

Departmental Proposals for the meeting of 11 October 2005

2005- 118. Proposal to Add a New Graduate Course, ECON 490

1. Date: 8/1/2005
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Fall 2005

Final catalog Listing:

†ECON 490. Graduate Seminar

Participation in departmental research seminars and presentation and discussion of original research projects.

1 credit, Seminar. May be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: Econ
2. Course Number: 490
3. Course Title: Graduate Seminar
4. Course description: Participation in departmental research seminars and presentation and discussion of original research projects.
5. Number of Credits: 1
6. Course type: Seminar.

Optional Items

11. May be repeated for credit
12. S/U grading

Justification

1. Reasons for adding this course: Currently there are no 400-level seminar courses for Economics PhD students.
2. Academic Merit: This course will be open to advanced Ph.D. students to provide a structured environment for them to participate in departmental research seminars and to present and discuss their own research projects.
3. Overlapping Courses: None
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1
6. Effects on Other Departments: None
7. Staffing: Staff
8. Dates approved by:
 - Department Curriculum Committee: 2/18/2005
 - Department Faculty: 4/8/2005
9. Name, Phone Number, and e-mail address of principal contact person:
Metin Cosgel
486-4662
cosgel@uconn.edu

2005-119. Recertify W skill designation of GEOL 297W (Approved 13 September meeting)

2005-120. Proposal to Add [New] Math 104Q.

1. DATE: August 30, 2005
2. INITIATING DEPARTMENT: Mathematics Unit Number: 3009
3. SEMESTER AND YEAR IN WHICH COURSE WILL BE FIRST OFFERED: Fall 2006

FINAL CATALOG LISTING:

104Q. Introductory College Algebra and Mathematical Modeling

Both semesters. Three credits. Five class periods. Not open for credit to students who have passed MATH 101, or any Q course. Strongly recommended as preparation for Q courses for students whose high school algebra needs reinforcement.

The course emphasizes two components necessary for success in 100 level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in lively group projects in mathematical modeling.

OBLIGATORY ITEMS:

1. STANDARD ABBREVIATION FOR DEPARTMENT: MATH
2. COURSE NUMBER: 104Q (availability verified with the registrar's office)
3. COURSE TITLE: Introductory College Algebra and Mathematical Modeling
4. SEMESTER OFFERED: Both semesters
5. NUMBER OF CREDITS: Three credits
6. COURSE DESCRIPTION: The course emphasizes two components necessary for success in 100 level courses which employ mathematics. The first component consists of basic algebraic notions and their manipulations. The second component consists of the practice of solving multi-step problems from other disciplines, called mathematical modeling. The topics include: lines, systems of equations, polynomials, rational expressions, exponential and logarithmic functions. Students will engage in lively group projects in mathematical modeling.

OPTIONAL ITEMS:

7. NUMBER OF CLASS PERIODS IF NOT STANDARD: Five

8. PREREQUISITES: None

9. RECOMMENDED PREPARATION: None

10. CONSENT OF INSTRUCTOR: None

11. EXCLUSIONS: Not open for credit to students who have passed MATH 101 or any Q course

12. REPETITION FOR CREDIT: Not repeatable for credit

13. INSTRUCTOR NAME: Sarah Glaz

14. OPEN TO SOPHOMORES: Open to all students who have not passed MATH 101 or a Q course.

15. SKILL CODES: Q skill course

JUSTIFICATION:

1. REASONS FOR ADDING THIS COURSE: Every year approximately 1000 students enroll in UConn's five campuses without adequate preparation in high-school algebra. Many of these 1000 students will be required by their majors to take Q courses for which knowledge of high-school algebra is necessary. Such courses include: all 100 level Q Chem courses, Stat 100 or 110, most 100 level Physics courses, and most 100 level Math courses. At present the Mathematics Department offers high-school Intermediate Algebra material in only one course: Math 101. Math 101 does not provide graduation credits, and covers the absolute minimum of algebra skills necessary to survive in Q courses.

The presently proposed course, Math 104Q, will provide a much better preparation for subsequent Q courses. The course will be set up to integrate a review of Intermediate Algebra into the teaching of Introductory College Algebra necessary for a thorough preparation for Q courses. In addition, Math 104Q will contain a mathematical modeling component composed of a number of lively and interdisciplinary projects, which will generate interest in the material and train students to handle the multi-step problems they will encounter later on in other Q courses. Upon successful completion, Math 104Q will offer 3 Q credits that count towards graduation.

2. ACADEMIC MERIT: I was awarded a 2005 Provost General Education Course Development Grant for the development of this course.

Math 104Q was approved last Spring as an experimental course for the 2005/2006 academic year. It will be offered as Math 195Q, in both Fall and Spring semesters. Detailed information about the course can be found at its website: <http://www.math.uconn.edu/~glaz/math195f05/>

Math 104Q is designed to provide an effective preparation for science courses for students whose high school algebra background is not very strong. It integrates a review of high school algebra with college algebra topics and mathematical modeling material, and as such it will teach and reinforce the basic mathematical skills necessary for success in all beginning 100 level Q courses offered at UConn.

Specifically, Math 104Q will:

C Help students to refine their basic algebra skills by way of an integrated review of these skills as they are needed for the course.

C Enhance the understanding of algebraic concepts through the integrated use of scientific calculators.

\$ Educate and train students in multi-step problem handling skills, necessary for applications of mathematics to other fields, by incorporating a large number of mathematical modeling projects.

C Expose students to the benefits of the innovative teaching technique called Group-Work, which requires students to work on projects in small groups. This technique encourages self discovery of concepts, and active involvement in the acquisition of knowledge, and it is ideally suited for multi-step mathematical modeling problems.

C Encourage, through exposure to the mathematical modeling projects, a broad view of the acquired mathematical knowledge by placing it in the social context of its applications.

3. OVERLAPPING COURSES: Math 101 covers many of the topics of the proposed course.

4. NUMBER OF STUDENTS EXPECTED: Several hundred a year.

5. NUMBER AND SIZE OF SECTION: 4 - 10 sections of 32 students each.

6. EFFECT ON OTHER DEPARTMENTS: Provides a better mathematical preparation for students in their 100 level Q courses. Other departments offering Q courses, and Student Advising Units, were consulted and will continue to be consulted in the development of this course. In particular, Cecile Hurley from the Chemistry department and Steve Jarvi from ACES provided helpful input and expressed strong support for the course.

7. EFFECT ON REGIONAL CAMPUSES: Provides a better mathematical preparation for students in their 100 level Q courses. I maintain an e-mail list which provides an electronic forum for exchange of ideas with faculty and staff at regional campuses regarding the development of this course.

8. STAFFING: Will be taught by faculty, post-doctoral fellows, or graduate students.

9. DATES APPROVED BY:

Department Undergraduate Program Committee: January 2005

Department Faculty: September 2, 2005

10. NAME, PHONE NUMBER, AND E-MAIL ADDRESS OF CONTACT PERSONS:

Name: Sarah Glaz

Phone numbers: Office 860 486 5193

Home 860 347 5911

e-mail: glaz@math.uconn.edu

I can also be contacted through the Math Department Undergraduate Coordinator:

Name: David Gross

Phone: 860 486 1292

e-mail: gross@math.uconn.edu

Math 104Q: Introductory College Algebra and Mathematical Modeling

Syllabus:

Textbook For Students: Intermediate Algebra, by K.Ellyn Martin-Gay, 4th ed.

Additional Text for Instructors: **Instructor's Resources**: A collections of mathematical

modeling group projects, handouts, and teaching tips that I compiled, and I am making available on the web site <http://www.math.uconn.edu/~glaz/math195f05/>, for all instructors of Math 101,

Math195Q, and future instructors of Math 104Q. Password Protected. If you would like to

access it, please e-mail me: glaz@math.uconn.edu, and I will be happy to provide you with the password.

Other Requirements: A Scientific Calculator, for example TI-30Xa.

Syllabus: The course will cover 2 to 4 sections from the textbook, and 1 or 2 mathematical modeling group projects each week. There will be three in-class Exams and a Final Exam. The course will cover eight chapters from the textbook, and the exams will be spaced two chapters apart.

Section	Topic	Practice Exercises
---------	-------	--------------------

Introduction		Mathematical Autobio
Chapter 1		
1.2	Algebraic expressions and sets of numbers	page 15-17: odd 1-9, odd 15-90
1.3	Operations with real numbers	page 27-30: odd 1-84
1.4	Properties of real numbers	page 40-42: odd 1-97
Group Work	Calculate your BMI	
Group Work	Analyze Newspaper Circulation	
Group Work	Are Irrationals rational?	
Chapter 2		
2.1	Linear equations in one variable	page 60-61: odd 1-20, odd 23-30, 35
2.2	Linear equations in one variable	page 68-73: odd 1-12
2.3	Formulas and Problem Solving	page 79-81: 1-5, odd 49-54
2.4	Linear Inequalities and Problem Solving	page 92-94: odd 1-16, odd 17-32, odd 57- 74
Group Work	Algebraic Poetry	
Group Work	Calculate Your Income	
Chapter 3		
3.1	Graphing Equations	page 140-141: odd 1-10, odd 17-26
3.2	Introduction to Functions	page 151-156: odd 1-12, odd 23-36, 55-62
3.3	Graphing Linear Equations	page 162-165:1,3,7,13,15,23,25,27,35,51,53
3.4	The slope of a line	page 177-180:1,5,25,27,29,37,39,odd 45-55
3.5	Equations of Lines	page 189-192:

		1,3,7,9,13,15,21,25,27,40-45
Group Work	Hurricane Season (and Tracking Chart)	
Group Work	Cigarette Ads	
Group Work	Life Expectancy	
Chapter 4		
4.1	Linear Equations in two variables	page 225-227: odd 1-14, odd 35-48
Group Work	Which Honda Should You Buy	
Group Work	Photos of All Sizes	
Chapter 5		
5.1	Exponents and scientific notation	page 282-284: odd 1-10, odd 19-38, odd 63-72
5.2	More exponents and scientific notation	page 289-291: odd 1-27, odd
5.3	Polynomials and polynomial functions	page 300-303: 17-24, 29,31,37,39,43,71
5.4	Multiplying polynomials	page 311-313: 1,5,7,19,25,27,35,43
5.5	The greatest common	page 318-320: odd 1-16
5.6	Factoring trinomials (use quadratic formula for roots from 8.2)	page 327-329: odd 1-10, 15, 43,45
5.7	Factoring special products	page 334-335: odd 9-16
5.8	Solving quadratic equations (via quadratic formula and roots)	page 350-353: 1,3,5,9,17,81
Group Work	The Largest Box	
Group Work	Free Falling From Bridges	
Chapter 6		

6.1	Multiplying and dividing rational expressions	Multiplying and dividing rational expressions
6.2	Adding and subtracting rational expressions	page 381-383: 1,3, odd 11-24, odd 27-34
6.4	Dividing polynomials	page 396-398: odd 1-7, odd
6.6	Equations with rational expressions	page 408-409: odd
Group Work	Calculate Your Lottery Winning	
Group Work	Modeling Electricity	
Chapter 7		
7.1	Radicals and Radical Functions	page 453-454: odd 1-54
7.2	Rational exponents	page 462-463: odd 1-62
7.3	Simplifying radical expressions	page 469-470: odd 1-47
7.4	Adding, subtracting and multiplying radical expressions	page 474-475: odd 1-15
7.5	Rationalizing numerator and denominator of radical expressions	page 481-482: odd 1-42
Group Work	Skid Marks	
Group Work	The period of a pendulum	
Chapter 9		
9.1	Operations with functions, composition	page 593-594: odd 1-22, 29-34
9.3	Exponential Functions	page 611: odd 1-36
9.4	Logarithmic Functions	page 620: odd 1-70
9.5	Properties of Logarithms	page 626: odd 1-18
9.6	Change of Base	page 633: odd 17-50

Group Work	The Black Bear Population	
Group Work	How long it takes to double your money	
Group Work	Earthquake's intensity	

-

2005-121. Proposal to Drop GEOG 358.

1. Date: 9/7/05
2. Department: Geography
3. catalog Copy:

GEOG 358. Geography of Africa
3 credits. Lecture.

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

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

Justification

1. Reasons for dropping this course: Course has not been taught in years, and no faculty to teach the course
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by (see Note Q):
Department Curriculum Committee: 9/7/05
Department Faculty: 9/7/05
6. Name, Phone Number, and e-mail address of principal contact person:
Alexander C. Vias, 6-2213, Alexander.vias@uconn.edu

2005-122. Proposal to Drop GEOG 386

1. Date: 9/7/05
2. Department: Geography
3. catalog Copy:

GEOG 386. Environmental Evaluation and Assessment

3 credits. Lecture.

Concepts and methods of environmental analysis in contemporary geography. Emphasis on the ecological impact of human activities and on the evaluation and assessment of existing and future environments.

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

Justification

1. Reasons for dropping this course: No faculty to teach graduate level course
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by (see Note Q):
Department Curriculum Committee: 9/7/05
Department Faculty: 9/7/05
6. Name, Phone Number, and e-mail address of principal contact person:
Alexander C. Vias, 6-2213, Alexander.vias@uconn.edu

2005-123. Proposal to Add a New Graduate Course, GEOG xxx

1. Date: August 30, 2005
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing (see Note A):

Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

GEOG 5130 Transportation Geography 3 credits, Lecture
Open to graduate students in Geography and other with permission

Discussion of transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOG
2. Course Number (see Note B): 5130
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No – all 4 digit numbers are new
3. Course Title: Transportation Geography
4. Course description (if appropriate -- see Note K):

Discussion of transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example:
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
Geography graduate students or permission of instructor
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): No
12. S/U grading, if applicable (see Note X):

Justification

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

No similar course is offered in the department

2. Academic Merit (see Note L):

Transportation infrastructure links the various economic activities located on the surface of the earth. Whether it provides the movement of resources to manufacturing plants where they are processed, the final products to the stores where they are sold or the labor needed to process or sell goods, transportation inputs are a necessary part of the economic process. This course discusses transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities. This course fits within geography track as a well established area within the discipline.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 10

5. Number and Size of Section: 1, 25-30

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

7. Staffing (see Note P): Osleeb

8. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Alexander Vias, 6-2213, Alexander.vias@uconn.edu

2005- 123b. Proposal to Add GEOG 2xx: Transportation Geography

1. Date: 9/10/05
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall/06

Final catalog Listing: GEOG 2xx. Transportation Geography

Either semester. Three credits. Recommended Preparation: GEOG 200.

Discussion of transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOG
2. Course Number (see Note B): 2XX
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: Transportation Geography
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Discussion of transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): GEOG 200
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
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)

No similar course is offered in the department, and course fits background of new dept. head

2. Academic Merit (see Note L):

Transportation infrastructure links the various economic activities located on the surface of the earth. Whether it provides the movement of resources to manufacturing plants where they are processed, the final products to the stores where they are sold or the labor needed to process or sell goods, transportation inputs are a necessary part of the economic process. This course discusses transportation rate establishment, transportation models for predicting transportation flows, the impact of transportation on the location of economic activities and the planning of transportation facilities in cities. This course fits within geography track as a well established area within the discipline.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 20-30

5. Number and Size of Section: 1 section, 40

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Osleeb

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/7/05

Department Faculty: 9/7/05

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

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

2005-124. Proposal to Add PHYS 1xx.

1. Date: September 1, 2005
2. Department requesting this course: Physics
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing:

PHYS 1XX. Physics for the Health Sciences

Second semester. Three credits. Prerequisite: Math 112 and 113, or Math 115. Not open for credit to students who have passed PHYS 123Q, 131Q, 132Q, 141Q, 142Q, 151Q, or 152Q.

A survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity & magnetism, thermodynamics, fluids, waves, and atomic & nuclear physics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PHYS
2. Course Number: 1XX
3. Course Title: Physics for the Health Sciences
4. Semester offered: Spring
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry)
A survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity & magnetism, thermodynamics, fluids, waves, and atomic & nuclear physics.

Optional Items

7. Number of Class Periods, if not standard: Three
8. Prerequisites, if applicable: Math 112 and 113, or Math 115

9. Recommended Preparation, if applicable: not applicable
10. Consent of Instructor, if applicable: not applicable
11. Exclusions, if applicable: Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152.
12. Repetition for credit, if applicable: not applicable
13. Instructor(s) names if they will appear in catalog copy: not applicable
14. Open to Sophomores: not applicable
15. Skill Codes "W", "Q", or "C": not applicable
16. S/U grading : not applicable

Justification

1. Reasons for adding this course: The Physics Department was approached by the School of Pharmacy in 2004 to design a one-semester physics course with special attention to those principles of physics which would be especially useful for students in the PharmD program. The course would replace PHYS 121 in the pre-pharmacy schedule of course requirements. Our PHYS 121 course is part of a two-semester sequence (PHYS 121/122) and by itself does not cover relevant topics in electromagnetism, waves, atomic and nuclear physics. We have broadened the scope of the proposed course to include examples generally within the health-sciences area.

2. Academic Merit: The proposed course will cover an array of topics in introductory physics using mathematical tools from algebra, trigonometry and calculus. The proposed text is "Biomedical Applications of Introductory Physics" by J.A. Tuszynski and J.M. Dixon (Wiley, 2002). The course outline is as follows:

Introduction and Description of Motion (units, graphs, formulas, scientific notation, one dimension kinematics, displacement, velocity and acceleration)

Newton's Laws of Motion (inertia, vectors and net forces, Newton's second law, viscous drag, friction, Newton's third law)

Momentum and Energy (momentum-impulse theorem, kinetic energy, work, potential energy, energy conservation, power)

Thermal Energy (temperature, internal energy, heat, work, first law of thermodynamics, specific heat, change of state, heat transfer)

Fluids (density, fluids, Pascal's principle, pressure vs. depth, Archimedes' principle, fluid dynamics, viscosity, Bernoulli effect)

Electricity (electric charge, charge conservation, electrical polarization, electric field, electric potential energy, capacitors, voltage)

Electric Circuits (voltage sources, resistance, Ohm's law, series and parallel circuits, electrical power and energy)

Magnetism (magnetic fields, atomic and nuclear magnets, the magnetic force, MRI, biomagnetism, Faraday's law)

Vibrations and Waves (vibrations and oscillations, natural frequency, resonance, waves, sound waves, electromagnetic waves)

Origins of Quantum Theory (emission of light, incandescence, photoelectric effect, Rutherford model, Bohr model, periodic table, x-rays)

Nuclear and Particle Physics (wave-particle duality, nuclear structure, elements & isotopes, radioactivity, half-life, activity, radioactive dating, biological effects of radiation, antimatter, PET scans)

3. Overlapping Courses: Physics 101 covers some of the same material but at a non-calculus gen-ed level.

4. Number of Students Expected: 100

5. Number and Size of Section: 1 lecture section. 100 students

6. Effects on Other Departments None

7. Effects on Regional Campuses: None

8. Staffing: We expect enrollments in the course to be from students currently taking 121 or 131. No additional staff is required. Course will be taught by D.S. Hamilton.

9. Dates approved by

Department Curriculum Committee: 9/7/05

Department Faculty: 9/8/05

10. Name, Phone Number, and e-mail address of principal contact person: George Rawitscher, 6-4377, George.Rawitscher@uconn.edu

2005-125 Proposal to Add [New] URBN 140W.

1. Date: July 19, 2005
2. Department requesting this course: Urban and Community Studies
3. Semester and year in which course will be first offered: Spring 2006

Final catalog listing:

URBN 140W. Exploring Your Community

Either semester. Three credits.

Introduction to various aspects of urban and community life emphasizing the interplay of social justice, diversity and multiculturalism, and individual and social well being. Explores theories, concepts, and methods in community studies drawn from anthropology, community psychology, economics, geography, political science, social work and sociology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): URBN
2. Course Number (see Note B): 140
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: Exploring Your Community
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): three credits
6. Course description (second paragraph of catalog entry -- see Note K):

Introduction to various aspects of urban and community life emphasizing the interplay of social justice, diversity and multiculturalism, and individual and social well being. Explores theories, concepts, and methods in community studies drawn from anthropology, community psychology, economics, geography, political science, social work and sociology.

Optional Items

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

No 100 level course currently exists that allows students to explore urban areas and communities from an interdisciplinary perspective. This course will both fill this need

and provide a mechanism by which freshman and sophomores might learn more about the Urban and Community Studies major.

2. Academic Merit (see Note L):

The goal of *URBN IXX (W)– Exploring Your Community* is to introduce students to vital aspects of urban and community life, with a specific emphasis on the interplay of social justice, diversity and multiculturalism, and individual and social well being. Students will learn theories, concepts, and methods from the interdisciplinary social science field of community studies, including anthropology, community psychology, economics, political science, social work and sociology. The course also requires a community-based service learning project, which will provide students with a structured opportunity to apply theories, concepts, and methods.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 38 per year

5. Number and Size of Section: 19 per section offered twice a year

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

7. Effects on Regional Campuses:

This course is important for the pursuit of undergraduate majors in Urban and Community Studies at the Tri-campus. The course will provide an interdisciplinary mechanism by which students might explore the Urban and Community Studies major.

8. Staffing (see Note P): Robert Fisher, Ruth Glasser, Susan Helm

9. Dates approved by (see Note Q):

Department Curriculum Committee: July 19, 2005

Department Faculty: Aug 8, 2005

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

Stephen L. Ross, 860-570-9279, Stephen.L.Ross@uconn.edu

1. COURSE INFORMATION

1 a. Course Description

The goal of *URBN IXX (W)– Exploring Your Community* is to introduce students to vital aspects of urban and community life, with a specific emphasis on the interplay of social justice, diversity and multiculturalism, and individual and social well being. Students will learn theories, concepts, and methods from the interdisciplinary social science field of community studies, including anthropology, community psychology, economics, political science, and sociology. The required community-based service learning project provides students a structured opportunity to apply theories, concepts, and methods.

1 b. Course Requirements

URBN IXX (W)– Exploring Your Community is designed as a 3-credit, writing intensive, community-based service learning experience. Assignments include the following:

- 1) regular weekly reading (homework) evidenced by written outline (required text, internet, and handouts);
- 2) in-class activities: standard lectures, Community Guest Lectures, and paired, small group, and whole class activities such as critical reflection in the form of dialog and writing;
- 3) service learning field trips (3 to 4 trips, with minimum of 20 hours of community-based service) during which students apply theory, concepts, and methods learned in class and for which students are required to submit data worksheets and reflection papers; and
- 4) the final, an *Exploring Your Community-Service Learning Portfolio*, which culminates in a modified APA style paper (15 pages minimum with extensive guided revisions) and a class-wide presentation.

1 c. Major Themes, Issues, Topics

URBN IXX (W)– Exploring Your Community is based on theories and concepts from the field of community research and action. It studies the complexities of human interaction and community development through social science theory and analysis, including ecological models. Factors affecting human interaction across individual, family, community, institutional, and societal levels will be explored and brought to life through the *Exploring Your Community* service learning experience, particularly as they relate to issues of social justice, diversity and multiculturalism, and individual and social well being at the local level.

A core concept in the field of community research and action is the relationship between individual and social well being. The very idea of social wellbeing roots the idea of community to issues of social justice, the meanings of individual and social well being and concepts of social justice are diverse and vary across and within cultures. The juxtaposition of diversity and multiculturalism as fundamental components of individual and social wellbeing will be explored in class. Issues of gender, race, class, political and economic power, (dis)ability, and age will be considered as the class co-constructs these connections. The *Exploring Your Community* service learning experience is designed to engage students in this process. As participants in on-going community activities, students will become co-constructors, evaluators, and validators of healthy community-quality of life in terms of social justice and diversity by using the social science theories and methods learned in class.

2. GENERAL EDUCATION GOALS

URBN IXX (W)– Exploring Your Community integrates general education goals into course content and competencies.

Goal 1: Become articulate.

Students become more articulate through this course. As a service learning course, significant guided reflection is inherent in the teaching-learning process. Significant guided reflection includes paired, small group, and whole class dialog as well as various modes of writing. This is designed to improve the students' ability to articulate and use theories, concepts, and methods for exploring their communities.

Goal 2: Acquire intellectual breadth and versatility.

A broad ecological model for understanding the complexities of human interaction within and across multiple levels of analysis is used to frame teaching-learning. Students demonstrate intellectual versatility by applying what they are learning in class to their individualized community-based service learning project.

Goal 3: Acquire critical judgment.

Students acquire critical judgment through extensive opportunities for guided reflection (dialog and writing) and action (community-based service learning experience). Students will become critically conscious of their own perceptions of and behaviors related to key issues in this course: social justice, diversity and multiculturalism, and individual and social wellbeing. Students will be able to use this skill in assessing urban and community life through the service learning experience.

Goal 6: Acquire consciousness of the diversity of human culture and experience.

Students will become critically conscious of the diversity of human culture and experience. Gender, race, class, political and economic power, (dis)ability, and age will be considered as the class co-constructs its concept(s) of social justice, diversity and multiculturalism, and individual and social wellbeing. Students will have ample opportunity to reflect on their personal experience of culture, and to compare and contrast this with their classmates' experiences and with community experiences through the *Exploring Your Community* service learning design of this course.

Goal 7: Acquire a working understanding of the processes by which they can continue to acquire and use knowledge.

Service learning requires significant guided reflection in the form of dialog and writing, because authentically constructed public knowledge is dynamically shaped and reshaped over time. This point is made explicit in the course, such that students acquire a working understanding of the role of reflection-action as a means to continuously seek, form, and use knowledge for personal and public good. This is a particularly relevant skill in Urban and Community Studies, where public and community service is essential.

3. SPECIFIC CRITERIA FOR CONTENT AREAS AND SKILL COMPETENCY

***URBN IXX (W)– Exploring Your Community* integrates specific criteria for both the Social Science and the Diversity and Multicultural Content Areas, and for the Writing Competency.**

Group II: Social Sciences

URBN IXX (W)– Exploring Your Community enables students to analyze and understand interactions of numerous social factors that influence behavior across multiple levels.

- a. Students are introduced to theories and concepts from the field of community research and action. An ecological model for understanding the complexities of human interaction and community development is used. Students learn to identify and analyze factors operating at the micro-, meso-, exo-, macro-, and chrono-levels, with specific emphasis on concepts of social justice, diversity and multiculturalism, and individual and social wellbeing.
- b. Students will learn and apply basic methods commonly used in community research and action. These include methods for organizing, analyzing, and interpreting data collected during participant observation, various interviewing techniques, surveying, and archiving. Ethical considerations will be discussed: issues of confidentiality, mandated reporting, and the researcher-expert dilemma.
- c. Students will learn ways in which individuals, families, groups and organizations, communities, and institutions behave and influence one another and the natural and built environment. This course specifically focuses on urban and community problems and solutions, opportunities and challenges, and the ways in which people access resources designed to enhance individual and social wellbeing.
- d. This course emphasizes the role of self (the student) as community researcher and co-creator of public knowledge. In this role the student is the tool for collecting, analyzing, and interpreting data about urban and community life related to social justice, diversity and multiculturalism, and individual and social wellbeing. The service learning design of this course enables students to understand the personal responsibility inherent in this role, because critical reflection (dialog and writing) is a major teaching-learning activity.

Group IV: Diversity and Multiculturalism

URBN IXX (W)– Exploring Your Community leads students to appreciate differences and commonalities among people in the following ways.

- a. Students will learn about and gain an appreciation for the diversity of human experiences, perceptions, thoughts, values, beliefs, and practices in urban and community life. Students will be introduced to key concepts through class activities, including the Community Guest Lectures, and subsequently students will gain first hand experience in diverse community settings through the service learning field trips.
- c. Students will consider both similarities and unique aspects of urban and community life within and across diverse groups. The core concepts of this course are social justice and individual and social wellbeing, and will form the foundation for identifying, analyzing, and interpreting similarities and differences in urban and community problems & solutions, challenges & opportunities.
- d. Students will understand and become sensitive to human rights and migration issues specific to ethno-cultural groups residing in the tri-campus areas. For example, the South East Asian population in Connecticut has been increasing, yet public resources are not on par with their

needs in health and education. Significant reflection on social justice and social wellbeing related to diversity, and an opportunity to gain first hand experience through the *Exploring Your Community* service learning project will be available to students each semester.

- e. Students will develop an awareness of the dynamics of social, political, economic, and legal power in terms of social justice and access to resources designed to improve community health and quality of life within and across the micro- and meso-levels of urban and community contexts.

W Course: Writing Competency

URBN 1XX (W)– Exploring Your Community satisfies the stated criteria for the “W” designation.

- a. Writing assignments enable and enhance learning the course content. Reflection, in the form of dialog and writing, is an important part of the teaching-learning process for this course. Students are introduced to theories, concepts, and methods for exploring urban and community life through assigned readings, class activities, and Community Guest Lectures. These activities form the foundation for the reflective process: map/outline of reading as homework; brief in-class individualized reflection paper on specified theory, concept, or method related to social justice, diversity and multiculturalism, and/or individual and social wellbeing; followed by class discussion and related activity (pairs, small group, and whole class). Students’ informal writing and dialog represent active co-construction of knowledge. This type of guided reflection and knowledge construction leads students to the more formalized writing required for the course: modified APA style paper on their service learning experience. This paper includes an introduction to specified theory and concepts, a methods section for exploring the specified aspect of community life, the findings, and implications for social justice, diversity and multiculturalism, and individual and social wellbeing.
- b. There are several types of writing assignments required of students in this course. The following table describes the assignments and outlines the page requirements and relative weighting of the “W” component.

Writing Assignment type Assignment description	Page requirements	Weighting of “W” Component
Weekly Homework: Map or Outline of assigned reading	3 to 6 pages (outline or mindmap)	20%
Weekly In-Class Reflections: Individualized guided reflection (5-10 minutes) Class activities, individual assignment completed in pairs and/or small groups	One page Usually 2-page short answer worksheets	20%
Service Learning Project: Community Guest Lecture reflections (4 per semester)	1-page short answer worksheet and 1-page written reflection per guest lecture	
Service Learning Project: Service field trips (3 to 4 trips, minimum of 20 hours of service)	1- to 2-page data collection worksheet per trip (i.e. field notes) 1- to 2-page typed reflection, summarize methods and findings per trip	20%
Service Learning Project: (Final Part 1) Modified APA style research paper	(suggested minimums) Introduction 3 pages Methods 2 pages Findings 4 pages Implications 4 pages	20%

References Personal Reflection of service learning process	1 page 2 pages	
Service Learning Project: (Final Part 2) Project Presentation	(presentation format to be determined by class, therefore page length varies each semester)	20%

- c. Modes of writing instruction are as follows. As outlined above, there are various forms of writing required in this course. Each form of writing serves a purpose in shaping the final course products, the APA style paper and presentation. Students are provided formal instructions (written handouts and oral reviews) with examples of expected formats and content for each writing activity. Students work individually, in pairs, and in small groups during class, at which time informal instruction on format and content is available.

Formal instruction on the service learning project components occurs in class, and students are encouraged to participate in individualized consultations during office hours, particularly for students with demonstrated need. A Service Learning Guide is provided to each student, and whole class discussions on content and format occur as each component is assigned. Each section of the paper is assigned with explicit instructions on content and format, but with sufficient flexibility to allow creativity. Each student’s paper is evaluated, and written feedback is provided. In addition, to facilitate the revisions, general comments about the overall class performance on each section are presented as formal instruction in class. Students are required to edit and revise each section.

Students are assigned reading for homework, and complete a written outline or mindmap as evidence of having read the selection. The purpose of these readings (which are on theory, concepts, and methods) is to help students draft the introduction to the APA paper and to select methods appropriate for the topic. Students are able to refer to their written homework while completing the in-class reflections. In-class reflections are on topics relevant to the *Exploring Your Community* service learning activities, and also serve to shape the APA paper.

- d. Opportunities for revision are an important part of how this course is structured. This is made explicit to students on the syllabus, and students are clearly informed that passing the course is contingent upon satisfactorily fulfilling the writing component. Students are required to draft and revise each component of the APA style paper. Student revision is based on further reflection, in addition to written feedback, informal and formal instruction in-class, and optional consultations during office hours.

Experiential reflective dialog and writing form an important means to authentically constructed public knowledge. This is an essential skill for public and community service, and is a major reason for designing this course as a community-based service learning experience. Students are required to create an *Exploring Your Community* Service Learning Portfolio, which culminates in twin assignments. The first is an individually written paper in which the student demonstrates thorough knowledge of theory, concepts, and methods for exploring a selected urban-

community topic. The second major work is to participate in the class-wide presentation of their newly acquired public knowledge. Previous presentations have included poster sessions, community forums, and panel discussions.

Service learning requires significant guided reflection in the form of dialog and writing because authentically constructed public knowledge is dynamically shaped and reshaped over time. Reflection and revision go hand-in-hand. Revision signifies re-viewing, or seeing, understanding, and knowing from another (an “other’s”) perspective. In service learning, revision not only serves to improve the mechanics of writing, but also to deepen the thinker’s grasp on co-constructed knowledge. In this respect, it is expected that the revision process will enhance the students’ ability to achieve learning objectives regarding diversity and multiculturalism: revision is a mechanism for students to gain insight into others’ experience in order to transform the “other” to self. Seeing oneself in others is essential for effective and authentic public service. Writing and revision, as designed in this community-based service learning course, fits well with the general education writing competency principles.

2005- 126. Proposal to Change an existing Minor: Biomedical Engineering

1. Date: August 2, 2005
2. Department requesting this change: The School of Engineering, Biomedical Engineering Program
3. Title of Minor: Biomedical Engineering
4. Nature of Change: Removing non-BME courses from the minor
5. Existing catalog Description of the Minor:
A minor in Biomedical Engineering requires completion of 16-17 credits including the following:
CHEM 243, PNB 264 and BME210 or 211
One of BME 221, 251, 252, 261W or 271
One of MCB 203, 204, 229, 232C or PNB 265
6. Proposed catalog Description of the Minor:
BME 211, 221 or CHEG 273, 252, 261W and 271
7. Effective Date (semester, year -- see [Note R](#)):
(Note that changes will be effective immediately unless a specific date is requested.)
Undergraduate Catalog 06-07 Fall 06

Justification

1. Why is a change required? The BME faculty reviewed other BME minor programs and decided that the BME minor should include the above list of courses

2. What is the impact on students? For the non-BME program student, irrespective of the student's major, instructor permission is required to register for these courses

3. What is the impact on regional campuses? No impact on the regional campuses because the program is not currently available at the regional campuses.

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

See enclosed Biomedical Engineering Minor Plan of Study

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

Department Curriculum Committee: October 18, 2004

Department Faculty: October 18, 2004

School of Engineering Curriculum & Courses Committee: October 20, 2004

6. Name, Phone Number, and e-mail address of principal contact person: John Enderle, Director of Biomedical Engineering program, 486-5521 or Marty Wood, Assistant Dean, 486-5466.

2005-127 Proposal to Add Journalism 203

1. Date: Aug. 22, 2005
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Second semester, 2005.

Final catalog Listing:

JOUR 203. Literary Journalism

Either semester. Three credits. Prerequisite: Journalism 102 or JOUR200w. May be taken concurrently with JOUR200w. *Worcester.*

Critical survey embracing the diverse voices of literary journalism from the 17th century through the 21st.

Obligatory Items

1. Standard abbreviation for Department or Program: JOUR
2. Course Number: J203.
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Literary Journalism
4. Semester offered: Either
5. Number of Credits: Three credits.
6. Course description: Critical survey embracing the diverse voices of literary journalism from the 17th century through the 21st.

Optional Items

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: Journalism 102 or JOUR200w. May be taken concurrently with JOUR200w.
9. Recommended Preparation, if applicable: NA
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: Worcester
14. Open to Sophomores: Open to sophomores or higher.
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

Justification:

1. Reasons for adding this course: The department's offerings, primarily professional skills courses, are only able to touch on journalism's rich and problematic history of literary reporting to a limited extent. A fuller understanding is important and necessary to the development of today's journalists. (The course already has been taught twice as a Special Topics course to an average of about 30 students; 44 are enrolled for next semester.)

Academic Merit:

2. The notion of literary journalism as a genre of writing, while relatively fashionable, is hardly new, but it is immensely important; it always was. Ezra Pound said, "Literature is news that stays news," and, of course, he was correct. Journalism's need to present the truth, to present the news, and in the process, reflect the day's reality with ever greater exactitude and flair, always has left the most ambitious reporters to work in that dangerous netherworld between fact and fiction where literature is born. Journalism's modern failures in that realm are well-known and widely, and appropriately, reviled, from Janet Cooke to Jayson Blair and many others. Yet, even more widely known — and just as appropriately accepted — is the fact that we are still delighted by Mark Twain's wild reportage from the Old West, still awed by the impossible portrait of Wild Bill Hickock that Col. George Ward Nichols painted across the pages of Harper's, still shocked by Herman Melville's novelistic chronicle of punishments inflicted by the U.S. Navy on its sailors, still horrified by the combat images Walt Whitman reported from a Civil War that he never visited, still appalled by the workaday reality of the domestic day laborer in the Bronx that Marvel Cooke pretended to be ... and we could go on and on, as does the reading list for the course. Students in the Fall 2005 edition of the course will read and discuss at least 89 stories, most as excerpts. These are vividly written and powerful pieces of work. They are as varied in style as the subjects they deal with. They are as diverse as the authors who wrote them. And they are as dynamic and vital as the times in which they were published. Some of the work is lyrical, imaginative and innovative. Some of it is profound, poignant or humorous. Some of it is angry and gritty. Many were provocative or controversial because they defied convention, challenged petrified opinion or, sometimes, just because they reflected it. We begin with "The Witch Walpurga ..." an eyewitness account of the 1587 trial and sentencing of a woman in Dillingen, Germany, "for her wanton rendezvous with the devil." We will end with chapters exposing the plight of the poor in America from "Nickel and Dime" by Barbara Ehrenreich and "The Working Poor" by David K. Shipler. Class discussion focuses on both the substance of the works and their historical context and, in particular, the techniques reporters used to report and write their stories. There will be a short-answer midterm and a short-answer and essay-question final.

3. Overlapping Courses: NA

4. Number of Students Expected: 25 to 50

5. Number and Size of Section: One section of 25 to 50 students.

6. Effects on Other Departments: NA

7. Effects on Regional Campuses: NA

8. Staffing: Wayne Worcester

9. Dates approved by Department Curriculum Committee: 4/20/05, 4/27/05.
Department Faculty: 4/27/05.

10. Name, Phone Number, and e-mail address of principal contact person:
Wayne Worcester; 486-1550; Wayne.Worcester@uconn.edu

'Literature is news that stays news' — Ezra Pound

THE LITERATURE OF JOURNALISM

REQUIRED TEXTS —

The Art of Fact: A Historical Anthology of Literary Journalism, by Kevin Kerrane and Ben Yagoda, Touchstone/Simon & Schuster; paperback (1998).

- Muckraking! Journalism that Changed America, by Judith and William Serrin, The New Press; paperback (2002).

-

*

THE COURSE —

Our goal in Journalism 295 is to develop a broad, deep and clear understanding of journalism's rich narrative tradition, its remarkable vitality and its incalculable, historic importance in the struggle to understand each other and the tumultuous times in which we live.

The course framework is lecture and discussion, and we have a lot to talk about. We will consider 89 stories published between the 16th and 21st centuries. In the process, we will explore the relationship between journalism and literature, their debt to each other, and their combined impact on social change.

These are vividly written, powerful pieces, as varied as the subjects they deal with, as diverse as the authors who wrote them, and as dynamic as the times in which they were published.

Some of the work is lyrical, imaginative and innovative.

Some of the work is profound, poignant or humorous.

And some of the work is angry, gritty and provocative.

Many were controversial because they defied convention or challenged petrified opinion in order to affect change.

Here are just some of the authors: Henry Mayhew, Frederick Douglass, Charles Dickens, Jack London, Stephen Crane, Nelly Bly, Mark Twain, Ernest Hemingway, Ida B. Wells, James Agee, John Steinbeck, John McPhee, Lillian Ross, Gabriel Garcia Márquez, Gertrude Stein, Truman Capote, John Howard Griffin, Hunter S. Thompson, Lillian Ross, Langston Hughes, James Baldwin, Michael Harrington, Rachel Carson, Tom Wolfe, John Hersey, Jimmy Breslin, Michael Herr, Quian Gang, Barbara Ehrenreich, Rick Bragg, Marvel Cooke and David K. Shieler.

Given the scope of the course, many of our readings will be excerpts. Even so, we may not have time to discuss literally all of them. Regardless, all of the readings are required, and all will be fair game for tests and quizzes. The first of the two tests, on Sept. 29, will serve as an early midterm; the other will be a final exam given during the ordained time block. The midterm will be worth 30 percent of your grade; the final, 40 percent. Along the way, there will be three quizzes on the reading, each worth 5 percent. Two of the quizzes are scheduled on the syllabus. The unannounced quiz could come any time except Nov. 18, the Friday before the Thanksgiving break.

The remaining 15 percent of the grade will reflect your participation in class discussions, so stay up with the reading. Failure to do so, quite simply, will cost you.

Make-up quizzes and exams will be given *only* by prior arrangement.

The assigned readings on the syllabus are coded to their sources as follows:

K — Kerrane and Yagoda

O — Online (URL cited, but you also will receive a list of the web addresses by e-mail.)

S — Serrin

H — Stories that I will give you as handouts.

To take this course for credit, you must already have taken Journalism 102, or be taking it this semester.

WEEK #1

AUG. 30: THE POINT OF IT ALL: INTRODUCTION TO THE COURSE

SEPT 1: WE WILL DISCUSS —

1) ***The Witch Walpurga is Tried and Sentenced...*** (O)
<http://www.shanmonster.com/witch/witches/walpurga.html>

2) ***A Man is Guillotined in Rome*** by Charles Dickens (O)
[http://victorian.lang.nagoya-](http://victorian.lang.nagoya-u.ac.jp/query/text.24.2.243.199.50056.63173.html#5327)

[u.ac.jp/query/text.24.2.243.199.50056.63173.html#5327](http://victorian.lang.nagoya-u.ac.jp/query/text.24.2.243.199.50056.63173.html#5327)

3) ***Watercress Girl*** by Henry Mayhew (K)

4) ***James Gordon Bennett Talks to a Madam*** (S: p.307)

WEEK

#2

SEPT. 6: WE WILL DISCUSS —

5) **Self-Education** by Frederick Douglass (O)
http://www.motivation-tools.com/youth/frederick_douglass.htm

6) **Incidents in the Life of a Slave Girl** (Ch. 1 and 2) (O)

http://www.PageByPageBooks.com/Harriet_Jacobs/Incidents_in_the_Life_of_a_Slave_Girl/Childhood_p1.html

7) **Lynch Law in All Its Phases** (S: p.179)

8) **The New York Herald Interviews John Brown** (O)
<http://www.iath.virginia.edu/seminar/unit4/brown1.html>

SEPT. 8: WE WILL DISCUSS —

9) **A Night Battle** by Walt Whitman (K)

10) **The Pioneer's Ball** by Mark Twain (O)
<http://www.twainquotes.com/18651121t.html>

11) **The American Assault on the Pyramids** by Mark Twain (O)
<http://etext.lib.virginia.edu/etcbin/toccernew2?id=Twalnno.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=all>

12) **Flogging Through the Fleet** by Herman Melville (O)

http://www.worldbooklibrary.com/eBooks/WorldBookLibrary.com/whitejacket.htm#1_0_89

13) **Wild Bill** by George Ward Nichols (O)
<http://etext.lib.virginia.edu/railton/roughingit/map/herhickok.html>

WEEK #3

SEPT. 13: WE WILL DISCUSS —

14) **Ten Days in a Mad-House** by Nellie Bly (S: p.142)

15) **When Man Falls, Crowd Gathers** by Stephen Crane (K)

16) **An Experiment in Misery** by Stephen Crane (K)

- 17) **Stephen Crane at Guantanamo Bay** (O)
<http://arthurwendover.com/arthurs/crane/wounds10.xml>

SEPT. 15: WE WILL DISCUSS —

- 18) **The Death of Rodriguez** By Richard Harding Davis (K)
- 19) **Saw German Army Roll in Like Fog** by Richard Harding Davis
(O)
<http://library.beau.org/gutenberg/1/1/7/3/11730/11730-8.txt>

- 20) **The People of the Abyss** by Jack London (K)

WEEK # 4

SEPT. 20: Quiz #1; we will discuss —

- 21) **The Hoe-Man in the Making** by Edwin Markham (S: p.4)
- 22) **Pauperism in the Tenements** by Jacob Riis (O)
<http://www.cis.yale.edu/amstud/inforev/riis/chap21.html>
- 23) **The Swill Milk Trade ...** Frank Leslie's Illustrated (S: p.47)
- 24) **Triangle Shirtwaist Fire** by Wm. G. Shepherd (S: p.29)

SEPT. 22: We will discuss —

- 25) **Twelve Seconds That Changed the World** (O)

http://www.smithsonianeducation.org/educators/lesson_plans/wright/entire_class.html

- 26) **Newspaper Days** by Theodore Dreiser (H)
- 27) **The Japanese Earthquake** by Ernest Hemingway (K)

WEEK #5

SEPT. 27: WE WILL DISCUSS —

- 28) **The Brookers** from "The Road to Wigan Pier" (O),
http://www.george-orwell.org/The_Road_to_Wigan_Pier/0.html
- 29) **The Spike** by George Orwell (K)

- 30) ***Marrakech*** by George Orwell (K)
- 31) ***Let Us Now Praise Famous Men*** by James Agee (K)

SEPT. 29: Midterm Exam

WEEK #6

OCT. 4: WE WILL DISCUSS —

- 32) ***Death in the Dust*** by John Steinbeck (O)
<http://books.guardian.co.uk/extracts/story/0,6761,643450,00.html>
- 33) ***Dillinger Gets His*** by Jack Lait (H)
- 34) ***American Crimes And How They Matter*** by Gertrude Stein

(H)

Oct. 6: We will discuss —

- 35) ***The Bronx Slave Market*** by Marvel Cooke (K)
- 36) ***Final Fear*** by Langston Hughes (H)
- 37) ***Fifth Avenue, Uptown*** by James Baldwin (H)
- 38) ***Syphilis Patients Died Untreated*** by J.Heller (S: p. 63)

WEEK # 7

OCT. 11: WE WILL DISCUSS —

- 39) ***The Death of Captain Waskow*** by Ernie Pyle (O)
<http://www.ghg.net/burtond/36th/36infpyle.html>
- 40) ***Once There Was A War*** by John Steinbeck (K)

OCT. 13: WE WILL DISCUSS —

- 41) ***A Mushroom Cloud*** by William J. Laurence (O)
<http://www.cddc.vt.edu/host/atomic/hiroshim/laurenc1.txt>
- 42) ***Hiroshima*** by John Hersey (K)

WEEK #8

OCT. 18: WE WILL DISCUSS —

- 43) **Walden** by Henry David Thoreau (O)
<http://xroads.virginia.edu/~HYPER/WALDEN/hdt02.html>
- 44) **The West Against Itself** by Bernard DeVoto (S : p.240)
- 45) **Everglades: River of Grass** by Marjorie Stoneman Douglas (S:
p.244)
- 46) **Silent Spring** by Rachel Carson (S: p.251)

OCT. 20: WE WILL DISCUSS —

- 47) **Portrait of Hemingway** by Lillian Ross (K)
- 48) **American Way of Death** by Jessica Mitford (S: p.160)
- 49) **Pirate's Nest of New York** by Mary H. Vorse (S: p.39)
- 50) **The Other America** by Michael Harrington (S: p.15)

WEEK #9

OCT. 25: **QUIZ #2**; WE WILL DISCUSS —

- 51) **The Brilliancy of Black** by Bernard Weinraub (H)
- 52) **An Introduction to Soul** by Al Calloway (H)
- 53) **A Mule Cortege for the Apostle of the Poor** by Alistair
Cooke(H)

OCT. 27: WE WILL DISCUSS —

- 54) **It's An Honor** by Jimmy Breslin (K)
- 55) **A Mother in History** by Jean Stafford (H)
- 56) **'We're More Popular than Jesus Now'** by M. Cleave (O)
<http://www.geocities.com/nastymcquickly/articles/standard.html>
- 57) **Next Year in San Francisco** by R. Goldstein (S: p.381)

WEEK #10

NOV. 1: WE WILL DISCUSS —

- 58) ***Los Angeles Notebook*** by Joan Didion (K)(1968)
- 59) ***Dispatches*** by Michael Herr (K)(1968)
- 60) ***Woodstock*** by Greil Marcus (H)
- 61) ***Firewood*** by John McPhee (H)

NOV. 3: WE WILL DISCUSS —

- 62) ***Hell's Angels*** by Hunter S. Thompson (O)
<http://www.randomhouse.com/modernlibrary/catalog/display.pperl?isbn=9780679603313&view=excerpt>
- 63) ***The Story of A Shipwrecked Sailor*** by Gabriel Garcia Márquez (H)

WEEK #11

NOV. 8: WE WILL DISCUSS —

- 64) ***In Cold Blood*** by Truman Capote (K)
- 65) ***The Last American Hero Is Junior Johnson. Yes!*** by Tom Wolfe (O)(1965)

http://www.esquire.com/features/articles/2003/031001_mfe_wolfe_1.html

NOV. 10: WE WILL DISCUSS —

- 66) ***The Ali-Frasier Fight*** by Norman Mailer (H)
- 67) ***The Blues Is Dying in the Place It Was Born*** by Rick Bragg (H)
- 68) ***Defense Rests After One Day in '63 Bombing*** by Rick Bragg (H)
- 69) ***Last of Suspects Is Convicted*** by Rick Bragg (H)
- 70) ***Kemba's Nightmare*** by Reginald Stuart (S: p.363)

WEEK #12

NOV. 15: WE WILL DISCUSS —

- 71) ***Whoredom in Kimmage*** by Rosemary Mahoney (K)
- 72) ***Will the Circle Be Unbroken?*** by Studs Terkel (O)
<http://www.granta.com/books/chapters/823>
- 73) ***Holiday Pageant*** by Michael Winerip (K)
- 74) ***Green Fields of the Mind*** by A. Bartlett Giamatti (O)
<http://www.ancasterbaseball.ca/giam1.html>

NOV. 17: WE WILL DISCUSS —

- 75) ***The Great China Earthquake*** by Qian Gang (H)
- 76) ***Tiananmen Square*** by John Simpson (K)
- 77) ***Generation Exile*** by Meenakshi Ganguly (H)
- 78) ***Boys In Zinc*** by Svetlana Alexiyevich (K)

WEEK

#13

NOV. 29: WE WILL DISCUSS —

- 79) ***My Fake Job*** by Rodney Rothman(H)

DEC. 1: WE WILL DISCUSS —

- 80) ***Hooking Up*** by Tom Wolfe (O)
- 81) ***Saint Chola*** by K. Kvashay-Boyle (H)
- 82) ***Naji's Taliban Phase*** by Michael Finkel (H)
- 83) ***The Pretenders*** by Chuck Klosterman (H)
- 84) ***Tender Mercies*** by Nancy Shulins (H)

WEEK #14

DEC. 6: WE WILL DISCUSS —

- 85) ***Mrs. Kelly's Monster*** by Jon Franklin (H)
- 86) ***Running For His Life*** by Michael Hall (H)
- 87) ***Frank Sinatra Has A Cold*** by Gay Talese (O)
<http://www.dalekeiger.com/?p=625> (Free Download)

DEC. 8: WE WILL DISCUSS —

- 88) ***Nickel and Dimed*** by Barbara Ehrenreich (H)
<http://www.granta.com/books/chapters/961>
- 89) ***The Working Poor*** by David K. Shipler (H)

2005-128. Change Journalism 230

1. Date: August 4, 2005
2. Department: Journalism
3. Nature of Proposed Change: Change a prerequisite

4. Current Catalog Copy:

Journalism 230. Copy Editing I

Either semester. Three credits. Prerequisite: JOUR 201.

Editing for grammar, style and content, headline writing, introduction to basic newspaper design concepts.

5. Proposed Catalog Copy:

Journalism 230. Copy Editing I

Either semester. Three credits. Prerequisite: JOUR 200W

Editing for grammar, style and content, headline writing, introduction to basic newspaper design concepts.

6. Effective Date (immediately):

1. Reasons for changing this course:

The current prerequisite, Journalism 201, has its own prerequisite, Journalism 200W. As a result, students often take Journalism 230 quite late in their academic careers. Faculty members feel that students would benefit from taking the editing course earlier, and that the Journalism 200W prerequisite is sufficient preparation.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None

6. Staffing: No change

7. Dates approved by:

Department Curriculum Committee: April 20, 2005

Department Faculty: April 20, 2005

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

Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2005-129. Proposal to offer an Anthropology 298 Special Topics Course

Note: 298 courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. 298 courses are to be used by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future. This explains why a 298 course must be approved for each semester it is offered, and the number of times it can be offered is limited to three.

Submit one copy by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

- (1) for Fall listings, by the first Monday in March
- (2) for Spring listings, by the first Monday in November

1. Date of this proposal:
September 15, 2005

2. Semester and year 298 will be offered:
Spring 2006

3. Department:
Anthropology

4. Title of course:
Ethnoecology

5. Number of Credits:
3

6. Instructor:
Douglas Hume

7. Instructor's position:

Currently graduate assistant, but defending my dissertation this semester - will be adjunct during the period this class is taught.

(Note: if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's

qualifications for teaching the course and any relevant experience).

The instructor has taught the following courses as the instructor of record at the University of Connecticut: Anthropology 100: Other People's Worlds, Anthropology 220W: Social Anthropology, Anthropology 244: Culture, Language and Thought, and Anthropology 282: People and the

Conservation of Nature. The theories, methods and subject matter of the proposed course, Anthropology 298: Ethnoecology, are the same as used for the instructor's dissertation (Agriculture in Madagascar: Conservation and Cultural Meanings of Rice).

8. Has this topic been offered before?

No

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

10. Short description:

This course will survey the methods used to arrive upon an understanding of how different cultural groups internalize their environment in the form of cultural models. The first part of the class

will involve reviewing current theories and methods in this area. The second part of this class will involve students using these theories and

methods to complete an ethnographic project designed by the class. The primary purpose of this class is to train students in the ethnographic method of discovering what groups of people think about a part of their environment, which can be applicable towards conservation development projects as well as marketing.

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

Part I: Introduction to the Theories and Methods of Ethnoecology

The following texts will be used (the order has not yet been determined):

1999, Douglas Medin and Scott Atran, eds. Folkbiology. Cambridge: MIT Press.

2004, Glauco Sanga and Gherardo Ortalli, eds. Nature Knowledge: Ethnoscience, Cognition, and Utility. New York: Berghahn Books.

Part II: Ethnographic Project

Students will complete the following:

design (with the aid of the instructor) a research project;

conduct ethnographic interviews with informants;

analyze data (with the aid of the instructor);

write a research report discussing the steps above.

12. Comments, if comment is called for:

N/A

13. Dates approved by (see Note Q):

Department Curriculum Committee: Friday, September 9th
Department Faculty: Friday, September 9th

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

Tracey Andrews

(860) 486-2137

terese.andrews@uconn.edu

2005-130 Proposal to: ADD NEW POLS 3XXX

Date: April 13, 2005

1. Department requesting this course: Political Science
2. Semester and year in which course will be first offered: Spring, 2006
3. Final catalog Listing

POLS 3XX. Black Feminist Theory and Politics

Examination of major philosophical and theoretical debates at the core of black feminist theory, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other in contemporary U.S. politics.

3 credits, Seminar.

Items included in catalog listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 3XX
3. Course Title: Black Feminist Theory and Politics
4. Course description: Examination of major philosophical and theoretical debates at the core of black feminist theory, emphasizing the ways in which interlocking systems of oppression uphold and sustain each other in contemporary U.S. politics.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: NA
8. Recommended Preparation, if applicable: NA
9. Consent of Instructor, if applicable: NA
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: NA

Justification

1. Reasons for adding this course: This course was offered as POLS 397 (Investigation of Special Topics in Political Science), in the fall 2003 and 2004, with the intention of making it a regular part of our department's graduate curriculum. It is one of the courses for which Professor Simien was hired to teach. It is anticipated that the course will contribute to the Women's Studies program by fulfilling a requirement for their graduate certificate.
2. Academic Merit: The requirements for the course appear in the attached syllabus for POLS 3XX (Black Feminist Theory and Politics), which Professor Simien has taught twice under the title of "Black Feminism."

3. Overlapping Courses: There is no overlapping course. Students from such disciplines as anthropology, education, political science, psychology, social work, sociology, and women's studies have enrolled in the course because of its interdisciplinary focus on race, gender, class, and sexuality.
4. Number of Students Expected: 10 per offering
5. Number and Size of Section: 1 section, size 10
6. Effects on Other Departments/Programs: Director of Women's Studies, Marita McComiskey, supports/concurs with this proposal.
7. Staffing: Evelyn M. Simien
8. Dates approved by:
 Department Head: February 18, 2005
 Department Curriculum Committee: March 17, 2005
 Department Faculty: April 13, 2005
9. Name, Phone Number, and e-mail address of principal contact person:
 Evelyn M. Simien, Ph.D.
 Phone: 486-3254
 E-mail: evelyn.simien@uconn.edu

POLS 3XX: BLACK FEMINIST THEORY AND POLITICS

SPRING 2006

DR. SIMIEN

OFFICE HOURS: WED 2:00 P.M.—5:00

P.M.

PHONE: 486-3254

OFFICE: MONTEITH 110

Abbreviated Syllabus

COURSE DESCRIPTION

Despite the emergence of the study of women and politics within the discipline of political science, efforts to transform the curriculum and integrate perspectives of African American women have met with limited success. Few political scientists have written books and journal articles about African American women as political actors—candidates for elective office, grassroots organizers, party activists, voters, or partisan, ideologically engaged citizens—when African American women have a long history of actively participating in politics via anti-slavery networks, civil rights organizations, and black feminist collectives. This course offers a fairly broad, yet comprehensive account of black feminist politics by drawing a material link between those who have written about African American women as political actors and those who have engaged in black feminist theorizing. Starting with slavery, students will be expected to read, write, and

think critically about the unique disadvantaged status of African American women. While the assigned readings do not exhaust the full range of possibilities, the core readings will include the work of Patricia Hill-Collins, Kimberle Crenshaw, Audre Lorde, Barbara Smith, and Patricia J. Williams, among others. Through critical examination of the character and dynamics of major philosophical and theoretical arguments contesting race, class, gender, and sexual oppression, we hope to arrive at some understanding of how interlocking systems of oppression uphold and sustain each other in contemporary American politics.

REQUIRED TEXTS

Berger, Michelle. 2004. *Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS*. Princeton, NJ: Princeton University Press.

Byrd, Rudolph P. and Beverly Guy-Sheftall, eds. 2001. *Traps: African American Men on Gender and Sexuality*. Bloomington, IN: Indiana University Press.

Collins, Patricia Hill. 2004. *Black Sexual Politics*. New York: Routledge Press.

Lorde, Audre. 1984. *Sister Outsider*. Trumansburg, NY: Crossing Press.

Robnett, Belinda. 2000. *How Long? How Long?: African-American Women in the Struggle for Civil Rights*. New York: Oxford University Press.

Roth, Benita. 2004. *Separate Roads to Feminism*. Cambridge, MA: Cambridge University Press.

Williams, Patricia J. 1991. *The Alchemy of Race and Rights*. Cambridge, MA: Harvard University Press.

COURSE PACKET

A selection of readings has been assembled for purchase at the University Co-op Bookstore.

COURSE REQUIREMENTS

Seminar Participation, Oral Presentation, and Discussant Response (40%). For every class, one person will be responsible for making a presentation on all the assigned readings for that session, and one person will act as the discussant. The presenter will make her analytic essay (approximately 5 pages long; double-spaced) available to me and to other members of the seminar the day before the class. The discussant will then prepare her remarks. Ideally, presentations will last 25-30 minutes, and responses 10 minutes. Presentations and responses should be as jargon-free as possible, with all terms clearly defined. They should feature substantial close readings of selected passages from the assigned readings. Depending on the level of enrollment, each participant may be required to do more than one presentation and response.

Book Reviews (20%) will be due on Thursday, April 27, 2006. Students must write ONE reflective book review that demonstrates creative analytical judgment, fair and balanced

evaluation, and careful reading. The text must be typed, double-spaced, three to five pages in length, and based on ONE of the following books:

1. Hancock, Ange-Marie. 2004. *The Politics of Disgust: The Public Identity of the Welfare Queen*. New York: New York University Press.
2. Cole, Johnnetta B. and Beverly Guy-Sheftall. 2003. *Gender Talk: The Struggle for Women's Equality in African American Communities*. New York: One World/Ballantine.
3. Roberts, Dorothy. 2002. *Shattered Bonds: The Color of Child Welfare*. New York: Basic Books.
4. Roberts, Dorothy. 1999. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage.

Short Analytical Essays (40%) should state the subject of the reading and its importance; indicate the author's argument; summarize key ideas, themes, or issues; raise questions for further discussion and analysis; provide constructive feedback when appropriate; demonstrate the interrelationship between and among reading assignments; explain the causes or effects of societal problems emanating from the reading; and propose solutions by suggesting ways of handling those problems.

COURSE EVALUATION

Seminar Participation, Oral Presentation, and Discussant Response—40%

One Book Review—20%

Four Short Analytic Essays—40%

IN BRIEF

Students must attend all the seminars, come to every class well prepared, participate actively and constructively in the discussion, give a short presentation on the readings in one week, respond to another student's presentation in another week, write a book review in addition to four short analytical essays.

2005-131 Proposal to offer a History 298 "Special Topics" Course

1. Date of this proposal: August 17, 2005
2. Semester and year 298 will be offered: Spring 2006
3. Department: History [and Curriculum and Instruction in the Neag School of Education]
4. Title of course: Teaching History Through Film and Fiction
5. Number of Credits: 3
6. Instructor: Michael Dintenfass [and Alan Marcus]
7. Instructor's position: Associate Professor of History [Alan Marcus is an assistant professor of Curriculum and Instruction in the Neag School]
8. Has this topic been offered before? No
9. If so, how many times? Not applicable

10. Short description:

This course joins together the historical study of World War II with an exploration of the uses and disadvantages of film and fiction for teaching history in secondary and higher-educational classrooms. The program of instruction will consist of three parts: studying World War II through the film and fiction it has evoked; the theoretical examination of the students' own experiences of studying history via movies and stories; and the development of classroom practices for using film and fiction to teach history at the secondary and higher-educational levels.

11. Please attach a sample/draft syllabus to first-time proposals. (see below)

12. Comments, if comment is called for:

This course is a first fruit of a collaboration between the Department of History in the College of Letters and Sciences and the Department of Curriculum and Instruction in the Neag School of Education (where it is also being proposed as a new course for Spring 2006) set in motion by the Teachers for a New Era initiative. It is also an initial step toward a joint History-Education program that would remedy the split between courses in history and courses in pedagogy in the training of secondary-school social-studies teachers. The instructors intend in the future to make this course a permanent

addition to the History and C & I curricula and to develop other courses connecting history and pedagogy.

13. Dates approved by (see Note Q):

Department Curriculum Committee: 9/14/05

Department Faculty: 9/19/05

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

Nancy Shoemaker

Ext. 6-5926

Nancy.shoemaker@uconn.edu

University of Connecticut
Departments of History and Curriculum & Instruction

History 298 and EDCI 2XX
Teaching History Through Film and Fiction

Spring 2006
Section XXX
Tuesdays, 4:00-6:40

Michael Dintenfass
Department of History
Instruction
Wood Hall 324
phone: 486-2711
email: michael.dintenfass@uconn.edu
office hours: Tuesdays and Thursdays, 1:00-2:00
or by appointment

Alan Marcus
Department of Curriculum and
Instruction
Gentry Hall 242B
phone: 486-0281
email: alan.marcus@uconn.edu
office hours: by appointment

Introduction

This course brings together two undertakings that have largely been separated: the study of the past and the development of effective ways of teaching history at the secondary and higher-educational levels. Its historical focus will be World War II, and we shall endeavor to comprehend this complex and consequential conflict as deeply and as rigorously as would a class devoted solely to the history of war, but principally through the cinematographic and fictional representations it has evoked. We will aim also to investigate thoroughly our own experiences as students of the Second World War, and this for two purposes: to plumb, as professional historians would be concerned to plumb, the possibilities and perils of film and fiction for knowing the past; and to explore, as professional educators would seek to explore, the classroom uses and disadvantages of movies and stories for everyday historical instruction. Our

enterprise will thus have a profoundly theoretical orientation while our overriding purpose will remain the entirely practical one of contributing to the development of teachers intimate with the content of history and creative in their capacity to make the past meaningful to their students through fiction and film.

Requirements

The first requirement of all the participants in this class is that they commit fully to the active and equal fulfillment of their dual responsibilities as students of history and students of education. Our effort both to understand the history of World War II through film and fiction and to develop effective strategies for teaching history to high-school and college students will be a collaborative enterprise. We will work sometimes in small groups and sometimes in a group of the whole, but in the main we will work by talking together. We shall therefore expect each student to take a vocal part in the conversations to do with history as well as in those concerned with pedagogy. Twenty-five percent of your grade for the course will be determined by your oral contributions to the class proceedings.

There will be due at most meetings of the class a short written assignment or modest group project based on reading and/or viewing the course materials that will be at the center of our attention on those days. These regular obligations will be integral to the work of the course on the days for which they are assigned, and also subsequently. The failure to complete them thoughtfully, thoroughly, and on time will leave you unprepared to participate constructively in class discussions and ill-equipped to undertake the larger projects for which you will be responsible. We will consider ourselves at liberty to collect as many of these weekly exercises as are commensurate with the objectives of the course. Taken together, these assignments will account for 25 percent of your final grade.

You will also be required to complete two larger, linked projects. The first asks you to take a selection of the assigned movies, stories, and poems as the starting-point for an historical account of a facet of World War II that you regard as especially important and to sketch a preliminary historical interpretation of your chosen subject. You will then undertake to assemble additional materials bearing on this aspect of the war (other films and fictions, contemporary accounts, sound recordings, and later studies) and to employ this larger body of texts to produce a more fully realized reading of your topic. The second of these assignments calls on you to turn your historical work to pedagogical purpose. This will entail the delineation of a classroom unit on the history of the Second World War of which your historical study would be a principal component and the design and demonstration of the educational practices by which you would teach your history as part of the larger unit. Each of these two projects will contribute one-quarter to your grade for the course.

Texts

Films:

The Best Years of Our Lives (1946)
The Longest Day (1962)
Tora! Tora! Tora! (1970)
Come See the Paradise (1990)
Life is Beautiful (1997)

Fiction:

(1) Prose

Heinrich Boll, "Reunion in the Avenue," in idem, Children Are Civilians Too, trans. Leila Vennewitz (New York: Penguin, 1995), pp. 105-13.

Ernest Hemingway, "Black Ass at the Crossroads," in Hemingway on War, ed. Sean Hemingway (New York: Scribner, 2003), pp. 203-14.

James Jones, "The Temper of Steel," and "Greater Love," in idem, The Ice-Cream Headache and Other Stories (n.p.: Delacorte Press, 1968), pp. 1-11 and 123-40.

Jerzy Kosinski, The Painted Bird (Boston: Houghlin, Mifflin, 1963).

Evelyn Waugh, "Compassion," in The Complete Stories of Evelyn Waugh (New York: Little, Brown and Company, 1998), pp. 390-410.

(2) Poetry

Howard Nemerov, "A Fable of War," in The Oxford Book of War Poetry, ed. Jon Stallworthy (New York: Oxford University Press, 1984), pp. 308-9.

F.T. Prince, "Soldiers Bathing," in The Oxford Book of War Poetry, pp. 270-1.

Anna Swirszczynska, "Building the Barricade," trans. Magnus Jan Krynski and Robert A. Maguire, in Postwar Polish Poetry, third, expanded edition, ed. Czeslaw Milosz (Berkeley: University of California Press, 1983), p. 66.

Scholarly Studies:

Marc Carnes, ed., Novel History: Historians and Novelists Confront the American Past (New York: Simon and Schuster, 2001), selections.

Clayton Koppes and Gregory Black, Hollywood Goes to War: How Politics, Profits, and Propaganda Shaped WW II Movies (New York: Free Press, 1987), selections.

Robert A. Rosenstone, Visions of the Past: The Challenge of Film to Our Idea of History (Cambridge, Massachusetts: Harvard University Press, 1995), selections.

R.B. Toplin, History by Hollywood: The Use and Abuse of the American Past (Urbana: University of Illinois Press, 1996), selections.

Course Schedule

Week #1 Introduction Weeks #2-8 The history of World War II through film and fiction (students as students of history)

Weeks #9-11 Theoretical analysis of the practice of studying the history of World War II through film and fiction (students as students of education)

Weeks #12-14 Adapting the pedagogy of teaching film and fiction to teaching the history of World War II to secondary and higher-educational students (students as teachers of history)

2005-132 Proposal to Change JUDS 203/HEB203

1. Date: September 6, 2005
2. Department: History
3. Nature of Proposed Change: Changes in course description and cross-listing

4. Current Catalog Copy:

HEB 203. The Holocaust

(Also offered as JUDS 203). Either semester. Three credits.

A discussion of the Holocaust to be preceded by an examination of the roots of anti-semitism and its effect upon the Jewish experience. Special emphasis will be given to the impact of the Holocaust on Jewish and Christian thought.

JUDS 203. The Holocaust

(Also offered as HEB 203). Either semester. Three credits.

A discussion of the Holocaust to be preceded by an examination of the roots of anti-semitism and its effect upon the Jewish experience. Special emphasis will be given to the impact of the Holocaust on Jewish and Christian thought.

5. Proposed Catalog Copy:

HEB 203. The Holocaust

(Also offered as JUDS 203 and HIST 202). Either semester. Three credits.

Investigates the origins, development, and legacy of the Holocaust. Topics to be explored include the history of modern European anti-Semitism, the creation of the Nazi state, the catalytic role of the Second World War, the actions and attitudes of the perpetrators, victims, and bystanders, and the diverse ways in which scholars and societies have dealt with the legacy of the Holocaust.

JUDS 203. The Holocaust

(Also offered as HEB 203 and HIST 202). Either semester. Three credits.

Investigates the origins, development, and legacy of the Holocaust. Topics to be explored include the history of modern European anti-Semitism, the creation of the Nazi state, the catalytic role of the Second World War, the actions and attitudes of the perpetrators, victims, and bystanders, and the diverse ways in which scholars and societies have dealt with the legacy of the Holocaust.

HIST 202. The Holocaust

(Also offered as HEB 203 and JUDS 203). Either semester. Three credits.

Investigates the origins, development, and legacy of the Holocaust. Topics to be explored include the history of modern European anti-Semitism, the creation of the Nazi state, the catalytic role of the Second World War, the actions and attitudes of the perpetrators, victims, and bystanders, and the diverse ways in which scholars and societies have dealt with the legacy of the Holocaust.

6. Effective Date: Spring Semester 2006

Justification

1. Reasons for changing this course:

Cross-listing: Having recently hired a new faculty member, Charles Lansing, with research and teaching interest in the Holocaust, the history department would like to join MCL/Hebrew and the program in Judaic Studies in formally offering the course. If cross-listed with History, this course can be more regularly offered (every year or two years) than has been possible in the past given the other teaching obligations of faculty who have taught it under the JUDS and HEB designations.

Description change: a more detailed and precise description of the course as it is currently being taught is needed.

2. Effect on Department's Curriculum: History students have a great interest in this topic, and so this adds an important and popular course to our curriculum.

3. Other Departments Consulted: Hebrew (MCL) and Judaic Studies

The registrar's office, in a phone conversation on 9/22/05, assigned this course the number HIST 202.

4. Effects on Other Departments: None

5. Effects on Regional Campuses: Joel Blatt, in History at the Stamford campus, and Nechama Tec, an emeritus faculty member in Sociology, have taught this course periodically at Stamford and will continue to do so. Cross-listing the course with History allows History majors at Stamford to access the course for the major without bureaucratic complications.

6. Staffing: Charles Lansing in History will teach this course at Storrs. Stuart Miller, CAMS/HEB and a joint faculty member of History, has offered the course at Storrs in the past and may do so from time to time in the future.

7. Dates approved by:

HISTORY

Department Curriculum Committee: 9/14/05

Department Faculty: 9/19/05

JUDS: approved 9/26/05 by Arnold Dashefsky

HEB (MCL): approved 9/20/05 by Stuart Miller (HEB) and Roger Travis (MCL)

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

2005-133. Proposal to Add HIST 242W

1. Date: 30 Aug. 2005
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spr. 2005 at Hartford campus, if approved in time by GEOC

Final catalog Listing HIST 242W. Work and Workers in American Society
Either semester. Three credits. ENGL 105 or 110 or 111 or 250

(no catalog description because it's the W version, but that listed for 242 is "Changes in work from the 17th through the 20th centuries. Workers' experiences, ideologies, and activities as shaped by gender, race/ethnicity/ region, occupation, and industry.")

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 242W
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: Work and Workers in American Society
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Changes in work from the 17th through the 20th centuries. Workers' experiences, ideologies, and activities as shaped by gender, race/ethnicity, region, occupation, and industry.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 105 or 110 or 111 or 250
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) The Hartford campus would like to be able to offer HIST 242 as a W course.
2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected: 19

5. Number and Size of Section: 1 section per year, 19 students
6. Effects on Other Departments (see Note N): Other campuses might choose to offer this course.
7. Effects on Regional Campuses: see above
8. Staffing (see Note P): emeritus prof. Robert Asher will teach it at Hartford
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 9/14/05
 - Department Faculty: 9/19/05
10. Name, Phone Number, and e-mail address of principal contact person: Nancy Shoemaker, ext. 6-5926, nancy.shoemaker@uconn.edu

2005-134. Proposal to Add HIST 263

1. Date: September 5, 2005
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spring 2005

Final catalog Listing (see Note A):

HIST 263: History of Southern Africa

Either semester. Three credits. Open to sophomores or higher. *Vernal*
Survey of Southern African societies with an emphasis on the socio-economic and political structure of indigenous societies, the imposition of colonial rule, gendered experiences of colonialism, colonial economies, the rise of nationalism and post-independence developments.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HIST
2. Course Number: 263 (This is the number the registrar's office assigned to us in a phone conversation with them on 9/22/05)
3. Course Title: History of Southern Africa
4. Semester offered; Either semester
5. Number of Credits; Three credits; open to sophomores,
6. Course description : Survey of Southern African societies with an emphasis on the socio-economic and political structure of indigenous societies, the imposition of colonial rule, gendered experiences of colonialism, colonial economies, the rise of nationalism and post-independence developments.

Optional Items

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

Justification

1. Reasons for adding this course: This course is to be offered by a new faculty member, Fiona Vernal.
2. Academic Merit (see Note L): This course is part of a larger attempt to create more of a presence for Africa in the university curriculum in general and the history offerings in particular. The University has also engaged in a long-term partnership with South Africa

and this course offering will foster that partnership effective at the curricular level and will provide a good orientation for study abroad or further study on Africa

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 40
5. Number and Size of Section: Note applicable
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Course uses existing staff
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/14/05
Department Faculty: 9/19/05
10. Name, Phone Number, and e-mail address of principal contact person: Nancy Shoemaker, 6-5926, nancy.shoemaker@uconn.edu

2005-135. Proposal to Add HIST 2xxw/LAMS 2xxw

1. Date: September 1, 2005
2. Department requesting this course: HIST and LAMS
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing:

HIST 2XXW/LAMS 2XXW. History of Las Américas: Race, Migration, and Nation

Either semester. Three credits. Open to sophomores or higher. Recommended Preparation: LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. *Gabany-Guerrero, Overmyer-Velázquez*

Applies broad chronological and spatial analyses of origins of migration in the Americas to a specific case study of Mexican migrants in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HIST and LAMS
2. Course Number: 2XXW/2XXW
3. Course Title: **History of Las Américas: Race, Migration, and Nation**
4. Semester offered: Either Semester
5. Number of Credits: Three Credits
6. Course description:

Following the examination of general trends in migration in the Americas, students will explore the cultural constructions of race and ethnicity in the context of the development of nation-states, the relationships between land and labor, and the impact of migration on social dynamics. By the end of the semester, students will have a strong understanding of contemporary Latin American migration in general and with specific reference to Connecticut.

Optional Items

7. Number of Class Periods, if not standard: not applicable
8. Prerequisites, if applicable: not applicable
9. Recommended Preparation, if applicable: LAMS 190 or ANTH 227 or HIST 280, 282

or 278/PRLS 220. Spanish useful, but not required.

10. Consent of Instructor, if applicable: Consent of Instructor is Required

11. Exclusions, if applicable: not applicable

12. Repetition for credit, if applicable: not applicable

13. Instructor(s) names if they will appear in catalog copy: Gabany-Guerrero, Overmyer-Velázquez

14. Open to Sophomores: Open to sophomores or higher

15. Skill Codes "W", "Q", or "C": W

16. S/U grading: not applicable

Justification

1. Reasons for adding this course: This innovative interdisciplinary course will serve as a model for future courses that help students imagine and practice their responsibilities as global citizens by creatively placing critical issues of the 21st century within their rich historical and cultural contexts. Through this course, we seek to foster ideas and practices of global citizenship by exposing students to new and interdisciplinary research

2. Academic Merit: This course will be team-taught by an anthropologist and a historian. In addition, we will invite guest speakers from a wide range of disciplines to address issues such as artistic expression, education, and economic, legal and human rights. Given its interdisciplinary nature, students will potentially be drawn from a variety of disciplinary backgrounds including Art, History, Political Science, Anthropology, Sociology, Latin American Studies, Geography, Economics and Education. In this course, students will critically examine the local manifestations of globalization by connecting their everyday experiences in Connecticut with migration in the Americas. We will encourage students, in both their written work and in class discussions, to engage in critical thinking, and to communicate across disciplinary boundaries.

3. Overlapping Courses: The course will complement several existing courses on Latin American history and society, among them: LAMS 190W Perspectives on Latin America; LAMS 290 Latin American Studies Research Seminar; AGEC 255 Agricultural Development in Latin America; ANTH 215 Migration; ANTH 227 Contemporary Mexico; ANTH 229 Caribbean Cultures; ANTH 241/PRLS 241 Latin American Minorities in the U.S.; ANTH 275 Race, Ethnicity and Nationalism; ECON 223 Economics of Poverty; ENGL 261/PRLS 232 Latino/a Literature; GEOG 200 Economic Geography; GEOG 234 Geography of Economic Development; GEOG 255 Latin American Geography; HIST 278/PRLS 220 History of Latino/as in the US; HIST 280 Modern Mexico; HIST 282 Latin

America: National Period; HIST 285 Cuba, Puerto Rico. Its uniqueness lies in its special attention to how social, economic, political, and cultural dynamics in Latin America impact the State of Connecticut.

4. Number of Students Expected: 19 (W course limit)

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

6. Effects on Other Departments: not applicable

7. Effects on Regional Campuses: none

8. Staffing: Tricia Gabany-Guerrero, Associate Director, Center for Latin American & Caribbean Studies, and Assistant Professor-in-Residence; and Mark Overmyer-Velázquez, Assistant Professor, History Department

9. Dates approved by:
HISTORY

Department Curriculum Committee: 9/14/05

Department Faculty: 9/19/05

LAMS

Latin American Studies Advisory Committee: 9/14/05

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

2005-136. Proposal to Add a New Undergraduate Course

1. Date: 10 Aug. 2005
2. Department requesting this course: HIST
3. Semester and year in which course will be first offered: Spring 2006 at Avery Point, if possible

Final catalog Listing (see Note A):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate and graduate courses are listed.

230W. American Environmental History

Either Semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Open to sophomores or higher. *Rozwadowski, Shoemaker, Woodward*

[no catalog description because in catalog it will follow that for the non-W version, which is "Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods, and the rise of environmental movements."]

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 230W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes X No
3. Course Title: American Environmental History
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
"Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods, and the rise of environmental movements."

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): usual W course pre-reqs.
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note I): NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): Rozwadowski, Shoemaker, Woodward
14. Open to Sophomores (see Note U): yes
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) This course is regularly offered at regional campuses, which have a need for courses that meet General Education requirements in addition to major requirements.

2. Academic Merit (see Note L): The thematic content of the course is well-suited to the teaching of writing through the discipline of history. Instructors of this course typically require a considerable amount of writing anyhow and often teach the course in ways that meet the requirements of W courses, so allowing it to satisfy the general education requirement in those cases is desirable.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 19

5. Number and Size of Section: 1 per year, perhaps twice per year at different campuses.

6. Effects on Other Departments (see Note N): Maritime Studies was consulted; the option of offering this course as a W course would be useful to Maritime Studies majors.

7. Effects on Regional Campuses: This will likely be offered at Avery Point and Hartford. Both campuses would benefit from having the option of offering the course as a W.

8. Staffing (see Note P): Staffing exists.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/14/05

Department Faculty: 9/19/05

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

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

2005-137. **Proposal to Change an Existing Course**

1. Date: 8/30/05
2. Department: History
3. Nature of Proposed Change: add prerequisite, emphasize course is for Honors students only, and change consent of dept. head to History Honors advisor.

4. Current Catalog Copy:

200W. Senior Thesis in History

Either semester. Three credits. Hours by arrangement. Open only with consent of instructor and Department Head. Independent study authorization form required. Prerequisite: Three credits of independent study and/or an advanced seminar; ENGL 105 or 110 or 111 or 250.

5. Proposed Catalog Copy:

200W. Senior Thesis in History

Either semester. Three credits. Hours by arrangement. Open only to Honors students with consent of instructor and History Honors advisor. Prerequisite: HIST 211 and either HIST 299 or HIST 297W; ENGL 105 or 110 or 111 or 250.

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

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

Justification

1. Reasons for changing this course: To clarify the sequence of required courses for the Honors thesis and to ensure that non-Honors students realize this course is not open to them.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None (the vague wording of current catalog copy about advanced seminars is now specified with the course numbers, so we have not changed any content of this course, only clarified the process.)
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Same as before, any faculty member may serve as instructor of record for an Honors Thesis
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/14/05
Department Faculty: 9/19/05
8. Name, Phone Number, and e-mail address of principal contact person:
Nancy Shoemaker, ext. 6-5926, nancy.shoemaker@uconn.edu

2005-138. Proposal to offer PRLS 298 and COMM 298 "Special Topics"
Spring semester, 2006

1. Date of this proposal: Aug. 18, 2005
2. Semester and year 298 will be offered: Spring 2006
3. Department: Puerto Rican and Latino Studies Institute (PRLS)/Communication Science (COMM)
4. Title of course: Soap Opera-Telenovela
5. Number of Credits: 3
6. Instructor: Diana Rios
7. Instructor's position: Associate Professor of Communication Science and Puerto Rican & Latino Studies
8. Has this topic been offered before? No
9. If so, how many times? N/A
10. Short description:
Suggested Preparation: COMM 100. The objectives of this course are to examine the socio-cultural functions of soap operas-telenovelas as mediated serials that are constructed by commercial organizations and consumed by audiences in the U.S. and around the globe. These dramatic serials have witnessed successful reception in their countries of origin (e.g. US, Mexico, Brazil), as well as wide-ranging export value to foreign audiences.
Popular value in the domestic and international realms can be attributed to accessible formulas that allegedly mirror aspects of everyday life and human struggle, such as: family conflicts, wealth and poverty, power and subordination, emotional struggles, courtship and marriage. Research on soaps and other gendered media (romance novels) have challenged common assumptions that audiences are mindless. There is evidence that serials have potential to function as tools for female empowerment in the US. There is also further evidence that some content from programs may serve an assimilation function for ethnic Americans in the US. However, concerns continue. Soaps overall appear to reinforce ideas about long-established hierarchies regarding social class, ethnic/racial groups, gender/sexuality.
11. Please attach a sample/draft syllabus to first-time proposals: (see

below)

12. Comments, if comment is called for: Course would be cross-listed.

13. Dates approved by:

Department Curriculum Committee:

Aug.22,'05 Institute for Puerto Rican & Latino Studies

Sept.5, 2005 COMM

Department Faculty:

Aug.22,'05 Institute for Puerto Rican & Latino Studies

Sept.5, 2005 COMM

Dept. Head:

Aug.22,'05 Assoc.Vice Provost for Multicultural & Int. Affairs,Cathleen

Love (PRLS)

Sept. 5, 2005 COMM

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

Diana Rios

diana.rios@uconn.edu

Ross Buck (Dept. CCC) ross.buck@uconn.edu

Sample Draft/Syllabus

NEW from Puerto Rican & Latino Studies Institute (PRLS) and
Communication Science (COMM)

PRLS/COMM 298: Soap Opera-Telenovela

Objectives: The objectives of the course are to examine the socio-cultural, and other functions of soap operas and "telenovelas." What we call soaps are mediated serials that are constructed by commercial organizations and consumed by audiences in the U.S. and around the globe. These dramas have witnessed wide-ranging success in their countries of origin such as in the U.S., Mexico, and Brazil, and have gained important export value to countries such as Germany and Russia, and France, and England.

Popular value in the domestic and international realms can be attributed to accessible formulas that allegedly mirror aspects of everyday life and human struggle, such as: family conflicts, wealth and poverty, power and subordination, emotional struggles, courtship and marriage. Research on soaps and other gendered media (romance novels) have challenged

common assumptions that audiences are mindless. There is evidence that serials have potential to function as tools for female empowerment in the US. There is also further evidence that some content from programs may serve an assimilation function for ethnic Americans in the US. However, concerns continue. Soaps overall appear to reinforce ideas about long-established hierarchies regarding social class, ethnic/racial groups, and gender/sexuality.

Texts:

Robert C. Allen (Ed.) (1995). *To Be Continued...: Soap Operas Around the World*. NY: Routledge.

Potential Articles:

Biltreyst D, and Meers P. (2000). The international telenovela debate and the contra-flow argument: a reappraisal. *Media Culture & Society* 22 (4): 393-+.

La Pastina, A. C. (2001). Product placement in Brazilian prime time television: The case of the reception of a telenovela. *Journal of Broadcasting and Electronic Media*.

Minu Lee & Chong Heup Cho, (xxx). Women watching together: An ethnographic study of Korean soap opera fans in the United States," *Gender, Race and Class in Media*, 482-487.

Pingree, S. and xxx (2001). If College Students Are Appointment Television Viewers ...*Journal of Broadcasting & Electronic Media*

Rios, D. I. (2003). U.S. Latino audiences of telenovelas. *Journal of Latinos in Education*, 2, 1, 59-65.

Class Format: The course consists of lecture, class experiential learning, and informed class discussion based on course materials. The course will make use of topical texts, articles, in-class visuals, out of class visual exposure (watching television or film individually or in groups). Grading will be based on completed, quality work: assignments on webct, in-class discussion-participation, a midterm and final. The examinations will consist of subjective and objective sections.

Instructional Goal: For the student to become a more discerning media consumer and/or responsible media creator, keeping in mind potential social, cultural, economic, political influences.

Proportion of Work
Midterm 35%
WebCT assignments 15%
In-class Discussion-Participation 15%
Final 35%

2005-139. Proposal to add INTS 193. Foreign Study

1. Date: September 25, 2005
2. Department requesting this course: Office International Affairs
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

INTS 193. Foreign Study

Either or both semesters. Credits and hours by arrangement. May be repeated for credit (to a maximum of 15). Consent of major advisor required before departure.

Course work undertaken in an approved Study Abroad program, usually focusing on the history, society, or culture of a particular country or region.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): INTS
2. Course Number (see Note B): 193
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: Foreign Study
4. Semester offered (see Note C): Either or both semesters
5. Number of Credits (see Note D): Credits and hours by arrangement
6. Course description (second paragraph of catalog entry -- see Note K): Course work undertaken in an approved Study Abroad program, usually focusing on the history, society, or culture of a particular country or region.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T): Consent of major advisor required before departure
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit to a maximum of 15.
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): NA
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): NA

Justification

1. Reasons for adding this course: (see Note L) Several students engaged in study abroad take lower division international studies courses that do not have direct equivalents in the offerings of CLAS departments or the area studies programs. In addition, the Office of International Affairs is working with First Year Programs to develop FYE courses that include credit-bearing, short term (i.e., January or May term) study abroad components. Students enrolled in the study abroad components would earn INTS 193 credit.
2. Academic Merit (see Note L): Students will receive the appropriate level (i.e., lower division) of credit for a lower division study abroad course. Without a 193, they could be awarded upper division credit for it.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: NA
5. Number and Size of Section: NA
6. Effects on Other Departments (see Note N): NA
7. Effects on Regional Campuses: NA
8. Staffing (see Note P): NA
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 14, 2005
Department Faculty: September 14, 2005
10. Name, Phone Number, and e-mail address of principal contact person: Elizabeth Mahan, 486-2908; elizabeth.mahan@uconn.edu

2005-140 Proposal to Add INTS 293. Foreign Study

1. Date: September 25, 2005
2. Department requesting this course: Office International Affairs
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

INTS 293. Foreign Study

Either or both semesters. Credits and hours by arrangement. May be repeated for credit (to a maximum of 15). Consent of major advisor required before departure.

Course work undertaken in an approved Study Abroad program, usually focusing on the history, society, or culture of a particular country or region.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): INTS
2. Course Number (see Note B): 293
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes No
3. Course Title: Foreign Study
4. Semester offered (see Note C): Either or both semesters
5. Number of Credits (see Note D): Credits and hours by arrangement
6. Course description (second paragraph of catalog entry -- see Note K): Course work undertaken

in an approved Study Abroad program, usually focusing on the history, society, or culture of a particular country or region.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T): Consent of major advisor required before departure
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit to a maximum of 15.
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): NA
15. Skill Codes "W", "Q", or "C" (see Note T): NA
16. S/U grading (see Note W): NA

Justification

1. Reasons for adding this course: (see Note L) Several students engaged in study abroad take upper division international studies courses that do not have direct equivalents in the offerings of CLAS departments or the area studies programs.
2. Academic Merit (see Note L): Students should receive credit for upper division international studies courses taken in approved study abroad programs.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: NA
5. Number and Size of Section: NA
6. Effects on Other Departments (see Note N): NA
7. Effects on Regional Campuses: NA
8. Staffing (see Note P): NA
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 14, 2005
Department Faculty: September 14, 2005
10. Name, Phone Number, and e-mail address of principal contact person: Elizabeth Mahan, 486-2908; elizabeth.mahan@uconn.edu

2005-141 Proposal to Add INTS 299. Independent Study

1. Date: September 25, 2005
2. Department requesting this course: Office of International Affairs
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

INTS 299. Independent Study

Either semester. Credits and hours by arrangements. Open only with consent of instructor. Recommended preparation: minimum of 12 credits of course work related to International Studies.

Open to upper division students who present suitable projects for independent work in International Studies.

Items included in catalog Listing:

Obligatory Items

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

2. Course Number (see Note B): 299

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

3. Course Title: Independent Study

4. Semester offered (see Note C): Either semester

5. Number of Credits (see Note D): Credits and hours by arrangement

6. Course description (second paragraph of catalog entry -- see Note K): Open to upper division students who present suitable projects for independent work in International Studies.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA

8. Prerequisites, if applicable (see Note F): Upper division standing

9. Recommended Preparation, if applicable (see Note G): Minimum of 12 credits of course work related to International Studies.

10. Consent of Instructor, if applicable (see Note T): Open only with consent of instructor.

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

12. Repetition for credit, if applicable (see Note I): May be repeated for credit.

13. Instructor(s) names if they will appear in catalog copy (see Note J): NA

14. Open to Sophomores (see Note U): No

15. Skill Codes "W", "Q", or "C" (see Note T): NA

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

Justification

1. Reasons for adding this course: (see Note L): This course offers an opportunity for students in traditional majors and in the individualized major program to undertake interdisciplinary, international work.

2. Academic Merit (see Note L): Expanding opportunities for UConn students to internationalize their undergraduate education is one of the Provost's priorities for the next 5 years. This course will contribute to the realization of that goal.

3. Overlapping Courses (see Note M): NA

4. Number of Students Expected: NA

5. Number and Size of Section: NA

6. Effects on Other Departments (see Note N): NA

7. Effects on Regional Campuses: NA

8. Staffing (see Note P): NA

9. Dates approved by (see Note Q):

Department Curriculum Committee: September 14, 2005

Department Faculty: September 14, 2005

10. Name, Phone Number, and e-mail address of principal contact person: Elizabeth Mahan, 486-2908; elizabeth.mahan@uconn.edu

2005-142 Proposal to Change an existing Major: Psychology

1. Date: September 26, 2005

2. Department requesting this change: Psychology

3. Title of Major: Psychology

4. Nature of Change: Former major had one track for BA students and another for BS students. Proposed major has multiple tracks: BA Standard, BS Standard, BA Research Concentration, BS Research Concentration, BA Honors, BS Honors.

5. Existing catalog Description of the Major: Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 102, 107, or 108 ; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110Q (or 100Q) by their third semester.

A maximum of seven 200-level transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

The following core curriculum is required: Two introductory- level psychology courses - General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced 135) - followed by at least twenty-four 200 level psychology credits including:

Group I. Foundation. Both courses: PSYC 202Q/202WQ and 291/291W.

Group II. Social and applied science perspectives. Two courses chosen so that two of the following four areas are represented: (a) 236; (b) 240; (c) 243 or 245/245W; (d) 268.

Group III. Natural science perspective. Two courses (Bachelor of Arts degree) or three courses (Bachelor of Science degree) chosen so that two of the following five areas are represented: (a) 220; (b) 256; (c) 221; (d) 253 or 257; (e) 254.

Group IV. Laboratory Courses. Two courses from the following (Bachelor of Science degree only): 210W, 211W, 215, 232W, 242, 244, 263/263W, 267/267W.

Additional 200-level psychology courses. (At least six credits for the Bachelor of Arts degree; optional for the Bachelor of Science degree.) May include any courses taken for Groups II, and III that are not used to fulfill those "core" requirements, as well as any psychology course in the *Catalog*. Up to three credits of PSYC 297 or 299 can be used, and PSYC 294 cannot be used.

Related 200-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 210 (Persuasion), EPSY 221 (Educational Psychology), and HDFS 202 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 202Q/202WQ. Other courses that will further enhance competency in computer technology include PSYC210W, 232W, 244W, 263W, 267W, 296W, 297, and 299.

To satisfy the information literacy competency, all students must pass PSYC 202Q/202WQ. Other courses that will further enhance competency in information literacy include PSYC 132,135, 210W, 232W, 244W, 263W, 267W, 296W, 297, and 299.

To satisfy the writing in the major requirement, all students must pass PSYC 202Q. Other courses that will further help students develop writing skills in psychological science are PSYC 205W, 210W, 232W, 239W, 241W, 244W, 245W, 263W, 267W, 270W, 280W, 282W, 291W, and 296W. For students who have taken PSYC 202Q rather than 202WQ, one or more of the above courses may be substituted with the permission of the Department Head.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the *Minors* section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

6. Proposed catalog Description of the Major: Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 102, 107, or 108 ; ANTH 106 or 220; and SOCI 107. If at all possible, majors should take STAT 110Q (or 100Q) by their third semester.

A maximum of seven 200-level transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

Up to three credits of PSYC 297 or 299 can be used, and PSYC 294 cannot be used.

All Psychology Majors are required to take two introductory-level courses — General Psychology I 132 and either General Psychology II 133 or General Psychology II (Enhanced) 135 — followed by at least 25 200-level psychology credits, which are grouped as follows:

Foundation:
202Q or 202WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational
236, 240, 243, 245 or 245W, 268

Area II. Experimental & Behavioral Neuroscience
220, 221, 253, 254, 256, 257

Area III. Cross Area (I and II)
238, 246, 251, 259, 278, 291 or 291W

Area IV. Advanced & Specialty

Lecture Courses:

205 or 205W, 206, 239 or 239W, 241 or 241W, 248, 249 or 249W, 250, 255, 260, 269, 270 or 270W, 272, 275, 276, 280 or 280W, 281, 282 or 282W, 290, 295, 298

Laboratory Courses:

210W, 211W, 215, 232W, 242 or 242W, 244 or 244W, 263 or 263W, 267 or 267W

Research:

296W, 297, 299

After completing 132 and 133 (or 135), students must select one of our tracks for their major:

1. Bachelor of Arts: Standard
2. Bachelor of Science: Standard
3. Bachelor of Arts: Research Concentration
4. Bachelor of Science: Research Concentration
5. Bachelor of Arts: Honors
6. Bachelor Science: Honors

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- One Area III course
- Two other 200-level PSYC courses from any areas

12 related 200-level non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- One Area III course
- Two Area IV laboratory courses

12 related 200-level non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- 291 from Area III
- Two Area IV courses (lecture and/or laboratory)
- Three credits of Area IV research
- One other 200-level PSYC course from any area

12 related 200-level non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- 291 from Area III

- Two Area IV laboratory courses
- One other 200-level PSYC course from any area

12 related 200-level non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- 291 from Area III
- Two Area IV courses (lecture and/or laboratory)
- 299 and 296W for Area IV research

12 related 200-level non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including:

- 202Q or 202WQ
- Two Area I courses
- Two Area II courses
- 291 from Area III
- Two Area IV laboratory courses
- 299 and 296W for Area IV research (296W may be substituted for one of the laboratory courses. If substituted, student must take one other 200-level PSYC course from any area.)

12 related 200-level non-PSYC credits

Related 200-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 210 (Persuasion), EPSY 221 (Educational Psychology), and HDFS 202 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 202Q/202WQ. Other courses that will further enhance competency in computer technology include PSYC 210W, 232W, 244W, 263W, 267W, 296W, 297, and 299.

To satisfy the information literacy competency, all students must pass PSYC 202Q/202WQ. Other courses that will further enhance competency in information literacy include PSYC 132, 135, 210W, 232W, 244W, 263W, 267W, 296W, 297, and 299.

To satisfy the writing in the major requirement, all students must pass PSYC 202Q. Other courses that will further help students develop writing skills in psychological science are PSYC 205W, 210W, 232W, 239W, 241W, 242W, 244W, 245W, 263W, 267W, 270W, 280W, 282W, 291W, and 296W. For students who have taken PSYC 202Q rather than 202WQ, one or more of the above courses may be substituted with the permission of the Department Head.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under Linguistics.

Justification

1. Why is a change required?

The Psychology Courses and Curriculum Committee studied Psychology Programs at peer institutions nationwide and found that our major, while rigorous, was too static, offering only a choice between a Bachelor of Arts or a Bachelor of Science degree. Many of our majors have career goals for which a Bachelor degree is well-suited. But other students, especially those planning to apply to graduate school, which are increasing in number yearly, would be better served by a wider choice of Bachelor's degree with a strong research focus. Thus, we are proposing six possible tracks to meet the needs and career goals of different types of psychology majors.

2. What is the impact on students?

Students will have a wider range of choices beyond deciding on a Bachelor of Arts or a Bachelor of Science degree. Students who plan on applying for graduate school will have the option of earning a degree with a research focus, and students in the University Honors Program will be able to earn a degree better-suited to the scholarly challenges and opportunities of the Honors Program. In other words, students will have more choices based on their career goals.

3. What is the impact on regional campuses?

Students attending all regional campuses will be able to earn one of the two Standard degrees based on existing course offerings at those campuses. Students attending Stamford and Tri-Campus will be able to earn the Research Concentration degrees, though with fewer course choices available. The new major is not intended to put new demands on the regional campuses in terms of their course offerings.

4. Dates approved by (see Note Q):

Department Curriculum Committee: September 19, 2005

Department Faculty: September 19, 2005

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

David B. Miller (Associate Head and Coordinator of Undergraduate Studies)

6-3516 or 6-4301

David.B.Miller@uconn.edu