

Departmental Course Proposals for the 14 February Meeting

2005-156 through 2005-185: Anthropology proposals remain pending.

2006-1 Proposal to Add ECON 475

1. Date: January 5, 2006
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Fall 2006

Final catalog listing:

ECN 475. Advanced Labor Economics I

3 credits. Lecture. Prerequisite: ECN 428.

Labor supply with an emphasis on the family. Applications in the area of demography, development, and health.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
ECN
2. Course Number (see Note B): 475
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: Advanced Labor Economics I
4. Course description **Labor supply with an emphasis on the family. Applications in the area of demography, development, and health.**
5. Number of Credits 3

Optional Items

7. Prerequisites, if applicable (see Note F): 428
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

The economics department has voted to add the field of labor to our graduate offerings. This course will be one of two within the field. The course has not existed in the past.

2. Academic Merit (see Note L):

Labor economics is a major field within the discipline. We have three faculty who specialize in this area. The primary faculty member who will teach this course was just hired from Brown as part of a multi-disciplinary search. Her specialty is in family economic decision making which this course will cover.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 10

5. Number and Size of Section: Section 001. Size 10.

6. Effects on Other Departments (see Note N): As this course is being taught as part of the Ph.D. program in economics, it has no direct implications for other departments.

7. Staffing (see Note P): The economics department has three faculty who can teach this course; William Alpert, Kenneth Couch, and Delia Furtado. In the first instance, Delia Furtado will have primary responsibility for this course. Family economics is her area of direct research specialty. She wrote her dissertation at Brown in this area. She was hired as part of a multi-disciplinary search in the 2004-5 academic year.

8. Dates approved by (see Note Q):

Department Curriculum Committee: November 18, 2005

Department Faculty: December 2, 2005

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

Metin Cosgel
Director of Graduate Studies
Department of Economics
6-4662
Metin.Cosgel@UConn.edu

2006-2 Proposal to Add ECON 476

1. Date: January 5, 2006
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing:

ECN 476. Advanced Labor Economics II
3 credits. Lecture. Prerequisite: ECN 428.
Labor demand and other applied topics in labor economics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
ECN
2. Course Number (see Note B): 476
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: Advanced Labor Economics II
4. Course description **Labor demand and other applied topics in labor economics.**
5. Number of Credits 3

Optional Items

7. Prerequisites, if applicable (see Note F): 428
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

The economics department has voted to add the field of labor to our graduate offerings. This course will be one of two within the field. The course has not existed in the past.

2. Academic Merit (see Note L):

Labor economics is a major field within the discipline. We have three faculty who specialize in this area. The content of this course will consist of a treatment of labor demand, applications in this specific area, and in other areas of faculty research. The basic theory of labor demand focuses on firm decisions in employing individuals and the factors that influence them. This theory and its application is fundamental to the field.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 10

5. Number and Size of Section: Section 001. Size 10.

6. Effects on Other Departments (see Note N): As this course is being taught as part of the Ph.D. program in economics, it has no direct implications for other departments.

7. Staffing (see Note P): The economics department has three faculty who can teach this course; William Alpert, Kenneth Couch, and Delia Furtado. In the first instance, Kenneth Couch will have primary responsibility for this course. Couch is an Associate Professor in the economics department and labor demand has played a direct role in one of the major strands of research he has conducted in the past.

8. Dates approved by (see Note Q):

Department Curriculum Committee: November 18, 2005

Department Faculty: December 2, 2005

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

Metin Cosgel

Director of Graduate Studies

Department of Economics 6-4662 Metin.Cosgel@UConn.edu

2006-3 Proposal to Add ECON 107

1. December 5, 2005
2. Department requesting this course: EconomicsU
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

ECON 107. Economies, Nature, and the Environment.

Either semester. Three credits.

Impact of nature on societies; effects of geography and climate on economic development and income inequality. Impact of humans on their environment; environmental problems; collapse of societies; sustainable development.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON
2. Course Number: 107 We have checked with the Registrar that this number is available for use.
3. Course Title: The interaction between societies and their environment: A global and historical perspective.
4. Semester offered: Either
5. Number of Credits: Three credits
6. Course description:
Impact of nature on societies; current and past effects of geography and climate on economic development and income inequality; natural disasters. Impact of humans on their environment; current and past environmental problems; collapse of societies; sustainable development.

Optional Items

7. Number of Class Periods, if not standard: Standard
8. Prerequisites, if applicable: No prerequisite
9. Recommended Preparation, if applicable: Not applicable
10. Consent of Instructor, if applicable: Not applicable
11. Exclusions, if applicable: Not applicable
12. Repetition for credit, if applicable: Not applicable
13. Instructor(s) names if they will appear in catalog copy: Morand
14. Open to Sophomores: Yes

Justification

1. Reasons for adding this course:

This course is part of a new Honors Interdisciplinary General Education Curriculum based on the following theme: "Nature transformed: Perspectives on Environment and Culture" and will begin to be offered to Honors students in the Fall 2006 semester. In addition to having a solid foundation within economics, this course also has a strong multidisciplinary emphasis and aims to attract students with various interests.

2. Academic Merit:

This course will combine lectures and discussions that will expose students to the connection of knowledge across various disciplines (including economics, history, ecology, environmental science, and demography). In applied sessions students will analyze data and write short reports presenting their findings and demonstrating critical thinking. Students will also write several short essays on different topics related to this course to demonstrate the breadth of their intellectual curiosity.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 20

5. Number and Size of Section: 1, 20 students

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: Prof. O. Morand

9. Dates approved by:

Department Curriculum Committee: December 1, 2005
Department Faculty: December 7, 2005
10. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, X63472,
Richard.Langlois@UConn.edu

Syllabus

Economies, Nature, and the Environment: A Global and Historical Perspective

Olivier Morand November 2005

Abstract. This course studies the interactions between people and their natural environment from a global and historical perspective by synthesizing valuable insights from various disciplines, including economics and the social sciences, archaeology, history, and ecology. The course follows a multidisciplinary approach and emphasizes a scientific approach.

Course objective. This course examines the interaction between people and their natural environment from a global and historical perspective by synthesizing valuable insights from various disciplines, including economics and the social sciences, archaeology, history, and ecology. Beyond offering a solid understanding of the subject, the objectives of this course are threefold:

- (1). To illustrate that a multidisciplinary approach is critical to the analysis of many real world problems.
- (2). To emphasize a scientific approach. In particular, students will study various mechanisms underlying the interactions between economies and their environment, will learn to work with data to test some of hypothesis, and will discuss the design of natural experiments.
- (3). To foster students' long-term interest in current research and recent findings in various fields, and to demonstrate that such research and findings are approachable even to non-specialists.

Course description. This course will first address the impact of nature on human societies and their development by recognizing that the expansion of the anthroposphere into the rest of the biosphere has been affected by climate, by geographic factors, and by the distribution of natural resources. From a global perspective, current worldwide differences in well-being will be shown to be correlated with various geographic and climate variables, as well as with measures of natural resources, using data collected by economists and geographers. The possible mechanisms underlying these correlations will be examined, as well as the impact of natural disasters on economies. Next, adopting a historical perspective will help explain current differences in well-being through more complex mechanisms by which nature and the environment has affected the birth, growth, and development (and sometimes collapse) of past societies. In particular, we will follow the broad scenario of Diamond in his book *Guns, Germs and Steel: The Fate of Human Societies*, piecing together contributions from historians, ecologists, anthropologists, biologists and geographers. We will also study some of the criticisms of Diamond's work and briefly discuss other scenarios.

The second part of the course acknowledges that, from the domestication of fire to our globalized world, humans have constantly affected and modified their environment. Taking a global perspective, we will identify a major set of serious current environmental problems: the destructions or losses of natural resources, the ceilings on natural resources, the harmful by-products of human consumption and production activities, and the problem of population growth. Students will learn how economic theory explains why most of these problems exist in the first place. By examining some of the evidence concerning the collapse of several past societies, we will find that many of today's environmental problems are not new, and that environmental damage, climate change, and society's responses to its environmental problems have been major determinants of past collapses. Finally, the course will end with a discussion of the concept of sustainable development, a concept widely embraced but rarely translated into policies, and of the idea of a multidisciplinary and scientific study of the co-evolution of socio-natural systems.

Required reading. Articles on the reading list are chosen from some of the best journals in various fields (for instance, *Science*, *Nature*, *The American Economic Review*, *Quarterly Science Review*). These articles have been chosen because they are non-technical, relatively easy to read, and rich in ideas. They will be used as support for lectures and class discussions. All articles (or book chapters) listed in this syllabus are available either electronically or in hard copies from the library.

Students are required to obtain and read the following two books:

— Diamond, J. (1997) *Guns, Germs, and Steel: The Fate of Human Societies*, W.W. Norton & Company, New York, London.

— Speth, J. G. (2004) *Red Sky at Morning: America and the Crisis of the Global Environment*, Yale University Press, New Haven and London.

Grading. Grading will be based on the combined performance of students in :

- (a) 2 short written essays (3 pages maximum) each addressing a different topic related to this course. Topics must be connected to current events (examples: causes/consequences of a current environmental problem or current natural disaster, discussion of a new environmental law, the outcome of an important international meeting related to the environment, study comparing the two or more countries)
- (b). 5 summary reports (2 pages maximum) presenting the student's findings after

completion of an applied project.

(c). A final examination.

2

INTRODUCTION

Presentation of the topic and of the general layout of the course.

THE IMPACT OF NATURE AND THE ENVIRONMENT ON SOCIETIES

Week 1-3. A global perspective: Nature and the inequality puzzle.

Session 1: Inequalities between societies.

While we are all aware of the differences in the well-being of citizens of the various countries in the world, we need to clearly define a measure of the average well-being of citizens of various countries so as to have a basis for comparison across location and also time. We consider the GDP per capita, as defined by economists, and show that many factors affecting well-being are highly correlated with GDP per capita. We also discuss other measures of inequality but emphasize that any meaningful analysis or discussion of inequality must be based on indexes or measures for which data exist or can be gathered. Finally, we discuss some of the possible factors that could explain the observed differences in inequality (the “inequality puzzle”).

Reading: Diamond, Prologue.

Session 2: Applied project: Measuring well-being.

Students will be provided with a variety of data for a large sample of countries, and will be asked to build and calculate their own index of well-being, and to rank the countries in the sample according to their index. The results will be compared to GDP per capita and to the Human Development Index. Data is available from Angus Maddison’s world table (OECD), and the World Bank (World Development Indicators). (Note: that this project may or may not require a computer). Summary report #1 due next session.

Session 3: What is the contribution of nature to the inequality puzzle?

Can some of the differences in GDP per capita be explained by effects of the natural environment on economies? We first consider this a theoretical question and try to think of some plausible mechanisms through which the natural environment can affect economies. For instance, climate and geography can be thought to have an effect on economic growth.

Session 4: Current issues.

Short written essay #1 due at the beginning of the session. Students will be asked to briefly present the topic of their written essay to the rest of the class.

Session 5: The resource curse.

Until the 19th century, the most important natural resource for a country was fertile land, and growth in many countries seemed to be “resource driven.” However, data suggest that the effect of natural resources on a country’s GDP per capita is weak at best, and very likely to be negative (the “resource curse”). After discussing the ways to measure the natural resources of an economy, we will examine the data in support of the resource curse, and discuss some plausible “mechanisms” that could explain it (Dutch disease, overconfidence, rent seeking and politics, neglect of education).

Reading: Gylfason, T. (2001). “Natural resources, Education, and Economic Development,” *European Economic Review*, 45: 847-859.

3

Session 6: Applied project: Nature and the inequality puzzle.

Can some of the differences in GDP per capita be explained by effects of the natural environment on economies? We now consider this an empirical question, and attempt to test some of the hypothesis derived in Session 3. For instance: (*Climate*) countries may be classified by climatic zones and the average GDP per capita of the various classes can be computed. (*Geography*) population densities can be plotted on a map, agricultural yields can be regressed against distance from the equator. Summary report #2 due next session.

Week 4, 5. Nature and the inequality puzzle: A historical perspective.

An alternative way to formulate the inequality puzzle is the following: Why did wealth and power become distributed as they are now? Perhaps nature and the environment have had more subtle impacts on the formation and development of societies than the effects identified in the previous lecture? We will follow closely the argument of Diamond’s *Guns, Germs, and Steel: The Fate of Human Societies* using evidence from archaeology, anthropology, ecology, and biology to support the following thesis: “History followed different courses for different peoples because of differences among peoples’ environments.” (Diamond, page 25).

Session 7: The world up to 11,000 BC and the domestication of fire, followed by the agricultural revolution.

Reading: Diamond CH 1, and Diamond CH 5 and 7.

Session 8: The spreading of agriculture.

Reading: Diamond CH 6, 8 and 10.

Session 9 From food production to complexity.

Reading: Diamond CH 11, 12, 13, and 14.

Session 10: Critique of Diamond’s argument.

Reading: Blaut, J. M. (1999). "Environmentalism and Eurocentrism: A Review Essay," *Geographical Review*, 89(3): 391-408.

Week 6. Natural disasters.

Session 11: Overview of natural disasters and their impact on economies.

Nature and the environment affects societies in a dramatic way through natural disasters. We will discuss the types of natural disasters, their location and their frequency. We will survey the effects of natural disasters on human population and economic growth and development by examining recent studies of natural disasters. Can we predict natural disasters? Can we protect ourselves against natural disasters? We will discuss disasters mitigation and the strategies aimed at reducing the risk, impact and reoccurrence of natural disasters.

Reading: Shah B. (1983) Is the Environment becoming more hazardous? A Global Survey 1947 to 1980, *Disasters*, 7: 202-209.

Session 12: Applied project: Natural disasters data.

Students will learn to manipulate data from the disaster database available at

4

<http://www.em-dat.net/>, and use such data to answer various questions concerning the direct effects of natural disasters on economies. Summary report #3 due next session.

HOW AND WHY SOCIETIES AFFECT THEIR ENVIRONMENT

Week 7, 8: A global perspective on environmental issues.

Session 13: The major environmental issues.

Humans alter and deplete some of the resources made available by nature, either through direct consumption or through the use as inputs in the production of goods and services. At the same time reject some by-products of these consumption/production processes in the environment. We will discuss the major environmental problems facing modern societies, and see that most of these problems are critical, or are about to become so. This implies that they will get resolved, in pleasant or unpleasant ways, within a couple of generations.

Reading: Speth, CH1,2, and 3.

Session 14: Global economics and natural resources.

Unlike a single country, the world cannot make up for shortages of a natural resource by importing from other countries. Thus, it seems possible that shortages of natural resources can become a problem for the world as a whole. We will discuss the different forms of natural resources (nonrenewable vs. renewable) and analyze the interaction between resources and economic growth by emphasizing three related concepts: substitution, prices, and property rights to show that resource limitations do not necessarily prevent economic growth.

Session 15: Applied project: The Kuznets curve.

The Kuznets curve, which looks like a upside-down U, was initially identified by the Nobel Prize winner Simon Kuznets in his study of the relation between income inequality and the level of economic development. The environmental Kuznet curve is an inverted-U relationship between the level of economic development and the level of environmental pollution. Students will analyze various data on environmental pollution and find out whether the Kuznets curve is representative of the typical relationship between development and pollution. Summary report #4 due next session

Week 9: Basic principles of environmental economics.

Session 15: Theory of externalities.

Environmental economics has developed some basic principles that help explain why environmental problem arise. The source of these principles is to be found in the theory of externalities. Simply stated, many of the environmental problems arise because of divergences between marginal social and private costs, but the apparently evident implications (that is, polluting agents need to be taxed) is far to simple of a policy. We will discuss some of the main ideas and concepts of environmental economics, and some of the proposed solutions to correct the effects of externalities.

Reading: Turvey, R. (1963). "On Divergences between Social Cost and Private Cost,"

Economica, 30: 309-313_ Hardin, G. (1968). "The tragedy of the Commons," *Science*, 162: 1243-1248. Speth, CH6 and 7.

5

Session 16: Valuing the environment.

An early attempt by researchers to put a monetary value on the environment is Costanza & al. (1997). We will discuss the main ideas expressed by these researchers (see Costanza, R. & al. (1997) "The Value of the World's Ecosystems Services and Natural Capital") and address some of the problems associated with the authors' analysis. More generally, we will discover the various way economists put a dollar value on ecosystems. In addition, some economists argue that natural capital should be accounted for in GDP, and we will look at how some international organizations (UNEP, OECD, for instance) compute various indicators of biodiversity.

Reading: Costanza, R. & al. (1997). "The Value of the World's Ecosystems Services and Natural Capital," *Nature* 387: 253-261. Information on ecosystems valuation can be found for instance at <http://www.ecosystemvaluation.org/>

Week 10, 11: Population and the carrying capacity.

Session 17: Earth's carrying capacity.

Many of the environmental issues stemming from the consequences of human activity can be traced to a single cause: Pressures on the environment due to the growing scale of the human enterprise. How far this pressure will go depends in part on how many of us there are and also on how many people the earth can carry. This is a central debate in the population literature, with some authors asserting that we have already exceeded earth's carrying capacity, while others argue that the carrying capacity of the planet is infinite. What is the definition of carrying capacity? Is there one that is relevant for humankind?

Reading: Hardin, G. (1968). "The tragedy of the Commons," *Science*, 162: 1243-1248.
Arrow, K. & al. (1995). "Economic Growth, Carrying Capacity, and the Environment," *Science*, 268: 520-521.
Vitousek, P. & al. (1997). "Human domination of Earth's ecosystems," *Science*, 277: 494-499. Information on population (current distribution, forecast, ...) can be found for instance at <http://www.un.org/esa/population/>

Session 18: Current issues.

Short written essay #2 due at the beginning of the session. Students will be asked to briefly present the topic of their written essay to the rest of the class.

Session 19: Population-environment models.

Climatologists, archaeologists, historians, and scholars from many disciplines present "stories" based on empirical evidence. Attempts have been made to frame these stories in the context of formalized mathematical models, often with the objective of simplifying the underlying complex mechanisms at work. We will survey some of the very important models concerning the interactions between humans and nature (i.e., natural resources), including the logistic population growth model, the predator-prey ecosystem dynamics, the foraging-resources models. Simple models will be shown to sometimes exhibit complex behavior analogous to those observed in nature.

Session 20: Applied project: Population-environment models.

Students will visualize on a computer the dynamics generated by some very simple population-environment models, and will examine the effects of changes in some of the parameters of those models. Summary report #5 due next session.

6

Week 12: Environmental problems: Past and Future.

Session 21: Exploring the past.

Some of the major environmental problems that we are now facing are not new—they can be shown to have arisen in past societies. While some societies suffered environmental collapse, some have solved their (environmental) problems and survived. We will review some of the evidence pointing at environmental factors playing a major role in the collapses of some past societies, and probe into the past to understand and explore the extent to which the human societies have altered their environment.

Reading: Weiss, H. and R. Bradley (2001) "What Drives Societal Collapse?" *Science* 292: 609-610.

Session 22: Sustainable development.

We will discuss the concept of sustainable development, that is, "economic development that meets the needs of the present without compromising the ability of future generations to meet their needs". What does this precisely mean? How can this difficult concept of intergenerational equity be translated into (precise) policies?

Reading: Solow, R. (1974). "The Economics of Resources or the Resources of Economics," *The American Economic Review*, 64(2): 1-21.
Sarenwiz, D. and R. Pielke (2000) "Breaking the Global-Warming Gridlock" *The Atlantic Monthly*, 286(1): 55-64.
Speth, CH8, 9 and 10. The UK plan for sustainable development can be found at <http://www.sustainable-development.gov.uk/publications/uk-strategy/uk-strategy-2005.htm>. Promoting sustainable development has been a major focus of many international agencies (see, for instance, <http://www.un.org/esa/sustdev/>).

CONCLUSION

Week 13: Toward a science of human history.

Session 23.

Human history does not take place in a vacuum: All human societies are parts of very complex interrelated physical and biological processes. Can the study of human interactions with its environment, multidisciplinary by nature, be part of the more general science of human history? We will discuss some of the significant differences with non-historical sciences such as physics, biology, chemistry, arising from methodological issues (laboratory vs. natural experiments, proximate vs. ultimate causes), as well as issues concerning causation, prediction and complexity.

Reading: Diamond, CH 2, 3, and Epilogue.
Messerli, B., M. Grosjean, T. Hofer, L. Nunez and C. Pfister (2000). "From Nature Dominated to Human Dominated Environmental Changes," *Quaternary Science Review*, 19: 459-479.

7

2006- 4 Proposal to Change SOCI 309

1. Date: January 5, 2006
2. Department: Sociology
3. Nature of Proposed Change: Change in course title and description clarification
4. Current Catalog Copy:

Soci 309. Current Theory and Research

3 credits. Seminar. Prerequisite: SOCI 308.

An examination of current theories. Topics include: consideration of their continuities with classical theories, conceptual and measurement problems in testing and constructing current theories, and the interplay between theory and research.

5. Proposed Catalog Copy:

Soci. 309 Contemporary Sociological Theories

3 credits. Seminar. Prerequisite: SOCI 308 or equivalent.

Contemporary sociological theories including historical and intellectual context. Introduction to: systems theory, neo-functionalism, exchange theory, rational choice, network theory, phenomenology, symbolic interactionism, ethnomethodology, dramaturgical theory, constructivist structuralism, neo-marxism, critical theory, worlds systems theory, post-colonial theory, structuration theory, critical race theory, multiculturalism and racism theory, feminist theory, poststructuralism, and postmodernism. Familiarity with principal ideas of classical theorists Marx, Weber, and Durkheim required.

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: Reflects changes in course to update course material and fulfills new Ph.D. major requirement.
2. Effect on Department's Curriculum: Will improve curriculum by linking the course more directly to Soci. 308 Core Theorists and therefore provide greater continuity in course offerings.
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None since the graduate courses are not taught at the Regional Campuses
6. Staffing: Professor Nancy Naples has agreed to teach the course on a regular basis.
7. Dates approved by (see Note Q):
Department Curriculum Committee: September 28, 2005
Department Faculty: October 19, 2005
8. Name, Phone Number, and e-mail address of principal contact person:
Mary Bernstein, 63991

2006-5 Proposal to Change the India Studies Minor

1. Date: January 9, 2006
2. Department requesting this change: India Studies Program, Office of International Affairs
3. Title of Minor: India Studies
4. Nature of Change: Add one course to course options in Group A
5. Existing catalog Description of the Minor: Completion of a minimum of fifteen credits at the 200 level is required, including at least 2 courses from Group A and at least two courses from Group B. In addition the India Studies minor requires the completion of INDS 296 or participation in an approved, credit-bearing Study Abroad program in India. Any remaining credits can be completed in INDS courses or an additional course from Group A or B. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

Group A: Core courses

HIST 277 (or AASI 277). Modern India
INDS 210. Ancient and Indian Classical literature in Translation
PHIL 263. Oriental Philosophy and religion
POLS 279/279W. South Asia in World Politics
SOC 222 (or AASI 222). Asian Indian Women: Activism and Social Change in India and the United States
ENGL 218. Literature and Culture in the Third World (when the subtitle is "Literature of India")

Group B: Related courses

SOCI 258/258W. The Developing World
POLS 203/203W. Women in Political Development
ECON 247/247W. Economic Development
ARE 255. Role of Agriculture in Development
ENGL 227/227W. World Literature in English
AH 216 (or AASI 216). Asian Medical Systems

6. Proposed catalog Description of the Minor:

Completion of a minimum of fifteen credits at the 200 level is required, including at least 2 courses from Group A and at least two courses from Group B. In addition the India Studies minor requires the completion of INDS 296 or participation in an approved, credit-bearing Study Abroad program in India. Any remaining credits can be completed in INDS courses or an additional course from Group A or B. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

Group A: Core courses

**HIST 277 (or AASI 277). Modern India
INDS 210. Ancient and Indian Classical literature in Translation
PHIL 263. Oriental Philosophy and religion
POLS 279/279W. South Asia in World Politics
SOC 222 (or AASI 222). Asian Indian Women: Activism and Social Change in India and the United States
ENGL 218. Literature and Culture in the Third World (when the subtitle is "Literature of India")
ARTH 242. Contemporary Indian Art and Popular Culture**

Group B: Related courses

**SOCI 258/258W. The Developing World
POLS 203/203W. Women in Political Development
ECON 247/247W. Economic Development
ARE 255. Role of Agriculture in Development
ENGL 227/227W. World Literature in English**

AH 216 (or AASI 216). Asian Medical Systems

7. Effective Date: Fall 2006

Justification

1. Why is a change required? A course has been introduced in the Art and Art History Department that adds another subject area as an option for fulfilling requirements for India Studies Minor
2. What is the impact on students? The addition provides more options for fulfilling the requirements. It also adds another subject area to the Minor.
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal

Plan of Study

The India Studies Minor requires the completion of a minimum of 15 credits at the 200 level, at least two courses from Group A and at least two courses from Group B. Remaining credits can be completed in INDS courses or an additional course from Group A or B. In addition the India Studies minor requires participation in an approved study abroad program that includes at least three weeks in India with the completion of at least one course, or the completion of INDS 296. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take a language course in the Critical Languages program.

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.

Check courses you have completed from Group A

- HIST 277 (also AASI 277). Modern India
- POLS 279/279W. South Asia in World Politics
- SOCI 222/ (also AASI 222). Asian Indian Women: Activism and Social Change in India and the United States
- PHIL 263 - Oriental Philosophy and religion
- ENGL 218. Literature and Culture in the Third World (When regional focus is India)
- INDS 210. Ancient and Indian Classical literature in Translation
- ARTH 242. Contemporary Indian Art and Popular Culture

Check courses you have completed from Group B

- SOCI 258/258W. The Developing World
- POLS 203/203W. Women and Development
- ECON 247/247W. Economic Development
- ARE 255. Role of Agriculture in Development
- ENG 227/227W. World Literature in English
- AH 216 (also AASI 216). Asian Medical Systems
- INDS 295

other INDS course (list title and credits here: _____)

Indicate whether you have completed a thesis or study abroad

Thesis: INDS 296

Study Abroad: INDS 293 or completion of at least one approved course. List title and credits here: _____

Name of Student: _____

I approve the above program for the Minor in India Studies

(signed) _____
Coordinator of India Studies

5. Dates Approved by:

India Studies Program C&C Committee: December 16, 2005
India Studies Advisory Committee: January 9, 2006
ARTH Curriculum Committee January 5, 2006
School of Fine Arts C&C Committee, January 9, 2006
E-mail approvals

Date: Thu, 05 Jan 2006 11:39:55 -0500
Subject: Re: India Studies Minor
From: Judith Thorpe <judith.thorpe@uconn.edu>
To: Betty Hanson betty.hanson@uconn.edu

Dear Betty

I have received a response from the C & C Committee and the department approves ART 242 Contemporary Indian Art and Popular Culture as a course to be included in the India Studies minor.

Judith Thorpe

School of Fine Arts C&C Committee: January 9, 2006
X-OriginalArrivalTime: 09 Jan 2006
Subject: FW: Re: India Studies Minor
Date: Mon, 9 Jan 2006 09:49:30 -0500
Re: India Studies Minor
From: "D'alleva, Anne" <anne.dalleva@uconn.edu>
To: "Hanson, Betty" <betty.hanson@uconn.edu>

Hi Betty,

SFA C&C has approved your request.

Best wishes,

Anne

6. Name, Phone Number, and e-mail address of principal contact person: Betty Hanson, Coordinator, India Studies, 486-2534. betty.hanson@uconn.edu.

2006-6 Proposal to Add GEOG 3xx.

1. Date: 1/15/06
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing**GEOG 3XX. Geography Proseminar****Fall. One credit. Open to graduate students in Geography only.****Presentation by geography faculty of current research topics.****Items included in catalog Listing:****Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): GEOG
2. Course Number (see Note B): 3XX
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: Geography Proseminar
4. Course description (if appropriate -- see Note K): Presentation by geography faculty of current research topics.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): One
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): graduate standing in Geography
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): No
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L) This course has always been taught, but as a special section of GEOG 325. Special Problems. This was an ad hoc solution. During a recent review of the grad curriculum, the dept. decided to set up a unique course and number to handle this introductory course for graduate students, and to leave GEOG 325 as a course in special problems.
2. Academic Merit (see Note L): As noted above, this course has always been taught. It represents an introductory course for new graduate students that exposes students to the current research of faculty in the department. The course provides an excellent background for students trying to decide on an advisor for the thesis/dissertation.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 10
5. Number and Size of Section: One section of 10 students person: Alexander Vias, x-2213, Alexander.vias@uconn.edu
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Regular faculty
8. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact Alexander Vias, x-2213, Alexander.vias@uconn.edu

2006-7 Proposal to Change GEOG 387.

1. Date: 1/15/06
2. Department: Geography
3. Nature of Proposed Change: Change course title so it fits the nature of the course, and complies with upcoming course renumbering scheme

4. Current Catalog Copy:

GEOG 387. Seminar in Environmental Restoration

3 credits. Seminar.

Research issues relating to restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Theoretical discussions of restoration ecology, as well as applied discussions of management and engineering concerns. History of environmental restoration; relevant policy debates; specific case studies of river, wetland, coastal, grassland, and forest restoration.

5. Proposed Catalog Copy:

GEOG 387. Advanced Environmental Restoration

3 credits. Seminar.

Research issues relating to restoration of natural environments including rivers, wetlands, coastal areas, grasslands and forests. Theoretical discussions of restoration ecology, as well as applied discussions of management and engineering concerns. History of environmental restoration; relevant policy debates; specific case studies of river, wetland, coastal, grassland, and forest restoration.

6. Effective Date . Immediately

Justification

1. Reasons for changing this course: This course is not a regular seminar with changing topics, so the title seminar, and the number associated with a seminar, is not appropriate.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): No
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Regular Faculty
7. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Alexander Vias, x-2213, Alexander.vias@uconn.edu

2006-8 Proposal to Change the History Major

1. Date: 1/06/06
2. Department requesting this change: History
3. Title of Major: History
4. Nature of Change: adding new courses (HIST 263, HIST 202, HIST 233), approved by CLAS C&C in the fall, to the history major. (The proposed major also incorporates editorial changes by adding the recently cross-listed courses' alter-ego designations to the list of courses).

5. Existing catalog Description of the Major:

History

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

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

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits in 200-level courses, which must include one three credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 211 in the semester following their declaration as majors, and all majors except Honors students must take HIST 297W in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W. With the consent of the undergraduate major's advisor, 300-level courses may be used to fulfill the distribution requirement. HIST 211 and 297W satisfy the information literacy competency. HIST 200W or 297W satisfy the writing in the major requirements.

Group A - Ancient, Medieval, and Early Modern

HIST 203, 212 (or ANTH 257), 213 (or CAMS 253), 214 (or CAMS 254), 216 (or CAMS 255), 217 (or CAMS 243), 218 (or CAMS 256, HEB 218, JUDS 218), 219, 220, 250, 251, 255, 257 (or CAMS 250), 261, 267, 271, 272, 273, 274.

Group B - Modern Europe

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

Group C - United States

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

Group D - Africa, Asia, Latin America, and Middle East

HIST 204, 205, 221, 222, 223, 224, 226, 253, 266, 275, 276, 277 (or AASI 277), 278 (or PRLS 220), 280, 281, 282, 283, 285, 286, 287 (or AASI 287), 288 (or AASI 288), 289, 290.

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

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

6. Proposed catalog Description of the Major:

History

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

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

Requirements for the Major in History: Undergraduate majors are required to take at least 27 credits in 200-level courses, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take HIST 211 in the semester following their declaration as majors, and all majors except Honors students must take HIST 297W in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W. With the consent of the undergraduate major's advisor, 300-level courses may be used to fulfill the distribution requirement. HIST 211 and 297W satisfy the information literacy competency. HIST 200W or 297W satisfy the writing in the major requirements.

Group A - Ancient, Medieval, and Early Modern

HIST 203, 212 (or ANTH 257), 213 (or CAMS 253), 214 (or CAMS 254), 216 (or CAMS 255), 217 (or CAMS 243), 218 (or CAMS 256, HEB 218, JUDS 218), 219, 220, 250, 251, 255, 257 (or CAMS 250), 261, 267, 271, 272, 273, 274.

Group B - Modern Europe

HIST 202 (or HEB 203 or JUDS 203), 203, 206 (or SCI 206), 208 (or WS 208), 209 (or HDFS 279), 225, 228, 229, 252, 253 (or HRTS 253), 254, 256, 258, 259, 262, 264, 265, 269, 279, 291.

Group C - United States

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

Group D - Africa, Asia, Latin America, and Middle East

HIST 204, 205, 221, 222 (or AFAM 222), 223 (or AFAM 223), 224 (or AFAM 224), 226 (or HRTS 226), 233 (or LAMS 233), 253 (or HRTS 253), 263, 266, 275, 276, 277 (or AASI 277), 278 (or PRLS 220), 280, 281, 282, 283, 285 (or AFAM 285), 286, 287 (or AASI 287), 288 (or AASI 288), 289, 290.

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

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

Justification

1. Why is a change required? New courses need to be incorporated in major
2. What is the impact on students? No impact
3. What is the impact on regional campuses? none
4. Dates approved by (see Note Q):

Department Curriculum Committee: 9/14/05

Department Faculty: 9/19/05
 5. Name, Phone Number, and e-mail address of principal contact person:
 Daniel Caner, ext. 6-3650, Daniel.caner@uconn.edu

HISTORY MAJOR PLAN OF STUDY - 1997-1998 and After

Date _____ Name _____ Peoplesoft# _____

Local Address _____ Telephone _____

Fulfilling requirements of the Catalog for the year _____ Anticipated graduation date (mo/yr) _____

Degree Requirements for History Majors

To graduate, students need a total of 120 credits (123 for students who take MATH 101). At least 45 of the 120 credits must be at the 200-level: History majors need at least 27 credits of 200-level History courses, 12 related credits at the 200-level, and to add up to 45 credits, at least 6 more credits of other 200-level coursework. History majors must maintain a cumulative GPA of 2.0 in the 27 credits counting towards the History major.

Distribution requirement: The 27 credits in History must include one 3-credit course from each of Groups A, B, and C, and two 3-credit courses from Group D. Variable Topics Courses (HIST 200, 201, 270, 292, 293, 295, 296, 297, 298, 299, or a graduate-level course) may be applied to distribution groups as determined by course content and Advisor consent.

All majors must take HIST 211 in the semester after declaring the major, and all majors except Honors students must take HIST 297W in their senior year. Honors students should take in sequence 297W and 200W or 299 and 200W.

CIRCLE COURSES TAKEN↓↓↓↓

HIST 211 (May not be repeated for credit)

GROUP A - Ancient, Medieval, and Early Modern

HIST 203, 212 (or ANTH 257), 213 (or CAMS 253), 214 (or CAMS 254), 216 (or CAMS 255), 217 (or CAMS 243), 218 (or CAMS 256, HEB 218, JUDS 218), 219, 220, 250, 251, 255, 257 (or CAMS 250), 261, 267, 271, 272, 273, 274.

GROUP B - Modern Europe

HIST 203 (or HEB 203 or JUDS 203), 206 (or SCI 206), 208 (or WS 208), 209 (or HDFS 279), 225, 228, 229, 252, 253 (or HRTS 253), 254, 256, 258, 259, 262, 264, 265, 269, 279, 291.

GROUP C - United States

HIST 206 (or SCI 206), 207, 210 (or WS 210), 215 (or WS 215), 227, 231, 232, 233 (or LAMS 233), 234, 235, 236, 237, 238 (or AFAM 238 or HRTS 238), 239, 240, 241 (or URBN 241), 242, 243, 244, 245, 246 (or AFAM 246), 247, 248, 249, 253 (or HRTS 253), 260 (or AFAM 260), 266, 268 (or AASI 268), 278 (or PRLS 220), 284 (or PRLS 221 or HRTS 220), 294 (or AASI 294).

GROUP D - Africa, Asia, Latin America, and Middle East

HIST 204, 205, 221, 222 (or AFAM 222), 223 (or AFAM 223), 224 (or AFAM 224), 226 (or HRTS 226), 233 (or LAMS 233), 253 (or HRTS 253), 266, 275, 276, 277 (or AASI 277), 278 (or PRLS 220), 280, 281, 282, 283, 285 (or AFAM 285), 286, 287 (or AASI 287), 288 (or AASI 288), 289, 290.

VARIABLE TOPICS COURSES (HIST 200, 201, 270, 292, 293, 295, 296, 297, 298, 299, or grad-level courses)

Sem., Year	Course	Number	Course	Title & Subtitle	Group A, B, C, or D
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Related Courses

History will accept as "related" any course in the humanities or social sciences (courses with the designation ANTH, ARTH, AASI, CAMS, COMM, CLCS, DRAM, ECON, ENGL, FREN, GEOG, GERM, HEB, HDFS, INTD, ILCS, JOUR, JUDS, LAMS, LING, PHIL, POLS, PSYC, PRLS, SOCI, SPAN, URBN, WS). Other courses need advisor approval. Related courses may be taken from a single department or from a variety of departments.

Course Number	Course Title	Credits
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

I approve this plan (signed): _____ Major Advisor

_____ Student

In the first four weeks of their final semester, students should fill out three of these forms and take them to their advisor for approval: (1) Student must file one copy with degree auditing, Registrar's Office, Wilbur Cross. (2) Advisor keeps a copy. (3) Student keeps a copy.

2006-9 Proposal to Change the History Minor

1. Date: 1/6/06
2. Department requesting this change: history
3. Title of Minor: history
4. Nature of Change: Adds newly created history courses (202, 233, 263) to list of history courses for the minor. (Also makes an editorial change by adding newly cross-listed courses' alter-ego designations.)

5. Existing catalog Description of the Minor:

History

Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) [HIST 211](#) and four courses across at least three distribution groups.

List of Courses

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

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

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

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

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

The minor is offered by the [History Department](#).

6. Proposed catalog Description of the Minor:

History

Students must pass five courses (15 credits), by completing (A) five courses across at least three distribution groups, or (B) [HIST 211](#) and four courses across at least three distribution groups.

List of Courses

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

Group B - Modern Europe: [HIST 202](#) ([HEB 203](#), [JUDS 203](#)), [203](#), [206](#) ([SCI 206](#)), [208](#) ([WS 208](#)), [209](#) ([HDFS 279](#)), [225](#), [228](#), [229](#), [252](#), [253](#) ([HRTS 253](#)), [254](#), [256](#), [258](#), [259](#), [262](#), [264](#), [265](#), [269](#), [279](#), [291](#).

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

Group D - Africa, Asia, Latin America, and Middle East: [HIST 204](#), [205](#), [221](#), [222](#) ([AFAM 222](#)), [223](#) ([AFAM 223](#)), [224](#) ([AFAM 224](#)), [226](#) ([HRTS 226](#)), [233](#) ([LAMS 233](#)), [253](#) ([HRTS 253](#)), [263](#), [266](#), [275](#), [276](#), [277](#) ([AASI 277](#)), [278](#) ([PRLS 220](#)), [280](#), [281](#), [282](#), [283](#), [285](#) ([AFAM 285](#)), [286](#), [287](#) ([AASI 287](#)), [288](#) ([AASI 288](#)), [289](#), [290](#).

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

The minor is offered by the [History Department](#).

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

Justification

1. Why is a change required? New courses need to be added – general housekeeping
2. What is the impact on students? Adds more course choices
3. What is the impact on regional campuses? Adds more course choices
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: 9/14/05
Department Faculty: 9/19/05

6. Name, Phone Number, and e-mail address of principal contact person:
Daniel Caner, ext. 6-3650, Daniel.caner@uconn.edu

HISTORY MINOR PLAN OF STUDY (for Students in Catalog Year 2005-2006 and After)

Date _____ Name _____ Peoplesoft # _____

Local Address _____ Telephone _____

Major _____ Fulfilling requirements of the Catalog for the year _____ Graduation (Mo/Yr) _____

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.

History Minor Requirements:

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

- (A) five courses across at least three distribution groups, or
(B) HIST 211 and four courses across at least three distribution groups. (note that 211 is only open to History majors, and so this plan is mainly for students who changed their history major to a minor).

HIST 211: Historian's Craft (circle if Plan B)

History Distribution Groups (circle courses taken):

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

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

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

Group D - Africa, Asia, Latin America, and Middle East: HIST 204, 205, 221, 222 (AFAM 222), 223 (AFAM 223), 224 (AFAM 224), 226 (HRTS 226), 233 (LAMS 233), 253 (HRTS 253), 266, 275, 276, 277 (AASI 277), 278 (PRLS 220), 280, 281, 282, 283, 285 (AFAM 285), 286, 287 (AASI 287), 288 (AASI 288), 289, 290

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

<u>Semester, Year</u>	<u>Course # (HIST XXX)</u>	<u>Course Title</u>	<u>Distrib. Group A, B, C, or D?</u>
-----------------------	----------------------------	---------------------	--------------------------------------

I approve this plan (signed): _____ Undergraduate Director

_____ Student

In student's final semester, student should complete three copies, to be distributed as follows: (1) degree auditing, Registrar's Office, (2) student, and (3) History Undergraduate Director.

2006-10 Proposal to Add W version of SOCI 241W

1. Date: January 30, 2006
2. Department: Sociology
3. Nature of Proposed Change: Create writing competency (W) section for existing course

4. Current Catalog Copy:

241. Women and Health

(Also offered as [WS 241](#).) Either semester. Three credits. *Ratcliff*

Social factors shaping women's health, health care, and their roles as health-care providers.

5. Proposed Catalog Copy:

241W. Women and Health

Also offered as [WS 241](#). Either semester. Three credits.

Social factors shaping women's health, health care, and their roles as health-care providers.

Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores.

6. Effective Date: Fall semester 2006

Justification

1. Reasons for changing this course:

Sociology faculty at the Storrs and Stamford campuses would like the opportunity to offer Sociology 241, Women and Health, with a writing competency requirement. The content of this upper level course fits well with writing intensive research projects and instruction. As a writing competency course, a passing grade will require passing all writing components.

2. Effect on Department's Curriculum:

Provides an additional writing competency course.

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

Because this course is cross-listed with Women's Studies, the department consulted Marita McComiskey, Director of Women's Studies, who fully supports a writing competency option for 241.

4. Effects on Other Departments:

SOCI 241, Women and Health, is cross-listed with Women's Studies and provides another writing competency course within the Women's Studies curriculum.

5. Effects on Regional Campuses:

SOCI 241W will be offered on the Stamford Campus.

6. Staffing: None

7. Dates approved by

Department Curriculum Committee:

Sociology UPC: 1/24/06

Department Faculty:

Sociology Department: 1/30/06

Women's Studies Program: 1/24/06

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

(a) (a) Kim Price, Course Instructor, 203-251-8433, kim.price@uconn.edu

(b) (b) Davita Glasberg, Sociology Department Chair, 860-486-5504, davita.glasberg@uconn.edu

(c) (c) Marita McComiskey, Women's Studies Director, 860-486-1133, marita.mccomiskey@uconn.edu

2006-11 Proposal to Change JOUR 213W

1. Date: Jan. 30, 2006
2. Department: Journalism
3. Nature of Proposed Change: Course description and recommended preparation.

4. Current Catalog Copy:

213W. Magazine Journalism

Either semester. Three credits. Prerequisite: JOUR 201; ENGL 105 or 110 or 111 or 250. Recommended preparation: JOUR 212.

Students research, report and write, for publication, a magazine-length non-fiction article.

5. Proposed Catalog Copy:

213W. Magazine Journalism

Either semester. Three credits. Prerequisite: JOUR 201; ENGL 105 or 110 or 111 or 250.

Survey of magazine journalism examining different forms of periodicals and their operation, from mission to final product. Students research, report and write journalism for various publications.

6. Effective Date: Spring semester, 2007

Justification

1. Reasons for changing this course:

- 1) The catalog copy was outdated.

The proposed description allows for examination of changes in the dynamic magazine industry as well as an exploration of the impact of those changes on the publications themselves.

- 2) The proposed catalog copy also reflects a fundamental dissolution of differences in story forms. The only valid distinction that remains is the difference between fiction and non-fiction. Traditionally, long, well-written feature stories were the province of magazines; no longer. Magazines today commonly publish articles of radically varying lengths and description, as do nearly all media venues.

- 3) The proposed change provides the latitude necessary for assignment each semester of a number of magazine pieces of varying lengths ..

- 4) Given that the distinction between magazine writing and feature writing has been rendered moot, it follows that we no longer need to cite JOUR 212W Feature Writing as recommended preparation for Jour 213W Magazine Journalism.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted: None.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None

6. Staffing: Staff

7. Dates approved by: Dec. 7, 2005.

Department Curriculum Committee:

Department Faculty: Dec. 7, 2005.

8. Principal contact: Wayne Worcester, 486-1550

Wayne.Worcester@uconn.edu.

2006-12 & 13. Proposals to Add Math 370 & 371

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

Final catalog Listing:

MATH 370. Topics in Probability I.

3 credits. Lecture. Advanced topics in probability theory, theory of random processes, mathematical statistics, and related fields. With a change in content, this course may be repeated for credit

MATH 371. Topics in Probability II.

3 credits. Lecture. Advanced topics in probability theory, theory of random processes, mathematical statistics, and related fields. With a change in content, this course may be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH
2. Course Number: 370, 371

If using a specific number, have you verified with the Registrar that this number is available for use? Yes No

3. Course Titles:

MATH 370. Topics in Probability I,
MATH 371. Topics in Probability II.

4. Course description: Advanced topics in probability theory, theory of random processes, mathematical statistics, and related fields. With a change in content, this course may be repeated for credit.

5. Number of Credits: 3 each semester

6. Course type: Lecture

11. Repetition for credit, if applicable: With a change in content, this course may be repeated for credit

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

Justification: 1. Reasons for adding this course: There is no such course in the catalog yet students have greater and greater need to study more advanced topics in probability theory, theory of random processes, mathematical statistics, and related fields, which are not covered in the standard year long probability course Math 322-323, and outside of the subject of the Topics in Analysis courses Math 332-333. The request for a year sequence course is to allow for the possibility for a two-semester course covering the same topic in depth.

2. Academic Merit: The possible topics include: stochastic differential equations, stochastic partial differential equations, non-commutative probability, random matrices, and other topics. The topics are intended to vary from year to year.

3. Overlapping Courses: none.

4. Number of Students Expected: Not known, but a small group is anticipated.

5. Number and Size of Section: one section of at most 15 students.

6. Effects on Other Departments: May attract some students from Statistics, and possibly other unspecified departments [Professor Dipak Dey at the Statistics department was contacted and supported this proposal].

7. Staffing: Bass, Blei, Gine, Gordina, Teplyaev, possibly other faculty members.

8. Dates approved by:

Department Curriculum Committee: 1/29/2006

Department Faculty: 1/31/2006

9. Name, Phone Number, and e-mail address of principal contact person: Manuel Lerman, 486-3928, lerman@math.uconn.edu

2006-14 Proposal to Drop CLCS 305

1. Date: December 5, 2005
2. Department: MCL (CLCS)
3. catalog Copy:
CLCS 305. Comparative Studies in Romanticism 3 credits. Lecture. West European Romanticism, the Bildungsroman, the quest, stories of the fantastic, and the greater Romantic lyric. Includes works of Goethe, Coleridge, Poe, Hugo and Leopardi
4. Effective Date: immediately

Justification

1. Reasons for dropping this course: This course has not been offered in a long time and the course content is dated.
2. Other Departments Consulted: sections of MCL
3. Effects on Other Departments: NONE
4. Effects on Regional Campuses: NONE
5. Dates approved by:
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

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

2006- 15 Proposal to Drop CLCS 307

1. Date: December 5, 2005
2. Department: MCL (CLCS)
3. catalog Copy:
CLCS 307. Literature and Science. 3 credits. Lecture. The impact of science in literary imagination and style
4. Effective Date: immediately

Justification

1. Reasons for dropping this course: This course has not been offered in a long time and the course content is dated.
2. Other Departments Consulted: sections of MCL
3. Effects on Other Departments: NONE
4. Effects on Regional Campuses: NONE
5. Dates approved by:
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006-16. Proposal to Drop CLCS 308

1. Date: December 5, 2005
2. Department: MCL (CLCS)
3. catalog Copy:
CLCS 308. Marxist Literary Criticism. 3 credits. Lecture. Introduction and survey of Marxist texts from Marx and Engels to Gramsci, Lukacs, Frankfurt School theoreticians and contemporary theorists, feminists, and third-world practitioners.
4. Effective Date: immediately

Justification

1. Reasons for dropping this course: MCL now offers a cross-listed Critical Theory course that duplicates the course content of CLCS 308.
2. Other Departments Consulted: sections of MCL
3. Effects on Other Departments: NONE
4. Effects on Regional Campuses: NONE
5. Dates approved by:
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006-17 Proposal to Drop CLCS 310

1. Date: December 5, 2005
2. Department: MCL (CLCS)
3. catalog Copy: CLCS 310. Psychoanalysis and Literature. 3 credits. Introduction to literary and cultural applications of psychoanalytic theory to the reading of literary texts; psychoanalytic interpretation from Freud to Lacan and Feminist Lacanians.
4. Effective Date: immediately

Justification

1. Reasons for dropping this course: MCL now offers a cross-listed Critical Theory course that duplicates the course content of CLCS 310. Moreover, much psychoanalytic theory has evolved beyond the Lacanian model, thereby rendering this course dated.
2. Other Departments Consulted: sections of MCL
3. Effects on Other Departments: NONE
4. Effects on Regional Campuses: NONE
5. Dates approved by:
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006-18 Proposal to Drop CLCS 311

1. Date: December 5, 2005

2. Department: MCL (CLCS)

3. catalog Copy:

CLCS 311. Introduction to Semiotics. 3 credits. Lecture. Historical developments and fundamentals of semiotics. Classical and structural models. Varying emphasis on a particular theory and its development.

4. Effective Date: immediately

Justification

1. Reasons for dropping this course: MCL now offers a cross-listed Critical Theory course that duplicates the course content of CLCS 311.

2. Other Departments Consulted: sections of MCL

3. Effects on Other Departments: NONE

4. Effects on Regional Campuses: NONE

5. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006- 19 Proposal to Drop CLCS 313

1. Date: December 5, 2005

2. Department: MCL (CLCS)

3. catalog Copy:

CLCS 313. Theory and practice of Translation. 3 credits Lecture. (NO FURTHER DESCRIPTION GIVEN IN CATALOG)

4. Effective Date: immediately

Justification

1. Reasons for dropping this course: This course has not been offered in a very long time. No current faculty are interested in teaching it, and there is no likelihood that MCL will hire faculty who would be interested in teaching it.

2. Other Departments Consulted: sections of MCL

3. Effects on Other Departments: NONE

4. Effects on Regional Campuses: NONE

5. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006-20 Proposal to Drop CLCS 316

1. Date: December 5, 2005
2. Department: MCL (CLCS)
3. catalog Copy: CLCS 316. Literature and Linguistics. 3 credits. Lecture. Literary texts studied in the light of modern linguistic theory.
4. Effective Date: immediately

Justification

1. Reasons for dropping this course: Modern linguistic theory has become so interwoven in the study of literature generally that a separate offering in its application is now redundant.
2. Other Departments Consulted: sections of MCL
3. Effects on Other Departments: NONE
4. Effects on Regional Campuses: NONE
5. Dates approved by:
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard, 6-3313, norma.bouchard@uconn.edu

2006-21 Proposal to Add ILCS 1xy

1. Date: January 18, 2006
2. Department requesting this course: MCL (ILCS)
3. Semester and year in which course will be first offered:

Final catalog Listing:

ILCS 1xy. Introducing Italy Through Its Regions

Either semester. Three credits. Lectures in English. May be repeated for credit with a change of subject matter. The diverse culture of Italy, studied through analysis of literary and cinematic works from and about a single one of the different Italian regions and that region's cultural centers, such as Rome, Naples, Florence, Palermo, or Venice.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ILCS
2. Course Number: 1xy
3. Course Title: Italy Through Its Regions
4. Semester offered: either
5. Number of Credits: 3
6. Course description:

The diverse culture of Italy, studied through analysis of literary and cinematic works from and about a single one of the different Italian regions and that region's cultural centers, such as Rome, Naples, Florence, Palermo, or Venice.

Optional Items

7. Number of Class Periods: 3
8. Prerequisites, if applicable: none
9. Recommended Preparation, if applicable: none
10. Consent of Instructor, if applicable: none
11. Exclusions: none
12. Repetition for credit, if applicable: With a change in content, this course may be repeated for credit
13. Instructor(s) names if they will appear in catalog copy: staff
14. Open to Sophomores: no
15. Skill Codes "W", "Q", or "C": no
16. S/U grading: no

Justification

1. Reasons for adding this course: Despite the current trend to look at national cultures not as homogeneous repertoires of canonical works but in all the variety of their components, the ILCS section has never offered students the opportunity to explore the unique array of cultures that superimposed and mixed together in each Italian region over 25 centuries of history. This course would significantly enhance the section's offerings.
2. Academic Merit: This course examines a wide-ranging body of literary and cinematic works that exemplify the diversity and complexity of Italian culture by expanding the Italian national canon through the study of one local, popular, dialectal culture as well as of foreign influences on that culture. Students will not only gain a critical understanding of the major historical and cultural developments of an Italian region before and after the national unification, but will also become sensitive to the variety and the constructed nature of national cultures.
3. Overlapping Courses: none
4. Number of Students Expected: 30-40
5. Number and Size of Section: 1 section, 30-40 students
6. Effects on Other Departments: none
7. Effects on Regional Campuses: none
8. Staffing: Franco Masciandaro, Norma Bouchard, Paola Gambarota
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 2/1/05
 - Department Faculty: 2/1/05
10. Name, Phone Number, and e-mail address of principal contact person:
 - Roger Travis: 6-3316
 - Paola Gambarota: 6-3318

2006-22 Proposal to Change ECON 299

1. Date: 8 February 2006
2. Department: Economics
3. Nature of Proposed Change: Clarify catalogue copy

4. Current Catalog Copy:

299. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only to seniors with consent of instructor. A student may receive credit for no more than 6 credits of ECON 299.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

5. Proposed Catalog Copy:

299. Independent Study Either or both semesters. Credit and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. No more than 6 credits in ECON 299 may be counted toward major requirements in the department.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

6. Effective Date immediate

Justification

1. Reasons for changing this course: Clarification of language
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: N/A
7. Dates approved by (see Note Q):
Department Curriculum Committee: February 8, 2006
Department Faculty: February 8, 2006
8. Name, Phone Number, and e-mail address of principal contact person:
Richard N. Langlois
486-3472
Richard.Langlois@UConn.edu

2006-23 Proposal for MARN 298 "Special Topics" Course

1. Date of this proposal: 20 December 2005
2. Semester and year 298 will be offered: Fall 2006
3. Department: Marine Sciences

4. Title of course: Beaches and Coasts

5. Number of Credits: 3 credits
6. Instructor: Ralph Lewis
7. Instructor's position: Assistant Professor in Residence

Ralph Lewis is the State Geologist Emeritus of Connecticut. Prior to his retirement, he supervised the State Geological and Natural History Survey, and was a member of the Ocean Studies Board of the National Academies. He is currently a member of the Connecticut Academy of Science and Engineering and is a Certified Professional Geologist with thirty years of professional experience. His research interests have centered on the geologic framework and Quaternary history of Long Island Sound. He has authored or co-authored over one hundred papers, reports and abstracts on these subjects. Most recently, he co-authored "The Quaternary Geologic Map of Connecticut and Long Island Sound Basin" (U.S.G.S. Scientific Investigations Map 2784) which presents a seamless interpretation of the terrestrial and offshore geology of an entire state for the first time.

This course has been taught successfully at Connecticut College, and aspects of the course have been included in the summer marine archeology course offered at UCONN by Dr. Kevin McBride. Lewis has also previously taught intro., marine and environmental geology courses at undergraduate and graduate levels. This course will be structured to serve students from the Coastal Studies and Maritime Studies Programs.

8. Has this topic been offered before? No
9. If so, how many times? NA
10. Short description:

This course is designed to introduce students to the processes that form and modify coasts and beaches. It will start with an introduction to the relationship between tectonic setting and sediment supply, using the east and west coasts of North and South America as examples. The importance of coastal composition, energy regimes and sea level change will be examined as they relate to the way coasts develop and change over time. Various coastal and beach features will be discussed in the context of the settings that are most conducive to their formation. The course will also introduce the tools and techniques utilized in marine geologic mapping and reconstructions of submerged coastal features.

The classroom portion of the course will consist of a series of lectures related to assigned readings from the textbook. These lectures will augment in-class student presentations derived from related readings of their choosing. The field portion of the course will emphasize visits to selected coastal features that have been discussed in class. Students will be expected to make field observations and write a field report at the end of the course. Examinations will emphasize an understanding of how coastal systems form and function in different circumstances.

11. Please attach a sample/draft syllabus to first-time proposals: (see attached from last year's course at Connecticut College)
12. Comments, if comment is called for:
13. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
14. Name, Phone Number, and e-mail address of principal contact person:

Ralph S. Lewis
860-405-9015
ralph.s.lewis@uconn.edu

Draft Syllabus Attachment For Proposed Course – Beaches and Coasts MARN 298

Ralph Lewis, Assistant Professor in Residence
 Office: 860-405-9015
 Email: ralph.s.lewis@uconn.edu

TEXT: BEACHES AND COASTS, authors Davis and Fitzgerald, Blackwell Publishing (first edition)
 Lecture Schedule

WEEK	DAY	DATE	READING ASSIGNMENT
1	Friday	28-Jan.	Intro. to Course- "Context"
2	Friday	4-Feb.	Chapters 1, 2 and 3 - Mobile Crust, Coastal Settings, Coastal Materials
3	Friday	11-Feb.	Chapters 4, 5 and 6 - Weather, Climate, Sea Level, Waves
4	Friday	18-Feb.	Chapters 7 and 9 – Currents, Beaches, Dunes, Near shore Sediment Budgets
5	Friday.	25-Feb.	Chapters 11, 12 and 10 –Tides, Inlets, Lagoons
6	Friday	4-Mar.	Chapter 13 – Flats, Trip #1 Harkness State Park
7	Friday	11-Mar.	REVIEW, Make-Up Presentations TEST # 1
	MARCH	12-27	SPRING BREAK
8	Friday	1-April	Chapters 8 and 16 – Barriers, Deltas
9	Friday	8-April	Chapters 14 and 15 – Wetlands, Estuaries
10	Friday	15-April	Chapters 17 and 18 –Glaciated/Rocky Coasts
11	Friday	22-April	Hazards
12	Friday	29-April	Trip #2 Waterford Beach
13	Friday	6-May	Trip #3 Rocky Neck
14	Friday	13-May	Last Class-Review/Trip
	Final Exam	Final Exam	Final Exam

Test will be of the short answer type.

FINAL EXAM: The final will emphasize connecting information to grasp ideas and concepts. Short answer and/or essay.

FIELD DATA AND OBSERVATION SHEET

Name: _____ Date: _____
Location Visited: _____ Time: _____
Stage of Tide Observed: _____
Wind Conditions/Direction: _____

BACKGROUND NATURAL RESOURCE INFORMATION:

- ➤ Tidal Range –
- ➤ Bedrock Present (gneiss, schist, etc., from bedrock map) –
 - ○ Distribution and Significance (forms headland, protects beach, etc.; Draw sketches and annotate as needed in your notebook)
- ➤ Bedrock Structure(s) Present (faults, fractures, etc., from bedrock map) –
 - ○ Significance (coincide with valleys, etc.) –
- ➤ Surficial Materials and Glacial Features Present (sand and gravel, till, drumlins, etc., from surficial materials and Quaternary maps) –
 - ○ Distribution and Significance (delta underlying marsh, sediment supply for beach, etc.; Draw sketches and annotate as needed in your notebook)
- ➤ Approximate Size and Significance of Contributing Drainage Basin(s) –

FIELD DATA AND OBSERVATION SHEET

(Page 2)

RELATED USEFUL BACKGROUND INFORMATION:

- • U.S.G.S. Stream Data Available for Contributing Basin(s)? Y N
- • Dam(s) Present in Contributing Basin(s)? Y N
- • Leachate/Wastewater Discharges Present in Contributing Basin(s)? Y N
- • Sewered Areas Near Coast? Y N
- • Public Water Supply Wells Near Salt Water/Coast? Y N
- • Rare/Endangered Species Present? Y N
- • Summary of Land Use in Contributing Basin(s) (forest, farm, urban, etc.)–

- • Water Quality Classifications: (Surface)_____ (Ground)_____
- • Flood Potential of Area: (High)_____ (Moderate)_____ (Low)_____
 - ○ Why?
- • Other Relevant Information:
 -
 -
 -
 -
 -
 -
 -
 -

Lewis
Coastal Dynamics

Spring 2005

FIELD DATA AND OBSERVATION SHEET

(Page 3)

OBSERVATIONS:

- ❖ ❖ Coastal Features Present (What is important to note for each?)—
 - ○ Headland(s) (type and significance)—
 - ○ Beach Type(s) Present (barrier, pocket, spit, etc.)—
 - ○ Beach Feature(s) Present (dunes, vegetation, etc.)—
 - ○ Offshore Feature(s) Present (islands, bars, flats, rocks, etc.)—
 - ○ Observed Features/Habitats of the Landward Margin—
 - ○ Inlet(s) (Role in System?)—
 - ○ Lagoon(s) (Role in System?)—
 - ○ Marsh(s) (Role in System?)—
 - ○ Other—

FIELD DATA AND OBSERVATION SHEET

(Page 4)

OBSERVATIONS (Continued):

❖ ❖ Human/Upland Influences Noted (disturbance, ditching, paths, etc.)—

Structures Present (walls, jetties, breakwaters, homes, streets, pipes, etc.)—

Influence on Beach (describe)—

❖ ❖ Natural Processes Observed (erosion, deposition, sediment transport, signs of barrier migration, tidal currents, other currents, etc.)—

FIELD DATA AND OBSERVATION SHEET

(Page 5)

When you are finished with your field visit you should clearly understand, and be able to summarize the following:

- ➤ What the general setting of the area is (photos and annotated maps/sketches help).
- ➤ What natural processes are responsible for the features you observed and why.
- ➤ The type of coastline that has resulted.
- ➤ Natural vulnerabilities of the area (e.g. susceptibility to storms, sea-level rise, upland influences, etc.).
- ➤ Natural assets of the area (e.g. well established dunes, marsh, etc.).
- ➤ Existing human impacts observed and their causes.
- ➤ Potential further potential vulnerabilities to human activity.

2006-24 Add W versions to HIST 258 & 259

1. Date: February 10, 2006
2. Department: History
3. Nature of Proposed Changes: Add W option to History 258, 259

4A. Current Catalogue Copy:

HIST 258. Intellectual and Social History of Europe in the Nineteenth Century
First semester. Three credits. *Lansing*
The thought and feeling of Europeans in their social context.

5B. Current Catalogue Copy:

HIST 259. Intellectual and Social History of Europe in the Twentieth Century
First semester. Three credits
The thought and feeling of Europeans in their social context.

6A. Proposed Catalog Copy:

HIST 258W. Intellectual and Social History of Europe in the Nineteenth Century
Prerequisite: ENGL 105 or 110 or 111 or 250. First semester. Three credits.
The thought and feeling of Europeans in their social context.

6B. Proposed Catalog Copy:

HIST 259W. Intellectual and Social History of Europe in the Twentieth Century
Prerequisite: ENGL 105 or 110 or 111 or 250.
The thought and feeling of Europeans in their social context.

Justification

1. Reasons for changing this group of courses: These courses were previously certified as a "w" course. Former instructor resigned from Department in 2003 before new GEOC procedures occurred, so his course was not submitted for certification at that time.
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, if different than current (otherwise list "same"): Lansing, Dintenfass
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: February 8, 2006
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person(s):
Daniel Caner, 6-3650, daniel.caner@uconn.edu