

Departmental Proposals for the 14 March 2006 Meeting

Proposals Pending under Old Business:

2005-156 Proposal to Add ANTH 2XXW

- 1a. Original Date: 6 October 2005 1b. Date Resubmitted: **17 February 2006**
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 2XXW. Ecological Anthropology Seminar

Either semester. Three credits.

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](#)): **2XXW**

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 ___ N

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](#)):
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](#)): **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](#)):
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](#)): **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. The Anthropology Department has identified "Ecology and Evolution" as a research focus, but to date we have few courses on the books that explicitly address this area of faculty expertise. There is a consistent demand from students for courses in the subject. Ecological Anthropology will be offered as ANTH 298 in Fall, 2006, and a course was taught at the graduate level as ANTH 305 in Fall, 2005.

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. These 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 fosters critical thinking.

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

4. Number of Students Expected: **12-15**

5. Number and Size of Section: **One section, no more than 15 students**

6. Effects on Other Departments (see Note N): **None, though may be of interest to students in EEB.**

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

8. Staffing (see Note P): Boster, Munro, Smith, Adler, 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, 486-2857, mcbrearty@uconn.edu

2005-158 Proposal to Add ANTH 2ZZW

1a. Original Date: 6 October 2005 1b. Date Resubmitted: **17 February 2006**

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

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

4. Final catalog Listing

ANTH 2ZZW. Seminar in Archaeology. Either 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): **2ZZW**

3. Course Title: **Seminar in Archaeology**

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):

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): **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 students 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

1a. Original Date: 6 October 2005

1b. Date Resubmitted: **17 February 2006**

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 2XY. European Prehistory

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

Adler

Interdisciplinary survey of the archaeological, biological, cultural, and behavioral evolution of prehistoric humans and their societies across Europe and portions of western Asia.

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): **2XY**

3. Course Title: **European Prehistory**

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

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. *European 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 of human evolution and cultural and technological development across prehistoric Europe.

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): **Course may be of interest to majors in History or Art History.**

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

2005-172. Proposal to Add ANTH 3XX

- 1a. Original Date: 6 October 2005
- 1b. Date Resubmitted: **17 February 2006**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring, 2007**

Catalogue copy

ANTH 3XX. The Neanderthals

Either 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): **3XX**
3. Course Title: **The Neanderthals**
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 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 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):
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 a wide range of

academic disciplines in an attempt to understand a prehistoric relative with whom we shared many behavioral and biological features, but with whom it appears 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 8-10 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. The course may attract graduate students in MCB or EEB.

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

2005-173 Proposal to Add ANTH 3XZ

1a. Original Date: 6 October 2005

1b. Date Resubmitted: **17 February 2006**

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

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

Final catalog Listing

ANTH 3XZ. 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): **3XZ**

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: **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):

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

9. Consent of Instructor, if applicable (see Note T): **No**

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): **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 3XY, *Modern Human Dispersals*, which will investigate populations of early humans after their dispersal from Africa. Because it integrates fossil, genetic and archaeological evidence, this course may be of interest to graduate students in EEB or MCB.

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. This course will provide a means for students to integrate evidence drawn from different fields, and to understand the historic and scientific reasons why much of the evidence of later evolution has traditionally been ignored.

3. Overlapping Courses (see Note M): **Complements ANTH 3XY, *Modern Human Dispersals***

4. Number of Students Expected: **6-12**

5. Number and Size of Section: **1 section, 6-12 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

2005-174 Proposal to Add ANTH 3XY

1a. Original Date: 6 October 2005

1b. Date Resubmitted: **17 February 2006**

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 3XY. Modern Human Dispersals

Three credits. Either semester. Instructor's consent required. *Adler*

Interdisciplinary understanding of the tempo and mode of modern human dispersals across 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): **3XY**

3. Course Title: **Modern Human Dispersals**

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 understanding of the tempo and mode of modern human dispersals across 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):

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 Europe. 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 be a companion course to the new offering *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: **6-12**
5. Number and Size of Section: **1 section with 6-12 students**
6. Effects on Other Departments (see Note N): May be on interest to graduate students in EEB or CB.
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

2005-175 Proposal to Add ANTH 3YZ

- 1a. Original Date: 6 October 2005
- 1b. Date Resubmitted: **17 February 2006**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Spring, 2007**
4. Final catalog Listing

ANTH 3YZ. 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](#)): **3YZ**
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 theoretically grounded course in the behavioral ecology and ethnoarchaeology of living hunter-gatherers and its relation to the archaeological record is lacking. *Hunter-Gatherers Past and Present* will alleviate this problem and provide students the 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 a primary focus 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

2005-184 Proposal to Add ANTH 3ZZ

1a. Original Date: 6 October 2005

1b. Date Resubmitted: **17 February 2006**

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

3. Semester and year in which course will be first offered: Spring 2006 (as ANTH 305)

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

ANTH 3ZZ. 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](#)): **3ZZ**

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**

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* and *Lithic Technology*, 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 an undergraduate method and theory course also taught by Munro (ANTH 286). That course is primarily a hands-on zooarchaeological identification course, while the proposed graduate course is oriented toward problem solving, quantification, and more sophisticated analyses of zooarchaeological data.

4. Number of Students Expected: **<15**
5. Number and Size of Section: **1 section, 8-15 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

New Departmental Course Proposals

2006-25 Proposal to Add Minor in Public Policy

1. Date: January 30, 2006
2. Department requesting this change: Public Policy
3. Title of Minor: Public Policy
4. Does this Minor have the same name as the Department or a Major within this Department (see Note S)? Yes No
5. Catalog Description of the Minor:

PUBLIC POLICY

The Public Policy Minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires 18 credits in total, consisting of one 100 level course and five 200 level courses. Students interested in the Public policy Minor are encouraged to complete Economics 112 and Statistics 101Q (or equivalent).

REQUIREMENTS FOR THE MINOR

- a) a) PP 101 Introduction to Public Policy
- b) b) PP 220 Public Policy Research Methods I
PP 276 Public Policy
- c) c) Students choose 9 credits of additional PP 200 level courses in consultation with their academic advisors. PP 300 level courses can be used to meet this requirement with consent of advisor and instructor.

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

Justification

1. Identify the core concepts and questions considered integral to the discipline:
The public policy minor prepares students for intellectual inquiry into the role of government in society and the design, management, and evaluation of public policies and programs.

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

The three required courses provide students with the foundation for understating core public policy concepts.

- • PP 101 provides an overview of public policy history and institutions, government administration and systems, policy analysis, contemporary policy issues, polling and influences on policy making.
- • PP 220 focuses on public policy and management research designs, threats to validity and reliability, impact analysis, implementation analysis and program evaluation.
- • PP 276 covers key debates within the policy community, evaluating sources of policy information, and the techniques and practices necessary to analyze policy.

The three elective courses round out the student's educational experience by providing them with the opportunity to learn more about specific policy and management areas.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see Note S). Not applicable

4. Attach a "Minor Plan of Study" form to this proposal. See attachment

5. Dates approved by (see Note Q):
 Department Curriculum Committee: January 19, 2006
 Department Faculty: January 19, 2006

6. Name, Phone Number, and e-mail address of principal contact person:
 Bill Simonsen
 860-570-9045
 william.simonsen@uconn.edu

University of Connecticut, College of Liberal Arts and Sciences
Public Policy Minor Requirements Audit Sheet

Last revised: January 30, 2006

Instructions to students: When you are preparing your final plan of study, you must obtain Department approval that you have satisfied requirements for the Public Policy Minor. Contact the Department at 860-570-8343 (4th Floor Library Building, Greater Hartford Campus) for information on how to locate the department head or a key adviser. Obtain either signature on this form. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. 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.

Name: _____ Student ID number: _____

Signature: _____

email: _____

REQUIREMENTS FOR THE MINOR

A. A. 100 Level Required Course

PP 101 _____(3 credits) Introduction to Public Policy

B. B. 200 Level Required Courses

PP 220 _____(3 credits) Public Policy Research Methods I

PP 276 _____(3 credits) Public Policy

C. C. Additional 200 Level PP courses totaling at least 9 credits chosen in consultation with your advisor. PP 300 level courses can be used to meet this requirement with consent of advisor and instructor.

Course Number	Number of Credits	Course Name

Name of Student: _____

I approve the above program for the Minor in Public Policy

(signed) _____ Dept. of Public Policy Minor Advisor

2006- 26 Proposals to Change Existing Courses

1. Date: February 17, 2006
2. Department: Mathematics
3. Nature of Proposed Changes: Revise exclusions
6. Effective Date: Fall 2006

(a) MATH 286

4(a)/5(a) MATH 286

Current Catalog Copy:

286. Introduction to Operations Research

(Also offered as STAT 286 and STAT 356.) Either semester. Three credits. Prerequisite: MATH 231 or STAT 220 or 230. Not open for credit to students who have passed STAT 286 or 356.

Introduction to the use of mathematical and statistical techniques to solve a wide variety of organizational problems. Topics include linear programming, network analysis, queueing theory, decision analysis.

Proposed Catalog Copy:

286. Introduction to Operations Research

(Also offered as STAT 286 and STAT 356.) Either semester. Three credits. Prerequisite: MATH 231 or STAT 220 or 230. **Not open for credit to students who have passed MATH 366, STAT 286, or STAT 356.**

Introduction to the use of mathematical and statistical techniques to solve a wide variety of organizational problems. Topics include linear programming, network analysis, **queueing theory**, decision analysis.

4(b)/5(b) MATH 287-288

Current Catalog Copy:

287-288. Actuarial Mathematics

(Also offered as MATH 387-388.) Either semester. Three credits each semester. Prerequisite: MATH 231 or STAT 230; and MATH 285, which may be taken concurrently.

Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

Proposed Catalog Copy:

287-288. Actuarial Mathematics

(Also offered as MATH 387-388.) Either semester. Three credits each semester. Prerequisite: MATH 231 or STAT 230; and MATH 285, which may be taken concurrently. **MATH 287 not open for credit to students who have passed MATH 387; MATH 288 not open for credit to students who have passed MATH 388.**

Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

4(c)/5(c) MATH 289

Current Catalog Copy:

289. Financial Mathematics II

Either semester. Three credits. Prerequisite: MATH 285. Also ACCT 131, which may be taken concurrently.

The continuation of MATH 285. Measurement of financial risk, the mathematics of capital budgeting, mathematical analysis of financial decisions and capital structure, and option pricing theory.

Proposed Catalog Copy:

289. Financial Mathematics II

Either semester. Three credits. Prerequisite: MATH 285. Also ACCT 131, which may be taken concurrently. **Not open for credit to students who have passed MATH 369.**

The continuation of MATH 285. Measurement of financial risk, the mathematics of capital budgeting, mathematical analysis of financial decisions and capital structure, and option pricing theory.

Justification

1. Reasons for changing these courses: The 3XX courses are the graduate versions of the corresponding undergraduate courses and cover at least the content of the undergraduate versions. The graduate courses are already closed to students who have taken the undergraduate courses, and the intent of the proposal is to make the relationships symmetric.

2. Effect on Department's Curriculum: Students will not be able to take both undergraduate and graduate versions of these courses for credit.

Spelling change: The New York Times Dictionary and the Microsoft Word glossary both use the spelling "queuing."

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No effect on staffing

7. Dates approved by:

Department Curriculum Committee: February 9, 2006

Department Faculty: February 14, 2006

8. Name, Phone Number, and e-mail address of principal contact person: Gerald Leibowitz, 486-2402, leibowitz@math.uconn.edu

2006-27 Proposal to Drop MATH 214, 224 & 255

1. Date: February 17, 2006
2. Department: MATHEMATICS
3. Catalog Copy:

214. Introduction to Discrete Systems

Either semester. Three credits. Prerequisite: CSE 111 or 130 or instructor consent. Open to sophomores or higher. Not open for credit to students who have passed MATH 213 or CSE 254.

Mathematical methods for characterizing and analyzing discrete systems. Modern algebraic concepts, logic, set theory, grammars and formal languages, and graph theory. Applications to the analysis of computersystems and computational structures.

224. Projective Geometry

Either semester. Three credits. Prerequisite: MATH 213.

Finite and infinite geometries as logical systems based on axioms. Synthetic and analytic projective geometry.

255. Principles of Computer Graphics

Either semester. Three credits. Prerequisite: CSE 111 or 130C, MATH 227 or 215, MATH 210, and consent of instructor. Not open for credit to students who have passed CSE 275.

Representation of two- and three-dimensional data, internal representation of data structures, transformations, mapping of functions to graphics screen, graphics hardware. Programming projects assigned.

4. Effective Date: Immediately

Justification

1. Reasons for dropping these courses:

We have not given MATH 214 for more than ten years, and David Gross, Undergraduate Coordinator in Mathematics, informs me that he routinely permits substitution of CSE 254, which used to be but is no longer cross-listed as MATH 214, to be applied to the major in Mathematics, where appropriate.

We have given MATH 224 only three times in the last thirty years and not at all in recent years. Dropping it will not affect the department's curriculum.

The faculty member who originated and taught MATH 255 has retired and has expressed no interest in teaching it again. The course has not been offered in several years. Dropping it will have no effect on the department's curriculum.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Mathematics Undergraduate Program Committee 12/08/05

Mathematics Department Faculty 2/14/06

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

Gerald Leibowitz, 486-2402, leibowitz@math.uconn.edu

2006- 28 Proposal to Change the MATH Major

1. Date: February 17, 2006
2. Department: MATHEMATICS
3. Nature of the Changes: Remove dropped courses MATH 214, 224, and 255 from the lists of requirements.

4. Current Catalog Copy:

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), and Mathematical Statistics (in cooperation with the Department of Statistics).

MATH 242W, 247, and 248 may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, and Mathematics-Actuarial Science. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 201W, 202W, 242W, or 292W.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are: MATH 220 and 221 (or 210 and 211), 213, 216, 227, 273-274, and at least 6 additional credits from any of the following courses: MATH 204, 215, 217, 223, 224, 225, 231, 232, 235, 237, 250, 252, 255, 258, 272, 277, 278, 281, 282, 286, and approved sections of 297 and 298, and at least 3 additional credits from any of the following courses: MATH 215, 217, 225, 250, and 258. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 200-level course work in Mathematics and 12 credits of course work in approved related areas. The required courses are MATH 210 and 211 (or 220 and 221), 213, 216, 227, 273, and at least 3 additional credits from any of the following courses: MATH 215, 217, 225, 250, and 258. The remaining credits may come from any 200-level Mathematics courses, except MATH 242W, 247 and 248.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are MATH 220 (or 210 and 211), 213, 227, 272, 273, 281, and 282, and two courses to be selected from MATH 204, 221, 231, 232, 237, 252, 255, 274, 277, 278, and approved sections of 297 and 298, and at least 3 additional credits from MATH 215, 216, 217, 223, 224, 231, 235, 250, 258, 286, and approved sections of 297 and 298. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 200's level course work in Mathematics and at least 12 credits in approved related areas. The required courses for the degree are MATH 210 or 220, 211 or 221, 215 or 227, 272, 281, and 282. The remainder of the 27 credits of Mathematics must be chosen from MATH 204, 213 or 214, 231, 232, 237, 252, 255, 273, 277 and 278.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 200's level in Mathematics and Statistics (in addition to MATH 210 or 220), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are MATH 215 or 227, 211 or 221, and Statistics STAT 230 and 231. To

satisfy the writing in the major and information literacy competencies, all students must pass one of the following courses: MATH 201W, 202W, 242W, 292W or STAT 202W.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 200 level in Mathematics, Statistics, Business, and related areas (in addition to MATH 210 or 220). The required courses are MATH 227 or 215, 231, 232 (or STAT 235), 285, 286, 287-288, STAT 230-231, and FNCE 221 or 225. Students should include ECON 111 and 112, a Computer Science course, and ACCT 131 and 200 in their program of study as early as possible. To satisfy the writing in the major and information literacy competencies, all students must pass one of the following courses: MATH 201W, 202W, 242W, 291W or 292W.

Admittance to this program is available only to students who meet at least one of the following requirements:

a total grade point average of 2.75 or higher;

a total grade point average of 3.0 or higher in Mathematics;

a passing score on one or more Actuarial examinations;

acceptance by the Mathematics Department's Actuarial Science Committee.

To remain in the Actuarial Science Major, students are expected to maintain a total grade point average of 2.75 or higher.

A minor in Mathematics is described in the Minors section.

5. Proposed Catalog Copy

Mathematics

The Mathematics Department offers programs of study in Mathematics, Applied Mathematical Sciences, Actuarial Science (in cooperation with the School of Business), and Mathematical Statistics (in cooperation with the Department of Statistics).

MATH 242W, 247, and 248 may not be counted in any of the major groups listed below.

The Department offers both a Bachelor of Science and a Bachelor of Arts degree in Mathematics, Applied Mathematical Sciences, Mathematics-Statistics, and Mathematics-Actuarial Science. The Bachelor of Science program provides in-depth training in Mathematics as preparation for graduate study or for participation in scientific and engineering teams in government, industry, or research laboratories. The Bachelor of Arts degree is designed to provide training in contemporary mathematics without the depth and concentrated specialization required for the Bachelor of Science program. To satisfy the writing in the major and information literacy competencies in the Bachelor of Arts in Mathematics, the Bachelor of Science in Mathematics, the Bachelor of Arts in Applied Mathematical Sciences, and the Bachelor of Science in Applied Mathematical Sciences, all students must pass one of the following courses: MATH 201W, 202W, 242W, or 292W.

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are: MATH 220 and 221 (or 210 and 211), 213, 216, 227, 273-274, and at least 6 additional credits from any of the following courses: MATH 204, 215, 217, 223, 225, 231, 232, 235, 237, 250, 252, 258, 272, 277, 278, 281, 282, 286, and approved sections of 297 and 298, and at least 3 additional credits from any of the following courses: MATH 215, 217, 225, 250, and 258. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 200-level course work in Mathematics and 12 credits of course work in approved related areas. The required courses are MATH 210 and 211 (or 220 and 221), 213, 216, 227, 273, and at least 3 additional credits from any of the following courses: MATH 215, 217, 225, 250, and 258. The remaining credits may come from any 200-level Mathematics courses, except MATH 242W, 247 and 248.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are MATH 220 (or 210 and 211), 213, 227, 272, 273, 281, and 282, and two courses to be selected from MATH 204, 221, 231, 232, 237, 252, 274, 277, 278, and approved sections of 297 and 298, and at least 3 additional credits from MATH 215, 216, 217, 223, 231, 235, 250, 258, 286, and approved sections of 297 and 298. In addition, at least 12 credits at the 200 level in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences: The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 200's level course work in Mathematics and at least 12 credits in approved related areas. The required courses for the degree are MATH 210 or 220, 211 or 221, 215 or 227, 272, 281, and 282. The remainder of the 27 credits of Mathematics must be chosen from MATH 204, 213, 231, 232, 237, 252, 273, 277 and 278.

Bachelor of Science or Arts in Mathematics-Statistics: The requirements for the B.S. or B.A. in Mathematics-Statistics degree are 36 credits at the 200's level in Mathematics and Statistics (in addition to MATH 210 or 220), with at least 12 credits in each department. The required courses for the Mathematics-Statistics major are MATH 215 or 227, 211 or 221, and Statistics STAT 230 and 231. To satisfy the writing in the major and information literacy competencies, all students must pass one of the following courses: MATH 201W, 202W, 242W, 292W or STAT 202W.

Bachelor of Science or Arts in Mathematics-Actuarial Science: The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 200 level in Mathematics, Statistics, Business, and related areas (in addition to MATH 210 or 220). The required courses are MATH 227 or 215, 231, 232 (or STAT 235), 285, 286, 287-288, STAT 230-231, and FNCE 221 or 225. Students should include ECON 111 and 112, a Computer Science course, and ACCT 131 and 200 in their program of study as early as possible. To satisfy the writing in the major and information literacy competencies, all students must pass one of the following courses: MATH 201W, 202W, 242W, 291W or 292W.

Admittance to this program is available only to students who meet at least one of the following requirements:

- a total grade point average of 2.75 or higher;
 - a total grade point average of 3.0 or higher in Mathematics;
 - a passing score on one or more Actuarial examinations;
 - acceptance by the Mathematics Department's Actuarial Science Committee.
- To remain in the Actuarial Science Major, students are expected to maintain a total grade point average of 2.75 or higher.
- A minor in Mathematics is described in the Minors section.

6. Effective Date: Fall 2007

Justification

1. Since MATH 214, 224, and 255 are being dropped, they need to be deleted from the major requirements.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Mathematics Undergraduate Program Committee 12/08/05

Mathematics Department Faculty 2/14/06

6. Name, Phone Number, and e-mail address of principal contact person:
Gerald Leibowitz, 486-2402, leibowitz@math.uconn.edu

2006- 29 Proposal to Change Existing MATH Courses

1. Date: February 17, 2006
2. Department: MATHEMATICS
3. Nature of Proposed Change:
Eliminate MATH 214 as a possible prerequisite for several Mathematics courses.

4. Current catalog copy () / 5. Proposed Catalog copy (*)

(a) 215. Abstract Linear Algebra

Either semester. Alternate years. Three credits.
Prerequisite: MATH 227 or 246; and MATH 213 or 214.
Vector spaces and linear transformations over fields.

(a*) 215. Abstract Linear Algebra

Either semester. Alternate years. Three credits.
Prerequisite: MATH 227 or 246; and **MATH 213**.
Vector spaces and linear transformations over fields.

(b) 216. Abstract Algebra I

Either semester. Three credits. Prerequisite: MATH 213 or 214 or 244. Recommended preparation: Math 215 or 227 or 246.
The fundamental topics of modern algebra including elementary Number theory, groups, rings, polynomials and fields.

(b*) 216. Abstract Algebra I

Either semester. Three credits. Prerequisite: **MATH 213 or 244**. Recommended preparation: Math 215 or 227 or 246.
The fundamental topics of modern algebra including elementary Number theory, groups, rings, polynomials and fields.

(c) 225. Differential Geometry

Either semester, alternate years. Three credits.
Prerequisite: Either (i) MATH 210 or 230, and 211, and MATH 213, 214 or 244; or (ii) Math 246.
The in-depth study of curves and surfaces in space.

(c*) 225. Differential Geometry

Either semester, alternate years. Three credits.
Prerequisite: Either (i) MATH 210 or 230, and 211, and **MATH 213 or 244**; or (ii) Math 246.
The in-depth study of curves and surfaces in space.

(d) 235. Introduction to Mathematical Logic

Either semester, alternate years. Three credits. Prerequisite: MATH 213, 214, or 244 or CSE 207. PHIL 211 is recommended.
Formalization of mathematical theories, elementary model theory with applications to algebra, number theory, and non-standard analysis. Additional topics: Elementary recursion theory and axiomatic set theory. Emphasis on the applications of logic to mathematics rather than the philosophical foundations of logic.

(d*) 235. Introduction to Mathematical Logic

Either semester, alternate years. Three credits. Prerequisite: **MATH 213 or 244** or CSE 207. PHIL 211 is recommended.
Formalization of mathematical theories, elementary model theory

with applications to algebra, number theory, and non-standard analysis. Additional topics: Elementary recursion theory and axiomatic set theory. Emphasis on the applications of logic to mathematics rather than the philosophical foundations of logic.

(e) 237. Theory of Computability

Either semester, alternate years. Three credits. Prerequisite: MATH 213, 214, 244 or CSE 254.

Finite automata and regular languages, pushdown automata and context-free languages and grammars. Turing machines, recursively enumerable sets and grammars, Church's thesis, the halting problem, and other undecidable problems. Computational complexity and NP-completeness.

(e*) 237. Theory of Computability

Either semester, alternate years. Three credits. Prerequisite: MATH 213 or 244 or CSE 254.

Finite automata and regular languages, pushdown automata and context-free languages and grammars. Turing machines, recursively enumerable sets and grammars, Church's thesis, the halting problem, and other undecidable problems. Computational complexity and NP-completeness.

(f) 250. Elements of Topology

Either semester, alternate years. Three credits. Prerequisite: MATH 213, 214 or 244.

Metric spaces, topological spaces and functions, topological properties, surfaces, elementary topics in geometric topology.

(f*) 250. Elements of Topology

Either semester, alternate years. Three credits. Prerequisite: MATH 213 or 244.

Metric spaces, topological spaces and functions, topological properties, surfaces, elementary topics in geometric topology.

(g) 258. Introduction to Number Theory

Either semester, alternate years. Three credits. Prerequisite: MATH 213, 214 or 244.

Congruences, unique factorization, primitive roots, numerical functions, quadratic reciprocity and other selected topics, with emphasis on problem solving.

(g*) 258. Introduction to Number Theory

Either semester, alternate years. Three credits. Prerequisite: MATH 213 or 244.

Congruences, unique factorization, primitive roots, numerical functions, quadratic reciprocity and other selected topics, with emphasis on problem solving.

Justification

1. Reasons for changing these courses: Mathematics 214 has not been offered in ten years and is being dropped.

2-5. Effect on Department's Curriculum, other departments, branches : None, since MATH 214 has not been offered for 10 years.

7. Dates of approvals: Mathematics Undergraduate Program Committee 12/08/05
Mathematics Department Faculty 2/14/06

8. Name, Phone Number, and e-mail address of principal contact person: Gerald Leibowitz, 486-2402, leibowitz@math.uconn.edu

2006 - 30 Proposal to offer HIST 298 Special Topics Course

1. Date of this proposal: February 19, 2006
2. Semester and year 298 will be offered: Fall 2006
3. Department: History
4. Title of course: Machiavelli and Guicciardini: Crisis and History
5. Number of Credits: 3
6. Instructor: Kenneth Gouwens
7. Instructor's position: Associate Professor of History
8. Has this topic been offered before? No
9. If so, how many times? Not applicable
10. Short description:

The period from the French invasion (1494) until the fall of Florence to a Spanish army (1530) has long been recognized as a major cultural and political crisis, and not least because of the influential writings of Francesco Guicciardini (1483–1540) and Niccolò Machiavelli (1469–1527). This colloquium situates each author's works — including Guicciardini's *History of Italy* and *Maxims and Reflections*, and Machiavelli's *Prince* and *Discourses* — in the context of Florentine politics and particularly of the fortunes of the Medici family. Lectures highlight current scholarship that challenges their assumptions about Florence's centrality to Italian history and politics. Discussions focus on situating the primary sources historically while recognizing the importance of literary genre for understanding them. Materials to be distributed and analyzed include discussion guides, and supplementary readings, including Paolo Giovio's historical dialogue *On Women and Men Flourishing in Our Times* (1528), newly translated from the Latin by the instructor.

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

12. Comments, if comment is called for:

At least within the past decade, the Department of History has not offered a course on Machiavelli and his times. This new course will consist of lectures and discussion of readings (some secondary, but mostly primary). The particulars have yet to be developed, and so the draft syllabus below is rudimentary rather than definitive.

Rough Draft of Syllabus for History 298: Machiavelli and Guicciardini: Crisis and History

Introduction: The works of Niccolò Machiavelli and Francesco Guicciardini — especially Machiavelli's *Prince* and *Discourses* and Guicciardini's monumental *History of Italy* — have long been recognized as products of their times and as profound reflection upon those times. Both lived through the political and cultural crises triggered by the French invasion of the Italian peninsula in 1494, long viewed by historians and literary scholars alike as a watershed date. Each author has tended to be read outside historical context: Machiavelli, because of anachronistic but common appropriation of his *Prince* as a disinterested work of political science; Guicciardini, because his *History of Italy* has surprisingly often been accepted uncritically as if it were the only narrative of the period.

Important recent scholarship on the early sixteenth century has demonstrated how embedded both authors were in the political and social world of republican and Medicean Florence. We will read some of this criticism and, more important, will read other works from the period to help situate their writings in historical and literary context. A central theme will be the varieties of narrating crisis in the tumultuous early sixteenth century.

Requirements: To be defined. Probably two short papers on specific readings, two midterms, and a final examination.

Selected Bibliography: Readings will probably include the following:

Primary:

Paolo Giovio, *Dialogue on Women and Men Flourishing in Our Times*.

Francesco Guicciardini, *The History of Italy*, trans. Sidney Alexander (Princeton: Princeton Univ. Press, 1969), bks. 1, 14–16 (selections), 17–20 (=pp. 3–75, 327–28, 336–38, 361–442).

Idem, *Florentine Histories*. (Harper Ed.)

Idem, *Maxims and Reflections*.

Niccolò Machiavelli, *The Prince, with related documents*, trans. William J. Connell (Boston: Bedford, 2005), editor's intro.(1–37), dedication (39–40), chaps. 1, 6–8, 15–18, 21–26 (= pp. 41, 54–68, 87–96, and 108–23), & documents 1–5 (=pp. 125–42).

Idem, *Florentine Histories*, selections.

Idem, *Discourses on the First Ten Books of Titus Livy*, trans. Leslie Walker (Penguin ed.)

Secondary:

Albert Russell Ascoli, "Machiavelli's Gift of Counsel," in *Machiavelli and the Discourse of Literature*, ed. *idem* and Victoria Kahn (Ithaca: Cornell Univ. Pr., 1993), 219–57.

Alison Brown, "Lorenzo and Guicciardini," in *Lorenzo the Magnificent: Culture and Politics*, ed. *eadem* et al. (London: Warburg Institute, 1996), 281–96.

William J. Connell, "Machiavelli on Growth as an End," in *Historians and Ideologues*, ed. Anthony Grafton and J. H. M. Salmon (Rochester: Univ. of Rochester Press, 2001), 259–77.

J. G. A. Pocock, *The Machiavellian Moment* (1975), sections on Machiavelli and Guicciardini.

Paul Rahe, "Situating Machiavelli," in *Renaissance Civic Humanism: Reappraisals and Reflections*, ed. James Hankins (Cambridge: Cambridge Univ. Press, 2000), 270–308.

Randolph Starn, "Historians and Crisis," *Past & Present*, 52 (1971), 3–22.

T. C. P. Zimmermann, "Guicciardini, Giovio, and the Character of Clement VII," in *The Pontificate of Clement VII: History, Politics, Culture*, ed. Kenneth Gouwens and Sheryl E. Reiss (Aldershot: Ashgate, 2005), 19–27.

2006- 31 Proposal to Change Bioinformatics Minor

1. Date: **1/23/2006**
2. Department requesting this change: **MCB (Statistics and CSE)**
3. Title of Minor: **Bioinformatics**
4. Nature of Change:
 - A) Update of course listings in the different categories and of courses that can count towards the 15 credits requirements**
 - B) Update of the membership of the oversight committee**
5. Existing catalog Description of the Minor:

Bioinformatics

Bioinformatics is a new field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

Students wishing a minor in Bioinformatics must take at least 15 credits of the following courses, including at least one course from each of the following four groups. A single course cannot fulfill more than one group requirement. Credits used to satisfy minimum requirements for the student's major may not also be used towards the 15 credits for the Bioinformatics minor, although such courses may be used to satisfy one of the group requirements, where appropriate.

Group A: Bio-Computing / Computer Science

MCB 221, MCB 232, MCB/EEB 372, EEB 348, EEB 462, CSE 207, CSE 230, CSE 255, CSE 259

Group B: Data Banks / Statistics

STAT 201Q, STAT 220, STAT 230 and 231 (Note: both courses must be taken to satisfy this group requirement), CSE 255

Group C: Protein Structure / Biochemistry

MCB 203, MCB 204, MCB 209, MCB 221, MCB 311

Group D: Genetics

MCB 200, MCB 201, MCB 212, MCB 213, MCB 217, EEB 348

The minor is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. For the Bioinformatics minor, contact Dr. Dong-Guk Shin at shin@enr.uconn.edu.

6. Proposed catalog Description of the Minor:

Bioinformatics

Bioinformatics is a field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

Students wishing a minor in Bioinformatics must take at least 15 credits of the following courses, including at least one course from each of the following four groups. A single course cannot fulfill more than one group requirement. Credits used to satisfy minimum requirements for the student's major may not also be used towards the 15 credits for the Bioinformatics minor, although such courses may be used to satisfy one of the group requirements, where appropriate.

Group A: Bio-Computing / Computer Science

MCB 221, MCB 232, MCB/EEB 372, EEB 348, EEB 462, CSE 207, CSE210W, CSE 230, CSE 233, CSE 237, CSE 255, CSE 259, CSE 277

Group B: Data Banks / Statistics

STAT 201Q, STAT 220, STAT 230 and 231 (Note: both courses must be taken to satisfy this group requirement), CSE 255

Group C: Protein Structure / Biochemistry

MCB 203, MCB 204, MCB 209, MCB 221, MCB 311

Group D: Genetics

MCB 200, MCB 201, MCB 212, MCB 213, MCB 217, EEB 348

MCB299, CSE 298, and CSE 299 can be counted towards the 15 credit requirement, if approved by a member of the bioinformatics oversight committee.

The minor is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. For the Bioinformatics minor, contact Dr. Ion Mandoiu at ion@enr.uconn.edu or Dr. J. Peter Gogarten at gogarten@uconn.edu .

7. Effective Date Immediately**Justification**

1. Why is a change required?

Bioinformatics is a young and rapidly expanding research area. At UConn several new faculty were hired in recent years that offer courses in Bioinformatics and that are willing to supervise independent studies in Bioinformatics. The catalog description and audit sheet are changed to reflect these additional opportunities.

2. What is the impact on students? **More flexibility in fulfilling the requirements with courses appropriate to their individual background.**

3. What is the impact on regional campuses? **None**

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: Attached below.

5. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 6, 2006

Department Faculty: Feb. 17, 2006

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

J. Peter Gogarten, Gogarten@uconn.edu , 860 486 4061

New Audit sheet 2006**Bioinformatics Minor Plan of Study**

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.

Name of Student: _____

Students have to take at least one course from each of the following categories and a total of 15 credits from the listed courses. Some courses are listed under more than one category; these courses **cannot** be used to fulfill both categories simultaneously. A single course can fulfill the requirement of a single category only. Credits used to satisfy minimum requirements for the student's

major may not also be used towards the 15 credits for the Bioinformatics minor, although such courses may be used to satisfy one of the group requirements, where appropriate.

Most of the courses required for the minor have prerequisites and recommended preparations. These prerequisites, required and recommended preparations are included in the following list as (PR) to facilitate curriculum planning; however, prerequisites change frequently, and it is the student's obligation to check the catalogue for the current prerequisites.

1st category: Bio-Computing / Computer Science

- MCB 221 Intro to Mol Evol and Bioinf (3cr; PR: one 200level course in MCB)
- MCB/EEB372 Comp. Methods in Mol Evol (3cr; PR: MCB/EEB 371 or EEB 458, consent of instructor)
- EEB 348 Population Genetics (3cr, PR: MCB200 or 213)
- EEB 462 Evolutionary Pattern and Process: Experimental Approaches (4cr; PR: Consent of instructor)
- CSE207 Digital Logic (3cr; PR CSE110C or CSE123C or CSE130C)
- CSE210W Digital Logic Design (4cr PR CSE 110 or 123 or 130 or 133)
- CSE230 Introduction to Software Engineering (3cr; PR CSE134 and CSE254)
- CSE233 Programming Languages (3cr; PR CSE237)
- CSE237 Theory of Computation (3cr; PR CSE134 and CSE254)
- CSE255 Principles of Data Bases (3cr; PR CSE259)
- CSE259 Algorithms and Complexity (3cr; PR CSE134 and CSE254)
- CSE277 Bioinformatics (3cr; PR BIOL 107, CSE 254, and either STAT 220Q or STAT 224Q)

2nd category: Data Banks / Statistics

- STAT 201Q Introduction to Statistics II (3cr; PR STAT 100 or STAT 110)
- STAT 220 Statistical methods (Calculus level) (3cr; PR: MATH 114 or 116 or 121)
- STAT 230 and 231 Introduction to Mathematical Statistics (3cr each; PR: MATH 210 or 220)
- CSE 255 Principles of Data bases (3cr; PR: CSE 254 or MATH 214; and CSE230 or CSE 250)

3rd category: Protein Structure / Biochemistry

- MCB 203 Introduction to Biochemistry (4cr; PR: CHEM 141 or 244)
- MCB 204 Biochemistry (5cr; PR: CHEM 244)
- MCB 221 Intro to Mol Evol and Bioinf (3cr; PR: one MCB 200 level course)
- MCB 209 Structure and Function of Biol. Macromolecules (3cr; PR: MCB 204)
- MCB 311 Enzyme Structure and Function (3cr; PR: MCB207 and MATH 115 or consent of instructor)

4th category: Genetics

- MCB 200 Human Genetics (3cr; PR: BIOL 107)
- MCB 201 Gene Expression (3cr; MCB 200 or 210 or 229)
- MCB 212 Genetic Engineering (4cr; PR: BIOL 107, BIOL 108 or MCB 200)
- MCB 213 Concepts of Genetic Analyses (4cr; PR: BIOL 108 or 110, or MCB 200 and Chem 128)
- MCB 217 Molecular Biology and Genetics of Prokaryotes (4cr; PR: MCB 229)
- EEB 348 Population Genetics (PR: MCB200 or 213)

15 credit requirement

The following can count towards the 15 credit requirement, if approved by a member of the oversight committee:

- MCB 299 Independent Study in Molecular and Cell Biology
- CSE 298 Special Topics in Computer Science and Engineering
- CSE 299 Independent Study in Computer Science and Engineering

List and sum credits for all courses taken from the above list.

- credits for _____ [Example: "3 credits for MCB 221"]
- credits for _____
- credits for _____
- credits for _____
- credits for _____

Total Credits (must be 15 or more)

I approve the above program for the Minor in Bioinformatics

(signed) _____

(Member of the Bioinformatics oversight committee) (date)

Members of the Bioinformatics Oversight Committee:

MCB: J. Peter Gogarten, (860) 486-4061.

Statistics: Joseph Glaz, (860) 486-4193.

CSE: Dong-Guk Shin, (860) 486-2783, Ion Mandoiu, (860) 486-3784

2006 - 32 Proposal to Add INTD 2XX

1. Date: 23 February 2006
2. Department requesting this course: INTD
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

INTD 2XX, Introduction to Diversity Studies in American Culture

Either semester. Four credits. Open to sophomores or higher.

An interdisciplinary introduction to comparative multicultural studies in the United States. Topics may include: African American, Asian American, Latino/a, and Native American cultures; gender, feminism, religious, and sexual identities; and disability studies. The course includes a service learning component through the campus's multicultural centers and institutes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): INTD
2. Course Number (see [Note B](#)): 2XX
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: Introduction to Diversity Studies in American Culture
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Four credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
An interdisciplinary introduction to comparative multicultural studies in the United States. Topics may include: African American, Asian American, Latino/a, and Native American cultures; gender, feminism, religious, and sexual identities; and disability studies. The course includes a service learning component through the campus's multicultural centers and institutes.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): N/A
8. Prerequisites, if applicable (see [Note F](#)): ENGL 110 or 111 or 250.
9. Recommended Preparation, if applicable (see [Note G](#)): N/A
10. Consent of Instructor, if applicable (see [Note T](#)): N/A
11. Exclusions, if applicable (see [Note H](#)): N/A
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](#)): N/A
14. Open to Sophomores (see [Note U](#)): Open to Sophomores or higher.
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](#))

This new course offers students an interdisciplinary introduction to comparative multicultural studies in the United States. No other class introduces students to issues of identity configuration in communities defined by ethnicity, culture, gender, sexuality, and disability with a comparative focus, exploring the commonalities and differences in the issues that define diverse cultures. Additionally, the course includes a service learning component by requiring students to participate in the University's multicultural institutes and centers.

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

The course addresses such topics as: 1) the factors that influence the self-definition of diverse cultures within the United States, focusing particularly on historical, sociological, literary, political, and aesthetic influences; 2) the variety of perspectives on self-definition within diverse cultures; 3) the interaction of diverse cultures with each other; 4) the social and political commonalities between various diverse cultures; 5) the divergences and conflicts emerging from intersections between diverse cultures. The course will take a cultural studies approach by examining literary, historical, artistic, and political texts that

reflect and help shape cultures' identities. (See attached syllabus.) INTD 2XX serves the interests of the Interdepartmental Program by offering an interdisciplinary course in comparative multiculturalism. It serves the interests of the Office for Multicultural and International Affairs by offering a comprehensive introduction to topics related to diversity studies. It will help build the OMIA program (and campus-wide awareness of OMIA) by drawing students to the multicultural centers and institutes.

This course is co-sponsored by the Office of Multicultural and International Affairs and the Teachers for a New Era initiative through the Neag School of Education. INTD 2XX is the required course for the newly proposed minor in Diversity Studies in American Culture.

3. Overlapping Courses (see [Note M](#)): N/A
4. Number of Students Expected: 35 each semester
5. Number and Size of Section: 1 section of 35 students
6. Effects on Other Departments (see [Note N](#)): [Pending]
7. Effects on Regional Campuses: N/A
8. Staffing (see [Note P](#)): Katharine Capshaw Smith and Willena Price
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: INTD approval November 2, 2005
Department Faculty: November 2, 2005
10. Name, Phone Number, and e-mail address of principal contact person:
Katharine Capshaw Smith
486-4048 capshaw@uconn.edu

INTD 2XX: Syllabus

Introduction to Diversity Studies in American Culture

Instructors: Katharine Capshaw Smith and Willena Price

Office Hours: T and Th, 12:00-2:00, CLAS 136

Email: capshaw@uconn.edu

Phone: 486-4048

Required Texts:

A coursepack of readings prepared by the instructor and available at the Co-Op.

Course Description:

This course is an introduction to the field of diversity studies in the United States. In order to consider the various topics gathered under the umbrella of "diversity," we will take a cultural studies approach by examining literary, historical, artistic, and political texts that reflect and help shape cultures' identities. We will consider the advantages and limitations of grouping diverse peoples under single identities, like "Latino/a," for example, and think about alternate ways to understand the multiplicity of peoples and perspectives in the United States. We will explore the dynamics of single and multiple identities, the causes and effects of racism and ethnic stereotyping, the intersection of class, gender, sexual orientation, and ethnic identities, and the role of literature and politics to cultural nationalism. Although the course will introduce you to issues of identity configuration in communities defined by ethnicity, culture, gender, sexuality, and disability, the great reward of the course will be our study of diverse cultures *comparatively*. Not only will our academic approach be interdisciplinary, but the questions we explore will focus on the relationship of diverse communities to each other.

Please note: This is a four credit course. Students will be required to work practically with diversity issues by volunteering and participating in the activities of the University's multicultural centers and institutes. Students must participate substantively in at least *two* of the OMIA centers and institutes over the course of the semester. The instructor will meet periodically with the OMIA directors in order to learn about student engagement in volunteer work and/or attendance at cultural events. Expect to spend approximately three hours per week at the OMIA centers. You will write about your experience in class and on WebCT. Additionally, one of the formal writing assignments will incorporate reflection on your experiences at the OMIA centers and institutes.

[Please note: In cases where a course instructor is affiliated with an OMIA center or institute, conflicts of interest may develop between the requirements of the instructor for the course and the interests of the instructor as center/institute affiliate. In those cases, students will be encouraged to find other opportunities for service learning on campus.]

Course Requirements:

One-page response papers to readings. Total of six papers, one for each sequence. (20%)

Short paper, five to seven pages, based in part on your experience at UConn's OMIA centers. (20%)

Quizzes, in-class writing, WebCT postings, class participation. (10%)

Final Exam. (20%)

Research paper, ten pages. (30%)

Please speak with me or email me if you have any questions about the class or your project, or if you want to suggest texts to include. I am very happy to read and comment on drafts of papers.

Course Schedule:

Fall 2006

[Please note: The following suggests the range of materials available for the course, not a literal schedule of readings since there are too many readings listed below for a single course. As indicated, many of the following texts could be read in excerpt. This is one configuration of the course. The class could be constructed in multiple ways. An instructor could include units on religious diversity in America, or Native American cultures and literatures, or US linguistic diversity and bilingualism.]

T AUG 29: Course Introduction, Student Introduction

TH AUG 31:

Peggy McIntosh. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies" (1988).
Essays from *Race, Class, and Gender in the United States* (2003), Paula Rothenberg, ed.

Asian American Cultures and Traditions (organized by possible topics):

T SEPT 5:

- *Chinese Immigration*

Him Mark Lai. from *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940* (1991).

- *World War II: Anti-Japanese Sentiment*

Hisaye Yamamoto. from *Seventeen Syllables* (1994).

Gary Yokihiro. from *Cane Fires: The Anti-Japanese Movement in Hawaii, 1865-1945* (1992).

Caricature and ethnographic representations from *Time* and *Life* magazines.

TH SEPT 7:

- *World War II: Internment*

John Tateishi. from *And Justice for All* (1984).

Seichi Higashide. from *Adios to Tears: The Memoirs of a Japanese-Peruvian Internee in U.S. Concentration Camps* (1993).

Deborah Gesensway. from *Beyond Words: Images from America's Concentration Camps* (1987).

- *Internment and Identity in the Literary Imagination*

John Okada. *No-no Boy* (1957).

T SEPT 12:

- *Vietnam and the American Consciousness*

Kevin Bowen, et. al. *Vietnamese Poetry from the Wars, 1948-1993* (1998).

Clips from *Platoon, Full Metal Jacket, Good Morning Vietnam, Two Days in October*.

Clips of 1960s anti-war demonstrations, protests, marches, speeches.

- *Second Generations*

Maxine Hong Kingston. from *The Woman Warrior* (1976).

- *South Asian Identities*

Biju Mathew and Vijay Prashad, eds. "Satyagraha in America: the Political Culture of South Asian Americans." Special issue of *Amerasia Journal* 25:3 (1999/2000).

"On Being South Asian in North America," Chandra Mohanty

TH SEPT 14:

- *Cultural Contacts: Gendered Identities; Historical Competitions*

Renee Tajima. "Lotus Blossoms Don't Bleed: Images of Asian Women"

In *Making Waves: An Anthology of Writings By and About Asian American Women* (1989).

Excerpts from *Making More Waves: New Writing by Asian American Women* (1997).

Immigration, Exclusion and Competition – documents around these topics:

1880s and 1890s Railroads: Chinese and Mexican labor relationships.

1882 Chinese Exclusion Act: outlawing new Chinese labor for 10 years; renewed in 1892.

1904: First Border patrol of Mexican-American border to prevent illegal Chinese immigration.

Latino/a Cultures and Traditions (organized by possible topics):

T SEPT 19:

- *Mexican American History*: documents around these topics:
1848 Treaty of Guadalupe Hidalgo.
1851 California Land Act.
1910 Mexican Revolution.
Immigration Act of 1924 restricting groups other than Mexicans.
1953-1958 U.S. Immigration Service's "Operation Wetback" deportations.
1965 Immigration and Naturalization Act establishes Mexican immigration quota.

TH SEPT 21:

- *Chicano Cultural Nationalism*
Rodolfo "Corky" Gonzales. from "Yo Soy Joaquin" (*I Am Joaquin*) (1967).
Chicano cinema: "Yo Soy Joaquin" (*I Am Joaquin*) (1967).
 - *Labor History: César Chávez*
Richard Griswold Del Castillo. from *César Chávez: A Triumph of Spirit* (1995).
Documentary: *The Fight in the Fields* (1998).
- *Ballads*
"El Corrido de Kiansis (Ballad of Kansas)"
"Ballad of Gregorio Cortez."
1920s and 1930s recordings of ballads, including songs by Los Angeles's Los Hermanos Bañuelos (The Bañuelos Brothers) and Los Madrugadores (The Early Birds) and Texas's Los Hermanos Chavarría and Gaytán y Cantú.

T SEPT 26:

- *Puerto Rican Identities*
Juan Gonzalez. "Puerto Ricans: Citizens Yet Foreigners." *Harvest of Empire: A History of Latinos in America* (2000).
 - *Childhood in Puerto Rican Culture*
Nicholasa Mohr. from *Nilda* (1973).
Judith Ortiz Cofer. from *Silent Dancing: A Remembrance of a Puerto Rican Childhood* (1990).

TH SEPT 28:

- *Cultural Contact: Cooperation*
Latino/a and African-American joint economic and social movements:
1968: Reverend Ralph Abernathy's Poor People's Campaign.
Jessie Jackson's PUSH and Rainbow Coalition.
2005 Millions More March.

African American Cultures and Traditions (organized by possible topics):

T OCT 3:

- *Antebellum Experience, Emancipation and the Civil War*
Spirituals (printed texts and recordings of Paul Robeson, Jessye Norman, Kathleen Battle, and the Robert Shaw Chorale).
Folklore (may include Brer Rabbit and Brer Fox stories, tales in Gullah dialect, creation stories, plantation proverbs.).
Runaway slave advertisements; slave certificates of ownership and sale.
Frederick Douglass. from *Narrative of the Life of Frederick Douglass* (1845).
Accounts of John Brown trial and execution; accounts of Nat Turner Rebellion.
Thomas Wentworth Higginson. from *Army Life in a Black Regiment* (1870).
Abraham Lincoln's Emancipation Proclamation (1862).
Thirteenth Amendment (1865).

TH OCT 5:

- *The Harlem Renaissance*
Selections from *The Crisis* on lynching, on protests of *The Birth of a Nation* (1915).
Ida B. Wells-Barnett. *On Lynching* (1892).
W.E.B. Du Bois. from *The Souls of Black Folk* (1903).
Alain Locke, "The New Negro" (1925).
Langston Hughes. from *Weary Blues* (1926).
Zora Neale Hurston. from *Their Eyes Were Watching God* (1937).
Billie Holiday. "Strange Fruit" (1939).

T OCT 10:

- *Civil Rights and the Black Arts Movement; Contemporary Voices*
Plessy vs. Ferguson (1896); Brown vs. Board of Education (1954).
1965 Voting Rights Act.
1960, 1964 and 1968 Civil Rights Acts.
Martin Luther King, Jr. "Letter from a Birmingham Jail" (1963); "I Have a Dream" (1963).
Larry Neal. "The Black Arts Movement" (1968).
Amiri Baraka. from *Dutchman* (1964).
Jonathan Jackson. from *Harlem World: Doing Race and Class in Contemporary Black America* (2001).
Bakari Kitwana. from *The Hip Hop Generation: Young Blacks and the Crisis in African American Culture* (2003).
from *Eyes on the Prize* (video recordings, 1986-1995).

TH OCT 12:

- *African Americans and the Visual Arts*
William Sidney Mount. *Farmers Nooning* (1836).
Nathaniel Jocelyn. *Cinque* (1839).
Robert Scott Duncanson. *Uncle Tom and Little Eva* (1853).
Henry Ossawa Tanner. *The Banjo Lesson* (1893).
Lois Mailou Jones. *Les Fetiches* (1938).
Paintings by Romare Bearden, Aaron Douglas, Jacob Lawrence, Elizabeth Catlett,

Ringgold, etc.

Faith

- *Cultural Contact: Conflict*

- Min, Pyong Gap. "Problems of Korean Immigrant Entrepreneurs" in *Race and Ethnic Conflict* (1994).
From Spike Lee's *Do the Right Thing* and urban African American/Korean economic tensions.

Feminism(s) and Identity:

T OCT 17:

- *Theoretical Approaches*
Nancy Chodorow. from *The Reproduction of Mothering* (1978).
Carol Gilligan. from *In a Different Voice* (1982).
Luce Irigaray, from *The Sex Which Is Not One* (1985).

TH OCT 19:

- *Black Feminisms*
The Combahee River Collective. "A Black Feminist Statement." *Feminist Theory: A Reader* (2000).
bell hooks. "Theory as Liberatory Practice." *Feminist Theory: From Margin to Center* (2000).
also by hooks: "Sisterhood: Political Solidarity Among Women;" "Rethinking the Nature of Work"
June Jordan. from *Some of Us Did Not Die: Selected Essays of June Jordan* (2002).
Patricia Hill Collins. from *Black Sexual Politics* (2005).
Johnnetta Cole and Beverly Guy-Sheftall. from *Gender Talk* (2003).
Kimberly Springer. from *Living for the Revolution* (2005).
Texts by Kimberlé Crenshaw; excerpts from *Words of Fire: An Anthology of African American Feminist Thought* (1995).

T OCT 24:

- *Latina Feminisms*
Gloria Anzaldúa, ed. from *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives* (1990).
Maxine Baca Zinn and Bonnie Thornton Dill, eds. from *Women of Color in U.S. Society* (1994).
Moraga, Cherrie and Gloria Anzaldúa. from *This Bridge Called My Back: Writings by Radical Women of Color* (1981).

TH OCT 26:

- *Feminism, Race, and the Arts*

Texts by Gloria Anzaldúa, Cherríe Moraga, Ana Castillo, Sandra Cisneros, Judith Ortiz Cofer, and Cristina García, among others.

Cinema:

Jane Gaines. "White Privilege and Looking Relations: Race and Gender in Feminist Film Theory." *Issues in Feminist Film Criticism* (1990).

from *Imitation of Life* (Douglas Sirk version, 1959).

from *Daughters of the Dust* (1991)

from *Girls Like Us* (1997)

from *Listening for Something: Adrienne Rich and Dionne Brand in Conversation* (1996).

Queer Theory:

T OCT 31:

- *Theoretical Approaches; Connections to Feminist Theory*

Judith Butler. from *Gender Trouble: Feminism and the Subversion of Identity* (1989).

Adrienne Rich. "Compulsory Heterosexuality and Lesbian Existence." (1980).

Essays from *The Lesbian and Gay Studies Reader*, ed. Henry Abelove (1993).

TH NOV 2:

- *Queer Cinema*

Hanson, Ellis. "Introduction." from *Out Takes: Essays on Queer Theory and Film* (1999).

from *Paris is Burning* (1990).

from *Ma Vie En Rose* (1997).

from *Brother to Brother* (2004).

T NOV 7:

- *Race and Homosexuality*

Gregory Conerly. "The Politics of Black Lesbian, Gay and Bisexual Identity" *Queer Studies: A Lesbian, Gay, Bisexual, & Transgender Anthology* (1996).

Jee Yeun Lee. "Why Suzie Wong Is Not a Lesbian" *Queer Studies: A Lesbian, Gay, Bisexual, & Transgender Anthology* (1996).

Ruth Goldman. "Who is that Queer Queer? Exploring Norms around Sexuality, Race, and Class in Queer Theory" *Queer Studies: A Lesbian, Gay, Bisexual, & Transgender Anthology* (1996).

Siobhan Somerville. "Scientific Racism and the Invention of the Homosexual Body" *Queer Studies: A Lesbian, Gay, Bisexual, & Transgender Anthology* (1996).

from *Tongues Untied*, a Marlon Riggs film (1989).

TH NOV 9:

- *Sexuality, Race, and the Literary Imagination*

Nella Larsen. from *Passing* (1929).

Audre Lorde. from *Zami: A New Spelling of My Name* (1992).

Jacqueline Woodson. from *From the Notebooks of Melanin Sun* (1995).

Disability Studies:

T NOV 14:

- *Theorizing Disability*

essays from:

Kenny Fries, ed. *Staring Back: The Disability Experience from the Inside Out* (1997).

Simi Linton. *Claiming Disability: Knowledge and Identity* (1998).

David Mitchell and Sharon Snyder, eds. *The Body and Physical Difference: Discourses of Disability* (1997).

Rosemarie Garland Thomson. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* (1996).

TH NOV 16:

- *Disability and the Arts*

Cinema:

Freaks (1932).

Vital Signs: Crip Culture Talks Back (1997).

On The Eighth Day: Perfecting Mother Nature (1992).

Literature:

Raymond Carver. "Cathedral" (1983).

Lucy Grealy. *The Autobiography of a Face* (2003).

T NOV 21: Thanksgiving Break
TH NOV 23: Thanksgiving Break

T NOV 28:

- *Disability and Feminism*

Deborah Kent. "Disabled Women: Portraits in Fiction and Drama." *Images of the Disabled, Disabling Images* (1987).

Anita Silvers. "Women and Disability." *A Companion To Feminist Philosophy* (1998).

Anita Silvers. "Double Consciousness, Triple Difference: Disability, Race, Gender and the Politics of Recognition." *Disability, Divers(ability) and Legal Change* (1999).

Rosemarie Garland Thomson. "Feminist Theory, The Body, and the Disabled Figure." *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature* (1996).

Susan Wendell. "Toward A Feminist Theory of Disability". *Hypatia* 4.2 (Summer 1989).

Susan Wendell. *The Rejected Body: Feminist Philosophical Reflections On Disability* (1996).

Martha Minnow. from *Making All the Difference: Inclusion, Exclusion, and American Law* (1991).

TH NOV 30:

- *Disability and Multiple Identities*

O.W. Stuart. "Race and Disability: Just a Double Oppression?" *Disability, Handicap & Society* 7.2 (1992): 177-188.

Jenny Corbett. "A 'Proud Label': Exploring the Relationship Between Disability Politics and Gay Pride." *Disability & Society* 9.3 (1991): 343-357.

Susan Sontag. "Aids and its Metaphors." *Disability Studies Reader* (1997).

Excerpts from the Special Issue of *MELUS: Multi-Ethnic Literatures of the United States on Race and Disability*, forthcoming 2005, ed. Jennifer C. James.

T DEC 5: Presentation of final project topics.

TH DEC 7: Presentation of final project topics; final exam preparation.

Final Exam during Exam Week

2006 - 33 Proposal to Add a Minor in Diversity Studies

1. Date: 23 February 2006
2. Department requesting this change: English and OMIA
3. Title of Minor: **Diversity Studies in American Culture**
3. Does this Minor have the same name as the Department or a Major within this Department
___ Yes No
4. catalog Description of the Minor:

DIVERSITY STUDIES IN AMERICAN CULTURE

Students should consider taking appropriate 100-level courses in preparation for upper-level coursework in Diversity Studies. These might include Sociology 125/W (Sociology – Race, Class and Gender), as well as English 175, History 121, Philosophy 107, Psychology 132 and 133/135, Women’s Studies 104, and Women’s Studies 105.

REQUIREMENTS FOR THE MINOR

16 credit hours of courses taken across CLAS departments. No more than one course in Diversity Studies can be counted towards both the student’s major and the Diversity Studies in American Culture minor. No more than two courses may be taken within a single department. Classes not listed below, such as three-credit “Special Topics” courses, may be used to fulfill Diversity Studies requirements with the approval of the Director of Diversity Studies in American Culture. (If possible, students should seek such permission before taking the course.)

Students will take one required four-credit course: INTD 2XX: Introduction to Diversity Studies in American Culture. Course offerings are organized under three categories. Students must take four courses which must include at least one from each category to fulfill the remaining twelve credits. (Please note that some of these courses have prerequisites.)

A) One required four-credit course: INTD 2XX: Introduction to Diversity Studies in American Culture.

B) To fulfill the twelve remaining credits, students must take four courses which must include at least one from each of the following categories:

I. Gender, Physicality, and Sexual Identities

DRAM 230 Women in Theatre

ENGL 269 Introduction to LGTB Literature

ENGL 285 Women in Literature

HDFS 201 Diversity Issues in Human Development and Family Studies

HDFS 259 Men and Masculinity: A Social Psychological Perspective

POLS 204 Women and Politics

PRLS 231/WS 259 Fictions of Latino Masculinity

PRLS 251 Latinos: Sexuality and Gender

PSYC 246/246W/WS 246/246W Psychology of Women

SOCI 221/AASI 221 Sociological Perspectives on Asian American Women

SOCI 241/WS 241 Women and Health

SOCI 245/245W Sociology of Sexualities

SOCI 252/252W Sociology of Gender

WS 252 Genders and Sexualities

WS 266 Women and Ethnicity: Changing Roles in a Changing Society

WS 267 Women and Poverty

WS 269 The Women’s Movement

II. Ethnicity, Culture, and Race

AASI 201 Introduction to Asian American Studies
DRAM 231/231W African-American Theatre
ENGL 261/PRLS 232 Latina/o Literature
ENGL 262/PRLS 233 Studies in Latina/o Literature
ENGL 272 Native American Literature
ENGL 274/AASI 274 Asian American Literature
ENGL 276 Black American Writers I
ENGL 277 Black American Writers II
ENGL 278W Ethnic Literature of the United States
PRLS 210 Contemporary Issues in Latino Studies
PRLS 230/WS 258 Latina Narrative
PSYC 270/270W Black Psychology
PSYC 275 Introduction to Multicultural Psychology
PSYC 276 Social Psychology of Multiculturalism
SOCI 235 African Americans and Social Protest
SOCI 236 White Racism
SOCI 240/240W Ethnicity and Race
SOCI 242/242W American Jewry
SOCI 243/243W Prejudice and Discrimination

III. History and Politics

HIST 215/WS 215 History of Women and Gender in the United States, 1790-Present
HIST 237 American Indian History
HIST 238 African American History to 1865
HIST 246 African American History Since 1865
HIST 268/AASI 268 Japanese Americans and World War II
HIST 278/PRLS 220 History of Latinos/as in the US
HIST 284/PRLS 221 Latinos/as and Human Rights
HIST 294/AASI 294 Asian-American Experience Since 1850
POLS 247/WS 247 Black Feminist Politics
POLS 248 African American Politics
POLS 249 Latino Political Behavior
SOCI 268/268W Class, Power, and Inequality

5. Effective Date (semester, year -- [see Note R](#)) : September 2006
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

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

This interdisciplinary minor aims to increase student knowledge about diversity in populations and identities in the United States. The minor is broad and inclusive, with coursework addressing issues of class, race, ethnicity, gender, sexual orientation, age, disability, and health. It offers students a range of critical perspectives on diversity subjects and fosters dialogue about the role of cultural, ethnic, economic, physical, and gendered identities to individuals and to social structures.

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

The required course, INTD 2XX: Introduction to Diversity Studies in American Culture, will orient students to the range of subjects addressed in the minor and introduce the field's central theoretical debates. Three credits of the course will be lecture format; a one credit "lab" component will enable students to work practically with diversity issues by volunteering in the University's multicultural centers and institutes. Please note: In cases where a course instructor is affiliated with an OMIA center or institute, conflicts of interest may develop between the requirements of the instructor for the course and the interests of the instructor as center/institute affiliate. In those cases, students will be supported in finding other opportunities for service learning on campus. The course could be offered any semester to Sophomores or higher, and would have the prerequisite of ENGL 110 or 111 or 250. Enrollment would be capped at 35.

Further coursework will require students to take classes across disciplines on a range of diversity subjects (as detailed above), with the stipulation that no more than two courses come from a single department.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor ([see Note S](#)).

This minor is an initiative of the Teachers for a New Era Project at the University of Connecticut. TNE believes that future teachers would benefit by a minor in Diversity Studies in American Culture, and that all undergraduate students should have the opportunity to participate in a program that builds bridges across diversity issues. Coursework for the minor is interdisciplinary and does not permit the student to take a majority of courses in a single department. The minor will be administrated through the Office of the Vice Provost for Multicultural and International Affairs; administrative staff at OMIA will field student queries, and send interested students to the Director of the Diversity Studies in American Culture minor. The administrative activities of the Director, an Arts and Sciences faculty member, will be supported through funding from Teachers for a New Era.

4. Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page). 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:

Department Faculty:

Approvals of the Minor by Related Departments:

Department: OMIA (including Women's Studies Program, Institute for African American Studies, Asian American Studies Institute, Institute of Puerto Rican and Latino Studies)

Faculty Contact: Provost Ronald Taylor

Date of Approval: January 2006

Department: Art and Art History
Faculty Contact: Judith Thorpe, Head
Date of Approval: 2/8/06

Department: Drama
Faculty Contact: Gary English, Head
Date of Approval: 11/11/05

Department: English
Faculty Contact: Robert Tilton, Head
Date of Approval: 11/3/05

Department: History
Faculty Contact: Shirley Rowe, Head
Date of Approval: 2/10/06

Department: Human Development and Family Studies
Faculty Contact: Charles Super, Dean
Date of Approval: 10/22/05

Department: Political Science
Faculty Contact: Jennifer Sterling-Folker, Dir. Of Undergraduate Studies
Date of Approval: 11/11/05

Department: Psychology
Faculty Contact: Robert Henning, C&C Representative
Date of Approval: 10/26/05

Department: Sociology
Faculty Contact: Davita Glasberg, Head
Date of Approval: 2/13/06

6. Name, Phone Number, and e-mail address of principal contact person:
Katharine Capshaw Smith
486-4048
capshaw@uconn.edu

Dean's Endorsement of the Diversity Studies Minor

March 6, 2006
John Manning, Chair
Courses and Curriculum Committee
College of Liberal Arts and Sciences

Dear Jack:

I have read the proposed Diversity Studies Minor proposal. I support it with considerable enthusiasm. Not only will it serve general students in our College, it is also designed to enrich the program that prepares teachers for the Neag School of Education as a part of our collaborative Teachers for a New Era Initiative.

It appears to have a coherence and integrity that will make it attractive and effective. It also appears to be fiscally viable in that many of the courses that are already active are used to fulfill the requirements.

I endorse this proposal without reservation. Please contact me if you need additional information or background.

Sincerely yours,

Ross D. MacKinnon,
Dean

Cc: Mark Boyer, Political Science
Katharine Capshaw Smith, English

**Minor in Diversity Studies in American Culture
Plan of Study/Minor Requirements Audit Sheet**

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.

REQUIREMENTS FOR THE MINOR

16 credit hours of courses taken across CLAS departments. No more than one course in Diversity Studies can be counted towards both the student's major and the Diversity Studies in American Culture minor. No more than two courses may be taken within a single department. Classes not listed below, such as three-credit "Special Topics" courses, may be used to fulfill Diversity Studies requirements with the approval of the Director of Diversity Studies in American Culture. (If possible, students should seek such permission before taking the course.)

A) One required four-credit course: INTD 2XX: Introduction to Diversity Studies in American Culture.

B) To fulfill the twelve remaining credits, students must take four courses which must include at least one from each of the following categories:

I. Gender, Physicality, and Sexual Identities

DRAM 230 Women in Theatre
ENGL 269 Introduction to LGTB Literature
ENGL 285 Women in Literature
HDFS 201 Diversity Issues in Human Development and Family Studies
HDFS 259 Men and Masculinity: A Social Psychological Perspective
POLS 204 Women and Politics
PRLS 231/WS 259 Fictions of Latino Masculinity
PRLS 251 Latinos: Sexuality and Gender
PSYC 246/246W/WS 246/246W Psychology of Women
SOC 221/AASI 221 Sociological Perspectives on Asian American Women
SOC 241/WS 241 Women and Health
SOC 245/245W Sociology of Sexualities
SOC 252/252W Sociology of Gender
WS 252 Genders and Sexualities
WS 266 Women and Ethnicity: Changing Roles in a Changing Society
WS 267 Women and Poverty
WS 269 The Women's Movement

II. Ethnicity, Culture, and Race

AASI 201 Introduction to Asian American Studies
DRAM 231/231W African-American Theatre
ENGL 261/PRLS 232 Latina/o Literature
ENGL 262/PRLS 233 Studies in Latina/o Literature
ENGL 272 Native American Literature
ENGL 274/AASI 274 Asian American Literature
ENGL 276 Black American Writers I
ENGL 277 Black American Writers II
ENGL 278W Ethnic Literature of the United States
PRLS 210 Contemporary Issues in Latino Studies

PRLS 230/WS 258 Latina Narrative
PSYC 270/270W Black Psychology
PSYC 275 Introduction to Multicultural Psychology
PSYC 276 Social Psychology of Multiculturalism
SOC 235 African Americans and Social Protest
SOC 236 White Racism
SOC 240/240W Ethnicity and Race
SOC 242/242W American Jewry
SOC 243/243W Prejudice and Discrimination

III. History and Politics

HIST 215/WS 215 History of Women and Gender in the United States, 1790-Present
HIST 237 American Indian History
HIST 238 African American History to 1865
HIST 246 African American History Since 1865
HIST 268/AASI 268 Japanese Americans and World War II
HIST 278/PRLS 220 History of Latinos/as in the US
HIST 284/PRLS 221 Latinos/as and Human Rights
HIST 294/AASI 294 Asian-American Experience Since 1850
POLS 247/WS 247 Black Feminist Politics
POLS 248 African American Politics
POLS 249 Latino Political Behavior
SOC 268/268W Class, Power, and Inequality

Name of Student: _____

I approve the above program for the (B.A.) Minor in Diversity Studies in American Culture
(signed) _____ Director, Diversity Studies in American Culture

Give one copy of this form to your departmental advisor along with your final Plan of Study, one copy to the Director of Diversity Studies in American Culture, and one signed copy to the Registrar when you submit your final Plan of Study

Minor Advisor _____

Department _____

2006- 34 Proposal to Add Marine Archaeology Minor

1. Date: **November 30, 2005**
2. Department requesting this change: **Maritime Studies (MAST)**
3. Title of Minor: **Maritime Archaeology**
3. Does this Minor have the same name as the Department or a Major within this Department (see Note S)? ___ Yes No (If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor).

4. Catalog Description of the Minor:

Maritime Archaeology

Maritime Archaeology is an interdisciplinary field of study, global in scope, focusing on the investigations of human interactions with the sea, lakes, and rivers through the excavation and documentation of submerged settlements and coastal facilities, wrecked vessels, lost cargoes, and human remains. Maritime Archaeology integrates technology, such as side-scan sonar and undersea robotic vehicles, and science with traditional archaeological and historical studies. The minor introduces students to the development and application of current and future methods of exploration, research, and management of maritime heritage sites and resources. Students interested in pursuing a minor in Maritime Archaeology are advised to complete appropriate 100-level courses in a number of fields as preparation for advanced courses in their program in Maritime Archaeology. These should include some of the following courses: Anthropology 106, MARN 170, Geology 102, Geography 104, History 100, History 101, History 108.

Requirements for the Minor

18 Credit hours of course work as follows:

Required:

- Anthropology 214 (3 credits) - Introduction to Archaeology
- Anthropology 2XX (3 credits) – Methods in Maritime Archaeology (new course)

Select one course from the Science/Technology list:

- • Geology 2XX (3 credits) Coastal Geology [pre-req. is Geol 103 or 105] (new course)
- • Geography 205 (3 credits) Introduction to Physical Geography
- • Geography 246C (4 credits) Introduction to Geographic Information Systems [recommended prep is Geography 242].

Select nine credits from the History/Anthropology list:

- Anthropology 297 (6 credits) - Field Work in Archaeology
- History 211 (3 credits) Historians Craft
- History 245 (3 credits) Atlantic Voyages
- Anthropology 263W (3 credits) Ethnohistory of Native New England
- Anthropology 253 (3 credits) North American Prehistory
- Anthropology 267 (3 credits) Lithic Technology
- MAST 290 (one to three credits) Internship in Maritime Studies (with advance approval by advisor and MAST program coordinator)

5. Effective Date Fall 2006

Justification

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

Maritime Archaeology is an interdisciplinary, maritime-related field that involves archaeology of underwater sites that either contain artifacts related to human communities formerly on dry land or else wreckage from sunken ships. Maritime Archaeology focuses on the perspectives and methods developed in anthropology and history, as well as through science and technology. Its areas of inquiry include Native American and European prehistory, the evolution of coastal and maritime economies, the use of waterways for transportation, commerce, and recreation, and the reflection of culture in ships sunk off coasts up to several centuries ago. The minor introduces students to both submerged sites archaeology and nautical archaeology. Submerged sites include Native American and European prehistoric sites and later settlement areas that are now underwater. The study of these sites reveals the development and evolution of coastal and maritime economies. Nautical archaeology focuses on the more modern use of the seas, lakes, and rivers as major avenues for transportation and commerce. The field of Maritime Archaeology stresses education about the development and application of various methods of exploration to locate, study, and manage cultural resources. The minor introduces students to the development and application of current and future methods of exploration, research, and management of maritime heritage sites and resources.

Offering this minor in conjunction with the MAST major and at the Avery Point campus takes advantage of the resources, both technological and human, available through the National Undersea Research Center (NURC). One of six national offices, the Avery Point office of NURC, has earmarked a side-scan sonar unit for this minor, providing opportunities for students to gain direct experience with underwater archaeological methods both within the context of courses and outside of them. The Maritime Studies program offers an appropriate intellectual home for this interdisciplinary, experiential minor. It is anticipated that many MAST majors will complete this minor, as will majors in history, anthropology, and possibly other fields.

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

The minor begins with core courses in maritime archaeology (a proposed new course) and archaeological methods. The proposed maritime archaeology course integrates technology, such as side-scan sonar and undersea robotic vehicles, with traditional archaeological and historical studies. These two courses form the foundation that enables students to integrate method and theory from the Science/Technology and the History/Anthropology groupings of courses. The courses within these two groupings contribute to the development of a coherent and interdisciplinary approach to underwater archaeology. The courses in the science/technology group will prepare students to understand how submerged sites are located. To complete the minor, students select nine more credits from a menu of anthropology and history courses related to maritime archaeology. The proposed minor provides undergraduate students with the necessary coursework, training, and preparation to pursue a graduate career in nautical and/or submerged sites archaeology.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see [Note S](#)).

Maritime Archaeology is, like the Maritime Studies (MAST) major, an interdisciplinary, liberal arts, maritime-focused academic program. Like MAST, Maritime Archaeology involves experiential education and capitalizes on the resources and opportunities of the Avery Point campus and the region. The minor is structured similarly to the MAST major, for intellectual, pedagogical, and practical reasons. There is significant overlap between curriculum of the minor and the major (specifically, the minor enhances the major and develops the Anthropology track of the major), but the minor, and the name "Maritime Archaeology," represent a coherent, distinct subfield.

4. Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information: [See attached]

5. Dates approved by (see Note Q):

MAST Curriculum Committee: Nov. 30, 2005

MAST Faculty: Nov. 30, 2005

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

Helen M. Rozwadowski

(860) 405 9120

helen.rozwadowski@uconn.edu

Minor Plan of Study
Maritime Archaeology Minor
Maritime Studies Program
Requirements for the Minor

18 Credit hours of course work as follows:

Required:

- _____ Anthropology 214 (3 credits) - Introduction to Archaeology
- _____ Anthropology 2XX (3 credits) – Methods in Maritime Archaeology (new course)

Select **one** course from the Science/Technology list:

- _____ Geology 251 (3 credits) Coastal Geology [pre-req is Geol 103/105] (new course)
- _____ Geography 205 (3 credits) Introduction to Physical Geography
- _____ Geography 246C (4 credits) Introduction to Geographic Information Systems [recommended prep is Geography 242].

Select **nine credits** from the History/Anthropology list:

- _____ Anthropology 297 (6 credits) - Field Work in Archaeology
- _____ History 211 (3 credits) Historians Craft
- _____ History 245 (3 credits) Atlantic Voyages
- _____ Anthropology 263W (3 credits) Ethnohistory of Native New England
- _____ Anthropology 253 (3 credits) North American Prehistory
- _____ Anthropology 267 (3 credits) Lithic Technology
- _____ MAST 290 (one to three credits) Internship in Maritime Studies (with advance approval by advisor and MAST program coordinator)

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 Maritime Archaeology

(signed) _____ Coordinator of Maritime Studies

Minor Advisor

2006- 35 Proposal to Add CHIN 1xx (Elementary Chinese I)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

CHIN 1xx. Elementary Chinese I. First semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Chinese.

Development of ability to communicate in Chinese, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xx
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: Elementary Chinese I
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Chinese, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F):
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Chinese as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Chinese beginning in Fall 2006, the department would like to include Chinese among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Chinese. In addition, the course also introduces students to the socio-cultural aspects of the Chinese-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-36 Proposal to Add Chin 1xy (Elementary Chinese II)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

CHIN 1xy. Elementary Chinese II. Second semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Chinese.

Development of ability to communicate in Chinese, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xy
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: Elementary Chinese II
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Chinese, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): CHIN 1xx
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Chinese as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Chinese beginning in Fall 2006, the department would like to include Chinese among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Chinese. In addition, the course also introduces students to the socio-cultural aspects of the Chinese-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):

Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-37 Proposal to Add CHIN 1yx (Intermediate Chinese I)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing (see Note A):

CHIN 1yx. Intermediate Chinese I. First semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Chinese.

Development of ability to communicate in Chinese, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xz
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: Intermediate Chinese I
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Chinese, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): CHIN 1xy
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Chinese as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Chinese beginning in Fall 2006, the department would like to include Chinese among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Chinese. In addition, the course also introduces students to the socio-cultural aspects of the Chinese-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-38 Proposal to Add Chin 1yy (Intermediate Chinese II)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

CHIN 1yy. Intermediate Chinese II. Second semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Chinese.

Development of ability to communicate in Chinese, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xa
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: Intermediate Chinese II
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Chinese, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): CHIN 1xz
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Chinese as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Chinese beginning in Fall 2006, the department would like to include Chinese among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Chinese. In addition, the course also introduces students to the socio-cultural aspects of the Chinese-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-39 Proposal to Add CHIN 1zx. (Trad Chin Cult)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

CHIN 1zx. Traditional Chinese Culture. Either semester. Three credits.

Introduction to traditional Chinese culture prior to the 20th century. Survey of institutions, philosophy, art, literature, and social customs seen through a variety of media.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xx
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: Traditional Chinese Culture
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):

Introduction to traditional Chinese culture prior to the 20th century. Survey of institutions, philosophy, art, literature, and social customs seen through a variety of media.

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

Justification

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

This course introduces students to important elements of Chinese cultural traditions and complements Chinese Language instruction that is offered by the department of Modern and Classical Languages.

2. Academic Merit (see Note L):

China has produced one of the world's oldest and continuous civilizations and this course focuses on fundamental developments of traditional Chinese culture from the Zhou to the Qing Dynasties (1644-1912). Students are introduced to the history, art, literature, philosophy, religion, and social customs of pre-modern China as well as to the cultures that developed under the Zhou, Qin, Han, Tang, Yuan, Ming, and Qing dynasties and gain an appreciation of traditional Chinese culture heritage, values, symbols, and myths. Since the approach is both interdisciplinary and comparative, this course encourages students to think critically about another culture and making sense of an unfamiliar world by moving past Western conceptual categories. Lastly, this course complements the Chinese language offerings that are available in MCL.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 80
5. Number and Size of Section: 1 section, 80 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P): New visiting prof. in residence
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06
Department Faculty: 2/1/06
10. Name, Phone Number, and e-mail address of principal contact person:

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

2006-40 Proposal to Add CHIN 1zy (Mod Chin Cult)

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

CHIN 1zy. Modern Chinese Culture. Either semester. Three credits.

Introduction to modern Chinese culture from the fall of the Qing Dynasty to the present period.

Survey of institutions, philosophy, and social customs seen through literature and films.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHIN
2. Course Number (see Note B): 1xx
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: Modern Chinese Culture
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):

Introduction to modern Chinese culture from the fall of the Qing Dynasty to the present period.

Survey of institutions, philosophy, and social customs seen through literature and films.

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

Justification

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

This course introduces students to important elements of contemporary Chinese culture and complements Chinese Language instruction that is offered by the department of Modern and Classical Languages.

2. Academic Merit (see Note L):

Through literary texts and films, this course surveys contemporary Chinese culture from the Wuchang Uprising, to the Communist and the Cultural revolutions. Since the approach is both interdisciplinary and comparative, this course facilitates an appreciation of modern Chinese culture while encouraging students to move past Western conceptual categories. Lastly, this course complements the Chinese language offerings that are available in MCL.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 80
5. Number and Size of Section: 1 section, 80 students
6. Effects on Other Departments (see Note N):

7. Effects on Regional Campuses:
8. Staffing (see Note P): New visiting prof. in residence
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 2/1/06
 - Department Faculty: 2/1/06
10. Name, Phone Number, and e-mail address of principal contact person:

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

2006-41. Proposal to Add ARAB 1xx Elementary Arabic I

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

ARAB 1xx. Elementary Arabic I. First semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic.

Development of ability to communicate in Arabic, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xx
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: Elementary Arabic I
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Arabic, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F):
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Arabic as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Arabic beginning in Fall 2006, the department would like to include Arabic among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Arabic. In addition, the course also introduces students to the socio-cultural aspects of the Arab-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):

Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-42 Proposal to Add ARAB 1xy Elementary Arabic II

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

ARAB 1xy. Elementary Arabic II. Second semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic.

Development of ability to communicate in Arabic, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xy
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: Elementary Arabic II
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Arabic, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): ARAB 1xx
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Arabic as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Arabic beginning in Fall 2006, the department would like to include Arabic among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Arabic. In addition, the course also introduces students to the socio-cultural aspects of the Arab-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-43 Proposal to Add ARAB 1yx Intermediate Arabic I

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

ARAB 1yx. Intermediate Arabic I. First semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic.

Development of ability to communicate in Arabic, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xz
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: Intermediate Arabic I
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Arabic, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): ARAB 1xy
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Arabic as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Arabic beginning in Fall 2006, the department would like to include Arabic among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Arabic. In addition, the course also introduces students to the socio-cultural aspects of the Arab-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006-44 Proposal to Add ARAB 1yy Intermediate Arabic II

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

ARAB 1yy. Intermediate Arabic II. Second semester. Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic.

Development of ability to communicate in Arabic, orally and in writing.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xa
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: Intermediate Arabic II
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): Four
6. Course description (second paragraph of catalog entry -- see Note K):

Development of ability to communicate in Arabic, orally and in writing.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Four, plus lab practice
8. Prerequisites, if applicable (see Note F): ARAB 1xz
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):
16. S/U grading (see Note W):

Justification

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

Currently, the department of Modern and Classical Languages offers Arabic as a self-taught, 3-credit course under the Critical Language Program. With the hiring of a Visiting Professor in Arabic beginning in Fall 2006, the department would like to include Arabic among its main languages of instruction.

2. Academic Merit (see Note L):

This course develops the skills necessary to speak, write, and read in Arabic. In addition, the course also introduces students to the socio-cultural aspects of the Arab-speaking world.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/06

Department Faculty: 2/1/06

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

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

2006- 45 Proposal to Add ARAB 1ZX

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

ARAB 1ZX. Traditional Arab Literatures, Cultures, and Civilizations

Either semester. Three credits.

Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xx
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: Traditional Arab Literatures, Cultures, and Civilizations
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):

Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts.

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

Justification

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

The course will provide basic knowledge of cultures that have become increasingly important to any understanding of world history and civilization, but which have long been absent from American curricula. The course will broaden students' understanding of cultures that have had an historical impact on Western knowledge and provide students with a critical perspective on their own cultural history.

2. Academic Merit (see Note L):

Because this course examines literary and artistic works in their cultural and historical contexts, it offers students knowledge of the function of literary and artistic forms within different societies, providing them with the critical apparatus with which to interpret them, and giving them increased sensitivity to all kinds of cultural messages.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 80
5. Number and Size of Section: 1 section, 80 students

6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P): New visiting prof. in residence
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 2/1/06
 - Department Faculty: 2/1/06
10. Name, Phone Number, and e-mail address of principal contact person:

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

2006- 45 Proposal to Add ARAB 1ZY

1. Date: 2/1/06
2. Department requesting this course: MCL
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

ARAB 1zy. Modern Arabic Culture.

Either semester. Three credits.

Introduction to modern Arabic culture from Napoleon's Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ARAB
2. Course Number (see Note B): 1xx
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: Modern Arabic Cultur
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):

Introduction to modern Arabic culture from Napoleon's Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature.

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

Justification

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

This course introduces students to important elements of contemporary Arabic culture and complements Arabic Language instruction that is offered by the department of Modern and Classical Languages.

2. Academic Merit (see Note L):

Through a variety of literary texts, including dramatic plays, works of poetry, autobiography, fiction, and cultural criticism, this course surveys contemporary Arabic culture from the Napoleon's Egyptian Campaign to the modern Reformist movement initiated by Muhammad Rashid Rida, Abd al-Rahman al-Kawakib, Sayyid Qutb, Jamal Abd an-Nasr and Sayyed Hassan Nasrallah, among others.

Since the approach is both interdisciplinary and comparative, this course facilitates an appreciation of the multifaceted aspects of modern Arabic culture while encouraging students to move past Western conceptual categories. Lastly, this course complements the Arabic language offerings that are available in MCL.

3. Overlapping Courses (see Note M):
4. Number of Students Expected: 80
5. Number and Size of Section: 1 section, 80 students
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P): New visiting prof. in residence
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 2/1/06
 - Department Faculty: 2/1/06
10. Name, Phone Number, and e-mail address of principal contact person:

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

2006- 47 Proposal to Add MCL 298 "Special Topics"

1. Date of this proposal: March 2, 2006
2. Semester and year 298 will be offered: Fall 2006
3. Department: Modern and Classical Languages
4. Title of course: **Ethnicity and Identity in the Hellenistic World**
5. Number of Credits: 3
6. Instructor: Sara R Johnson
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3) N/A
10. Short description:

This objective of this course is to introduce students to the wide variety of cultures which co-existed in the Hellenistic East, and to explore the ways in which members of each culture sought to define their own identity in a multicultural world. Students will learn to use both ancient sources and secondary literature to acquire a nuanced understanding of complex ancient realities. Students will also be encouraged to critically evaluate the pros and cons of applying modern theoretical models (particularly the model of post-colonial theory) to the ancient world.

11. Please attach a sample/draft syllabus to first-time proposals. (see attached)
12. Comments, if comment is called for:

This is designed to be an upper-level undergraduate seminar, with the number of students limited to 20. The course is rooted in my own research specialty, and will require the students to engage to a significant degree with the secondary literature in the field, but will not require the level of expertise expected of graduate students; e.g. no knowledge of a language other than English is required.

13. Dates approved by (see Note Q):

Department Curriculum Committee: N/A

Department Faculty: pending

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

Sara Johnson

6-5388

sara.johnson@uconn.edu

Draft Syllabus
Ethnicity and Identity in the Hellenistic World
Fall 2006

Note: the required texts will provide chronological background, basic scholarly discussions and translated primary texts. A few primary readings will be provided in a small coursepack. More advanced readings for each week's topics will be provided in the form of excerpts from scholarly works on reserve. In the case of short excerpts, I will make every effort to make the reserve readings available through electronic course reserve.

Required Texts

F.W. Walbank, The Hellenistic World

M. M. Austin, The Hellenistic World from Alexander to the Roman Conquest

G. Nickelsburg, Jewish Literature Between the Bible and the Mishnah

Harper Collins Study Bible

[Peter Green, Alexander to Actium] [optional/on reserve – I would encourage serious students to buy this book, but it is too expensive to require as a textbook]

Books on Reserve

Barclay, The Jew in the Mediterranean Diaspora

Bickerman, The God of the Maccabees

Eddy, The King is Dead

Gruen, "Hellenism and Persecution: Antiochus IV and the Jews," in Hellenistic History and Culture

Gruen, Heritage and Hellenism
Gruen, Diaspora
Hengel, Judaism and Hellenism
Kuhrt/Sherwin-White, Hellenism in the East
Stephens, Seeing Double
Momigliano, Alien Wisdom
Tarn, Hellenistic Civilization
Tcherikover, Hellenistic Civilization and the Jews
Thompson, Memphis Under the Ptolemies
Wills, The Jew in the Court of the Foreign King

Schedule of Readings

Week 1

Background: Alexander and the Diadochoi

Walbank, chs 1-3

Green, pp. 3-35

Week 2

Alexander: Ruthless Dictator or Promoter of World Brotherhood?

Austin, ch. 1 (The reign of Alexander)

Tarn, Hellenistic Civilization (excerpts)

Bosworth, "Alexander and the Iranians," JHS 100 (1980): 1-21

Week 3

"The Problem of Hellenization"

Walbank, ch 4

Green, pp. 312-335 (The Dog that Barked in the Night)

Kuhrt/Sherwin-White, Hellenism in the East (intro essay)

Week 4

Egyptians and Greeks: Egyptians

Austin # 222, 225, 227, 228, 231

Walbank, ch 6

D. Thompson, Memphis Under the Ptolemies, pp. 3-6, 106-154

Week 5

Egyptians and Greeks: Greeks

Theocritus, Callimachus (selected poems -- coursepack)

Alexander Romance (coursepack)

J. Selden, "Alibis," Classical Antiquity 17 (1998): 299-412

S. Stephens, Seeing Double, pp. 1-19, 49-73

Week 6

Egyptian Resistance Literature?

Demotic Chronicle (coursepack)

Potter's Oracle (coursepack)

The King is Dead, 257-294

Week 7

Alien Wisdom: Greeks and Persians

Walbank, ch 11

Momigliano, Alien Wisdom, pp. 123-150

Eddy, The King is Dead, pp. 3-36

Week 8

The Chremonidean War: Greek freedom and Greek identity

Austin #49, 50

Walbank ch. 5

Week 9

Judaism and Hellenism: Land and Diaspora

Nickelsburg, pp. 9-18; 43-46

Gruen, Diaspora, pp. 232-252

Hengel, Judaism and Hellenism, pp. 6-18, 58-78

Week 10

Judaism and Hellenism: The Maccabean Revolt

1 Macc, 2 Macc

Austin #162-168

Nickelsburg, pp. 71-73, 83-90

Green, pp. 497-524

Gruen, "Hellenism and Persecution: Antiochus IV and the Jews," in Hellenistic History and Culture

Tcherikover, Hellenistic Civilization and the Jews, pp. 175-203

Bickerman, The God of the Maccabees (excerpts)

Week 11

The Hasmonean Kingdom

Judith (HCSB)

Nickelsburg, pp. 101-109, 114-121

Gruen, Heritage and Hellenism, pp. 1-40

Week 12

Hellenistic Jewish Literature 1: Kings and Jews

Esther, Daniel, 3 Macc (HCSB); LtAris (coursepack/reserve)

Wills, The Jew in the Court of the Foreign King (excerpts)

Gruen, Heritage and Hellenism, pp. 189-245

Week 13

Hellenistic Jewish Literature 2: the limits of assimilation

Artapanus, Tales of the Tobiads (coursepack)

Barclay, The Jew in the Mediterranean Diaspora, chs. 4, 5, 11

Week 14

Post-Post-Colonialism? Theory and its Uses

readings not yet determined

2006 - 48 Proposal to Change POLS 212 & Add its W variant

1. Date: 9/21/05
2. Department: Political Science
3. Nature of Proposed Change: Title Change of an existing course; creation of a W Variant for an existing course; catalogue copy change.

4. Current Catalog Copy:

POLS 212: Global Interdependence and the Crisis of World Order
Second semester. Three Credits.

The nature and meaning of interdependence; origins and consequences of development and underdevelopment; international resource politics; future world models

5. Proposed Catalog Copy:

POLS 212: Globalization and Political Change

Either semester. Three credits

Origins and contested definitions of globalization, and its impact on national, regional and international institutions and political processes.

Designed for upper-level undergraduate students with a solid grounding in comparative politics and international relations.

POLS 212 W: Globalization and Political Change

Prerequisite: ENGL 110 or 111 or 250

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

Justification

1. Reasons for changing this course: The current course description and its title do not reflect disciplinary changes. The changes are meant to reflect more contemporary conceptualizations of the issue and to update the relevant literature and analytical frameworks. The department is also trying to offer more W courses in order to meet the new 200-level W in the major GEOC requirement.
2. Academic Merit: The course aims to provide students with a solid grounding in political science literature related to globalization. It gives students the analytical skills to understand the debates over the nature of the process itself, as well as the ability to analyze the effect of the process on other variables (such as institutions at the national, regional and global level and political corresponding processes).
3. Specific Criteria for W courses:
 - a. When taught as a W-variant, this course will require students to produce a 20-page research paper. The first draft (worth 30% of the final grade) must include an abstract, outline, working bibliography, and text. The instructor will meet with students individually to provide feedback and comments that students must address and accommodate in successive drafts. The final draft of the research paper is worth 50% of the final grade. Students will make in-class research presentations on their final papers in the W variant of the course. The major research paper required in the W variant enhances learning the content of the course by actively engaging students with the processes of globalization. The course also includes a significant participation component. The instructor will post weekly discussion questions to students via WebCT, and students serve as discussion leaders throughout the semester, facilitating discussion of these questions among their peers during class.
 - b. The primary mode of writing instruction will include individual conferences with each student, in-class seminars on writing and research techniques, and written commentary on drafts-in-progress. Substantial revision will be undertaken between drafts based on individual feedback and written commentary from the instructor. Students must submit both drafts at the end of the course so that the instructor can evaluate how well students have incorporated comments and suggestion.
 - c. The final grade is calculated so that the non-writing components of the course are worth 20%, while the writing components of the course constitute 80% of the final course grade. The syllabus will clearly states this and reiterate that failure to pass the W component of the course, which involves writing quality, will result in failure of the course.
 - d. There will be no mixing of POLS212W and the regular POLS212
4. Number of Students Expected: 19

5. Number and Size of Sections: 1 section per year, either semester, maximum of 19 students
6. Effect on Department's Curriculum: This proposal revises and updates an existing course, which both enhances the course offerings across several key subfields in the major (i.e., international relations and comparative politics) and increases the number of "W" courses available through the department.
7. Other Departments Consulted (see Note N): Not applicable
8. Effects on Other Departments: Not Applicable
9. Effects on Regional Campuses: None
10. Staffing: Existing POLS staff can cover this course.
11. Dates approved by (see Note Q):
Department Head, 9/21/05
Department Curriculum Committee: 10/3/05
Department Faculty: 10/12/05
IR field Subcommittee: 9/21/05
Comparative Politics Subcommittee: 9/21/05
8. Name, Phone Number, and e-mail address of principal contact person:
Shareen Hertel (SHAREEN.HERTEL@UCONN.EDU) Tel: ext. 4129
Jennifer Sterling-Folker (JENNIFER.STERLING-FOLKER@UCONN.EDU)
Tel: ext. 2535

2006-49 Proposal to Drop JOUR 101

1. Date: March 9, 2006
2. Department: Journalism

3. Catalog Copy:

JOUR101 Introduction to Journalism

Either Semester. Three credits.

A survey of the principles, trends, attitudes and philosophies of journalism with emphasis on newspapers and magazines.

4. Effective Date: Spring 2007

Justification

1. Reasons for dropping this course: The course has not been offered for more than 15 years, and its subject matter has long since been subsumed by JOUR102, The Press in America, a required course for all journalism majors.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by:
JOUR C&C committee: 2/15/06
6. Wayne Worcester, 486-1550, Wayne.Worcester@uconn.edu