

Departmental Proposals for the meeting of 18 October 2005

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

2005-135. 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 HIST 230W

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

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 T) 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:

Biltrey 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 X 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 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, 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.

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

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

2005-143. Proposal to Change an existing Minor: Psychology

Last revised: Friday, April 11, 2003

1. Date: September 26, 2005
2. Department requesting this change: Psychology
3. Title of Minor: Minor in Psychology
4. Nature of Change:

5. Existing catalog Description of the Minor:

Psychology

The requirements for this minor are at least 16 credits of 200 level Psychology courses that include

1. PSYC 202Q (4 credits)
 2. **one** course (3 credits) representing the Social and Applied Science Perspectives: PSYC 236, 240, 243, 245, 268, or 281
 3. **one** course (3 credits) representing the Natural Science Perspective (PSYC 220, 221, 253, 254, 256 or 257, **and**
 4. an **additional two elective courses** (6 credits) of any 200-level Psychology courses not used to meet the above requirements, with the exception that no more than three credits of either PSYC 297 or 299 may be counted toward the minor. PSYC 294 cannot be used. Other than PSYC 202Q, the courses comprising the minor should be selected in consultation with the student's major advisor to comprise a coherent program relevant to the student's academic and/or career interests and objectives.
- The minor is offered by the Psychology Department.

6. Proposed catalog Description of the Minor:

Psychology

All Psychology Minors 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 15 200-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

The requirements for the Minor in Psychology are as follows:

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

No more than three credits of either 297 or 299 may be counted toward the minor. 294 cannot be used. Other than 202Q or 202WQ, the courses comprising the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department.

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

Justification

1. Why is a change required?

Because we have submitted a proposal to change our Major, which includes a regrouping of courses within our Department, we are also changing our Minor so that student can select courses in accord with the new regrouping of course.

2. What is the impact on students?

The regrouping of courses in our Department has no impact on students pursuing the Minor in Psychology.

3. What is the impact on regional campuses?

There is no impact on 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:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 19, 2005

Department Faculty: September 19, 2005

6. 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

2005-144. Proposal to offer an ANTH 298 "Special Topics" Course for Spring semester, 2006

1. Date of this proposal: Sep. 8, 2005
 2. Semester and year 298 will be offered: Spring 2006
 3. Department: Anthropology

 4. Title of course: Anthropology and the Archive

 5. Number of Credits: 3
 6. Instructor: Keith Brown
 7. Instructor's position: Visiting Fellow at University of Connecticut Humanities Institute
 8. Has this topic been offered before? No
 9. If so, how many times? not applicable

 10. Short description:
Prerequisite: written permission of instructor. This seminar course will have two main components. First, a range of approaches to different archival sources will be examined, focusing on the tensions between historians' interest in structure and event, and the influences of ideology on archive-creation, with the goal of formulating an anthropology of the archive. . Second, the principles thus derived will be applied to particular case-studies of archival sources, derived from the instructor's work on early twentieth-century Macedonia, but incorporating material of particular interest to individual students.

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

 12. Comments, if comment is called for:
This is a free-standing course, which emphasizes the links between methodology and epistemology in the interpretive social sciences. It is hoped it will attract students of history as well as anthropology.
 13. Dates approved by:
Department Curriculum Committee: 9/9/05
Department Faculty: 9/9/05
Dept. Head: 9/9/05

 14. Name, Phone Number, and e-mail address of principal contact person:
Tracey Andrews, 486 2137 terese.andrews@uconn.edu
-

Draft Syllabus, Anth 298. Anthropology and the Archive Spring 2006

- January 18 Fundamental questions: toward an anthropology of archives
January 25 Romancing the archive (A.S. Byatt)
February 1 Historians' approaches: premodern issues (Natalie Zemon Davies)
February 8 Reading against the grain: colonial issues (Ranjit Guha)
February 15 Surveillance and totalitarianism: The Soviet archive (Sheila Fitzpatrick, Golfo Alexopoulos)
February 22 The shame of empire: Mau Mau uncovered (Anderson, *Histories of the Hanged*)
March 1 Revisionism: rewriting the archive (Blight and Lang, *The Fog of War*) *First paper due.*
March 8 Spring break.
March 15 A remembered Uprising: the pensioners of Macedonia (Brown) and/or student-initiated case-studies
March 22 A forgotten assassination: the gunman of Marseille (Brown) and/or student-initiated case-studies
March 29 Injustice on record: INS investigations, 1906-10 (Brown) and/or student-initiated case-studies
April 5 Culture on trial: a Steelton murder case, 1948 (Brown) and/or student-initiated case-studies
April 12 Taking stock: the archival imagination of Macedonia. *Second paper due*
April 19 Bringing the archive home: Student initiated case-studies
April 26 Conclusions: A typology of archives?
Exam period Final paper due.

The main texts for the class are:

Nathalie Zemon Davies, *Fiction in the Archives*

Ranjit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India.*

Douglas Anderson, *Histories of the Hanged*

James Blight and Janet Lang, *The Fog of War*

Keith Brown, *The Past in Question*, and ms in preparation.

Reading packet with primary sources on Macedonia.

2005-145 Proposal to Add HIST 1xx, 1xxW

1. Date: 8/15/05
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing (see Note A):

[note: proposal contains TWO COURSES: HIST 1XX & HIST 1XXW]

HIST 1XX. The Historian as Detective: [Subtopic]

Either semester. Three credits.

Uses historical documents focusing on a single incident in the past to reconstruct what happened and why. Emphasizes development of historical research skills such as evaluating evidence, explaining cause and effect, and understanding events in their larger social, political, cultural, and economic contexts.

HIST 1XXW. The Historian as Detective: [Subtopic]

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 1XX and 1XXW
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: The Historian as Detective
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):
Uses historical documents focusing on a single incident in the past to reconstruct what happened and why. Emphasizes development of historical research skills such as evaluating evidence, explaining cause and effect, and understanding events in their larger social, political, cultural, and economic contexts.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): None for HIST 1XX; usual writing-course prerequisites for HIST 1XXW
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):
14. Open to Sophomores (see Note U): Yes, intended as a 100-level general education course

15. Skill Codes "W", "Q", or "C" (see Note T): Both a non-W and a W version to allow instructors flexibility

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

Justification

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

This course is being created especially for the new general education requirements; a grant from the Spring 2005 Vice-Provost's competition for new general education courses supported its development. The course will be submitted to the Humanities Content Area for general education and would fulfill the CLAS college requirement for the subcategory "History."

2. Academic Merit (see Note L):

Currently, most history courses at the 100-level are content-based surveys, which misrepresent what historians actually do and what historical thinking entails. This course instead will introduce students to history research. Several faculty are interested in teaching the course focusing on different historical incidents such as the 17th-century Salem witchcraft panic, the 19th-century Canterbury CT riot over Prudence Crandall's school for African-American students, the early 20th-century Triangle Factory Fire in NYC, and--for fall 2006 and taught by the course proposer, Nancy Shoemaker--the 1857 mutiny on the whaleship *Junior*. This last topic mentioned—the whaleship mutiny—is the course described in the course syllabus appended to this proposal.

The course uses historical content as a means to immerse students in the skills of historical thinking, so students will learn the history of the selected incident along the way, but more importantly they will learn how to weigh contradictory and scarce evidence for meaning and significance and how to interpret the past and present their interpretation in a research paper that is based on sound, careful historical research.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: Uncertainty over how the new general education requirements will affect enrollment in existing 100-level history courses suggests that a pilot class of HIST 1XXW (thus, a single section of 19 students) is the best way to launch this new course. However, the History Department intends over time to expand it into a large survey class taught with graduate teaching assistants and/or in multiple sections focusing on different incidents taught by different history faculty in the same semester.

5. Number and Size of Section: variable—can be taught as a large class with graduate teaching assistants running weekly discussion sections or in smaller sections of 40-50 students for HIST 1XX and 19 students for HIST 1XXW.

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

7. Effects on Regional Campuses:

Mary Cygan at the Stamford campus has expressed interest in possibly teaching this course; others are also likely to take it up as a regular offering. The potential for history faculty from diverse fields of interest to teach the course will greatly enhance regional campuses' ability to serve students' general education needs.

8. Staffing (see Note P): Any faculty member could teach this course because it deals with the skills of the profession that are common to all historians; however, given the faculty who have expressed interest in teaching it and because the primary documents will have to be in the English language, it is likely that in practice the course will most often be taught around a topic in American history.

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

HIST 1XXW: THE HISTORIAN AS DETECTIVE
Sample Syllabus for course subtitled "Mutiny on the Whaleship *Junior*"

Prof. Nancy Shoemaker
nancy.shoemaker@uconn.edu
Office: 227 Wood Hall, ext. 6-5926
Mailbox: 118 Wood Hall

Course Description:

Using historical documents focusing on a single incident in the past, students will reconstruct what happened and why. In the process, they will acquire the skills of historical detection and, in future, be able to decipher historical records to explain cause and effect, understand how information is produced and circulated, appreciate the influence of larger historical contexts on everyday life, and create an interpretation of the past that is historically sound (for being based on careful use of all available evidence) and makes an original contribution to our understanding of the past.

For this section of HIST 1XXW, the incident we will focus on is the 1857 mutiny that occurred aboard the American whaleship *Junior*. Why did the mutiny happen? What can this incident tell us about American society in the mid-nineteenth-century? As we investigate the mutiny's causes and larger context, each of you will learn a lot about American whaling history, just as every historical researcher comes to know his or her research topic intimately. The main objective of this course, however, is not to learn "facts" about whaling history but for students to acquire the skills of historical thinking

and be able to apply those skills to other research topics. No historian has yet written a full account of the *Junior* mutiny, and so this class will be the first to do so.

Readings

All readings are available on webct and/or in a xerox packet available for purchase. The major readings are (1) Sampson, Alonzo. *Three Times Around the World, or Life and Adventures of Alonzo D. Sampson*. Buffalo: Express Printing, 1867; and (2) Ship's Log, *Junior* (1857-1858). Other readings consist of newspaper accounts; the official Crew List for the *Junior* (1857) and other federal government shipping records; manuscript forms for the 1850 U.S. Census; legal records and correspondence.

We will also use these Online Resources: Whaling Voyages Crew List database available from New Bedford Free Public Library website: <http://www.ci.new-bedford.ma.us/SERVICES/LIBRARY/signin.htm>; Barney genealogical database, Nantucket Historical Association: <http://www.nha.org/library/barneyinfo.html>. Because the web is full of as much misinformation as it is full of information, no other website should be used in this course without a written (emailed) application to me. If I do not approve it in writing, you may not use that website for this course.

Assignments

Paper #1	15%	
Paper #2	15%	
Notes		10%
Paper #3	15%	
Collaborative Writing Project	15%	
Final Exam		10%
Class Participation	<u>20%</u>	
	100%	

[Note that HIST 1XX—the non-W version—will require shorter versions of the three papers but not require revisions. These three papers in abbreviated versions and the notes assignment will constitute four out of eleven workshop-style assignments, due once a week, in which students will closely analyze historical documents, for a combined total of 55% of the final grade, which in addition to the same collaborative writing project, final exam, and class participation requirements adds up to 100%.]

All written assignments, except the final exam, must be revised. The first version will receive a grade of $\sqrt{-}$, $\sqrt{}$, or $\sqrt{+}$ for unsatisfactory, satisfactory, or more than satisfactory. The second and final version will receive a letter grade. Both versions need to be completed to receive credit for an assignment and to pass the course. The final versions of each written assignment must demonstrate satisfactory writing for a student to pass the course.

Paper #1: Does the logbook tell us why the mutiny happened? Why or why not? This is a 5- page paper (word-processed, double-spaced). Students will revise this paper to work on writing improvement only and not to amend content. Each student will use my corrections and suggestions on his or her first draft to create a personal template to apply to all later writing in this course, so that before submitting subsequent papers, students should refer to this personal template for a checklist of writing skills to improve upon.

Paper #2: Considering all of the documents used thus far in our research, determine to what extent the mutiny might have had underlying economic causes. This is a 5-page paper (word-processed, double-spaced) with sources fully cited using either footnotes or endnotes and adhering to the Turabian format for citing sources (see handout).

Notes: Practice good notetaking with Sampson's memoir. Pick one of these topics and take notes on it, fully recording source-citation information and being careful to use quotation marks when quoting exact words.

Topics:

Labor Relations (e.g., roles of captains, rights of workers, camaraderie)

Gender (attitudes towards women, ideas about masculinity and femininity, all-male communities)

Race and Ethnicity (racial and ethnic make-up of crew, attitudes towards others)

Religion and Morality

Living Conditions Aboard Ship (food, health, leisure activities, port experiences)

Working Conditions (types of work, skills required, level of difficulty and danger)

Perceptions of whaling life (good life? rotten life? what was good about it? what was bad about it?)

Whaleships (their design, physical space as an environment, whaling equipment, technology)

Whales (ideas about whales, attitudes toward whales, depth and type of knowledge about whales)

Home (attitudes towards home, types of contacts with home, why leave home for whaling?)

Travel (attitudes towards, places traveled to and perceptions of, who was "foreign" and how so?)

Turn in notes for the first half of the Sampson memoir for review and feedback, then revise the first half of the notes (if necessary from my comments) and finish notetaking for the remainder of the memoir. No special software is necessary for this assignment; just use a word-processing program and be sure to cite fully the Sampson source at the top and indicate page numbers in Sampson's memoir for each piece of information or quote recorded.

Paper #3: Using your notes on Sampson's memoir and drawing on any of the other documents used thus far, explore the life of a whaleman concentrating on one aspect related to the topics listed above (i.e., labor relations or gender or race, etc.) Your

specific topic, if not on my list of recommended topics, needs my approval before you write the first draft. This paper should be 5 pages (word-processed, double-spaced).

Collaborative Writing Project: The entire class will produce one 30-page paper with a single thesis. We will decide on our thesis and organization of the paper as a class and then allot sections to smaller teams who will draft and revise and revise again their assigned sections. Grading for these will be based largely on the quality of the final product but also on (1) my knowledge of who is contributing what during in-class team meetings, and (2) feedback from every student to be solicited at the end of the semester, identifying from your own perspective which team member made which contributions to the final paper.

Final Exam. The final exam will consist of one essay to be based on materials distributed beforehand, a packet of unfamiliar original documents (unrelated to the *Junior* mutiny), and students will be asked to show their skills at “historical detection” by probing the documents for their ambiguities, significance, and potential as sources providing clues for further research.

Class Participation. This grade is based on contributions to class discussion, both in quantity and quality. Students who are not in class or who persistently arrive late or early to class are, of course, unable to participate in class discussions and would receive a poor grade for class participation.

Class Schedule

(note: students are responsible for knowing of any changes to this schedule announced in class.)

SCENE OF THE CRIME

WEEK ONE - Introduction: Mutiny on the Whaleship *Junior*

Documents: Newspaper accounts of the mutiny

Questions: What happened? Who described what happened, how, and why? Who was interested in hearing about this event and why?

WEEK TWO - The Whaling Business

Due: First Draft, Paper #1

Documents: Ship's Log

Questions: Why whale? What were whaling's risks and rewards?

WEEK THREE - Whaling Business, contd.

Due: Final & Revised Paper #1

Documents: *Whaleman's Shipping List* during *Junior's* fatal voyage for comparative statistics

Questions: Was the *Junior* on its way to a making a successful voyage or a poor voyage?

WEEK FOUR - Whaleships

Field Trip: To the whaling bark *Charles W. Morgan* at Mystic Seaport Museum

Documents: Whaleship schematics

Questions: What would it be like to live on this vessel for three years? How did the *Morgan* compare to the *Junior*? How would the mutiny have played out in the space of a whaleship? We'll reenact the crime.

MOTIVE?

WEEK FIVE - Whaling Work

Due: First Draft, Paper #2: Was the cause of the mutiny economic?

Documents: crew lists for *Junior* and from New Bedford Free Public Library database

Questions: What was a "lay"? Who benefitted from this pay system? Were lays rising or falling? What did crew members lose or gain by mutiny?

WEEK SIX - Life of a Whaleman

Due: Notes

Document: Sampson, *Three Times Around the World*, 1-70

WEEK SEVEN - Alonzo Sampson, Innocent Bystander? Cyrus Plummer, Madman?

Due: Revised and Complete Notes

Documents: U.S. census manuscript forms for each crew member, crew lists, various genealogical resources such as cemetery records, Barney database available online

from the Nantucket Historical Association, etc.

Questions: Who were these people? What were their backgrounds?

SOLVING THE CRIME

WEEK EIGHT - Collaborative writing project

Due: First Draft, Paper #3: Life of a Whaleman

Questions: What do we make of the mutiny? Its causes and consequences? Brainstorm-thesis? most important evidence?

WEEK NINE - Legal evidence vs. Historical Evidence

Documents: U.S. consul records, trial records, petitions to President James Buchanan

Questions: How did the U.S. legal system, lawyers for the defense and prosecution, judges, and juries reach a decision? What evidence did they use? How does that compare to our evidence?

BUILDING OUR CASE

WEEK TEN - Collaborative writing project: Plan of Action

DUE: Final & Revised Paper #3

WEEK ELEVEN - Collaborative Writing Project: Team Workshops
DUE: Drafts to team-members and to me

WEEK TWELVE - Collaborative Writing Project: What else do we need to know? What problems remain unsolved?

WEEK THIRTEEN - Collaborative Writing Project: Rough Draft Ready for everyone to read
Response? Revision Suggestions?

WEEK FOURTEEN - Collaborative Writing Project: Final Paper Completed
Evaluations of course, team contributions, and instructor; handout with final exam documents and question distributed

FINAL EXAM

2005-146 Proposal to Add WS 255W

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses

Proposal to Add a New Undergraduate Course

1. **Date:** *September 25, 2005*
2. **Department requesting this course:** *Women's Studies*
3. **Semester and year in which course will be first offered:** *Spring 2007*

Final catalog Listing:

WS 255 W Sexual Citizenship

Either semester. Three credits. Naples

Examines diverse ways that sexuality serves as an significant axis of citizenship. Explores how sexual citizenship differs in different national contexts; how sexual citizenship rights have changed over time in different national contexts; how policies regarding welfare, housing, marriage, immigration, child custody, and adoption are influenced by different constructions of sexual citizenship; relationship between processes of globalization and sexual citizenship; and how the international context shapes national policies related to sexual citizenship.

Items included in catalog Listing:

Obligatory Items

1. **Standard abbreviation for Department or Program:** *WS*
2. **Course Number:** *(3) 255W*
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:** *Sexual Citizenship*
4. **Semester offered:** *Either*
5. **Number of Credits:** *Three*
6. **Course description:** *Examines diverse ways that sexuality serves as an significant axis of citizenship. Explores how sexual citizenship differs in different national contexts; how sexual citizenship rights have changed over time in different national contexts; how policies regarding welfare, housing, marriage, immigration, child custody, and adoption are influenced by different constructions of sexual citizenship; relationship between processes of globalization and sexual citizenship; and how the international context shapes national policies related to sexual citizenship.*

Optional Items

7. Number of Class Periods, if not standard
8. Prerequisites, if applicable:
9. Recommended Preparation, if applicable:
10. Consent of Instructor, if applicable:
11. Exclusions, if applicable:
12. Repetition for credit, if applicable:

13. Instructor(s) names if they will appear in catalog copy: Naples, Nancy A.
14. Open to Sophomores:
15. Skill Codes "W", "Q", or "C": W
16. S/U grading:

Justification

1. **Reasons for adding this course:** *WS is expanding its course offerings in the area of sexualities.*
2. **Academic Merit:** *The course will introduce students to social scientific theories and concepts as they relate to constructions of sexuality and citizenship. These include the analysis of the role of gender and constructions of sexuality in a variety of law and social policies with attention to the intersection of race and class with gender and sexuality. Assignments will include opportunities to gain some experience in introductory research methods on sexual citizenship. For each assignment that involves research methods, there will be a discussion of the ethnical dilemmas in conducting different types of research such as how to ensure confidentiality and anonymity and other responsibilities towards research subjects. The course will also examine the relationship between the social institutions through which laws and social policies are designed and enacted and individual experiences of gender and sexuality. Feminist methodology will also be taught. This approach will provide students with analytical tools to engage in critical assessment of the major debates related to sexual citizenship with particular attention to the relationship between individual experiences and social institutions such as government and law.*
3. **Overlapping Courses:** *No*
4. **Number of Students Expected:** *40*
5. **Number and Size of Section:** *One section*
6. **Effects on Other Departments:** *Supplement courses on sexuality in other departments.*
7. **Effects on Regional Campuses:** *None*
8. **Staffing:** *Nancy A. Naples*
9. **Dates approved by:**
 - Department Curriculum Committee:** *9/22/05*
 - Department Faculty:** *9/22/05*
10. **Name, Phone Number, and e-mail address of principal contact person:**
Marita McComiskey, 486-1133, marita.mccomiskey@uconn.edu

PLEASE NOTE: --- --- ONCE CLAS CCC HAS APPROVED THIS PROPOSAL, IT WILL BE SUBMITTED TO GEOC

Content Area: *Group 4 and Group 2*

Competency Group: *W only*

Course number: *WS255W*

Course title: *Sexual Citizenship*

Number of Credits: *3*

Initiating Dept.: *Women's Studies*

Contact Person: *Marita McComiskey/ Nancy Naples*

Unit Number: *2181*

Phone: *860 486-1133*

Existing Course: *NO*

A current GEN ED: *NO*

Dept Approval Date: - *September 22, 2005*

School/College Approval Date: -

First Offering of New Course: *Spring*

Year of First Offering: *-2007*

Content Area: *Group 4 and Group 2*

Competency Group: *W only*

Proposed Cat Copy: *Examines diverse ways that sexuality serves as an significant axis of citizenship. Explores how sexual citizenship differs in different national contexts; how sexual citizenship rights have changed over time in different national contexts; how policies regarding welfare, housing, marriage, immigration, child custody, and adoption are influenced by different constructions of sexual citizenship; relationship between processes of globalization and sexual citizenship; and how the international context shapes national policies related to sexual citizenship.*

Current Catalog Copy: -

Course Information: a. *Goals for the course include understanding the diverse ways that sexuality serves as an significant axis of citizenship by examining how sexual citizenship differs in different national*

contexts; how sexual citizenship rights changed over time in different national contexts; how policies regarding welfare, housing, marriage, immigration, child custody, and adoption are influenced by different constructions of sexual citizenship; relationship between processes of globalization and sexual citizenship; and how international politics and human rights organizations shape national policies related to sexual citizenship.

b. *The format of the course will be lecture and discussion. The readings are provided as a background for the lectures and discussion. GRADING: overall participation and response papers [designed to give students an opportunity for weekly writing that will be graded as follows: check, check minus, and check plus. Students who receive a check minus will be given the opportunity to revise.] (10% of grade); midterm and final exam (40% of grade); and paper (50% of grade). In addition to the required readings, response papers and exams, students will be required to complete a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). They will be able to choose a topic within the broad-based area of sexual citizenship that is of particular interest to them. This will enable them to explore a topic that we will not have an extended opportunity to examine in the course. Once they identify a topic for the paper, they will be asked to submit a short proposal describing the idea for the paper so that I can make sure they are on the correct path. They will be expected to submit drafts of the paper at least three times throughout the semester. At each of these three stages of development, I will give them feedback on both the content and writing style. The final grade on the paper will be based on the quality of their argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which they have successfully incorporated comments from previous drafts.* c. *Topics include defining sexual citizenship and sexual contract; marriage and partnership rights; gender, race, class and sexual citizenship; heteronormativity and compulsory heterosexuality, reproductive rights, effect of*

AIDs on constructions of sexual citizenship in different contexts; sex work and sex tourism; sexual citizenship and human rights; role of international governmental and non-governmental organizations in protecting the human rights of woman and sexual minorities; and role of social justice movement for promoting social and political justice for women and sexual minorities.

How Meets Goals of Gen Ed.: *The proposed course will be designed to enrich students' knowledge of different customs, laws and histories that may differ from their own and provide them with skills that will enable them to be conversant not only on these topics, but instill in them a lifelong ability to listen, learn and exchange ideas. It will also expose them to concepts of the interlocking systems of gender, race, and sexual stratification and enhance their understanding of politics, cultures, and religions, thus enabling them to acquire a larger, more flexible view of the world. It will also challenge students to think about "accepted" practices, and to formulate their own opinions and decisions based on the expanded viewpoint this course can offer them. By studying laws and policies on sexual citizenship, students will become more critical analysts of what may have been previously taken for granted legal and political practices based on gender, sexuality, race, and class. This course will also challenge students to think critically about diverse multicultural issues as they relate to sexual citizens.*

Specific Criteria Arts and Humanities: -

Specific Criteria Social Sciences: *The course will introduce students to social scientific theories and concepts as they relate to constructions of sexuality and citizenship. These include the analysis of the role of gender and constructions of sexuality in a variety of law and social policies with attention to the intersection of race and class with gender and sexuality. Assignments will include opportunities to gain some experience in introductory research methods on sexual citizenship. For each assignment that involves research methods, there will be a discussion of the ethical dilemmas in conducting different types of research such as how to ensure confidentiality and anonymity and other responsibilities towards research subjects. The course will also examine the relationship between the social institutions through which laws and social policies are designed and enacted and individual experiences of gender and sexuality. Since the course will be cross-listed in Women's Studies, feminist methodology will also be taught. This approach will provide students with analytical tools to engage in critical assessment of the major debates related to sexual citizenship with particular attention to the relationship between individual experiences and social institutions such as government and law.*

Specific Criteria Science and Technology: -

Specific Criteria Diversity and Multiculturalism: *The focus on Diversity and Multiculturalism in this proposed course includes attention to the intersection of race, sexuality, national origin, and culture that influence the diversity of approaches to sexual citizenship. It highlights the different effects of policies related to sexual citizenship on people of different racial, ethnic, class, sexual, cultural identities. It will also provide students with an acute awareness of dynamics of social, political, and economic power.*

Specific Criteria W course: *In addition to the required readings, response papers and exams, students will be required to complete a term paper of at least 15 double spaced pages (excluding*

footnotes, bibliography, diagrams, etc.). They will be able to choose a topic within the broad-based area of sexual citizenship that is of particular interest to them. This will enable them to explore a topic that we will not have an extended opportunity to examine in the course. Once they identify a topic for the paper, they will be asked to submit a short proposal describing the idea for the paper so that I can make sure they are on the correct path. They will be expected to submit drafts of the paper at least three times throughout the semester. At each of these three stages of development, I will give them feedback on both the content and writing style. The final grade on the paper will be based on the quality of their argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which they have successfully incorporated comments from previous drafts.

Laboratory Courses Description: -
Number of Sections: - 1
Seats/Section: -1
Total Num Students/Year: - 40

Role of Grad Students: Graduate student assistants will be trained in three interrelated ways: 1. a graduate course on Sexual Citizenship is offered by the Women's Studies program and students who are interested in assisting in this course at the undergraduate level will be encouraged to take this course. Priority will be given to those who have taken this course in identifying TAs. 2. The WS Institute holds regular pedagogical sessions with faculty and TAs teaching in WS and attendance at these meetings will be required for all TAs for the Sexual Citizenship undergraduate course. 3. The supervising professor (Nancy Naples) will hold weekly meetings with all TAs assigned to the Sexual Citizenship course to discuss pedagogical strategies, weekly assignments, and any other matters related to the course.

Availability at Regional Campuses: This is a new course that has yet to be taught at a regional campus. However, any faculty who is interested in teaching this course, can obtain a sample course outline and participate in any pedagogical meetings to be held at the Storrs Campus.

Resources Available: YES

Why No Resources to teach course.: Nancy Naples who holds a joint appointment in WS and Sociology is prepared to teach this course on a regular basis. She will also take responsibility for training TAs and for assisting other faculty who are interested in teaching this course in preparing their course outlines. For example, sociologist Kim Price, who teaches at the Stamford Regional Campus is someone who has the background and interest in this area.

Impact of Course on Teaching Loads: Professor Naples will teach this course as part of her regular teaching load which consists of two courses per year for the Department of Sociology and two per year for the Women's Studies Program.

Supplementary Information: This course has been developed as part of the General education Course Development Grant program. It is also to be cross-listed with sociology.

2005-147 Proposal to Change POLS 220

1. Date: 9/12/05
2. Department: Political Science
3. Nature of Proposed Change: Change in Title

4. Current Catalog Copy:

220. Simulation and Gaming in Foreign Policy

Second semester. Three credits.

Comparative study of foreign policy making. Use of computer-assisted simulation provides realistic experience in foreign policy decision making and international negotiation.

5. Proposed Catalog Copy:

220. International Negotiation and Bargaining

Second semester. Three credits.

Comparative study of foreign policy making. Use of computer-assisted simulation provides realistic experience in foreign policy decision making and international negotiation.

6. Effective Date: Fall 2006

Justification

1. Reasons for changing this course: The proposed title better reflects the content of the course to students interested in the topic. It also provides a better fit with the discipline's classification of substantive areas of study.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/6/05

Department Faculty: 9/7/05

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

Mark A. Boyer, 63156, mark.boyer@uconn.edu

2005-148 Proposal to Add a New POLS 2xx Its W Variant

1. Date: October 10, 2005
2. Department requesting this course: POLS
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

POLS 2xx. Arab-Israeli Conflict

Either semester. Three credits.

Political relations between Arabs and Israelis with an emphasis on war and diplomacy.

POLS 2xxW. Arab-Israeli Conflict

Prerequisite: ENGLIS 105 or 110 or 111 or 250

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 2xx and 2xxW
3. Course Title: Arab-Israeli Conflict
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): three
6. Course description (second paragraph of catalog entry -- see Note K):
Political relations between Arabs and Israelis with an emphasis on war and diplomacy.

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): na
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): na
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): na

Justification

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

This course is focused on the Arab-Israeli conflict. The term encompasses relations between Arabs and Israelis since the late 19th century and especially since Israel's independence in 1948. Existing courses cover the entire region (POLS 226: International Relations of the Middle East and POLS 224: American Diplomacy in the Middle East) and are not specifically focused on Arab-Israeli relations. They include a much wider range of topics and need not address Arab-Israeli relations in depth.

The W variant component of this course is being proposed simultaneously because the department is attempting to increase its W courses so that it may meet the GEOC W-in-the-Major requirement. Proposing the W variant simultaneously will allow instructors to teach the course either as a regular course or as a W variant. There will be no mixing of the regular POLS2xx, Arab-Israeli Conflict, and its W variant.

When the course is taught as a W, the course will meet the specific criteria for W courses in that:

1a. Students will be expected to write a 15-page research paper that will use political science tools to gain a deeper understanding of some aspect of the Arab-Israeli conflict. The required research paper will allow the students to look in greater depth at topics previously discussed and/or apply broader theories to specific cases in Arab-Israeli relations. Students will be required to prepare a topic proposal, an outline, a bibliography, and first draft. Students will receive instructor and peer suggestions and criticism on this draft and will then rewrite and submit a revised (final) paper based on those suggestions and criticisms. Students may also present their findings to the class at the end of the semester.

1b. Students will receive formal writing instruction during class time, and instruction will review such topics as thesis statements, citation format, research skills, UConn library resources, and plagiarism. Class time will also be devoted to peer editing of and comments on paper drafts, and students will receive written and verbal commentary from the instructor on their drafts. Students will be expected to incorporate and respond to commentary provided by the instructor both on the draft and in individualized meetings with the instructor.

1c. At each stage of writing the paper students will receive feedback from the professor and their peers. The stages include the topic proposal, outline, research bibliography, and draft paper. All four stages prior to the final version are mandatory. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course, and that the paper is worth 55% of their final grade.

2. Academic Merit (see Note L):

The topic provides empirical grist for central questions in international relations and comparative politics, two of the major sub-fields of political science. What causes violence, war, and terrorism? What is the relationship between domestic politics and foreign policy? How do contests over religion, ethnicity, and territory shape one's personal and political identity? How should we understand swings toward war, on the one hand, and conflict resolution, on the other hand, in long-running disputes?

The course will proceed on three tracks.

The first will be an introduction to political science theories that are useful in applying to the Arab-Israeli conflict. For instance, this will include the brief study of nationalism, causes of war, alliance-making, and conflict resolution.

The second track will be a roughly chronological study of Arab-Israeli relations since 1881. Students will learn the history of the conflict, think about why actors (states and otherwise) made key decisions, and apply the broader theoretical lenses from the first track. This second part of the course will require a majority of the class time.

The third track will incorporate current events at several unpredictable times during the semester. How does the past help us understand what is happening in the news today and vice versa? Students will follow the conflict in the news, grapple with conflicting media accounts, and discuss the idea of “truth.”

When the course is taught at as W, the major assignment for students will be a 15-page research paper. The students will prepare a bibliography, outline, and draft; receive instructor and peer criticism; and then submit a revised paper. The students will use political science tools to gain a deeper understanding of some aspect of the conflict. Students may also present their findings to the class at the end of the semester.

Students will also participate in a simulation, such as a summit meeting similar to the 2000 American-Israeli-Palestinian summit at Camp David (Clinton, Barak, Arafat).

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 19
5. Number and Size of Section: na
6. Effects on Other Departments (see Note N): History (Shoemaker, September 19, 2005), Mideast Studies (Mcneece, September 26, 2005), Judaic Studies (Dashefsky, October 6, 2005)
7. Effects on Regional Campuses: none
8. Staffing (see Note P): Pressman
9. Dates approved by (see Note Q):
Department Head: August 29, 2005
Department Curriculum Committee: September 6, 2005
Department Faculty: September 7, 2005
10. Name, Phone Number, and e-mail address of principal contact person:
Jeremy Pressman, 6-3464, jeremy.pressman@uconn.edu
Jennifer Sterling-Folker, 6-2535, jennifer.sterling-Folker@uconn.edu

2005-149

Proposal to Add a New Undergraduate Course

1. Date: September 20, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: spring 2006

Final catalog Listing:

ANTH 1XX W Anthropology through Film

Either semester. Four credits. *Martínez*. An introduction to cultural anthropology, approached through the medium of ethnographic film. Particular attention is given to how films represent humans' varied beliefs and behavior.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ANTH
2. Course Number: 1XX W
3. Course Title: Anthropology through Film
4. Semester offered: either
5. Number of Credits: 4
6. Course description: Through visual ethnographic case studies of the life-ways, social arrangements and belief systems of various human groups, students will gain an understanding of the variability of human societies. A student-centered, active learning approach will promote development of critical thinking skills and ability to analyze differing approaches, perspectives, and narrative techniques in documentary film.

Optional Items

7. Number of Class Periods, if not standard: not applicable
8. Prerequisites: none
9. Recommended Preparation: not applicable
10. Consent of Instructor: not required
11. Exclusions: not applicable
12. Repetition for credit: not applicable
13. Instructor(s) names if they will appear in catalog copy: Martínez
14. Open to Sophomores: not applicable (this is a 100-level class)
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: not applicable

Justification

1. Reasons for adding this course: This course will 1) engage students in more active learning than is common in lecture-focused courses, 2) develop students' critical thinking skills, particularly with regard to the textual and visual representation of human realities, 3) expand students' awareness of and ability to analyze differing approaches, perspectives, and narrative techniques in documentary film, and 4) integrate writing instruction fully into the pedagogical aims of this introductory-level course in cultural anthropology.

2. Academic Merit: *Anthropology through Film* explores the historical and cultural variety of human experience and enhances students' understanding and appreciation of modes of visual and textual representation. This course's readings and lectures also promote awareness of historical change and of global and intra-societal inequalities.

Ethnographic films do not simply "illustrate" the course themes but serve as test cases for students to apply cultural anthropological knowledge, concepts and theories. Critical judgment, of not just ethnographic films but also of other visual and written representations of human social relations, is enhanced through the attention that the course consistently draws to how films convey their makers' perspectives.

3. Overlapping Courses: ANTH 100 (Other People's Worlds) and ANTH 106 (Introduction to Anthropology) have similar subject matter but do not give emphasis as this course does to issues of visual and textual representation.

4. Number of Students Expected: 244 per semester

5. Number and Size of Section: 13 sections, 19 students each

6. Effects on Other Departments: none

7. Effects on Regional Campuses: none

8. Staffing: Samuel Martínez, Associate Professor, Anthropology; Kathryn Libal, Assistant Professor in Residence, Women's Studies and Anthropology

9. Dates approved by

Department Curriculum Committee: 26 September 2005

Department Faculty: 26 September 2005

10. Name, Phone Number, and e-mail address of principal contact person: Professor Jocelyn Linnekin, x6-0067, jocelyn.linnekin@uconn.edu

2005-150 Proposal to Change POLS 324

1. Date: 9/12/05
2. Department: Political Science
3. Nature of Proposed Change: Change in Title

4. Current Catalog Copy:

POLS 324: International Business and World Politics
3 credits. Seminar.

Major problem areas in which politics, economics, and business intersect at the international level – trade, foreign investment, and monetary relations. The politics and mechanisms of U.S. foreign economic policy.

5. Proposed Catalog Copy:

POLS 324: International Political Economy
3 credits. Seminar.

Major problem areas in which politics, economics, and business intersect at the international level – trade, foreign investment, and monetary relations. The politics and mechanisms of U.S. foreign economic policy.

6. Effective Date: Fall 2006

Justification

1. Reasons for changing this course: The proposed title more accurately reflects the substance of the course as taught in POLS over the past decade. The title is also reflective of the internationally accepted title of the relevant subfield in the study of international relations.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: **Economics:** See attached email from Dennis Heffley, Chair, ECON
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing:
7. Dates approved by:
Department Curriculum Committee: 9/6/05
Department Faculty: 9/7/05
8. Name, Phone Number, and e-mail address of principal contact person:
Mark A. Boyer, 63156, mark.boyer@uconn.edu

From: Heffley, Dennis
Sent: Tuesday, September 20, 2005 11:25 PM
To: Boyer, Mark
Subject: RE: proposal to change a course

Mark,

Did I get back to you on this? If not, I have no concern about the title change. It looks like an interesting course. Dennis

-----Original Message-----

From: Boyer, Mark

Sent: Mon 9/12/2005 11:00 AM

To: Heffley, Dennis

Cc:

Subject: proposal to change a course

Dear Dennis,

I wanted to check in with you about a proposal I am making to change the title of POLS 324. It is currently International Business and World Politics and I would like to change it to International Political Economy. I have attached the draft proposal for you to evaluate. If you approve, then could you please send me an email to that effect? I will then attach it to the proposal.

Thanks much. Let me know if you have any questions.

Best Wishes,

Mark

Dr. Mark A. Boyer
Professor, Political Science
Co-Director, GlobalEd Project
www.globaled.uconn.edu
860-486-3156
860-486-8307 fax

2005-151 Proposal to Offer EEB 298 Special Topics

1. Date of this proposal: 10 October 2005
2. Semester and year 298 will be offered: Spring 2006
3. Department: Ecology & Evolutionary Biology
(to be co-listed as Geology 250, see Comments)
4. Title of course: Paleobiology
5. Number of Credits: 4
6. Instructor: Andrew M. Bush
7. Instructor's position: Assistant Professor, EEB
8. Has this topic been offered before? No
9. If so, how many times? N/A

10. Short description:

Second semester, 2006. Four credits. Three class periods, one three hour laboratory period. Prerequisite: One of the following: Biol 108, Geol 102, 103, 105. Not open to students who have taken Geol 250.

An introduction to the study of ancient life. Topics include the preservation of biological remains in the geological record, the interpretation of fossils, evolution, ecology, mass extinctions, and biostratigraphy. The course will cover major events in the history of life, from the earliest fossils to the present, and all branches of the tree of life, including prokaryotes, eukaryotes, invertebrates, vertebrates, and plants.

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

Textbook: D. R. Prothero. 2003. Bringing Fossils to Life: An Introduction to Paleobiology. McGraw-Hill.

Date Topic Lab

17-Jan Foundational Ideas

19-Jan Preservation--Life after death Preservation and Trace Fossils

24-Jan Diversity of Life

26-Jan Paleoenvironmental analysis Environmental Analysis & Communities

31-Jan The stratigraphic record

2-Feb Paleoeecology Mollusks and Functional Morphology

7-Feb Evolution--micro and macro

9-Feb Biostratigraphy Microfossils

14-Feb Phylogeny and Molecular Clocks

16-Feb Early Life Early Life

21-Feb Early Life

23-Feb The Neoproterozoic Sponges and Corals

28-Feb Midterm Exam

2-Mar The Cambrian Explosion I Lophophorates

Spring Break

14-Mar The Cambrian Explosion II

16-Mar Paleozoic Oceans Echinoderms

21-Mar Paleozoic Oceans

23-Mar Paleozoic Terrestrial Plants

28-Mar Paleozoic Terrestrial
30-Mar The Permian extinction Arthropods
4-Apr Mesozoic Oceans
6-Apr Mesozoic Oceans Field Trip Prep
11-Apr Mesozoic Terrestrial
13-Apr Mesozoic Terrestrial Vertebrates
18-Apr The Cretaceous Extinction
20-Apr Modern problems in diversity analysis Diversity Analysis
25-Apr Cenozoic Oceans
27-Apr Cenozoic Terrestrial and Climate Lab Exam

12. Comments, if comment is called for:

This course will be cross-listed with GEOL 250, Earth History and Global Change. The permanent version of the proposed 298 is envisioned as being a replacement for GEOL 250. The proposed 298 will provide students with a more integrated understanding of biological and geological processes than GEOL 250, and thus will be more appropriate to a major in Integrative Geosciences, which is currently in development. Cross-listing the proposed 298 with GEOL 250 will provide continuity and clarity for students choosing to pursue the Structured Individualized major in Integrative Geosciences.

13. Dates approved by (see Note Q):

Department Curriculum Committee: 3 October 2005

Department Faculty: 5 October 2005

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

Andrew M. Bush

486-9359

andrew.bush@uconn.edu

2005-152 Proposal to Add EEB 2xx.

Date: October 9, 2005

2. Department requesting this course: Ecology and Evolutionary Biology

3. Semester and year in which course will be first offered: Fall 2006

4. Final catalog Listing (see Note A):

EEB 2xx: Animal Models and Human Evolution.

Fall semester. Three credits. Prerequisite: Any one of the following: BIOL 102, 107 or 108 or ANTH 233, or consent of instructor. Open to sophomores. Goldman Information from a variety of animal models will be used to evaluate and expand upon current hypotheses regarding the evolution of unique hominid traits such as consciousness, language, learning by imitation, an extended period of parental care, and a highly developed and complex social system.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: EEB

2. Course Number: 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: Animal Models and Human Evolution

4. Semester offered: Fall

5. Number of Credits: Three

6. Course description:

Information from appropriate animal models will be used to evaluate and expand upon current hypotheses regarding the evolution of unique hominid traits such as consciousness, language, learning by imitation, an extended period of parental care, and a highly developed and complex social system.

Optional Items

7. Number of Class Periods, if not standard: not applicable

8. Prerequisites, if applicable: Any one of the following: BIOL 102, 107, 108, ANTH 233 or consent of instructor. Note: ANTH 233 would serve as a suitable and sufficient prerequisite for this course, even for students who have not taken any of the alternative biology prerequisites. Inclusion of this alternative prerequisite will serve to make the course accessible to a wider diversity of students.

9. Recommended Preparation, if applicable (see Note G): not applicable

10. Consent of Instructor, if applicable (see Note T): not required if any of listed requirements are satisfied

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 (see Note J): Goldman

14. Open to Sophomores: Yes

15. Skill Codes "W", "Q", or "C" (see Note T): not applicable

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

Justification

1. Reasons for adding this course: The study of human evolution is a rapidly expanding field with relevance to several otherwise disparate academic disciplines, ranging from

anthropology to linguistics to political science. There are no current Biology courses at UCONN that focus on this topic. This course will explore various aspects of human evolution from a broad biological perspective, with an emphasis on animal models to support or refute current hypotheses regarding hominid evolution. The course will aim to demonstrate that an informed evaluation of the general biology of other animals, taken in conjunction with an understanding of mechanisms of evolution, can greatly enhance our understanding of, and our appreciation for, the human condition. This course is designed to work in two ways---to use the topic of human evolution as a focus for discussing various fundamental evolutionary concepts (which apply across all organisms) and to demonstrate how these concepts can open new vistas in the attempt to understand the biology of humans.

A secondary objective of the course will be to discuss the impact that the Darwinian concept of evolution has had on a variety of academic disciplines, including medicine, psychology, anthropology, sociology, and linguistics.

2. Academic Merit (see Note L): This course will expose students to the progress that has been made in understanding various aspects of human physiology and behavior through use of an evolutionary approach.

Note: The idea for developing this course stems partly from my interest in literature, derived from a variety of disciplines, on human evolution and also partly from my own experiences as a research biologist. With respect to the latter, comparisons of both similarities and differences across a wide variety of species (ranging from unicells to insects to various vertebrates) has proved to be of great value in leading not only to an understanding of the evolution of mammalian physiology and behavior, but also to our specific understanding of the operative mechanisms of mammalian physiology/behavior. The same sort of approach is proving effective as a complement to other disciplines in the current work on human behavior, and this course will focus on the contributions that are coming from this endeavor.

3. Overlapping Courses (see Note M): EEB 245/245W, Evolutionary Biology. This course overlaps the proposed course only slightly. EEB 245 treats general concepts of evolutionary biology, but the topic of human evolution is specifically addressed only in the last lecture. The proposed course places discussion of evolutionary concepts within the special context of human biology. The course will emphasize elements of human biology that are unique, or relatively unique, to humans. These elements are therefore generally given little or no attention in traditional courses in Evolutionary Biology; yet, like any other biological phenomena, their study can be illuminated by reference to related characteristics seen in other organisms.

ANTH 233, Human Evolution. ANTH 233 includes several lectures on primate biology, especially as it relates to human evolution. The proposed course would require some reference to primate biology, but with much less emphasis as compared to ANTH 233. Rather, the emphasis in the proposed course would be to discuss various features of human biology in the context of evolutionary principles using a wide variety of species, including many non-mammalian "model" systems. The proposed course will include only a fairly minimal discussion of the hominid fossil record and hominid species relationships, areas that are covered in detail in ANTH 233. In contrast, the proposed

course will include extensive treatment of topics such as evolution of language as related to other forms of animal communication, consciousness, "theory of mind", imitational learning, mimesis (the latter as one possible approach to viewing the evolution of culture), and reciprocal altruism; these are areas that are treated in less depth or not at all in ANTH 233. The major focus of "Animal Models and Human Evolution" will be to demonstrate to students that information obtained from a wide variety of organisms can be used to provide interesting and useful insights into the possible evolutionary processes leading to the appearance of unique human features such as those listed above.

4. Number of Students Expected: 35-40

5. Number and Size of Section: One lecture section (no subsections)

6. Effects on Other Departments (see Note N): ANTH 233, Human Evolution (McBrearty). Bruce Goldman has discussed his course proposal with Sally McBrearty via e-mail and in a meeting with her. There was some discussion of a possible linking of the courses in some fashion, but no decisions were taken in this regard. It was mutually agreed that students who have particular interests in this area could potentially benefit by taking both courses. The proposed course is designed with a view to complimenting ANTH 233 as a part of UCONN's curricula, rather than simply providing a similar course taught under an EEB heading. It is my hope that by providing such a course in Biology we will stimulate additional communication between departments and will allow students to better perceive the relations between various disciplines.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Bruce Goldman

9. Dates approved by (see Note Q): Department of Ecology and Evolutionary Biology

Department Curriculum Committee: October 3, 2005

Department Faculty: October 5, 2005

10. Name, Phone Number, and e-mail address of principal contact person: Bruce Goldman, 486-2984, bruce.gold

2005-153 Proposal to Drop ANTH 303

1. Date: 7 October 2005
2. Department: **Anthropology**
3. catalog Copy:

ANTH 303. Issues in Human Evolutionary Theory

Evolutionary theory as it applies to human evolution and the implications of human evolutionary history for modern human physical characteristics behavior, and social organization.

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: Substantial overlap with ANTH 308, Human Evolutionary Theory, and ANTH 361, Ecology of Human Evolution.
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: 11 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-154 Proposal to Drop ANTH 258

1. Date: 30 September 2005
2. Department: Anthropology

3. catalog Copy:

ANTH 258. Archaeology of Eastern Asia. 3 units.

The development of cultures in China, Japan and Southeast Asia from their earliest beginnings until the historical period.

Lecture

Open to juniors or higher.

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

Justification

1. Reasons for dropping this course: With the retirement of Robert Dewar, the department can no longer staff this course.

2. Other Departments Consulted: Asian-American Studies Institute

3. Effects on Other Departments: Negligible.

4. Effects on Regional Campuses: None.

5. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

6. Name, Phone Number, and e-mail address of principal contact person:
Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-155 Proposal to Drop ANTH

2. Department: Anthropology

3. catalog Copy:

ANTH 278. Indian Ocean in Prehistory. 3 units.

The prehistory of the islands and shorelines of the Indian Ocean: Madagascar, the East African Coast, the Arabian Peninsula, South and Southeast Asia, and Australia.

Lecture

Open to juniors or higher.

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

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

Justification

1. Reasons for dropping this course: With the retirement of Robert Dewar, the department can no longer staff this course.

2. Other Departments Consulted: Asian-American Studies Institute

3. Effects on Other Departments: Negligible.

4. Effects on Regional Campuses: None.

5. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-156 Proposal to Add ANTH 2xx (3481)

Date: 6 October 2005

2. Department requesting this course: **Anthropology**

3. Semester and year in which course will be first offered: **Fall 2007**

Final catalog Listing (see [Note A](#)):

ANTH 3481. Ecological Anthropology Seminar

Either semester. Three credits. Smith

Interdisciplinary study of the ecology of humans integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**

2. Course Number (see [Note B](#)): **3481**

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: **Ecological Anthropology Seminar**

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](#)):

Interdisciplinary study of the ecology of humans integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): **One 3-hour lecture-discussion session**

8. Prerequisites, if applicable (see [Note F](#)): **None**

9. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 106**

10. Consent of Instructor, if applicable (see [Note T](#)): **Yes**

11. Exclusions, if applicable (see [Note H](#)): **None**
12. Repetition for credit, if applicable (see [Note I](#)): **N/A**
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): **Smith**
14. Open to Sophomores (see [Note U](#)): **No**
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): **None**
16. S/U grading (see [Note W](#)): **N/A**

Justification

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

This course integrates a variety of approaches within the field of anthropology and fills a gap in the course listing through its focus on people and their ecology.

2. Academic Merit (see [Note L](#)):

The dynamics of people and their environment is an important area of investigation within anthropology. This course is listed as a seminar in order to provide undergraduates the time to explore and develop their comprehension of the topics covered. Topics include population dynamics; migration and urbanization; subsistence, settlement, and resource-use of hunter-gatherers, agricultural societies, and pastoralists; diet, nutrition, and disease; human impact on the landscape; societal collapse and catastrophe; and development and globalization. Through the integration of archaeological, historical, and contemporary case-studies with ecological and anthropological theory, students are exposed to a wide range of approaches in human ecology that will foster critical thinking.

3. Overlapping Courses (see [Note M](#)): **None**
4. Number of Students Expected: **8–12**
5. Number and Size of Section: **One section, no more than 12 students**
6. Effects on Other Departments (see [Note N](#)): **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see [Note P](#)): **Alexia Smith**
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

10. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-157 Proposal to Add ANTH 2yy (3483)

1. Date: 7 October 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing (see Note A):

ANTH 3483. Ecology of Human Evolution

Human ancestors as component of past ecosystems. Influence of vegetation and climate change on human evolutionary history, behavior, and social organization. Impact of past human groups on ancient habitats.

Three credits. *McBrearty*

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department (see Note O): ANTH
2. Course Number (see Note B): 3483
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: Ecology of Human Evolution
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Human ancestors as component of past ecosystems. Influence of vegetation and climate change on human evolutionary history, behavior, and social organization. Impact of past human groups on ancient habitats.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) **Yes**
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): No

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

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): No

Justification

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

Course adds to offerings in ecology and human evolution area of concentration. Good companion course to proposed Ecological Anthropology. Has been taught as grad course (ANTH 361). Undergrads have expressed interest.

2. Academic Merit (see Note L):

Environmental change is the traditional explanatory mechanism offered for most major events in human evolution, including the origin of bipedalism, increases in brain size, and the beginnings of domestication. These models will be critically examined. Perhaps more importantly, the impact of past populations upon their environments, and their contribution to local extinctions and other changes in plant and animal communities will be explored.

3. Overlapping Courses (see Note M): Some overlap with ANTH 282 (3486) People & the Conservation of Nature.

4. Number of Students Expected: 8-10

5. Number and Size of Section: One section, 8-10 students.

6. Effects on Other Departments (see Note N): Minimal; course may be of interest to students in EEB.

7. Effects on Regional Campuses: None anticipated.

8. Staffing (see Note P): McBrearty

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-158 Proposal to Add ANTH 2zzW (3501W)

1. 1. Date: **October 6, 2005**.
2. 2. Department requesting this course: **Anthropology**
3. 3. Semester and year in which course will be first offered: **Fall, 2007**

4. 4. Final catalog Listing

ANTH 3501W. Undergraduate Seminar in Archaeology Fall semester. Three credits.
Prerequisite: ANTH 214. Consent of instructor required. Not open to sophomores. *Adler*

Historical development of Archaeology and theoretical debates, past and present that shape the field.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **3501W**
3. Course Title: **Undergraduate Seminar in Archaeology**
4. Semester offered (see Note C): **Fall, 2007**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):
Historical development of Archaeology and theoretical debates, past and present that shape the field.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): **ANTH 214**
9. Recommended Preparation, if applicable (see Note G): **ANTH 262**
10. Consent of Instructor, if applicable (see Note T): **Consent of instructor required**
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): **Daniel Adler**
14. Open to Sophomores (see Note U): **No**
15. Skill Codes "W", "Q", or "C" (see Note T): **W**
16. S/U grading (see Note W): **A-F Graded**

Justification

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

Anthropology majors with a focus in Archaeology currently do not have the opportunity to receive specific training in archaeological theory. Subsequently, they lack knowledge of the major theoretical trends and debates within the discipline and how these impact their own research and thinking. The lack of such training among our undergraduates puts them at an intellectual and practical disadvantage when applying to graduate school or conducting archaeological fieldwork. This course is designed to produce graduates with a strong theoretical foundation from which they may launch successful careers.

2. Academic Merit (see Note L):

This course is designed to elevate the caliber of our graduates by exposing them to past and present theoretical trends within Archaeology. It will also allow them to forge clear links between archaeological practice and the theoretically driven process of archaeological interpretation.

3. Overlapping Courses (see Note M): **None**

4. Number of Students Expected: **10 to 15**

5. Number and Size of Section: **1 section, 10 to 15 students**

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

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

8. Staffing (see Note P): **Daniel Adler**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

10. Name, Phone Number, and e-mail address of principal contact person:
Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-159 Proposal to Add ANTH 2xy (3504)

1. Date: **October 6, 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall, 2006**

Final catalog Listing (see Note A):

ANTH 3504. Eurasian Prehistory

Fall semester. Three credits. Prerequisite: None. Open to sophomores.

Adler

Interdisciplinary survey of the biological, cultural, technological, and behavioral evolution of prehistoric humans and their societies across Eurasia.

3 credits. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **3504**
3. Course Title: **Eurasian Prehistory**
4. Semester offered (see Note C): **Fall, 2006**
5. Number of Credits (see Note D): **3**

6. Course description (second paragraph of catalog entry -- see Note K):

Interdisciplinary survey of the biological, cultural, technological, and behavioral evolution of prehistoric humans and their societies across Eurasia.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): **None**
9. Recommended Preparation, if applicable (see Note G): **ANTH 214**
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): **Adler**
14. Open to Sophomores (see Note U): **Yes**
15. Skill Codes "W", "Q", or "C" (see Note T): **None**
16. S/U grading (see Note W): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology has several strengths, including the regional evolution and archaeology of prehistoric human populations in Africa and the Middle East. *Eurasian Prehistory* will build upon these strengths by expanding the regional scope of the program. It will also be the logical accompaniment to *African Prehistory* (ANTH 264) and *Near Eastern Prehistory* (ANTH 257). In combination these three courses will provide students

a comprehensive training in Old World Prehistory. Students within the department have expressed considerable interest in the addition of this course.

2. Academic Merit (see Note L):

This course will expand our detailed coverage of human evolution to another continent. Students will be exposed to a diverse literature that encompasses many different academic disciplines in an attempt to understand the tempo and mode human evolution across Europe and Asia.

3. Overlapping Courses (see Note M): **None**

4. Number of Students Expected: **30 to 50**

5. Number and Size of Section: **1 to 2 sections, 25 to 50 students**

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

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

8. Staffing (see Note P): **Adler**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-160 Proposal to Add ANTH 2xz (3525)

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2007**

Final catalog Listing (see [Note A](#)):

ANTH 3525. Plants and People

Either semester. Three credits. Smith

Interdisciplinary study of plants and people in the past and present spanning anthropology, archaeology, botany, and ecology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **3525**
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: **Plants and People**
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](#)):

Interdisciplinary study of plants and people in the past and present spanning botany, anthropology, archaeology, and ecology.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
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 I](#)): **No**
11. Exclusions, if applicable (see [Note H](#)): **None**
12. Repetition for credit, if applicable (see [Note I](#)): **N/A**

13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): **Smith**
14. Open to Sophomores (see [Note U](#)): **Yes**
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): **None**
16. S/U grading (see [Note W](#)): **N/A**

Justification

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

This course integrates a number of disciplines by bridging anthropology (ethno/archaeobotany), botany, and evolutionary biology.

2. Academic Merit (see [Note L](#)):

Plants are essential to people's existence either as direct food, fodder, medicine, clothing, or construction materials. Through a multi-disciplinary approach undergraduate are exposed to plant production and use through the ages plants within a social and evolutionary context. This broadens their awareness of links between disciplines. Topics include: plant classification; ethnobotany and archaeobotany; agriculture through the ages; global migrations of crops; current issues in agriculture; medicinal, symbolic, and ritual plants; ornamental and food gardens; landscape change.

3. Overlapping Courses (see [Note M](#)): **None**

4. Number of Students Expected: **8–12**

5. Number and Size of Section:

6. Effects on Other Departments (see [Note N](#)): **Could attract students from EEB and Plant Science**

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

8. Staffing (see [Note P](#)): **Smith**

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

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-161 Proposal to Add ANTH 2yz (3605)

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2007**

Final catalog Listing (see [Note A](#)):

ANTH 3605. Archaeobotany

Either semester. Three credits. *Smith*

Method and theory of studying archaeological plant remains including sampling, identification, and interpretation of data. Archaeobotanical remains analyzed in laboratory.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): **3605**
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: **Archaeobotany**
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](#)):

Method and theory of studying archaeological plant remains including sampling, identification, and interpretation of data. Archaeobotanical remains analyzed in laboratory.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): **One class period and one 3-hour laboratory period**
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 I](#)): **No**
11. Exclusions, if applicable (see [Note H](#)): **None**

12. Repetition for credit, if applicable (see [Note I](#)): **N/A**
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): **Smith**
14. Open to Sophomores (see [Note U](#)): **Yes**
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): **N/A**
16. S/U grading (see [Note W](#)): **N/A**

Justification

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

There is a need for undergraduates with an interest in archaeology to gain laboratory experience in handling archaeological remains. This course adds an important facet to the new suite of method-based courses being offered through the Department of Anthropology's Old World Archaeology Program. These include Human Osteology, Lithic Analysis, Zooarchaeology, Quantitative Zooarchaeology.

2. Academic Merit (see [Note L](#)):

Plant remains are one of the major classes of remains recovered from archaeological sites. This course covers methods and theory relating to sample collection and processing in the field, methods for identifying remains in the laboratory, and analyzing and interpreting data and provides students with valuable hands-on experience.

3. Overlapping Courses (see [Note M](#)): **None**
4. Number of Students Expected: **8–12**
5. Number and Size of Section: **1 section, no greater than 12**
6. Effects on Other Departments (see [Note N](#)): **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see [Note P](#)): **Alexia Smith**
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005
10. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-162. Proposal to Add ANTH 2zx (4510)

1. Date: **October 6, 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring, 2006**

Catalogue copy

ANTH 4510. The Neanderthals

Spring semester. Three credits. Prerequisite: ANTH 214. Instructor's consent required. Not open to sophomores. *Adler*

Interdisciplinary understanding of the biological, cultural, technological, and behavioral evolution of Neanderthals and their societies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **4510**
3. Course Title: **The Neanderthals**
4. Semester offered (see Note C): **Spring, 2006**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):

Interdisciplinary understanding of the biological, cultural, technological, and behavioral evolution of Neanderthals and their societies.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
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 I): **Consent of instructor required**
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): **Daniel Adler**
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): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology has several strengths, including the evolution and archaeology of prehistoric human populations in Africa and the Middle East. Addition of *The Neanderthals* will build upon these strengths by expanding the scope of the program to include Europe and the detailed study of our most recent extinct relative. Students within the department have expressed great interest in such a course.

2. Academic Merit (see Note L):

This course will cover the origin, rise, and demise of the Neanderthals in Europe between 300,000 and 30,000 years ago. Students will be exposed to a diverse literature that encompasses many different academic disciplines in an attempt to understand a prehistoric relative with whom we shared many behavioral and biological features, but with whom we could not coexist.

3. Overlapping Courses (see Note M): **None**

4. Number of Students Expected: **8-10**

5. Number and Size of Section: **1 section with 5 students**

6. Effects on Other Departments (see Note N): **Considerable interest in this course has been expressed by Dr. Igor Ovchinnikov, Department of Molecular and Cell Biology, and the Center for Applied Genetics and Technology, himself a scholar of Neanderthal genetics.**

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

8. Staffing (see Note P): **Adler**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-163 Proposal to Add ANTH 4512

1. Date: 7 October 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (

ANTH 4512. Archaeology of modern human origins.

The earliest modern people in Africa: their way of life seen from the archaeological, fossil, and genetic evidence.

3 credits. Seminar. Consent of instructor required. *McBrearty*

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department (see Note O): ANTH

2. Course Number (see Note B): 4512

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

3. Course Title: Archaeology of modern human origins

4. Course description (if appropriate -- see Note K):

The earliest modern people in Africa: their way of life seen from the archaeological, fossil, and genetic evidence.

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

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): ANTH 214

8. Recommended Preparation, if applicable (see Note G):

9. Consent of Instructor, if applicable (see Note T): Yes

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): No

Justification

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

This course fills a need in the Old World Archaeology curriculum for a course that specifically addresses the growing field of modern human origins research. It forms a companion course to newly proposed ANTH 4513, Archaeology of Modern Human Dispersals, which will cover populations of early humans after their dispersed from

Africa. Because it integrates fossil, genetic and archaeological evidence, this course may be of interest to biology students.

2. Academic Merit (see Note L):

The origin of our species *Homo sapiens*, is a topic of intense interest and a disturbing lack of understanding. Will provide a means for students to integrate evidence drawn from different fields, and to understand why the evidence of later evolution has traditionally been ignored.

3. Overlapping Courses (see Note M): Complements ANTH 4513, Archaeology of Modern Human Dispersals

4. Number of Students Expected: 10-12

5. Number and Size of Section: 1 section, 10-12 students

6. Effects on Other Departments (see Note N): May draw students from EEB and MCB

7. Staffing (see Note P): McBrearty

8. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-164 Proposal to Add ANTH 4513

- 1.. Date: **October 6, 2005**
- 2.. Department requesting this course: Anthropology
- 3.. Semester and year in which course will be first offered: Fall, 2006

Final catalog Listing (see Note A):

ANTH 4513. Modern Human Dispersals

Three credits. Prerequisite: ANTH 214. Instructor's consent required. Not open to sophomores.

Adler

Interdisciplinary understanding of the tempo and mode of modern human dispersals, particularly within Europe, Asia, Australia, and the Americas.

Items included in catalog Listing:Obligatory Items

- 1.. Standard abbreviation for Department or Program (see Note O): **ANTH**
- 2.. Course Number (see Note B): **4513**
3. Course Title: **Modern Human Dispersals**
4. Semester offered (see Note C): **Fall, 2006**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):

Interdisciplinary understanding of the tempo and mode of modern human dispersals, particularly within Europe, Asia, Australia, and the Americas.

Optional Item

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): **ANTH 214**
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): **Instructor consent required**
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): **Adler**
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): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology is dedicated to investigating the evolution and archaeology of prehistoric human populations in Africa, the Middle East, and now Eurasia. However, none of our courses covers in detail the expansion of modern humans out of Africa and their spread throughout the globe. *Modern Human Dispersals* will analyze this unprecedented human phenomenon from the perspectives of archaeology, anthropology, human behavioral ecology, and social theory in an attempt to understand what demographic, cognitive, technological, and social mechanisms allowed *Homo sapiens sapiens* to become the first human species to occupy every corner of the globe. This will also be a companion course to the new offering *The Archaeology of Modern Human Origins*.

2.. Academic Merit (see Note L):

Modern Human Dispersals will provide our graduate students formal training in a human behavioral and biological phenomenon of truly global proportions. Students will be exposed to a literature that considers the issue from multiple theoretical, temporal, and regional perspectives. Our students will leave this course with a detailed understanding of how and why we became the sole human species to populate the Earth.

3.. Overlapping Courses (see Note M): **None**

4.. Number of Students Expected: **5**

5.. Number and Size of Section: **1 section with 5 students**

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

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

8.. Staffing (see Note P): **Adler**

9.. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-165 Proposal to Add ANTH 4515

1. Date: 7 October 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing (see Note A):

ANTH 4515. Archaeological Site Formation Process
Three credits. Consent of instructor required. *McBrearty*

How humans interact with the natural world to create the archaeological record, and how traces of different processes are distinguished.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department (see Note O): ANTH
2. Course Number (see Note B): 4515
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: Archaeological Site Formation Process
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry (see Note K):

How humans interact with the natural world to create the archaeological record, and how traces of different processes are distinguished.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ANTH 214
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) Yes.

11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (Note J): McBrearty
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): No

Justification

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

Adds to offerings in archaeology program, of practical value to students interested in field archaeology or cultural resource management. Has been offered repeatedly as graduate course (ANTH 363); interest expressed by undergraduates.

2. Academic Merit (see Note L):

An understanding of the natural processes that contribute to the formation, transformation, and destruction of artifacts and other cultural materials is essential to their interpretation.

3. Overlapping Courses (see Note M): Complements GEOL 251. Earth Surface Processes

4. Number of Students Expected: 10-12

5. Number and Size of Section: One, 10-12 student

6. Effects on Other Departments (see Note N): Of potential interest to students in Geosciences Program

7. Effects on Regional Campuses: None.

8. Staffing (see Note P): McBrearty

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-166 Proposal to Add a New Undergraduate Course

Last revised: December 8, 2003

- 1.. Date: **October 6, 2005**
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Spring, 2007**

Final catalog Listing (see Note A): **ANTH 4517. Hunter-Gatherers Past and Present**
Three credits, Prerequisite: ANTH 214. Instructor's consent required. Not open to sophomores.

Adler

Investigation of recent and prehistoric hunter-gatherer societies as informed through human behavioral ecology, archaeology, and ethnoarchaeology.

Items included in catalog Listing: Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **ANTH**
2. Course Number (see Note B): **4517**
3. Course Title: **Hunter- Gatherers Past and Present**
4. Semester offered (see Note C): **Spring, 2007**. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K):
Investigation of recent and prehistoric hunter-gatherer societies as informed through human behavioral ecology, archaeology, and ethnoarchaeology.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): **ANTH 214**
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note I): **Consent of instructor required**
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): **Adler**
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): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology focuses largely on prehistoric hunter-gatherer societies. At present a course grounded in the theory, ecology, and archaeology of hunter-gatherers is lacking. *Hunter-Gatherers Past and Present* will alleviate this problem and provide students the theoretical background they require to interpret archaeological remains in a critical and thoughtful manner. Our students have expressed a keen interest in such a course.

2. Academic Merit (see Note L):

The investigation of prehistoric hunter-gatherer societies is among the primary foci of our program in Old World Archaeology. This course will provide the theoretical background necessary for our students to be critical and effective researchers.

3.. Overlapping Courses (see Note M): None

4.. Number of Students Expected: 5

5.. Number and Size of Section: 1 section with 5 students

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

7.. Effects on Regional Campuses: None

8.. Staffing (see Note P): Daniel Adler

9.. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-167 Proposal to Add ANTH 5481

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2007**

Final catalog Listing (see [Note A](#)):

ANTH 5481. Ecological Anthropology

3 credits. Seminar. Consent of instructor required.

Interdisciplinary study of human ecology integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5481**
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: **Ecological Anthropology**
4. Course description, if appropriate (see [Note K](#)):
Interdisciplinary study of human ecology integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**
8. Recommended Preparation, if applicable (see [Note G](#)): **None**

9. Consent of Instructor, if applicable (see [Note T](#)): **Yes**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **Not applicable**
12. S/U grading, if applicable (see [Note X](#)): **Not applicable**

Justification

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

Through its focus on people and their environment, this course fills a gap in the graduate course listing. It also emphasizes the diversity of approaches adopted within the department and complements a number of existing courses. This course is currently being offered as ANTH 305.

2. Academic Merit (see [Note L](#)):

The dynamics of people and their environment is an important area of investigation within anthropology. This course integrates archaeological, historical, and contemporary case-studies with ecological and anthropological theory to explore population ecology and dynamics; migration and urbanization; subsistence practices, settlement patterns, and resource use of hunter-gatherers, agricultural societies, and pastoralists; diet, nutrition, and disease; human impact on the landscape; societal collapse and catastrophe; and development and globalization. Students are exposed to a wide range of approaches in human ecology that will foster critical thinking.

3. Overlapping Courses (see [Note M](#)): Provides an introduction/supplement to ANTH 306, 361, 389.

4. Number of Students Expected: **8–12**

5. Number and Size of Section: **1 section, no greater than 15**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Staffing (see [Note P](#)): **Alexia Smith**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-168 Proposal to Add ANTH 5xxx

- 1.. Date: 4 October 2005
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Spring, 2007**
- 4.. Final catalog Listing

ANTH 5502. Human Evolution

Evolutionary processes, the human fossil record, and our extinct relatives.
3 credits. Consent of instructor required. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5502**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

- 3.. Course Title: **Human Evolution**
- 4.. Course description, if appropriate (see [Note K](#)):
Evolutionary processes, the human fossil record, and our extinct relatives.
- 5.. Number of Credits --use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
- 6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar.**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 233 or 303 or equivalent.**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): Yes.
10. Exclusions, if applicable (see [Note H](#)): **None**

11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

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

This course fills a need for a frequently requested graduate course examining the human evolutionary record. It provides an introduction to the primary literature on our extinct human relatives. It complements ANTH 5603, Paleoanthropology, a lab course which examines human fossils and compares them with living apes.

2. Academic Merit (see [Note L](#)): Most grad students enter our program with only superficial knowledge of the human evolutionary record, mostly obtained through undergraduate survey courses. This course will acquaint them with the primary literature that allows an understanding of the subject in greater depth. The course may also be of interest to biology students.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8-12**

5.. Number and Size of Section: **1 section with 8-12 students**

6.. Effects on Other Departments (see [Note N](#)): May be of interest to students in EEB, MCB, or PNB.

7.. Staffing (see [Note P](#)): Sally McBrearty

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-169 Proposal to Add ANTH 5yyy

1.. Date: 4 October 2005

2.. Department requesting this course: **Anthropology**

3.. Semester and year in which course will be first offered: **Fall, 2007**

4.. Final catalog Listing

ANTH 5502 Archaeology of Africa

A survey of the archaeological record of Africa from the appearance of the first artifacts through the origin of domestic animals and plants.

3 credits. Consent of instructor required. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**

2.. Course Number (see [Note B](#)): **5502**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3.. Course Title: **Archaeology of Africa**

4.. Course description, if appropriate (see [Note K](#)):

A survey of the archaeological record of Africa from the appearance of the first artifacts through the origin of domestic animals and plants.

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

6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar**

Optional Items

7.. Prerequisites, if applicable (see [Note F](#)): **None**

8.. Recommended Preparation, if applicable (see [Note G](#)): **None.**

9.. Consent of Instructor, if applicable (see [Note T](#)): Yes.

10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **No**
12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

- 1.. Reasons for adding this course: (see [Note L](#)):

This course will provide a grounding for grad students in the primary literature in African archaeology. It will provide a companion course for the proposed ANTH 5503, Near Eastern Archaeology, and ANTH 5504, Eurasian Archaeology.

- 2.. **Academic Merit** (see [Note L](#)):

This course will supply grad students with an overview of the African archaeological record. The course will allow students whose research focus is Africa to see their specific research interests into the more general African context and in the broad sweep of geological time. It will acquaint students whose geographic focus is outside Africa with the physiography and environment of Africa, an idea of the temporal framework of past events in Africa, and an introduction to the historical development of the discipline in the African context, independently but with a profound European influence. It will also provide such students with a valuable basis for comparison with the Near Eastern or Eurasian evidence.

- 3.. Overlapping Courses (see [Note M](#)): **None**
- 4.. Number of Students Expected: **8-12**
- 5.. Number and Size of Section: **1 section with 8-12 students**
- 6.. Effects on Other Departments (see [Note N](#)): None if any.
- 7.. Staffing (see [Note P](#)): McBrearty
- 8.. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005
- 9.. Name, Phone Number, and e-mail address of principal contact person:

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-170 Proposal to Add ANTH 5503

1. Date: 29 September, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (see [Note A](#)):

ANTH 5503 Near Eastern Prehistory.

3 credits. Lecture/Seminar. Consent of Instructor Required.

From the earliest hunter-gatherers to the rise of the state; the transition from food gathering to food production and the development of complex societies in the Near East.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 5503

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: Near Eastern Prehistory

4. Course description, if appropriate (see [Note K](#)):

From the earliest hunter-gatherers to the rise of the state; the transition from food gathering to food production and the development of complex societies in the Near East.

5. Number of Credits -- use numerical characters, e.g. "3" rather than "three": 3

6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): None
8. Recommended Preparation, if applicable (see [Note G](#)): None

- | | |
|---|-------------|
| 9. Consent of Instructor, if applicable (see Note T): | Yes |
| 10. Exclusions, if applicable (see Note H): | None |
| 11. Repetition for credit, if applicable (see Note I): | N/A |
| 12. S/U grading, if applicable (see Note X): | A-F Grading |

Justification

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

This course provides a third regional topics class to complement current and new offerings in African and Eurasian prehistory. Together these courses provide the foundations for graduate training in Old World Archaeology.

2. Academic Merit (see [Note L](#)):

This course provides a deep temporal perspective to examine cultural change and major transitions in Near Eastern cultures from the first occupation of the region to the rise of the Mesopotamian state. Students will consider temporal and spatial variability in human cultural adaptations across time and space, while investigating long-term trends in human evolution.

- | | |
|--|--------------------------|
| 3. Overlapping Courses (see Note M): | None |
| 4. Number of Students Expected: | Less than 12 |
| 5. Number and Size of Section: | 1 section, 8-12 students |
| 6. Effects on Other Departments (see Note N): | None |
| 7. Staffing (see Note P): | Natalie Munro |
| 8. Dates approved by (see Note Q): | |

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

9. Name, Phone Number, and e-mail address of principal contact person:
 Natalie Munro; 486-0090; Natalie.Munro@Uconn.edu

2005-171 Proposal to Add ANTH 5504

- 1.. Date: **October 6, 2005**
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Fall, 2006**
- 4.. Final catalog Listing

ANTH 5504. Eurasian Prehistory

Fall semester. Three credits. Prerequisite: none. Instructor consent required.

Adler

Interdisciplinary survey of the biological, cultural, technological, and behavioral evolution of prehistoric humans and their societies across Eurasia.

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5504**
- 3.. Course Title: **Eurasian Prehistory**
- 4.. Course description, if appropriate (see [Note K](#)):

Interdisciplinary survey of the biological, cultural, technological, and behavioral evolution of prehistoric humans and their societies across Eurasia.

- 5.. Number of Credits --use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
- 6.. Course type: **Lecture and Seminar**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 308 and 356 or equivalents**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): **Yes**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **No**
12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

- 1.. Reasons for adding this course: (see [Note L](#)):

The Anthropology Department's Program in Old World Archaeology has several strengths, including the regional evolution and archaeology of prehistoric human populations in Africa and the Middle East. *Eurasian Prehistory* will build upon these strengths by expanding the regional scope of the program. It will also be the logical accompaniment to *African Prehistory* (ANTH 264) and *Near Eastern*

Prehistory (ANTH 257). In combination these three courses will provide students a comprehensive training in Old World Prehistory. Students within the department have expressed considerable interest in the addition of this course.

2.. Academic Merit (see [Note L](#)):

This course will expand our detailed coverage of human evolution to yet another continent. Students will be exposed to a diverse literature that encompasses many different academic disciplines in an attempt to understand the tempo and mode human evolution across Europe and Asia.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8 to 12**

5.. Number and Size of Section: **1 section with 8-12 students**

6.. Effects on Other Departments (see [Note N](#)): **None**

7.. Staffing (see [Note P](#)): **Daniel Adler**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-172 Proposal to Add ANTH 5510

1.. Date: **October 6, 2005**

2.. Department requesting this course: **Anthropology**

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

4.. Final catalog Listing

ANTH 5510 The Neanderthals

Interdisciplinary understanding of the biological, cultural, technological, and behavioral evolution of Neanderthals and their societies.

3 credits, Instructor's consent required. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**

2.. Course Number (see [Note B](#)): **5510**

3.. Course Title: **The Neanderthals**

4.. Course description, if appropriate (see [Note K](#)):

Interdisciplinary understanding of the biological, cultural, technological, and behavioral evolution of Neanderthals and their societies.

5.. Number of Credits (see [Note D](#)): **3**

6.. Course type (choose one or more from the following as appropriate: **Seminar**

Optional Items

7.. Prerequisites, if applicable (see [Note F](#)): **None**

8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 308 and 356 or equivalents**

9.. Consent of Instructor, if applicable (see [Note T](#)): **Required**

10. Exclusions, if applicable (see [Note H](#)): **None**

11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology has several strengths, including the evolution and archaeology of prehistoric human populations in Africa and the Middle East. Addition of *The Neanderthals* will build upon these strengths by expanding the scope of the program to include Europe and the detailed study of our most recent extinct relative. Students within the department have expressed great interest in such a course.

2.. Academic Merit (see [Note L](#)):

This course will cover the origin, rise, and demise of the Neanderthals in Europe between 300,000 and 30,000 years ago. Students will be exposed to a diverse literature that encompasses many different academic disciplines in an attempt to understand a prehistoric relative with whom we shared many behavioral and biological features, but with whom we could not coexist.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8 to 12**

5.. Number and Size of Section: **1 section with 8 to 12 students**

6.. Effects on Other Departments (see [Note N](#)): Considerable interest in this course has been expressed by Dr. Igor Ovchinnikov, Department of Molecular and Cell Biology, and the Center for Applied Genetics and Technology, himself a scholar of Neanderthal genetics.

7.. Staffing (see [Note P](#)): **Adler**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-173 Proposal to Add ANTH 5512

- 1.. Date: 4 October 2005
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Spring, 2008**
- 4.. Final catalog Listing

ANTH 5512. Archaeology of Modern Human Origins

Behavior of the first *Homo sapiens* in Africa seen through archaeological, fossil, and genetic evidence.

3 credits. Consent of instructor required. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5512**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No

- 3.. Course Title: **Archaeology of Modern Human Origins**
- 4.. Course description, if appropriate (see [Note K](#)):
Behavior of the first *Homo sapiens* in Africa seen through archaeological, fossil, and genetic evidence.
- 5.. Number of Credits --use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
- 6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 233, 356 or equivalents**

9.. Consent of Instructor, if applicable (see [Note T](#)): Yes.

10. Exclusions, if applicable (see [Note H](#)): **None**

11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

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

This course fills a need in the Old World Archaeology curriculum for a course that specifically addresses the growing field of modern human origins research. It has been requested by graduate students, and has been offered as ANTH 305 to individual students in the past. It forms a companion course to newly proposed ANTH 5513, Archaeology of Modern Human Dispersals, which will cover populations of early humans after their dispersed from Africa.

2. Academic Merit (see [Note L](#)):

This course will provide the necessary background for grad students to formulate appropriate research questions in the field of modern human origins. Because it integrates fossil, genetic and archaeological evidence, this course will be of interest to biology students.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8-12**

5.. Number and Size of Section: **1 section with 8-12 students**

6.. Effects on Other Departments (see [Note N](#)): May be of interest to students in MCB or EEB

7.. Staffing (see [Note P](#)): Sally McBrearty

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-174 Proposal to Add ANTH 5513

- 1.. Date: **October 6, 2005**
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Fall, 2006**
- 4.. Final catalog Listing

ANTH 5513. Archaeology of Modern Human Dispersals

Interdisciplinary understanding of the tempo and mode of modern human dispersals, particularly within Europe, Asia, Australia, and the Americas.

3 credits, Instructor's consent required. Prerequisite: None. *Adler*

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5513**
- 3.. Course Title: **Archaeology of Modern Human Dispersals**
- 4.. Course description, if appropriate (see [Note K](#)):

Interdisciplinary understanding of the tempo and mode of modern human dispersals, particularly within Europe, Asia, Australia, and the Americas.

- 5.. Number of Credits (see [Note D](#)): **3**
- 6.. Course type: **Seminar**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 308 and 356 or equivalents**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): **Required**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **No**
12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

- 1.. Reasons for adding this course: (see [Note L](#)):

The Anthropology Department's Program in Old World Archaeology is dedicated to investigating the evolution and archaeology of prehistoric human populations in Africa, the Middle East, and now Eurasia. However, none of our courses covers in detail the expansion of modern humans out of Africa and their spread throughout the globe. *Modern Human Dispersals* will analyze this unprecedented human phenomenon from the perspectives of archaeology, anthropology, human behavioral ecology, and social theory in an attempt to understand what demographic, cognitive, technological, and social mechanisms allowed *Homo sapiens sapiens* to become the first human species to occupy every corner of the globe. This will also be a companion course to the new offering *The Archaeology of Modern Human Origins*.

2.. Academic Merit (see [Note L](#)):

Modern Human Dispersals will provide our graduate students formal training in a human behavioral and biological phenomenon of truly global proportions. Graduate students will be exposed to a literature that considers the issue from multiple theoretical, temporal, and regional perspectives. Our graduate students will leave this course with a detailed understanding of how and why we became the sole human species to populate the Earth.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8 to 12**

5.. Number and Size of Section: **1 section with 8 to 12 students**

6.. Effects on Other Departments (see [Note N](#)): Considerable interest in this course has been expressed by Dr. Igor Ovchinnikov, Department of Molecular and Cell Biology, and the Center for Applied Genetics and Technology

7.. Staffing (see [Note P](#)): **Adler**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

9.. Name, Phone Number, and e-mail address of principal contact person:
Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-175 Proposal to Add ANTH 5517

- 1.. Date: **October 6, 2005**
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Spring, 2007**
- 4.. Final catalog Listing

ANTH 5517. Hunter-Gatherers Past and Present

Investigation of recent and prehistoric hunter-gatherer societies as informed through human behavioral ecology, archaeology, and ethnoarchaeology.

3 credits, Instructor's consent required. Prerequisite: None.

Items included in catalog Listing:

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5517**
- 3.. Course Title: **Hunter- Gatherers Past and Present**
- 4.. Course description, if appropriate (see [Note K](#)):

Investigation of recent and prehistoric hunter-gatherer societies as informed through human behavioral ecology, archaeology, and ethnoarchaeology.

- 5.. Number of Credits (see [Note D](#)): **3**
- 6.. Course type: **Seminar**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 308 and 356 or equivalents**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): **Required**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology focuses largely on prehistoric hunter-gatherer societies. At present a course grounded in the theory, ecology, and archaeology of hunter-gatherers is lacking. *Hunter-Gatherers Past and Present* will alleviate this problem and provide students the theoretical background they require to interpret archaeological remains in a critical and thoughtful manner. Our archaeology graduate students have expressed a keen interest in such a course.

2.. Academic Merit (see [Note L](#)):

The investigation of prehistoric hunter-gatherer societies is among the primary foci of our program in Old World Archaeology. This course will provide the theoretical background necessary for our graduate students to be critical and effective researchers.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8 to 12**

5.. Number and Size of Section: **1 section with 8 to 12 students**

6.. Effects on Other Departments (see [Note N](#)): **None**

7.. Staffing (see [Note P](#)): **Daniel Adler**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Daniel Adler, 486-1737, daniel.adler@uconn.edu

2005-176 **Proposal to Add ANTH 5524**

1. Date: 29 September, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing (see [Note A](#)):

ANTH 5524. Origins of Agriculture

3 credits. Lecture/Seminar. Consent of Instructor Required.

The origins and spread of agriculture worldwide. Economic, social and ideological ramifications of the agricultural transition. Processes of plant and animal domestication.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 5524
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Origins of Agriculture
4. Course description, if appropriate (see [Note K](#)):
The origins and spread of agriculture worldwide. Economic, social and ideological ramifications of the agricultural transition. Processes of plant and animal domestication.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three": 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): None
8. Recommended Preparation, if applicable (see [Note G](#)): None
9. Consent of Instructor, if applicable (see [Note T](#)): Yes

10. Exclusions, if applicable (see [Note H](#)): None
11. Repetition for credit, if applicable (see [Note I](#)): N/A
12. S/U grading, if applicable (see [Note X](#)): A-F Grading

Justification

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

This course both expands and complements offerings in two of the Department of Anthropology's existing strengths—archaeology and ecology and evolution. The archaeology program currently offers courses with long-term regional foci (i.e. Near Eastern Prehistory, Africa Prehistory and Eurasian Prehistory), but lacks a comparative course that concentrates on a crucial, yet comparatively brief transformation in several locations across the globe.

2. Academic Merit (see [Note L](#)):

The origins of agriculture was accompanied by massive economic, social and demographic change, and thus represents one of the most important topics in human prehistory. This course investigates transitions to agriculture from an evolutionary-ecological perspective. It takes a unique comparative perspective that will expose students to a diversity of cultures in four continents of the globe.

3. Overlapping Courses (see [Note M](#)):

This course overlaps slightly with origins of agriculture components in courses on the prehistory of specific regions. This course has a much broader geographical focus that extends from Southwest Asia and Europe to Southeast Asia, the South Pacific, and South and North America. This permits a much more detailed analysis and a comparative approach to explanations of the origins of agriculture, the domestication of plants and animals, and the spread of agriculture across the globe.

4. Number of Students Expected: Less than 12
5. Number and Size of Section: 1 section, 8-12 students
6. Effects on Other Departments (see [Note N](#)): None
7. Staffing (see [Note P](#)): Munro
8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 10 October 2005
Department Faculty: 11 October 2005

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

Natalie Munro; 486-0090; natalie.munro@uconn.edu

2005-177 Proposal to Add ANTH 5525

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2006**

Final catalog Listing (see [Note A](#)):

ANTH 5525. Plants and People

3 credits. Seminar.

Interdisciplinary study of plants and people in the past and present spanning anthropology, archaeology, botany, and ecology.

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5525**
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: **Plants and People**
4. Course description, if appropriate (see [Note K](#)):
Interdisciplinary study of plants and people in the past and present spanning anthropology, archaeology, botany, and ecology.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**

8. Recommended Preparation, if applicable (see [Note G](#)): **None**
9. Consent of Instructor, if applicable (see [Note T](#)): **Yes**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **N/A**
12. S/U grading, if applicable (see [Note X](#)): **N/A**

Justification

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

Courses that expose students to multi-disciplinary approaches are important. This course bridges anthropology (ethno/archaeo-botany), botany, and evolutionary biology and provides a broad perspective of the links between plants and people.

2. Academic Merit (see [Note L](#)):

Plants are important as food, fodder, medicine, clothing, or construction materials. This course explores plant production and plant use through time within a social and evolutionary context. The multi-disciplinary approach broadens student's understanding of the links between anthropology, botany, ecology, and evolutionary biology. Seminar topics examined in depth include: plant classification (examination of herbarium specimens); ethnobotany and archaeobotany; agriculture through the ages; global migrations of crops; current issues in agriculture; medicinal, symbolic, and ritual plants; ornamental and food gardens; landscape change.

3. Overlapping Courses (see [Note M](#)): A useful complement to "Arhcaeobotany"
4. Number of Students Expected: **8–12**
5. Number and Size of Section: **One section, no more than 12**
6. Effects on Other Departments (see [Note N](#)): **Could attract EEB and possibly Plant Science students**
7. Staffing (see [Note P](#)): **Alexia Smith**
8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 10 October 2005
Department Faculty: 11 October 2005
9. Name, Phone Number, and e-mail address of principal contact person:

Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-178 Proposal to Add ANTH 5zzz

- 1.. Date: 4 October 2005
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Fall, 2007**
- 4.. Final catalog Listing

ANTH 5zzz. Human Osteology

Descriptive and analytical methods in the study of the human skeleton.
3 credits. Consent of instructor required. Prerequisite: None. *McBrearty*

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5XXX**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

- 3.. Course Title: **Human Osteology**
- 4.. Course description, if appropriate (see [Note K](#)):

Descriptive and analytical methods in the study of the human skeleton.

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

6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar and laboratory.**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 233 & 303 or equivalents.**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): **Yes.**
10. Exclusions, if applicable (see [Note H](#)): **None.**
11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

1.. **Reasons for adding this course:** (see [Note L](#)):

This course fills a need for a frequently requested graduate laboratory course for the description and analysis of human bones. It will provide a 'skills' module in our graduate program in Old World archaeology equivalent to ANTH 5602 Lithic Technology, ANTH 5604 Zooarchaeology, or ANTH 5605 Archaeobotany.

2. **Academic Merit** (see [Note L](#)):

Human bones are frequently encountered in archaeological sites. Skeletal biology provides data relating to behavioral, dietary, and evolutionary questions. Grad students must be aware of the variety of approaches in use, and be able to distinguish which is appropriate to the research questions they wish to address. Skeletal biology also has important applications in forensic science, and it is expected that the course will also be of interest to biology students.

3.. **Overlapping Courses** (see [Note M](#)): **None**

4.. **Number of Students Expected:** **8-12**

5.. **Number and Size of Section:** **1 section with 8-12 students**

6.. **Effects on Other Departments** (see [Note N](#)): May be of interest to students in EEB, PNB, and MCB.

7.. **Staffing** (see [Note P](#)): Sally McBrearty

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-179 Proposal to Add ANTH 5602

- 1.. Date: 4 October 2005
- 2.. Department requesting this course: **Anthropology**
- 3.. Semester and year in which course will be first offered: **Spring, 2009**
- 4.. Final catalog Listing

ANTH 5602. Lithic Technology

Descriptive and analytical methods in the study of prehistoric stone tools. 3 credits. Consent of instructor required. Prerequisite: None. *McBrearty*

Items included in catalog Listing:

Obligatory Items

- 1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
- 2.. Course Number (see [Note B](#)): **5602**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

- 3.. Course Title: **Lithic Technology**
- 4.. Course description, if appropriate (see [Note K](#)):
Descriptive and analytical methods in the study of prehistoric stone tools.
- 5.. Number of Credits --use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
- 6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar and laboratory.**

Optional Items

- 7.. Prerequisites, if applicable (see [Note F](#)): **None**
- 8.. Recommended Preparation, if applicable (see [Note G](#)): **None.**
- 9.. Consent of Instructor, if applicable (see [Note T](#)): **Yes.**
10. Exclusions, if applicable (see [Note H](#)): **None**

11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**

Justification

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

This course fills a need for a graduate laboratory course for the description and analysis of stone tools.

It will provide a 'skills' module in our graduate program in Old World archaeology equivalent to ANTH 5601, Human Osteology, ANTH 5604 Zooarchaeology, or ANTH 5605, Archaeobotany.

2. Academic Merit (see [Note L](#)):

Stone tools form the bulk of the prehistoric archaeological record, and they are used to approach many behavioral and evolutionary questions. Grad students must be aware of the variety of approaches in use, and be able to distinguish which is appropriate to the research questions they wish to address.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8-12**

5.. Number and Size of Section: **1 section with 8-12 students**

6.. Effects on Other Departments (see [Note N](#)): None if any.

7.. Staffing (see [Note P](#)): Sally McBrearty

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-180 Proposal to Add ANTH 5603

1.. Date: 4 October 2005

2.. Department requesting this course: **Anthropology**

3.. Semester and year in which course will be first offered: **Fall, 2008**

4.. Final catalog Listing

ANTH 5603. Paleoanthropology

Descriptive and analytical methods in the study of the human fossil record.

3 credits. Consent of instructor required. Prerequisite: None.

Items included in catalog Listing:

Obligatory Items

1.. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**

2.. Course Number (see [Note B](#)): **5603**

If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3.. Course Title: **Paleoanthropology**

4.. Course description, if appropriate (see [Note K](#)):

Descriptive and analytical methods in the study of the human fossil record.

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

6.. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Seminar and laboratory.**

Optional Items

7.. Prerequisites, if applicable (see [Note F](#)): **None**

8.. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 233 & 303 or equivalents.**

9.. Consent of Instructor, if applicable (see [Note T](#)): **Yes.**

10. Exclusions, if applicable (see [Note H](#)): **None**

11. Repetition for credit, if applicable (see [Note I](#)): **No**

12. S/U grading, if applicable (see [Note X](#)): **A-F Graded**
Justification

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

This course fills a need for a frequently requested graduate laboratory course examining the human fossil record and human comparative anatomy. It provides a practical introduction to human fossils (in the form of casts) that most students know only from the literature. Together, this course, ANTH 5601, Human Osteology, and ANTH 5502, Human Evolution, provide a solid grounding in the database of human evolutionary studies and its interpretation.

2.. **Academic Merit** (see [Note L](#)):

Fossils provide the bulk of the evidence for human evolution. In this course they are examined to reveal evolutionary relationships of humans with other faunal groups and for signs of past human adaptations. Grad students need to be grounded in the basic comparative anatomy that this course provides in order to be able to evaluate reconstructions of evolutionary events. The course may also be of interest to biology students.

3.. Overlapping Courses (see [Note M](#)): **None**

4.. Number of Students Expected: **8-12**

5.. Number and Size of Section: **1 section with 8-12 students**

6.. Effects on Other Departments (see [Note N](#)): May be of interest to students in EEB, PNB, or MCB

7.. Staffing (see [Note P](#)): Sally McBrearty

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Sally McBrearty, 6-2857, mcbrearty@uconn.edu

2005-181 Proposal to Add ANTH 5604

1. Date: 29 September, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2006

Final catalog Listing (see [Note A](#)):

ANTH 5604. Zooarchaeological Method and Theory
3 credits. Laboratory. Consent of Instructor Required.

Method and theory of archaeological faunal analysis, including the identification of skeletal materials, the formation of the zooarchaeological record, and the reconstruction of human behavior from zooarchaeological data.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 5604
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Zooarchaeological Method and Theory
4. Course description, if appropriate (see [Note K](#)):
Method and theory of archaeological faunal analysis, including the identification of skeletal materials, the formation of the zooarchaeological record, and the reconstruction of human behavior from zooarchaeological data.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three": 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): None
8. Recommended Preparation, if applicable (see [Note G](#)): None

- | | |
|---|-------------|
| 9. Consent of Instructor, if applicable (see Note T): | Yes |
| 10. Exclusions, if applicable (see Note H): | None |
| 11. Repetition for credit, if applicable (see Note I): | N/A |
| 12. S/U grading, if applicable (see Note X): | A-F Grading |

Justification

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

This course will complement current and new methods courses offered by the graduate program in Old World archaeology (i.e., Archaeobotany, Lithic Analysis, and Human Osteology). Together, these courses will provide students with a crucial foundation in the analysis of archaeological materials. This course has previously been offered as a special topics course—demand thus exists make this course a regular offering.

2. Academic Merit (see [Note L](#)):

Animal bones—the subject of this course—are one of the major classes of material remains recovered from prehistoric archaeological sites. This course will thus benefit any student working with archaeological materials in the field or lab. The course offers the essential identification skills required for any future practitioner in the zooarchaeological subfield.

3. Overlapping Courses (see [Note M](#)):

Zooarchaeology is the subject of a quantitative course also taught by Munro. This method and theory course is primarily a hands-on zooarchaeological identification course, while the quantitative course is oriented toward problem solving, quantification and more sophisticated analyses of zooarchaeological data.

- | | |
|--|--|
| 4. Number of Students Expected: | Less than 15 |
| 5. Number and Size of Section: | 1 section, 8-10 students |
| 6. Effects on Other Departments (see Note N): | None |
| 7. Staffing (see Note P): | Natalie Munro |
| 8. Dates approved by (see Note Q): | |
| | Department Curriculum Committee: 10 October 2005 |
| | Department Faculty: 11 October 2005 |

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

Natalie Munro; 486-0090; natalie.munro@uconn.edu

2005-182 Proposal to Add ANTH 5605

Last revised: Tuesday, May 24, 2005

Proposal to Add a New Graduate Course

Last revised: Tuesday, May 24, 2005

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2008**

Final catalog Listing (see [Note A](#)):

ANTH 5605. Archaeobotany

3 credits. Lecture and Laboratory. Consent of instructor required.

Method and theory of studying archaeological plant remains including sampling, identification of archaeobotanical remains, use of a reference collection, and interpretation of data.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5605**
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: **Archaeobotany**
4. Course description, if appropriate (see [Note K](#)):

Method and theory of sampling, collecting, processing, identifying, and interpreting archaeobotanical remains. Hands-on approach to identification and use of a reference collection.

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

6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Lecture and Laboratory**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**
8. Recommended Preparation, if applicable (see [Note G](#)): **None**
9. Consent of Instructor, if applicable (see [Note T](#)): **Yes**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **Not applicable**
12. S/U grading, if applicable (see [Note X](#)): **Not applicable**

Justification

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

None of the courses currently offered teach archaeobotanical method and theory. This course adds an important facet to the new suite of method-based courses being offered through the Department of Anthropology's Old World Archaeology Program. These include Human Osteology, Lithic Analysis, Zooarchaeology, Quantitative Zooarchaeology.

2. Academic Merit (see [Note L](#)).

Plant remains form one of the major classes of remains recovered from archaeological sites. As a rapidly growing sub-discipline of archaeology, there is a great demand for trained archaeobotanists. This course teaches students: 1) how to sample, collect, and process plant remains in the field; 2) methods for identifying remains in the laboratory; and 3) methods/theory for analyzing and interpreting data.

3. Overlapping Courses (see [Note M](#)): This course provides the foundation for "Quantitative Archaeobotany."

4. Number of Students Expected: **8–12**

5. Number and Size of Section: **1 section, no greater than 12**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Staffing (see [Note P](#)): **Alexia Smith**

8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 10 October 2005
Department Faculty: 11 October 2005

9. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu

2005-183 Proposal to Add ANTH 5606

1. Date: 29 September, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing (see [Note A](#)):

ANTH 5606. Experimental Archaeology.

3 credits, Seminar/Laboratory, Consent of Instructor Required

Method and theory of experimental archaeology, including hands-on study of past human behavior through experimentation with modern material culture, and the execution of an experimental research project addressing a unique archaeological question.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 5606
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Experimental Archaeology
4. Course description, if appropriate (see [Note K](#)):
Method and theory of experimental archaeology, including hands-on study of past human behavior through experimentation with modern material culture, and the execution of an experimental research project addressing a unique archaeological question.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three": 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): None
8. Recommended Preparation, if applicable (see [Note G](#)): None
9. Consent of Instructor, if applicable (see [Note T](#)): Yes

10. Exclusions, if applicable (see [Note H](#)): None
11. Repetition for credit, if applicable (see [Note I](#)): N/A
12. S/U grading, if applicable (see [Note X](#)): A-F Grading

Justification

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

This course offers an important complement to four graduate methods courses currently offered or proposed for the archaeology graduate program (i.e., Archaeobotany, Lithic Analysis, Zooarchaeology, and Human Osteology). This course was recently offered as a special topics course that attracted 8 graduate students. Thus, there is sufficient interest to offer it regularly as a graduate course

2. Academic Merit (see [Note L](#)):

The analysis of archaeological materials (i.e., bones, stones, and plants) is based on guiding principles derived from experimental research. In this course students will design, execute, and write up an original archaeological experiment of their own design. The course thus will provide experiential training in all aspects of experimental design—an essential skill for graduates in the archaeological program.

3. Overlapping Courses (see [Note M](#)):

None

4. Number of Students Expected: Less than 12

5. Number and Size of Section: 1 section, 8-12 students

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

7. Staffing (see [Note P](#)): Natalie Munro

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

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

Natalie Munro; 486-0090; natalie.munro@uconn.edu

2005-184 Proposal to Add ANTH 5609

1. Date: 29 September, 2005
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2006

Final catalog Listing (see [Note A](#)):

ANTH 5609. Quantitative Zooarchaeology

3 credits. Seminar. Consent of Instructor Required.

Archaeological problem solving using zooarchaeological and taphonomic data; the evolutionary ecology of human economies; evaluation and quantification of zooarchaeological data; formation of faunal assemblages.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ANTH
2. Course Number (see [Note B](#)): 5609
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Quantitative Zooarchaeology
4. Course description, if appropriate (see [Note K](#)):
Archaeological problem solving using zooarchaeological and taphonomic data; the evolutionary ecology of human economies; evaluation and quantification of zooarchaeological data; formation of faunal assemblages.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three": 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): None
8. Recommended Preparation, if applicable (see [Note G](#)): None
9. Consent of Instructor, if applicable (see [Note T](#)): Yes

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| 10. Exclusions, if applicable (see Note H): | None |
| 11. Repetition for credit, if applicable (see Note I): | N/A |
| 12. S/U grading, if applicable (see Note X): | A-F Grading |

Justification

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

By focusing on the analysis of zooarchaeological data, this course diversifies current offerings in archaeological methods and quantification offered by the Department of Anthropology's Old World Archaeology program. The course complements current and new methods courses in Human Osteology, Lithic Analysis, and Archaeobotany and provides a more specialized application of concepts learned in the general quantitative course, Analytical Methods in Archaeology.

2. Academic Merit (see [Note L](#)):

Animal bones—the subject of this course—are one of the major classes of material remains recovered from prehistoric archaeological sites. This course will thus benefit any graduate student of archaeology, and will offer the essential analytical skills required for future practitioners in the zooarchaeological subfield. The honing of problem solving and quantitative skills including statistical analysis will be emphasized.

3. Overlapping Courses (see [Note M](#)):

Zooarchaeology is the subject of a method and theory course also taught by Munro. The method and theory course is primarily a hands-on zooarchaeological identification course, while the proposed course is oriented toward problem solving, quantification and more sophisticated analyses of zooarchaeological data.

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| 4. Number of Students Expected: | <15 |
| 5. Number and Size of Section: | 1 section, 8-10 students |
| 6. Effects on Other Departments (see Note N): | None |
| 7. Staffing (see Note P): | Munro |
| 8. Dates approved by (see Note Q): | |
| | Department Curriculum Committee: 10 October 2005 |
| | Department Faculty: 11 October 2005 |

9. Name, Phone Number, and e-mail address of principal contact person:
 Natalie Munro; 486-0090; natalie.munro@uconn.edu

2005-185 Proposal to Add ANTH 5610

1. Date: **6 October 2005**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring 2008**

Final catalog Listing (see [Note A](#)):

ANTH 5610. Quantitative Archaeobotany

3 credits. Lecture and Laboratory. Consent of instructor required.

Development of skills in manipulating quantitative archaeobotanical data and interpreting remains.

Items included in catalog Listing: Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5610**
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: **Quantitative Archaeobotany**
4. Course description, if appropriate (see [Note K](#)):
Development of skills in manipulating quantitative archaeobotanical data and interpreting remains.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): **3**
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits."): **Lecture and Practicum**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): “**Archaeobotany**”
8. Recommended Preparation, if applicable (see [Note G](#)): **Anth 358 (Analytical Methods in Archaeology)**
9. Consent of Instructor, if applicable (see [Note T](#)): **Yes**
10. Exclusions, if applicable (see [Note H](#)): **None**
11. Repetition for credit, if applicable (see [Note I](#)): **Not applicable**
12. S/U grading, if applicable (see [Note X](#)): **Not applicable**

Justification

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

This course builds upon “Archaeobotany,” hones students’ quantitative skills, and adds an important facet to the new suite of method-based courses being offered through the Department of Anthropology’s Old World Archaeology Program. These include Human Osteology, Lithic Analysis, Zooarchaeology, Quantitative Zooarchaeology.

2. Academic Merit (see [Note L](#)).

The ability to adequately analyze and present quantitative archaeobotanical data is an integral part of archaeobotanical studies. Archaeobotanical data present a number of challenges specific to this discipline. This course surveys the wide range of quantitative methods currently employed to analyze archaeobotanical data, paying particular attention to multivariate statistics and associated statistical software developed for ecological data. Knowledge of these techniques provides students with a firm foundation for continuing research in archaeobotany.

3. Overlapping Courses (see [Note M](#)): This material builds upon “Archaeobotany.” Limited overlap exists with ANTH 358 (Analytical Methods in Archaeology). This course develops the topics covered in 358 and introduces students to statistical software specific to the analysis of ecological data (e.g., CANOCO).

4. Number of Students Expected: **8–12**

5. Number and Size of Section: **1 section, no greater than 12**

6. Effects on Other Departments (see [Note N](#)): **None**

7. Staffing (see [Note P](#)): **Alexia Smith**

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

Department Curriculum Committee: 10 October 2005

Department Faculty: 11 October 2005

9. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu