Art History: [251W](#), [272](#), [273W](#) D. One

additional 200 level course in Italian Cultural Studies or History.

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

The minor is offered by the [Modern and Classical Languages Department](#).

Italian Literary Studies

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require [ILCS 145](#), [146](#), [147](#), [148](#), or the equivalent, as

prerequisites, but those language courses do not count toward the minor. The

following are the courses required for completion:

A. One course in composition and conversation: [ILCS 239](#) or [240](#) B. Both of the

following: [ILCS 243](#) and [244](#) C. Two courses from the following: [ILCS 250](#), [251-](#)

[252](#), [253](#), [254](#), [261](#), [262](#) D. One course from the following: [ILCS 237](#), [238](#)

The minor is offered by the [Modern and Classical Languages Department](#).

6. Proposed catalog Description of the Minor:

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

A. Two courses in Italian literature and/or cinema in English: [ILCS 255W](#), [256W](#), [258/258W](#), [260W](#) B. Two courses in History: [HIST 267](#), [269](#), [271](#), [297W](#) C. One course in Art History: [251W](#), [272](#), [273W](#) D. One additional 200 level course in Italian Cultural Studies or History. **ILCS 239 or 240 may count for Group D.**

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

The minor is offered by the [Modern and Classical Languages Department](#).

Italian Literary Studies

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require [ILCS 145](#), [146](#), [147](#), [148](#), or the equivalent, as prerequisites, but those language courses do not count toward the minor. The following are the courses required for completion:

A. One course in composition and conversation: [ILCS 239](#) or [240](#) B. Both of the following: [ILCS 243](#) and [244](#) C. Two courses from the following: [ILCS 250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#) D. One course from the following: [ILCS 237](#), [238](#)

The minor is offered by the [Modern and Classical Languages Department](#).

7. Effective Date: immediate

Justification

1. Why is a change required?

ILCS 239 and 240 are composition and conversation courses that refine students' language skills while engaging them in oral debates and written expression over controversial aspects of contemporary Italian society that are gathered from the country's weekly press. Examples are: immigration and government policies, euthanasia and ethical issues, ecology and urbanization, and so on. Given the strong cultural component of ILCS 239 and 240, inclusion in the Cultural Studies Track is highly desirable. The only other course that introduces students to contemporary cultural issues of postwar Italian society is ILCS 237 but it is seldom offered while ILCS 239 and ILCS 240 are taught on a regular basis.

2. What is the impact on students? NONE

3. What is the impact on regional campuses? NONE

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

Department Curriculum Committee: 4/1/05

Department Faculty: 4/1/05

5. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard. (860) 0895. Norma.Bouchard@uconn.edu

2005-78

Proposal to Change prerequisites to a set of existing courses

1. Date: **April 4, 2005**
2. Department: **Geology and Geophysics Program**
3. Nature of Proposed Change: **Global addendum to 100-level prerequisite for 200-level GEOL courses, replacing “GEOL 102” with “GEOL 102 or 105”, and replacing “GEOL 101 or 102” with “GEOL 101 or 102 or 103 or 105”**

4. Current Catalog Copy:

For GEOL 212, GEOL 250, GEOL 251, GEOL 252, GEOL 253: Prerequisite: GEOL 102

For GEOL 234C: Prerequisite MATH 114 or 116 and GEOL 102

For GEOL 228: Prerequisite GEOL 101 or 102

For GEOL 229: Recommended Preparation GEOL 101 or 102

5. Proposed Catalog Copy:

For GEOL 212, GEOL 250, GEOL 251, GEOL 252, GEOL 253: Prerequisite: GEOL 102 or 105

For GEOL 234C: Prerequisite MATH 114 or 116 and GEOL 102 or 105

For GEOL 228: Prerequisite GEOL 101 or 102 or 103 or 105

For GEOL 229: Recommended Preparation GEOL 101 or 102 or 103 or 105

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

Justification

1. Reasons for changing this course: **We seek to bring the catalog in conformity with actual practice. All approvals were granted in AY 2003-2004 for our new suite of introductory courses, including GEOL 103 Earth and Life Through Time and GEOL 105 Earth and Life Through Time With Laboratory. It was and is our intent that completion of GEOL 105 meets any requirement currently met by GEOL 102 and that GEOL 103 meets any requirement met by GEOL 101. Our transition to the new introductory level GEOL curriculum is underway. GEOL 101 and 102 are no longer being taught, and students are taking GEOL 103 and GEOL 105.**

2. Effect on Department's Curriculum: **in principle – dramatic, in practice - none**
 3. Other Departments Consulted (see Note N): **none for this proposal**
 4. Effects on Other Departments: **GEOL 102 appears in the requirements for the B.S. degree in Environmental Science and for the B.A. degree in Coastal Studies. For the transition period, requirements for those programs should be amended to state “GEOL 102 or GEOL 105”.**
 5. Effects on Regional Campuses: **GEOL 103 and 105 in place of GEOL 101 and 102 will be taught at regional campuses beginning Fall 2005**
 6. Staffing: **none**
 7. Dates approved by (see Note Q):
Department Curriculum Committee: **n/a**
Department Faculty: **n/a**
 8. Name, Phone Number, and e-mail address of principal contact person:
Ray Joesten (Acting Director of the Geology and Geophysics Program)
6-1393. Joesten@uconn.edu
-

2005-79

[Note from the chair: The following proposal represents an attempt to create a more viable version of the former Geology and Geophysics major in light of the department's dissolution and the move of its former faculty into several different departments. A new structured major titled “Integrative Geosciences” would be listed within the Individualized Major. CLAS CC&C does not have a form for this purpose. After discussing the proposal with Jean Crespi who authored this document, I suggested that we review this proposal as formatted below, as it seems to address the questions CLAS CC&C would be interested in examining. This material will not be listed in Undergraduate Catalog, but will be available as a handout through the Individualized Major program. A plan of study is in **Appendix 2005-79.**]

**PROPOSAL FOR A STRUCTURED INDIVIDUALIZED MAJOR IN
INTEGRATIVE GEOSCIENCES**

1. Date: **April 5, 2005**
2. Sponsoring Unit: **Center for Integrative Geosciences**
3. Faculty to contact: **Pieter Visscher** (pieter.visscher@uconn.edu): Jean Crespi (jean.crespi@uconn.edu).

A. BACKGROUND:

The IMJR Program initiated so-called “structured” IMJRs in 2003/4. The purpose was two-fold.

First, a structured IMJR permits some admission decisions to be delegated by the IMJR Committee to the Program Director. This reduces the number of admission decisions based on a verbal presentation to the faculty committee. The “structured” IMJR incorporates guidelines set by faculty and approved by relevant Schools and Colleges. Thus, a student who fits within the guidelines faces a tailored process of admission to the IMJR Program:

Step 1: Preparation of a plan of study within the guidelines.

Step 2: Writing a personalized statement of purpose within the scope of the major concept defined.

Steps 1 and 2 are exactly the same as applied to all IMJR applicants.

Step 3: Approval by faculty drawn from the group that designed or is associated with the major concept.

Step 3 is slightly different: This group of faculty may set standards for admission and over time will develop standards of consistency of admission decisions.

Step 4: Provided previous steps have been completed satisfactorily, the formal admission decision is made by IMJR Program Director.

The Director relies upon the judgments made by faculty advisors, but also has the opportunity to ensure consistency with standards applied by the faculty committee in making other admission decisions.

Second, a structured IMJR is a vehicle by which faculty members with a shared interdisciplinary interest can work with a small number of students to develop a robust and coherent curriculum for a new major concept. This may, or may not, be a first step toward the development of a formal plan for an interdepartmental plan of study that is distinct and separate from the IMJR.

The framework for a structured Individualized Major is as follows:

- ◆ It involves at least two departments. The participating departments may, but need not, be within the same school or college.
- ◆ It includes at least 36 credits at the 200 level.

- ◆ It involves a minimum of 18 credits of required coursework: core courses, writing in the major courses, information literacy courses, and an applied course.
- ◆ At least 50% of the coursework in the Major will be from one school or college.

Curricular Process: Faculty members from at least two departments develop specific titles and curricular requirements within the general framework. They write a statement of purpose that gives the academic focus of the major and a justification of having it as a structured individualized major. Their departments are responsible for approval of the curriculum. Approval is also required from a school or college's Courses and Curriculum Committee. The Associate Dean's Council is the final approving body for each specific title. The school or college where at least 50% of the coursework is located determines the general education requirements and, if required, any cap on enrollment.

Students wanting to earn a B.A. or B.S. in a structured individualized major have three advisors approve their proposed plan of study as well as write a statement of purpose. The proposed plan of study must follow the guidelines outlined in the structured individualized major. The Director of the Individualized Major Program makes the final approval based on the student's plan of study, statement of purpose and academic achievement (school or college GPA admission standards for the IMJR Program). Students proposing structured individualized majors do not meet with the Individualized Major Committee.

B. PROPOSAL FOR A STRUCTURED INDIVIDUALIZED MAJOR IN INTEGRATIVE GEOSCIENCES

The Center for Integrative Geosciences is developing a new undergraduate major in Integrative Geosciences. Approvals for the major are unlikely to be in place until AY 2006-07 at the earliest. The proposed structured individualized major in Integrative Geosciences outlined below will allow the university to serve students with an interest in geosciences during this interim period. In addition, it will give geoscience faculty the opportunity to experiment with and refine the curriculum for the new undergraduate major in Integrative Geosciences.

The proposed major draws substantively from different departments, consistent with the spirit of the center. Core courses with the GEOL tag provide students with basic knowledge of the solid Earth. These serve as foundation courses to the integrative degree. Students may choose from one of three tracks. Courses in the tracks are drawn from a number of different departments. The tracks give students the opportunity to apply a geological perspective to other geoscience-related disciplines. In this way, students can develop a deeper appreciation for the complex interactions between different parts of the Earth system. The three proposed tracks in geobiology, surface

Earth processes, and physics of the Earth were developed on the basis of the breadth and depth of course offerings in geosciences at the university. Additional tracks may be developed in the future.

For background, the mission statement of the Center for Integrative Geosciences is provided below.

Mission Statement of the Center for Integrative Geosciences: The Center for Integrative Geosciences will offer transdisciplinary programs of research and instruction that advance understanding of Earth and other planets through study of the interaction, at all spatial and temporal scales, of the biological, chemical, geological, and physical processes that shape planetary evolution, including those that have shaped Earth through geological time and continue to shape the environment today, so as to provide the basis for understanding the present and future impact of humans on the planet.

For a plan of study that would be used by students, see **Appendix 2005-79**.

PART 1

The first group of core courses introduces students to the basic subdisciplines of geosciences that address the solid Earth. These are paleontology, stratigraphy, geochronology, geomorphology, sedimentology, structural geology, tectonics, geophysics, mineralogy, and petrology. The second group of core courses provides students with knowledge and skills central to one of three applied fields in the geosciences: shallow-level geophysics, engineering and environmental geology, and hydrogeology. The third group of core courses introduces students to spatial analysis, which is a fundamental technique in the treatment of geoscientific data. These courses provide students with bedrock knowledge necessary to build an understanding of how biological, chemical, geological, and physical processes interact in the Earth system. They also provide sufficient exposure to the field to allow students to choose appropriately from the list of tracks.

REQUIRED CORE COURSES

All of the following courses:

GEOL 250 Earth History and Global Change (3 cr)

GEOL 251 Earth Surface Processes (3 cr)

GEOL 252 Earth Structure (3 cr)

GEOL 253 Earth Materials (4 cr)

Total = 13 credits

One course from the following group:

GEOL 228 Applied Geophysics for Geologists (3 cr)
GEOL 229 Engineering and Environmental Geology (3 cr)
GEOL 234 Introduction to Ground-Water Hydrology (4 cr)

Total = 3 or 4 credits

One course from the following group:

GEOG 246 Introduction to Geographic Information Systems (4 cr)
NRME 219 Introduction to Geomatics (4 cr)
NRME 277 Natural Resource Applications to Geographic Information Systems (3 cr)

Total = 3 or 4 credits

Running total = 19 credits (min); 21 credits (max)

PART 2

The tracks give students the opportunity to develop an in-depth understanding of how knowledge and scientific thinking in several fields are necessary to the development of an integrated understanding of Earth. The geobiology track emphasizes the links and feedbacks between biological and geological processes through exposure to basic concepts of ecology, evolutionary biology, and geomicrobiology. The surface Earth processes track includes coursework which permits understanding of the range of processes occurring at and near the surface of Earth, with structured menus to allow breadth in developing an appreciation of the connections between processes. The physics of the Earth track is designed to introduce students to the physics underlying processes which occur in the solid Earth and hydrosphere.

TRACKS: Choose one of the following tracks.

GEOBIOLOGY TRACK

Three courses from the following group:

EEB 244 or **EEB 244W** General Ecology (4 cr)
EEB 245 or **EEB 245W** Evolutionary Biology (3 or 4 cr)
MCB 229 Fundamentals of Microbiology (4 cr)
MARN 236 Marine Microbiology (3 cr)

Total = 10 or 12 credits

SURFACE EARTH PROCESSES TRACK

No more than one course can be GEOL. One course from each of the following groups:

Group 1

EEB 209W Soil Degradation and Conservation (3 cr)
GEOG 230 Fluvial Geomorphology (3 cr)
NRME 211 Watershed Hydrology (3 cr)

PLSC 250 Soils (3 cr)

PLSC 259 Soil Chemistry (3 cr)

Group 2

GEOL 234 Introduction to Ground-Water Hydrology (if not taken in Part 1 above) (4 cr)

MARN 200 The Hydrosphere (3 cr)

MARN 220 Environmental Reaction and Transport (4 cr)

NRME 218 Water Resources Assessment, Development, and Management (3 cr)

NRME 246 Water Quality Management (3 cr)

Group 3

GEOL 228 Applied Geophysics for Geologists (if not taken in Part 1 above) (3 cr)

GEOL 229 Engineering and Environmental Geology (if not taken in Part 1 above) (3 cr)

MARN 282 Coastal Pollution and Bioremediation (3 cr)

Total = 9 or 10 credits

PHYSICS OF THE EARTH TRACK

No more than one course can be GEOL. Three courses from the following group:

GEOL 274 Physics of the Earth's Interior (3 cr)

GEOL 278 Applied and Environmental Geophysics (3 cr)

MARN 235 Environmental Fluid Dynamics (3 cr)

MARN 270 Descriptive Physical Oceanography (3 cr)

PHYS 220 Computational Physics (3 cr)

Total = 9 credits

Running total = 28 credits (min); 33 credits (max)

PART 3

RESEARCH, INFORMATION LITERACY, AND APPLIED COURSE REQUIREMENTS

This requirement is met through a combination of field- and research-based courses. The courses in option 1, group 1 and option 2 are field-intensive, and, while those in option 1, group 2 may also include a field component, they emphasize original research or job experience. All of the courses contribute to an understanding of research methods in the geosciences and, in doing so, contribute to improved information literacy. Students are advised to complete coursework in this section, after selecting a track so that the most appropriate course(s) are chosen.

Choose one of the following options:

OPTION 1

Six credits with at least one course from each of the following groups:

Group 1

CE 271 Geomatics and Spatial Measurement (4 cr)

EEB 293W Methods of Ecology (4 cr)

GEOG 232 Principles and Applications of Physical Geography (4 cr)

GEOL 213 Spring Field Trip (3 cr)

GEOL 257 Field Problems in Earth Structure (1 cr)

MARN 212 Measurement and Analysis in Coastal Ecosystems (3 cr)

Group 2

GEOL 293/GEOL 294 Internship in Geology and Geophysics – Field Study;
Internship in Geology and Geophysics – Research Paper (2 to 4 credits)

GEOL 296 Undergraduate Research in Geology and Geophysics (3 cr)

GEOL 299 Independent Study (variable cr)

Students can petition for parallel, geoscience-relevant courses in other departments to be considered as substitutes for Group 2 requirements.

OPTION 2

GEOL 212 Field Geology (6 cr)

Students can petition for geoscience-relevant field courses offered by other universities to be considered as substitutes for **GEOL 212**.

Total = 6 credits

Running total = 34 credits (min); 39 credits (max)

PART 4

CAPSTONE WRITING COURSE REQUIREMENT

To alleviate enrollment pressure, INTD 295W will be offered as a separate section open only to students doing the structured individualized major in Integrative Geosciences. This section of the course will be staffed by geoscience faculty.

One of the following courses:

INTD 295W (3 cr) or **GEOL 297W** (3 cr)

Students can petition for parallel, geoscience-relevant courses in other departments to be considered as substitutes for **GEOL 297W**.

Total = 3 credits

TOTAL = 37 credits (min); 42 credits (max)

**PREREQUISITES/RECOMMENDED PREPARATION FOR COURSES IN
PROPOSED STRUCTURED INDIVIDUALIZED MAJOR IN INTEGRATIVE
GEOSCIENCES**

Civil Engineering

CE 271 Geomatics and Spatial Measurement (4 cr)

Prerequisites: none

Recommended preparation: **MATH 109** or **MATH 112** or **MATH 115**

Ecology and Evolutionary Biology

EEB 209W Soil Degradation and Conservation (3 cr)

Prerequisites: Instructor consent

Recommended preparation: **EEB 244** or equivalent

EEB 244 or **EEB 244W** General Ecology (4 cr)

Prerequisites: six credits of college biology, (**ENGL**)

Recommended preparation: none

EEB 245 or **EEB 245W** Evolutionary Biology (3 cr)

Prerequisites: six credits of college biology, (**ENGL**)

Recommended preparation: none

EEB 293W Methods of Ecology (4 cr)

Prerequisites: **EEB 244** or instructor consent, (**ENGL**)

Recommended preparation: one course in statistics and one course in calculus

Geography

GEOG 230 Fluvial Geomorphology (3 cr)

Prerequisites: **GEOG 205** or **GEOL 105** or **BIOL 108** or instructor consent

Recommended preparation: none

GEOG 232 Principles and Applications of Physical Geography (4 cr)

Prerequisites: none

Recommended preparation: **GEOG 205** or **GEOG 215**

GEOG 246 Introduction to Geographic Information Systems (4 cr)

Prerequisites: none

Recommended preparation: **GEOG 242**

Geology and Geophysics

GEOL 212 Field Geology (6 cr)

Prerequisites: **GEOL 105**

Recommended preparation: none

GEOL 213 Spring Field Trip (3 cr)

Prerequisites: **GEOL 250**, **GEOL 251**, **GEOL 252**, and **GEOL 253** (one of which may be taken concurrently)

Recommended preparation: none

GEOL 228 Applied Geophysics for Geologists (3 cr)

Prerequisites: **GEOL 103** or **GEOL 105** or instructor consent

Recommended preparation: none

GEOL 229 Engineering and Environmental Geology (3 cr)

Prerequisites: none

Recommended preparation: **GEOL 103** or **GEOL 105**

GEOL 234 Introduction to Ground-Water Hydrology (4 cr)

Prerequisites: **MATH 114** or **MATH 116** and **GEOL 105** or instructor consent

Recommended preparation: none

GEOL 250 Earth History and Global Change (3 cr)

Prerequisites: **GEOL 105**

Recommended preparation: none

GEOL 251 Earth Surface Processes (3 cr)

Prerequisites: **GEOL 105**

Recommended preparation: none

GEOL 252 Earth Structure (3 cr)

Prerequisites: **GEOL 105**

Recommended preparation: none

GEOL 253 Earth Materials (4 cr)

Prerequisites: **GEOL 105**

Recommended preparation: **CHEM 127**, **CHEM 128**

GEOL 257 Field Problems in Earth Structure (1 cr)

Prerequisites: **GEOL 252**

Recommended preparation: none

GEOL 274 Physics of the Earth's Interior (3 cr)

Prerequisites: **PHYS 123**, **PHYS 132**, **PHYS 142**, or **PHYS 152**; **MATH 113**, **MATH 115**, or **MATH 120**

Recommended preparation: none

GEOL 278 Applied and Environmental Geophysics (3 cr)

Prerequisites: **PHYS 123**, **PHYS 132**, **PHYS 142**, or **PHYS 152**; **MATH 114**, **MATH 116**, or **MATH 121**

Recommended preparation: none

GEOL 293/GEOL 294 Internship in Geology and Geophysics – Field Study;
Internship in Geology and Geophysics – Research Paper (2 to 4 credits)

Prerequisites: **GEOL 250**, **GEOL 251**, **GEOL 252**, and **GEOL 253**

Recommended preparation: none

GEOL 296 Undergraduate Research in Geology and Geophysics (3 cr)

Prerequisites: instructor consent

Recommended preparation: none

GEOL 297W (3 cr)

Prerequisites: **GEOL 296**, (**ENGL**), and instructor consent

Recommended preparation: none

GEOL 299 Independent Study (variable cr)

Prerequisites: instructor consent

Recommended preparation: none

Interdepartmental

INTD 295W (3 cr)

Prerequisites: instructor consent and **INTD** department head consent, (**ENGL**), senior standing, approved individualized major plan of study, approved placement, research or project

Recommended preparation: none

Marine Sciences

MARN 200 The Hydrosphere (3 cr)

Prerequisites: none

Recommended preparation: none

MARN 212 Measurement and Analysis in Coastal Ecosystems (3 cr)

Prerequisites: **MARN 170** and any two of the following: **BIOL 107, BIOL 108; CHEM 127, CHEM 128; PHYS 121, PHYS 122, PHYS 131, PHYS 132**

Recommended preparation: none

MARN 220 Environmental Reaction and Transport (4 cr)

Prerequisites: **CHEM 127** and one additional semester of **CHEM, BIOL, or PHYS**; one semester of calculus (**MATH 112, MATH 115, MATH 118, or MATH 120**) or concurrent enrollment in calculus (**MATH 115, MATH 118, or MATH 120**)

Recommended preparation: none

MARN 235 Environmental Fluid Dynamics (3 cr)

Prerequisites: none

Recommended preparation: **PHYS 122, PHYS 132, PHYS 142, or PHYS 152** and **MATH 220**

MARN 236 Marine Microbiology (3 cr)

Prerequisites: **MCB 229** or instructor consent

Recommended preparation: none

MARN 270 Descriptive Physical Oceanography (3 cr)

Prerequisites: **PHYS 122, PHYS 142, or PHYS 152; MATH 114 or MATH 116**

Recommended preparation:

MARN 282 Coastal Pollution and Bioremediation (3 cr)

Prerequisites: **BIOL 107, BIOL 108** and **CHEM 127, CHEM 128** or instructor consent

Recommended preparation: none

Molecular and Cell Biology

MCB 229 Fundamentals of Microbiology (4 cr)

Prerequisites: **CHEM 141** or **CHEM 243**

Recommended preparation: **BIOL 107** or equivalent

Natural Resource Management and Engineering

NRME 211 Watershed Hydrology (3 cr)

Prerequisites: none

Recommended preparation: **NRME 242** or **ENGR 150**

NRME 218 Water Resources Assessment, Development, and Management (3 cr)

Prerequisites: none

Recommended preparation: **NRME 100** and **GEOL 105**

NRME 219 Introduction of Geomatics (4 cr)

Prerequisites: none

Recommended preparation: none

NRME 246 Water Quality Management (3 cr)

Prerequisites: none

Recommended preparation: **NRME 211** or **NRME 260**

NRME 277 Natural Resource Applications to Geographic Information Systems (3 cr)

Prerequisites: none

Recommended preparation: none

Physics

PHYS 220 Computational Physics (3 cr)

Prerequisites: **PHYS 123**, **PHYS 125**, **PHYS 132**, **PHYS 142**, or **PHYS 152** and **MATH 221** or instructor consent

Recommended preparation: none

Plant Science

PLSC 250 Soils (3 cr)

Prerequisites: **CHEM 122**, **CHEM 127**, or **CHEM 129**

Recommended preparation: none

PLSC 259 Soil Chemistry (3 cr)

Prerequisites: **CHEM 128** and **CHEM 141**

Recommended preparation: **PLSC 250**

Approvals: *Faculty Advisory Board Center for Integrative Geosciences*, date 30 March 2005

Department Head *Erling Smith CE*, date

Department Head *Gregory Anderson EEB*, date 22 March 2005

Department Head *Dean Hanink GEOG*, date 22 March 2005

Program Director *Pieter Visscher GEOL*, date 29 March 2005

Department Head *James O'donnell MARN*, date 28 March 2005

Department Head *Philip Yeagle MCB*, date 29 March 2005

Department Head *David Schroeder NRME*, date 1 April 2005

Department Head *William Stwalley PHYS*, date 4 April 2005

Department Head *Mary Musgrave PLSC*, date 4 April 2005

Individualized Major Committee, date 5 April 2005

College or School's C&C Committee _____,
date _____

Associate Dean's Council Approval _____,
date _____

Return approved curriculum to the Director, Individualized & Interdisciplinary Studies Program, CUE Building, Room 323.

2005-80

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

MUSI 217. A History of Jazz

Either semester. Three credits. Davis

The course provides a history of the development of jazz from the late 19th century, through the 20th century. The course examines the social, political and cultural contours of the art form as well as its musical features.

4. Proposed Catalog Copy/Copies:

MUSI 217. A History of Jazz

(Also offered as IAAS 217). Either semester. Three credits. Davis

The course provides a history of the development of jazz from the late 19th century, through the 20th century. The course examines the social, political and cultural contours of the art form as well as its musical features.

IAAS 217. A History of Jazz

(Also offered as MUS 217). Either semester. Three credits. Davis

The course provides a history of the development of jazz from the late 19th century, through the 20th century. The course examines the social, political and cultural contours of the art form as well as its musical features.

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

Justification

1. Reasons for adding this course if it is a new course: This is not a new course in Music and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: MUS 217 **A History of Jazz** is an integral part of the African American Studies. Although not a core course, many of our majors

and minors take this course to fulfill other requirements for their IAAS plan of study. This course was designed by a former WS director, and is currently taught by that former director.

3. Other Departments Consulted (see Note N): Music

4. Effects on Regional Campuses: Any IAAS 217 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Kenny Davis

6. E-mail support for the cross-listing: [Note from chair: both MUS and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

MUS: Robert Thayer Department Head, robert.thayer@uconn.edu

8. Dates approved by each department or program:

Department Curriculum Committee: 2/25/05

Department Faculty: 2/25/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-81

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

EDLR 291. Practicum: Black Experience in Education

Either Semester. Three Credits. Staff

Experiences, cooperatively arranged by the department, with an educational agency that addresses issues and problems of importance to Black people.

4. Proposed Catalog Copy/Copies:

EDLR 291. Practicum: Black Experience in Education

(Also offered as IAAS 291). Either Semester. Three Credits. Staff Experiences, cooperatively arranged by the department, with an educational agency that addresses issues and problems of importance to Black people.

IAAS 291. Practicum: Black Experience in Education

(Also offered as EDLR 291). Either Semester. Three Credits. Staff Experiences, cooperatively arranged by the department, with an educational agency that addresses issues and problems of importance to Black people.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Education and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **EDLR 291** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Education

4. Effects on Regional Campuses: Any EDLR 291 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Staff

6. E-mail support for the cross-listing: [Note from chair: both EDLR and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

EDLR: Richard Schwab, Dean, Richard.Schwab@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

EDLR Department Faculty: 3/3/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-82

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

ENGL 276W. Black American Writers I

Critical and historical examination of the literature of Black American writers from Phyllis Wheatley to the present.

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

4. Proposed Catalog Copy/Copies:

ENGL 276W. Black American Writers

(Also offered as IAAS 276W). Either Semester. Three Credits. Spencer

Critical and historical examination of the literature of Black American writers from Phyllis Wheatley to the present.

IAAS 276W. Black American Writers I

(Also offered as ENGL 276W). Either Semester. Three Credits. Spencer

Critical and historical examination of the literature of Black American writers from Phyllis Wheatley to the present.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in English and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **ENGL 276W Black American Writers I** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): English
4. Effects on Regional Campuses: Any ENGL 276W taught at a regional campus will be considered subject to this cross-listing status.
5. Staffing: Spencer
6. E-mail support for the cross-listing: [Note from chair: both ENGL and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]
7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

ENGL: Robert Tilton, Department Head, robert.tilton@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

ENGL Department Faculty: 2/28/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

ENGL 277W. Black American Writers II

Either Semester. Three Credits. *Suzette Spencer*

Extensive readings in the works of four or five contemporary black American writers. (Note that changes will be effective immediately unless a specific date is requested)

4. Proposed Catalog Copy/Copies:

ENGL 277W. Black American Writers II

(Also offered as IAAS 277W) . Either Semester. Three Credits. *Suzette Spencer*

Extensive readings in the works of four or five contemporary black American writers. (Note that changes will be effective immediately unless a specific date is requested)

IAAS 277W. Black American Writers II

(Also offered as ENGL 277W). Either Semester. Three Credits. *Suzette Spencer*

Extensive readings in the works of four or five contemporary black American writers. (Note that changes will be effective immediately unless a specific date is requested)

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in English and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **ENGL 277W Black American Writers II** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

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

4. Effects on Regional Campuses: Any ENGL 277W taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Suzette Spencer

6. E-mail support for the cross-listing: [Note from chair: both ENGL and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

ENGL: Robert Tilton, Department Head, robert.tilton@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

ENGL Department Faculty: 2/28/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-84

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

HIST 222. History of Pre-Colonial Africa

Either semester. Three credits. *Omara-Otunnu*

The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

4. Proposed Catalog Copy/Copies:

HIST 222. History of Pre-Colonial Africa

(Also offered as IAAS 222). Either semester. Three credits. *Omara-Otunnu*
The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

IAAS 222. History of Pre-Colonial Africa

(Also offered as HIST 222). Either semester. Three credits. *Omara-Otunnu*
The history of pre-colonial Africa with particular attention to the rise and fall of African Kingdoms, interaction between different ethnic groups, African trade with other continents, and the impact of foreigners on African societies.

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

Justification

1. Reasons for adding this course if it is a new course: This is not a new course in History and it an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **HIST 222 History of Pre-Colonial Africa** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History
4. Effects on Regional Campuses: Any HIST 222 taught at a regional campus will be considered subject to this cross-listing status.
5. Staffing: Amii Omara-Otunnu
6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]
7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Amii Omara-Otunnu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

HIST Department Faculty: 2/21/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-85

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

HIST 223. History of Modern Africa

Either semester. Three credits. *Omara-Otunnu*

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

4. Proposed Catalog Copy/Copies:

HIST 223. History of Modern Africa

(Also offered as IAAS 223). Either semester. Three credits. *Omara-Otunnu*

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

IAAS 223. History of Modern Africa

(Also offered as HIST 223). Either semester. Three credits. *Omara-Otunnu*

The history of African perceptions of and responses to the abolition of the slave trade, Western imperialism and colonialism, and the development of nationalism and struggle for independence.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **HIST 223 History of Modern Africa** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History
4. Effects on Regional Campuses: Any HIST 223 taught at a regional campus will be considered subject to this cross-listing status.
5. Staffing: Amii Omara-Otunnu
6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]
7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Amii Omara-Otunnu, Associate Professor, amii.otunnu@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

HIST Department Faculty: 2/21/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

HIST 224. History of Pan-Africanism

Either semester. Three credits. *Omara-Otunnu*

The development of ideas of Pan-Africanism, beginning with the proto-Africanists in the nineteenth century; examination of the linkages between those ideas in Africa and the evolution of Pan-Africanism as a movement in the African Dispora.

4. Proposed Catalog Copy/Copies:

HIST 224. History of Pan-Africanism

(Also offered as IAAS 224). Either semester. Three credits. *Omara-Otunnu*

The development of ideas of Pan-Africanism, beginning with the proto-Africanists in the nineteenth century; examination of the linkages between those ideas in Africa and the evolution of Pan-Africanism as a movement in the African Dispora.

IAAS 224. History of Pan-Africanism

(Also offered as HIST 224). Either semester. Three credits. *Omara-Otunnu*

The development of ideas of Pan-Africanism, beginning with the proto-Africanists in the nineteenth century; examination of the linkages between those ideas in Africa and the evolution of Pan-Africanism as a movement in the African Dispora.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.
3. Reasons for cross listing this course: **HIST 224 History of Pan-Africanism** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the

IAAS major.

3. Other Departments Consulted (see Note N): History

4. Effects on Regional Campuses: Any HIST 224 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Amii Omara-Otunnu

6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Amii Omara-Otunnu, Associate Professor, amii.otunnu@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

HIST Department Faculty: 2/21/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-87

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

ANTH 225. Contemporary Africa

Either semester. Three credits. *W. Penn Handwerker*

African since it partition in 1884. Urbanization, social stratification, racial and ethnic conflict.

4. Proposed Catalog Copy/Copies:

ANTH 225. Contemporary Africa

(Also offered as IAAS 225). Either semester. Three credits. *W. Penn Handwerker* African since it partition in 1884. Urbanization, social stratification, racial and ethnic conflict.

IAAS 225. Contemporary Africa

(Also offered as ANTH 225). Either semester. Three credits. *W. Penn Handwerker* African since it partition in 1884. Urbanization, social stratification, racial and ethnic conflict.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

4. Reasons for cross listing this course: **ANTH 225 Contemporary Africa** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Anthropology

4. Effects on Regional Campuses: Any ANTH 225 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: *W. Penn Handwerker*

6. E-mail support for the cross-listing: [Note from chair: both ANTH and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

ANTH: W. Penn Handwerker, Department Head, W.Handwerker@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

ANTH Department Faculty: 2/25/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-88

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

SOCI 226. Modern Africa

Either semester. Three credits. *Gugler*

Cultural patterns, social structure, and political conflict in sub-Saharan Africa.

4. Proposed Catalog Copy/Copies:

SOCI 226. Modern Africa

(Also offered as IAAS 226). Either semester. Three credits. *Gugler*

Cultural patterns, social structure, and political conflict in sub-Saharan Africa.

IAAS 226. Modern Africa

(Also offered as SOCIO 226). Either semester. Three credits. *Gugler*

Cultural patterns, social structure, and political conflict in sub-Saharan Africa.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

5. Reasons for cross listing this course: **SOCIO 226 Modern Africa** is an integral part of the African American Studies. Although not a core course, many of our majors

and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Sociology

4. Effects on Regional Campuses: Any SOCIO 226 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Gugler

6. E-mail support for the cross-listing: [Note from chair: both SOCIO and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

SOC: Davita Silfen Glasberg, Professor, Davita.Glasberg@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

SOC Department Faculty: 3/16/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-89

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

HIST 238. African American History to 1865

Either semester. Three credits. *Jacqueline Glass Campbell*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

4. Proposed Catalog Copy/Copies:

HIST 238. African-American History to 1865

(Also offered as IAAS 238). Either semester. Three credits. *Jacqueline Glass Campbell*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

IAAS 238. African-American History to 1865

(Also offered as HIST 238). Either semester. Three credits. *Jacqueline Glass Campbell*

History of African-American people to 1865, from their West African roots, to their presence in colonial America, through enslavement and emancipation. Adaptation and resistance to their conditions in North America. Contributions by black people to the development of the United States.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **HIST 238 African-American History to 1865** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History
4. Effects on Regional Campuses: Any HIST 238 taught at a regional campus will be considered subject to this cross-listing status.
5. Staffing: Jacqueline Glass Campbell
6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]
7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Jacqueline Glass Campbell, Assistant Professor
Jacqueline.Campbell@uconn.edu

8. Dates approved by each department or program:
Department Curriculum Committee: 2/25/05
Department Faculty: 2/21/05

9. Name, Phone Number, and e-mail address of principal contact person:
Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com
-

2005-90

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

HIST 246. African-American History to 1865

Either semester. Three credits. *Ogbar*

History of African-American people since Civil War. Contributions by black people to American development. African-American activity in international arenas.

4. Proposed Catalog Copy/Copies:

HIST 246. African-American History to 1865

(Also offered as IAAS 246). Either semester. Three credits. *Ogbar*

History of African-American people since Civil War. Contributions by black people to American development. African-American activity in international arenas.

IAAS 246. African-American History to 1865

(Also offered as HIST 246). Either semester. Three credits. *Ogbar*

History of African-American people since Civil War. Contributions by black people to American development. African-American activity in international arenas.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

6. Reasons for cross listing this course: **HIST 246 African-American History to 1865** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History

4. Effects on Regional Campuses: Any HIST 246 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Ogbar

6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Jeffrey O.G. Ogbar, Associate Professor, ogbar@uconn.edu

8. Dates approved by each department or program:

Department Curriculum Committee: 2/25/05

Department Faculty: 2/21/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-91

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

HIST 260. Hip-Hop, Politics and Youth Culture in America

Either semester. Three credits. *Ogbar*

History of Hip-Hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

4. Proposed Catalog Copy/Copies:

HIST 260. Hip-Hop, Politics and Youth Culture in America

(Also offered as IAAS 260). Either semester. Three credits. *Ogbar*

History of Hip-Hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

IAAS 260. Hip-Hop, Politics and Youth Culture in America

(Also offered as HIST 260). Either semester. Three credits. *Ogbar*

History of Hip-Hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop's role in popular political discourse.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

7. Reasons for cross listing this course: **HIST 260 Hip-Hop, Politics and Youth Culture in America** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History

4. Effects on Regional Campuses: Any HIST 260 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Ogbar

6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Jeffrey O.G. Ogbar, Associate Professor, ogbar@uconn.edu

8. Dates approved by each department or program:

Department Curriculum Committee: 2/25/05

Department Faculty: 2/21/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-92

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

HIST 285. Cuba, Puerto Rico, and the Spanish Caribbean

Either semester. Three credits. *Silvestrini*

Discovery and settlement, slavery and plantation economy, recent political and economic developments, and United States relations with Spanish Caribbean.

4. Proposed Catalog Copy/Copies:

HIST 285. Cuba, Puerto Rico, and the Spanish Caribbean

(Also offered as IAAS 285). Either semester. Three credits. *Silvestrini*

Discovery and settlement, slavery and plantation economy, recent political and economic developments, and United States relations with Spanish Caribbean.

IAAS 285. Cuba, Puerto Rico, and the Spanish Caribbean

(Also offered as HIST 285). Either semester. Three credits. *Silvestrini*

Discovery and settlement, slavery and plantation economy, recent political and economic developments, and United States relations with Spanish Caribbean.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in History and is an important course in the IAAS curriculum.

8. Reasons for cross listing this course: **HIST 285 Cuba, Puerto Rico, and the Spanish America**, is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): History

4. Effects on Regional Campuses: Any HIST 285 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Silvesstrini

6. E-mail support for the cross-listing: [Note from chair: both HIST and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

HIST: Blanca Silvestrini, Director, Puerto Rican and Latin American Studies, Blanca.Silvestrini@uconn.edu

8. Dates approved by each department or program:

Department Curriculum Committee: 2/25/05

Department Faculty: 3/3/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-93

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

POLS 239W. Politics in Africa

Either semester. Three credits.

The political systems in contemporary Africa; the background of the slave trade, imperialism, colonialism, and the present concerns of nationalism, independence, economic development and military rule. Emphasis on sub-Saharan Africa

4. Proposed Catalog Copy/Copies:

POLS 239W. Politics in Africa

(Also offered as IAAS 239W). Either semester. Three credits.

The political systems in contemporary Africa; the background of the slave trade, imperialism, colonialism, and the present concerns of nationalism, independence, economic development and military rule. Emphasis on sub-Saharan Africa

IAAS 239W. Politics in Africa

(Also offered as POLS 239W). Either semester. Three credits.

The political systems in contemporary Africa; the background of the slave trade, imperialism, colonialism, and the present concerns of nationalism, independence, economic development and military rule. Emphasis on sub-Saharan Africa

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Political Science and is an important course in the IAAS curriculum.

9. Reasons for cross listing this course: **POLS 239W Politics in Africa** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Political Science

4. Effects on Regional Campuses: Any IAAS 239W taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Staff

6. E-mail support for the cross-listing: [Note from chair: both **POLS** and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

POLS. Howard Reiter. Department Head, Howard. Reiter@uconn.edu

8. Dates approved by each department or program:
IAAS Curriculum Committee: 2/28/04

POLS Department Faculty: 2/23/05

9. Name, Phone Number, and e-mail address of principal contact person:
Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-94

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

DRAM 231W. African-American Theatre

Either semester. Three credits. *Carlton Molette*

The significant developments in African-American theatre and its antecedents and an examination of selected play scripts that exemplify those developments.

4. Proposed Catalog Copy/Copies:

DRAM 231W African-American Theatre

(Also offered as IAAS 231W). Either semester. Three credits. *Carlton Molette*

The significant developments in African-American theatre and its antecedents and an examination of selected play scripts that exemplify those developments.

IAAS 231W African-American Theatre

(Also offered as DRAM 231W). Either semester. Three credits. *Carlton Molette*

The significant developments in African-American theatre and its antecedents and an examination of selected play scripts that exemplify those developments.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Dramatic Arts and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **DRAM 231W Africa-American Theatre** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS

plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Dramatic Arts

4. Effects on Regional Campuses: Any DRAM 231W taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Carlton Molette

6. E-mail support for the cross-listing: [Note from chair: both DRAM and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

DRAM: Ann D'Alleva, Associate Dean, Fine Arts, Anne.Dalleva@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

DRAM Department Faculty: 3/2/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-95

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

SOCI 240. Ethnicity and Race

Either semester. Three credits. *Willemez*

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

4. Proposed Catalog Copy/Copies:

SOCI 240. Ethnicity and Race

(Also offered as IAAS 240). Either semester. Three credits. *Willemez*

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

IAAS 240. Ethnicity and Race

(Also offered as SOCIO 240). Either semester. Three credits. *Willemez*

Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Sociology and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **SOCIO 240 Ethnicity and Race** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Sociology

4. Effects on Regional Campuses: Any SOCIO 240 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: *Willemez*

6. E-mail support for the cross-listing: [Note from chair: both SOCIO and IAAS

directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

SOC: Davita Silfren Glasberg, Professor, Davita.Glasberg@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

SOC Department Faculty: 3/16/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-96

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

POLS 245. Black Leadership and Civil Rights

Either semester. Three credits. *Simien*

Black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era.

4. Proposed Catalog Copy/Copies:

POLS 245. Black Leadership and Civil Rights

(Also offered as IAAS 245). Either semester. Three credits. *Simien*

Black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era.

IAAS 245. Black Leadership and Civil Rights

(Also offered as POLS245). Either semester. Three credits. *Simien*

Black leadership, emphasizing the principles, goals, and strategies used by African-American men and women to secure basic citizenship rights during the civil rights era.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Political Science and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **POLS 245 Black Leadership and Civil Rights** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Political Science

4. Effects on Regional Campuses: Any POLS 245 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Simien

6. E-mail support for the cross-listing: [Note from chair: both POLS and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

POLS: Howard Reiter. Department Head, Howard.Reiter@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

POLS Department Faculty: 2/23/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-97

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

POLS 247. Black-Feminist Politics

Either semester. Three credits. *Simien*

An introduction to major philosophical and theoretical debates at the core of black feminist thought, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other.

4. Proposed Catalog Copy/Copies:

POLS 247. Black-Feminist Politics

(Also offered as IAAS 247). Either semester. Three credits. *Simien*

An introduction to major philosophical and theoretical debates at the core of black feminist thought, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other.

IAAS 247. Black-Feminist Politics

(Also offered as POLS 247). Either semester. Three credits. *Simien*

An introduction to major philosophical and theoretical debates at the core of black feminist thought, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Political Science and is an important course in the IAAS curriculum.
2. Reasons for cross listing this course: **POLS Black-Feminist Politics** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Political Science

4. Effects on Regional Campuses: Any POLS 247 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Simien

6. E-mail support for the cross-listing: [Note from chair: both POLS and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

POLS: Howard Reiter, Department Head, Howard.Reiter@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

POLS Department Faculty: 2/23/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-98

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

PSYC 270. Black Psychology

First semester. Three credits. Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#). *Williams*

Empirical and theoretical literature on psychological experiences of African-Americans. Impact of race, culture, and ethnicity on psychological development.

PSYC 270W. Black Psychology

Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#).

4. Proposed Catalog Copy/Copies:

PSYC 270. Black Psychology

(Also offered as IAAS 270). First semester. Three credits. Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#). *Williams*

Empirical and theoretical literature on psychological experiences of African-Americans. Impact of race, culture, and ethnicity on psychological development.

PSYC 270W. Black Psychology

Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#).

IAAS 270. Black Psychology

(Also offered as PSYC 270). First semester. Three credits. Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#). *Williams*

Empirical and theoretical literature on psychological experiences of African-Americans. Impact of race, culture, and ethnicity on psychological development.

IAAS 270W. Black Psychology

Prerequisite: [PSYC 132](#) and [PSYC 135](#) or [133](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#).

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Psychology and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Psychology
4. Effects on Regional Campuses: Any PSYC 270 taught at a regional campus will be considered subject to this cross-listing status.
5. Staffing: Williams
6. E-mail support for the cross-listing: [Note from chair: both PSYC and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]
7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

PSYC: Charles Lowe, Department Head, Charles.Lowe@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

PSYC Department Faculty: 4/4/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-99

Proposal to Cross List Courses

1. Date: April 4, 2005
2. Department initiating this proposal: Institute for African American Studies (IAAS)
3. Current Catalog Copy/Copies:

SOCI 235. African Americans and Social Protest

Either semester. Three credits. *Cazenave*

Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

4. Proposed Catalog Copy/Copies:

SOCI 235. African Americans and Social Protest

(Also offered as IAAS 235). Either semester. Three credits. *Cazenave*
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

IAAS 235. African Americans and Social Protest

(Also offered as SOC 235). Either semester. Three credits. *Cazenave*
Social and economic-justice movements, from the beginning of the Civil Rights movement to the present.

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Sociology and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **SOC 235 African Americans Social Protest** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Sociology

4. Effects on Regional Campuses: Any SOC 235 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Cazenave

6. E-mail support for the cross-listing: [Note from chair: both SOC and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

SOC: Davita Silfren Glasberg, Professor, Davita.Glasberg@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

SOC Department Faculty: 3/16/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

2005-100

Proposal to Cross List Courses

1. Date: April 4, 2005

2. Department initiating this proposal: Institute for African American Studies (IAAS)

3. Current Catalog Copy/Copies:

SOCI 236. White Racism

Either semester. Three credits. *Cazenave*

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

4. Proposed Catalog Copy/Copies:

SOCI 236. White Racism

(Also offered as IAAS 236). Either semester. Three credits. *Cazenave*

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

IAAS 236. White Racism

(Also offered as SOC 236). Either semester. Three credits. *Cazenave*

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

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

Justification

1. Reasons for adding this course if it is not a new course: This is not a new course in Sociology and is an important course in the IAAS curriculum.

2. Reasons for cross listing this course: **SOC 236 White Racism** is an integral part of the African American Studies. Although not a core course, many of our majors and minors take this course to fulfill other requirements for their IAAS plan of study.

ACADEMIC MERIT

This course is central to a comprehensive examination of African American Studies. It's rigorous interrogation of social, political and cultural phenomena is essential to the IAAS major.

3. Other Departments Consulted (see Note N): Sociology

4. Effects on Regional Campuses: Any SOC 236 taught at a regional campus will be considered subject to this cross-listing status.

5. Staffing: Cazenave

6. E-mail support for the cross-listing: [Note from chair: both SOC and IAAS directors have sent e-mails confirming their enthusiastic approval to cross-list this course.]

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

IAAS: Jeffrey O.G. Ogbar, Director, ogbar@uconn.edu

SOC: Davita Silfren Glasberg, Professor, Davita.Glasberg@uconn.edu

8. Dates approved by each department or program:

IAAS Curriculum Committee: 2/28/04

SOC Department Faculty: 3/16/05

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

Prof. Jeffrey O. G. Ogbar, IAAS 6-3630. jogbar@aol.com

Proposal to Cross List Courses

1. Date: **March 30, 2005**
2. Department initiating this proposal: **Women's Studies**
3. Current Catalog Copy/Copies:

SOCI 245. Sociology of Sexualities

Either semester. Three credits. Open to sophomores or higher. Not open for credit to students who have taken SOCI 246 or 246W. *Bernstein*

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.

SOCI 245W. Sociology of Sexualities

Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher.

4. Proposed Catalog Copy/Copies:

SOCI 245. Sociology of Sexualities

(Also offered as WS 245). Either semester. Three credits. Open to sophomores or higher. Not open for credit to students who have taken SOCI 246 or 246W. *Bernstein*

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.

SOCI 245W. Sociology of Sexualities

(Also offered as WS 245W). Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher.

WS 245. Sociology of Sexualities

(Also offered as SOCI 245). Either semester. Three credits. Open to sophomores or higher. Not open for credit to students who have taken SOCI 246 or 246W. *Bernstein*

Explores the social organization, construction, and politics of sexualities, particular focus on lesbian, gay, bisexual, transgender, and queer experiences and the intersection of sexualities, gender, race, and class.

WS 245W. Sociology of Sexualities

(Also offered as SOCI 245W). Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher.

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

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

Justification

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

2. Reasons for cross listing this course: Cross listing SOC 245/245W: Sociology of Sexualities with WS will greatly enhance Women's Studies course selection since its focus is on the social organization, construction, and politics of sexualities with particular focus the intersection of sexualities, gender, race, and class. As an interdisciplinary program WS depends upon feminist scholarship from across the university to supplement the number of courses offered and this course will expand our offerings feminist field of sexualities.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? ___ Yes **X** No

E.g. for 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. If this is not evident, please explain why the cross listing is appropriate.

Women's Studies, by its nature, explores the intersections of sexuality, gender, race and class. All WS classes explore these categories, from the historical to the contemporary, in light of the socio-political nuances surrounding the subject matter and timeframe.

4. Other Departments Consulted (see Note N): **Sociology**

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

6. Staffing: **Mary Bernstein, Sociology**

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing: **Sociology & Women's Studies**

E-mail dated 4/6/05 from Mark Abrahamson:

Kate: The Sociology Department is pleased to have Women's Studies cross-list Soci 245 & 245W. However, I believe you also need approval

from the College C&C before it is official. Mark (Abrahamson)

2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see Note Q):

Department or Program Curriculum Committee: **SOCI – 3/28/05; WS - 3/22/05**

Department or Program Faculty: **SOCI – 3/28/05; WS - 3/22/05**

Department or Program Head: **SOCI – 3/28/05; WS - 3/22/05**

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

Mark Abrahamson, SOCI, 486-4074, mark.abrahamson@uconn.edu

Marita McComiskey, WS, 483-1133, marita.mccomiskey@uconn.edu

2005-102

Proposal to Add a New Undergraduate Course

1. Date: April 6, 2005

2. Department requesting this course: EEB

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

EEB 202. Evolution and Human Diversity

Second semester, alternate years. Three credits. Open to sophomores or higher. *Schlichting*

The biological bases of human diversity from genetic and evolutionary perspectives. Topics include the genetic basis for human variation and race; adaptations of human populations; the role of genes and environments in producing human variability; cultural evolution; origin and spread of “modern” humans.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: EEB

2. Course Number (see Note B): 202

Yes

3. Course Title: Evolution and Human Diversity

4. Semester offered: second semester, alternate years

5. Number of Credits: 3

6. Course description:

The biological bases of human diversity from genetic and evolutionary perspectives. Topics include the genetic basis for human variation and race; adaptations of human

populations; the role of genes and environments in producing human variability; cultural evolution; origin and spread of “modern” humans.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 3
8. Prerequisites, if applicable: none
9. Recommended Preparation, if applicable: none
10. Consent of Instructor, if applicable
11. Exclusions, if applicable
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy: Schlichting
- 14 Open to Sophomores: yes
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W): no

Justification

1. Reasons for adding this course: This course will address human diversity from a biological point of view, including the role of both genes and environment in determining human variation. The course is intended as a General Education course for both Group 3 (non-lab science) and Group 4 (Multiculturalism and Diversity).
2. Academic Merit: There is not a course in any of the biological sciences departments that addresses human diversity. The course covers some topics treated in Anthropology courses, but from the perspective of an evolutionary biologist.

See **Appendix 2005-102** for supplementary information.

3. Overlapping Courses (see Note M): Some minor overlap with introductory anthropology courses, but _____ in that department is supportive of the idea.
 4. Number of Students Expected: 75-100
 5. Number and Size of Section: 1 section, up to 100 students
 6. Effects on Other Departments: none
 7. Effects on Regional Campuses: none
 8. Staffing: Carl Schlichting
 9. Dates approved by (see Note Q):
Department Curriculum Committee: 4/5/05
Department Faculty: 4/6/05
 10. Name, Phone Number, and e-mail address of principal contact person: Kentwood D. Wells, 4454, kentus@uconnvm.uconn.edu
-

2005-103

Proposal to Add a W version of an existing course

1. Date: April 6, 2005
2. Department requesting this course: Ecology and Evolutionary Biology
3. Semester and year in which course will be first offered: Fall '05
4. Current catalog listing

EEB 276. Plant Anatomy

First semester, alternate years. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: BIOL 108 or 110, or consent of instructor. *Jones*
Internal structure of seed plants: development and environmental responses.

5. Proposed catalog Listing

EEB 276. Plant Anatomy

First semester, alternate years. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: BIOL 108 or 110, or consent of instructor. *Jones*
Internal structure of seed plants: development and environmental responses.

EEB 276W. Plant Anatomy

Prerequisite: BIOL 108 or 110 or instructor consent; ENGL 110 or 111 or 250. *Jones*
Content as in EEB 276. A major writing assignment is required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: EEB
2. Course Number: 276W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Plant Anatomy
4. Semester offered (see Note C): first semester
5. Number of Credits (see Note D): 4
6. Course description (second paragraph of catalog entry -- see Note K):

Content as in EEB 276. A major writing assignment is required.

Optional Items

7. Number of Class Periods, if not standard (see Note E):

8. Prerequisites, if applicable (see Note F): BIOL 108 or 110 or instructor consent
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): no
13. Instructor(s) names if they will appear in catalog copy (see Note J): Jones
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): no

Justification

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

Addition of a writing intensive component that allows students to gain experience writing in their major discipline. This will increase the number of botany courses available to EEB and Biological Sciences majors as W courses.

2. Academic Merit (see Note L):
 3. Overlapping Courses (see Note M): None
 4. Number of Students Expected: 12 maximum
 5. Number and Size of Section: 12 maximum
 6. Effects on Other Departments (see Note N): None
 7. Effects on Regional Campuses: None
 8. Staffing (see Note P): Instructor and 1 TA for the laboratory session
 9. Dates approved by (see Note Q):
Department Curriculum Committee: 4/5/05
Department Faculty: 4/6/05
 10. Name, Phone Number, and e-mail address of principal contact person: Cynthia Jones, 6-4150, cjones@uconnvm.uconn.edu; Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu
-

2005-104

Proposal to Cross List Courses

1. Date: **April 6, 2005**

2. Department initiating this proposal: **Ecology and Evolutionary Biology**
3. Current Catalog Copy/Copies:

PSYC 253. Animal Behavior

Either semester. Three credits. Prerequisite: [BIOL 102](#) or [107](#), and [PSYC 132](#). *Maxson, Miller*

Principles of animal behavior derived from a review of descriptive and analytic studies in laboratory and field. Sometimes offered in multimedia format.

4. Proposed Catalog Copy/Copies:

PSYC 253. Animal Behavior

(Also offered as EEB 253). Either semester. Three credits. Prerequisite: [BIOL 102](#) or [107](#), and [PSYC 132](#). *Maxson, Miller*

Principles of animal behavior derived from a review of descriptive and analytic studies in laboratory and field. Sometimes offered in multimedia format.

EEB 253. Animal Behavior

(Also offered as PSYC 253). Either semester (Waterbury). Three credits. Prerequisite: [BIOL 102](#) or [107](#), and [PSYC 132](#). *Trumbo*

Principles of animal behavior derived from a review of descriptive and analytic studies in laboratory and field. Sometimes offered in multimedia format.

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

Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: This course is to be offered at the Waterbury Campus as part of a developing undergraduate Psychology program at that campus. The only faculty member available to teach it is Steve Trumbo in Ecology and Evolutionary Biology. Cross-listing with EEB will make the course count toward an EEB or Biological Sciences major if students from Waterbury move to Storrs to complete their degrees, and will recognize the EEB contribution to the course. EEB has no intention of offering the course at any other campus.
3. Other Departments Consulted (see Note N): **Psychology**. This proposed cross-listing has been discussed with David Miller, an instructor in Psych 253 and Skip Lowe, Psychology Dept. Head
4. Effects on Regional Campuses: To be taught only at the Waterbury campus
5. Staffing: Steve Trumbo
6. Separate emails authorizing the Committee to cross list the courses named above must be sent to the Committee Chair from the head of each sponsoring department or

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

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

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

Department Curriculum Committee: 4/5/05

Department Faculty: 4/6/05

(Duplicate above, as needed)

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

Kentwood D. Wells, 6-4454, kentus@uconnvm.uconn.edu

2005-105

Proposal to: **ADD A NEW COURSE**

Date: **April 6, 2005**

Department: **EEB**

Abbreviated Title: *Evo-Devo*

Effective Date of Change: **7/1/05**

CATALOGUE COPY:

EEB 333. Evolutionary Developmental Biology

An advanced course in evolutionary biology, emphasizing the underlying developmental bases of evolutionary change. Concepts of homology, constraint, and heterochrony, with examples from both animal and plant systems.

3 credits, Lecture.

1. Course Number: **EEB '333'**

2. Course Title: **Evolutionary Developmental Biology**

3. Semester(s) offered: **Fall (*alternate years*)**

4. Number of Credits: **3**

5. Number of Class Periods: **3**

6. Prerequisite/Required Preparation: **undergrads: *EEB 245***

7. Any required consent/any exclusions: **undergrads: *permission of instructor***

8. Repetition for credit: **No**
9. Instructor in charge: **E. Jockusch / C. Schlichting**
10. Course description: **see attached syllabus**
11. Semester and year in which course will be first offered: **Fall 2005**

JUSTIFICATION

1. Reasons for adding this course: Broadens the EEB graduate curriculum in evolutionary biology
2. Academic Merit: Evolutionary Developmental Biology is a rapidly growing field formed from the intersection of two long traditions in biology. With the increase in knowledge provided by full genome sequences, the opportunities for discovery of basic principles of the evolution of development and the origin of new morphologies are unparalleled.

See **Appendix 2005-105** for syllabus.

3. Overlapping Courses: minor overlap with EEB 449 (*Evolutionary Biology*); EEB 303 (*Developmental Plant Morphology*)

Minimal overlap with MCB 331 (*Developmental Biology*), MCB 332 (*Molecular and Genetic Approaches to Developing Systems*), MCB 343 (*Molecular Analysis of Development*) – While all of these courses consider developmental processes, they do so in a very different context from the course proposed here. In the MCB courses, the primary focus is on the molecular and cellular components of developmental processes, e.g., details of the mechanisms of development in model organisms. **Evolutionary Developmental Biology** is primarily focused on how these processes evolve, and how changes in these processes can lead to the patterns of evolution of organismal diversity.

4. Other Departments Consulted:

5. Number of Students Expected: **15**

6. Number and Size of Section: **1**

7. Effects on Other Departments: **offers a course in evolutionary theory that is more suited to students with a developmental/molecular biology background.**

8. Effects on Regional Campuses: **none**

9. Approvals Received and Dates: EEB C&C 4/5/05; EEB department 4/6/05

10. Names and Phone Numbers of Persons for the CCC to contact: **Kent Wells, 6-4454**

11. Staffing: **EEB - Elizabeth Jockusch, Carl Schlichting**

End of Proposals for April 12, 2005