

Departmental Proposals for the 11 April 2006 Meeting

2006 - 34 Proposal to Add Minor in Maritime Archaeology. Postponed from previous meeting. Re-Docketed as 2006- 64, below.

2006 - 50 Proposal to Re- Establish the Human Development & Family Studies Major of the School of Family Studies in the College of Liberal Arts & Sciences

1. Date: 17 March 2006

2. Department: Family Studies

3. Title of Major: Human Development and Family Studies

4. Nature of Change: To adopt this major, new to the college, in essentially its present form upon the reconstitution of the Family Studies faculty as a department in CLAS. The new catalog description below reduces the number of HDFS credits formerly required from 39 to 33. This major will lead to the B.A. degree.

5. Effective Date: 8 May 2006, after which date students new to the program will follow the new major rules set forth below; students already enrolled in the program as of 8 May will continue to follow the major rules expressed in the 2005-06 and earlier catalogs, leading to the B.S. degree.

6. Existing catalog Description of the Major (to be followed by students continuing in the program as of 8 May). Relevant existing school requirements in italics:

Students in the School of Family Studies must complete the following requirements.

For Content Area 1, Arts and Humanities, School of Family Studies students are required to take a third course, which must be in a third subject area.

[HDFS 190](#); [PSYC 132](#), [135](#) (or [133](#)); [SOC 107](#); and [STAT 100](#) or [STAT 110](#) (Note: These courses may also fulfill University General Education requirements.)

Students meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 205W](#) and [HDFS 293W](#).

Human Development and Family Studies Major [B.S. Degree]

The major in Human Development and Family Studies requires **51 credits** in courses at the 200 level including 39 Human Development of Family Studies credits and 12 credits in courses related to but outside the major. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

- Early Childhood Development and Education
- Childhood and Adolescence
- Family Relationships: Services and Counseling
- Family in Society: Social Policy and Planning
- Adult Development and Aging

This major must include **all** of the following required courses: HDFS [201](#), [202](#), [204](#), [205W](#), [273](#), and [293W](#)

This major must include the completion of **one** of the following courses: HDFS [264,274](#), [276](#), [281](#), [285](#).

This major also must include **at least 18 credits** from the following courses. These courses may include courses listed above which were not taken to meet that requirement ([HDFS 264](#), [274](#), [276](#), [281](#), [285](#)). No

more than 3 credits from the following group of courses may be used toward completion of these 18 credits: [HDFS 221,224, 228, 288, 292, 299.](#)

HDFS [218, 220, 221, 222, 223, 224, 225, 227, 228, 230, 231, 234, 240, 245, 248, 250, 252,259, 260, 264, 266, 267, 268, 269, 270, 271, 272, 274, 275, 276, 277, 278,279, 280, 281, 283, 284, 285, 287, 288, 291, 292, 295, 296, 297, 298, 299](#)

7. Proposed catalog Description of the Major:

Human Development and Family Studies [B A degree]

Students in the Human Development and Family Studies Major must complete the following requirements: HDFS 190; PSYC 132, 135 (or 133); SOCI 107; and STAT 100 or STAT 110 (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of HDFS 205W and HDFS 293W.

The major in Human Development and Family Studies requires 45 credits in courses at the 200 level including 33 Human Development of Family Studies credits and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

- Early Childhood Development and Education**
- Childhood and Adolescence**
- Family Relationships: Services and Counseling**
- Family in Society: Social Policy and Planning**
- Adult Development and Aging**

This major must include all of the following required courses: HDFS 201, 202, 204, 205W, 273 and 293W

This major must include the completion of one of the following courses: HDFS 264, 274, 276, 281, 285

This major also must include at least 12 credits from the following courses. HDFS 220, 222, 223, 225, 226, 230, 231, 232, 234, 240, 245, 248, 250, 252, 259, 260, 264, 266, 267, 268, 269, 270, 271, 272, 274, 275, 276, 277, 278, 279, 280, 281, 283, 284, 285, 287, 291, 292, 294, 295, 296, 297, 298. These 12 credits may include elections from among the five courses listed above (HDFS 264, 274, 276, 281, 285), if not applied to satisfaction of the foregoing requirement

Justification

1. Core concepts and questions considered integral to the discipline [from the current university catalog]: The Department of Human Development and Family Studies focuses on human development within the context of families and the broader social environment. Courses focus on contemporary issues and research concerning individual development and family processes. Curriculum in Human Development and Family Studies emphasizes the following areas: Early Childhood Development and Education, Childhood and Adolescence, Family Relations and Counseling, Family Social Policy and Planning, and Adult Development and Aging.

2. Why is a change required? The University Trustees, upon recommendation of the Provost and President, have acted to dissolve the School of Family Studies and to shift its faculty and programs of instruction to the College of Liberal Arts and Sciences, effective 1 July 2006.

3. What is the impact on students? Students presently enrolled in the School of Family Studies may continue to pursue the major in Human Development and Family Studies, or an Individualized Major specific to that School, both leading to the B. S. Degree. It is a provision of the trustees' action that the regulations presently governing continuing students not be altered.

Students officially registered in the School of Family Studies as of 8 May will continue their studies in the College of Liberal Arts and Sciences, under the Family Studies catalog regulations and provisions currently applicable to them, except that students so registered as Individualized Majors in Family Studies will follow the major requirements of the CLAS Individualized Major program. Any such continuing Family Studies students who interrupt their studies and are later readmitted to these programs will be subject to the provisions of the CLAS degree requirements then in force, although the Dean of CLAS is authorized to make exceptions to specific regulations in individual cases.

Students not enrolled in these programs as of 8 May 2006 will follow the new major regulations (as above) and all other degree requirements of CLA&S.

4. What is the impact on regional campuses? No change.

5. Date approved by: Department Faculty: 14 December 2005. I

6. Name, Phone Number, and e-mail address of principal contact person: Prof. Thomas O. Blank, 860-486-3819, thomas.blank@uconn.edu

2006 - 51 Proposal to confirm policies governing Family Studies Students Continuing their studies in CLAS.

Motion: Students presently enrolled in the School of Family Studies may continue to pursue the major in Human Development and Family Studies, or an Individualized Major specific to that School, both leading to the B. S. Degree. It is a provision of the trustees' action that the regulations presently governing continuing students not be altered.

Students officially registered in the School of Family Studies as of 8 May will continue their studies in the College of Liberal Arts and Sciences, under the Family Studies catalog regulations and provisions currently applicable to them, except that students so registered as Individualized Majors in Family Studies will follow the major requirements of the CLAS Individualized Major program. Any such continuing Family Studies students who interrupt their studies and are later readmitted to these programs will be subject to the provisions of the CLAS degree requirements then in force, although the Dean of CLAS is authorized to make exceptions to specific regulations in individual cases.

Students not enrolled in these programs as of 8 May 2006 will follow the new major regulations (as above, 2006 - 50) and all other degree requirements of CLA&S.

2006 - 52 Proposal to Add ECON 215

Date: March 9, 2006

2. Department requesting this course: Economics

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

Final catalog Listing

ECON 215. Applied Regional Analysis: The Connecticut Economy

Either semester. Three credits. Prerequisite: ECON 102 or both ECON 111 and 112; STAT 100Q or 110Q. Recommended preparation: Math 106Q. *Lanza*

Methods of regional economic analysis applied to Connecticut. Descriptive statistics, input-output models, economic indexes, linear regression, forecasting and related tools are used to explore labor markets, housing, public policy and other topics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON

2. Course Number: 215 (The department has checked with the Registrar and this number is available for use.)

3. Course Title: Applied Regional Analysis: The Connecticut Economy

4. Semester offered: Either semester

5. Number of Credits: Three credits

6. Course description: Methods of regional economic analysis applied to Connecticut. Descriptive statistics, input-output models, economic indexes, linear regression, forecasting and related tools are used to explore labor markets, housing, public policy and other topics.

Optional Items

7. Number of Class Periods, if not standard:

8. Prerequisites, if applicable: ECON 102 or both ECON 111 and 112; Stat 100Q or 110Q

9. Recommended Preparation, if applicable: Math 106Q.

10. Consent of Instructor, if applicable: N/A

11. Exclusions, if applicable: N/A

12. Repetition for credit, if applicable: N/A

13. Instructor(s) names if they will appear in catalog copy: Lanza

14. Open to Sophomores: Yes

15. Skill Codes "W", "Q", or "C": N/A

16. S/U grading: N/A

Justification

1. Reasons for adding this course:

The proposed content of this course blends together disparate elements of business, economics, regional and statistical analysis that are not found in current University offerings. Particularly unique is the course focus on Connecticut's economy and the use of the University's signature journal, *The Connecticut Economy*, as a teaching tool. By integrating the ongoing research of *The Connecticut Economy* with the academic offerings of the department of economics, the course makes more effective and creative use of University resources.

2. Academic Merit:

This course will draw a significant share of its reading material from *The Connecticut Economy*, the University's quarterly review. What's more, the course will give students a rare chance to engage in applied research using basic analytical tools that have considerable cross-disciplinary appeal. Geared toward a general audience, *The Connecticut Economy* provides an ideal resource for a course like this. Articles will be used to illustrate both the content of the course and the methods of analysis used. The articles will also provide useful examples of the kind of work students will be expected to undertake in their independent projects (with the possibility that exceptional student work could be published in the *Quarterly*). This course should especially appeal to students hoping to develop practical skills for jobs in areas such as economic journalism and business consulting.

3. Overlapping Courses: None
4. Number of Students Expected: 35
5. Number and Size of Section: one section, 35 students
6. Effects on Other Departments: We have informed both Geography and Urban and Community Studies of this proposal. The latter may consider eventually using the course as part of its curriculum. We are open to possibilities for cross listing.
7. Effects on Regional Campuses: None
8. Staffing: This course would be taught by Dr. Steven P. Lanza, research associate with the University's Connecticut Center for Economic Analysis, executive editor of *The Connecticut Economy*, and adjunct professor teaching in the economics department.

9. Dates approved by:
Department Curriculum Committee: March 3, 2006
Department Faculty: March 9, 2006

10. Name, Phone Number, and e-mail address of principal contact person:
Richard N. Langlois
Director of Undergraduate Studies
X63472 Richard.Langlois@UConn.edu

2006 - 53 Proposal to Add ECON 215W

1. Date: March 9, 2006
2. Department requesting this course: Economics
3. Semester and year in which course will be first offered: Spring, 2007

Final catalog Listing

ECON 215W. Applied Regional Analysis: The Connecticut Economy

Either semester. Three credits. Prerequisite: ECON 102 or both ECON 111 and 112; STAT 100Q or 110Q. Recommended preparation: Math 106Q. *Lanza*

Methods of regional economic analysis applied to Connecticut. Descriptive statistics, input-output models, economic indexes, linear regression, forecasting and related tools are used to explore labor markets, housing, public policy and other topics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON
2. Course Number: 215 (The department has checked with the Registrar and this number is available for use.)
3. Course Title: Applied Regional Analysis: The Connecticut Economy
4. Semester offered: Either semester
5. Number of Credits: Three credits
6. Course description: Methods of regional economic analysis applied to Connecticut. Descriptive statistics, input-output models, economic indexes, linear regression, forecasting and related tools are used to explore labor markets, housing, public policy and other topics.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: ECON 102 or both ECON 111 and 112; Stat 100Q or 110Q
9. Recommended Preparation, if applicable: Math 106Q.
10. Consent of Instructor, if applicable: N/A?
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: N/A
13. Instructor(s) names if they will appear in catalog copy: Lanza
14. Open to Sophomores: yes
15. Skill Codes "W", "Q", or "C": **W**
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

The proposed content of this course blends together disparate elements of business, economics, regional and statistical analysis that are not found in current University offerings. Particularly unique is the course focus on Connecticut's economy and the use of the University's signature journal, *The Connecticut Economy*, as a teaching tool. By integrating the ongoing research of *The Connecticut Economy* with the academic offerings of the department of economics, the course makes more effective and creative use of University resources.

2. Academic Merit:

This course will draw a significant share of its reading material from *The Connecticut Economy*, the University's quarterly review. What's more, the course will give students a rare chance to engage in applied research using basic analytical tools that have considerable cross-disciplinary appeal. Geared toward a general audience, *The Connecticut Economy* provides an ideal resource for a course like this. Articles will be used to illustrate both the content of the course and the methods of analysis used. The articles will also provide useful examples of the kind of work students will be expected to undertake in their independent projects (with the possibility that exceptional student work could be published in

the *Quarterly*). This course should especially appeal to students hoping to develop practical skills for jobs in areas such as economic journalism and business consulting.

3. Overlapping Courses: None

4. Number of Students Expected: 19

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

6. Effects on Other Departments: We have informed both Geography and Urban and Community Studies of this proposal. The latter may consider eventually using the course as part of its curriculum. We are open to possibilities for cross listing.

7. Effects on Regional Campuses: None

8. Staffing: This course would be taught by Dr. Steven P. Lanza, research associate with the University's Connecticut Center for Economic Analysis, executive editor of *The Connecticut Economy*, and adjunct professor teaching in the economics department.

9. Dates approved by:

Department Curriculum Committee: March 3, 2006

Department Faculty: March 9, 2006

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

Richard N. Langlois

Director of Undergraduate Studies

X63472 Richard.Langlois@Uconn.edu

2006 - 54 Proposal to Change Anthropology Major

1. Date: 3/14/06
2. Department requesting this change: Anthropology
3. Title of Major: Anthropology
4. Nature of Change: editorial
5. Existing catalog Description of the Major: "All majors must take the following courses: a 100-level Anthropology course, as well as..."
6. Proposed catalog Description of the Major: "**All majors must take either Anth 100 or Anth 106, as well as...**"
7. Effective Date (semester, year -- [see Note R](#)): immediately
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required? We have added two new 100-level anthropology courses that will not satisfy the major.
2. What is the impact on students? If the language stays as is, students will believe that the two new 100-level courses will satisfy the major.
3. What is the impact on regional campuses? Same
4. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: 11/7/2005
Department Faculty: 11/7/2005
5. Name, Phone Number, and e-mail address of principal contact person: Tracey Andrews 486-2137
Terese.andrews@uconn.edu

2006 - 55 Proposal to Change the Human Rights Minor

1. Date: March 16, 2006
2. Department requesting this change: Human Rights Minor (Through the Human Rights Institute)
3. Title of Minor: Human Rights

4. Nature of Change:

(a) List an additional core course (already approved) HRTS 125 (POLS 125)

(b) edit to include crosslistings of 16 previously existing courses (approved by CLAS C&C on April 12, 2005)

(c) add 9 courses to group B electives: ARE 255 - Role of Agriculture in Economic Development, AH 215 (AASI 215) - Critical Health Issues of Asian Americans, ANTH 280W - Human Rights in Democratizing Countries, ANTH 290W - Cultural Rights, ECON 206 (PHIL 206) - Philosophy and Economics, HRTS 215 (SOC 215) – Human Rights in the United States, HRTS 241 (ENGL 241) - Topics in Literature and Human Rights, HRTS 219 (PHIL 219) - Topics in Philosophy and Human Rights, HRTS 256 (POLS 256) – Constitutional Rights and Liberties

(d) Change contact information

5. Existing catalog Description of the Minor:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 200 level are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives, and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

Group A. Core Courses:

[POLS 205](#), [POLS 258](#), [HIST 226](#), [HIST 253](#)

Group B. Electives:

Asian American Studies Institute: [215](#), [221](#), [221W](#), [222](#), [268](#)

Anthropology: [226](#), [228](#), [231](#)

Economics: [202](#), [207](#), [247](#)

History: [215](#), [224](#), [237](#), [238](#), [268](#), [298](#) when offered as: The Holocaust and World War II

Philosophy: [215](#), [218](#), [245](#)

Political Science: [225](#), [244](#), [257](#)

Puerto Rican and Latino Studies: [221](#)

Sociology: [221](#), [221W](#), [222](#), [235](#), [236](#), [243](#), [249](#), [258](#), [268](#), [269](#)

Women's Studies: [263](#)

Group C. Internship

[INTD 245](#) Human Rights Internship and Portfolio

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Sociology Department](#).

6. Proposed catalog Description of the Minor:

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 200 level are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives, and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

Group A. Core Courses:

History: 226, 253(HRTS 253)

Political Science: 125 (HRTS 125), 205 (HRTS 205), 258 (HRTS 258)

Group B. Electives

Agriculture and Resource Economics: 255

Allied Health: 215 (AASI 215)

Anthropology: 226, 228, 231, 280W, 290W

Asian American Studies Institute: 215 (AH215), 221/221W (HRTS 221/221W, SOCI 221/221W), 222, 268 (HIST 268)

Economics: 202, 206(PHIL 245), 207, 247

English: 241 (HRTS 241)

History: 215, 224, 237, 238 (HRTS 238), 268 (AASI 268), 298-02 when offered as: The Holocaust and World War II

Philosophy: 215, 218, 219 (HRTS 219), 245(ECON 206)

Political Science: 225 (HRTS(225), 244, 256 (HRTS 256), 257

Puerto Rican & Latino Studies: 221 (HRTS 220)

Sociology: 215 (HRTS 215), 221/ 221W (HRTS 221/221W, AASI 221/221W), 222 (HRTS 222, AASI 222), 235 (HRTS 235), 236, 243, 249 (HRTS 249), 258, 268 (HRTS 268), 269 (HRTS 269)

Women's Studies: 263 (HRTS 263)

Group C: Internship

Interdepartmental: INTD 245 (HRTS 245) – Human Rights Internship and Portfolio

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science Department.

7. Effective Date (immediately):

Justification

1. Why is a change required? To incorporate into the minor a newly developed core introductory course to human rights, to reflect the crosslistings of existing courses, and to add several existing courses that are relevant to the study of human rights as electives.

2. What is the impact on students? The changes provide them with more choices and makes it easier to them to complete a human rights minor.

3. What is the impact on regional campuses? Increases options for students at these campuses for completing the minor.

4. Attach a revised "Minor Plan of Study" form to this proposal (below)

5. Dates approved by:

Department Curriculum Committee: April 15, 2005

Department Faculty: April 15, 2005

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

Richard P. Hiskes, Department of Political Science. 486- 2536, richard.hiskes@uconn.edu

Human Rights 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. No more than two courses may be taken from the same department.

Group A: Core Courses (6 credits)

History

- _____ HIST 226/ HRTS 226: International Human Rights
- _____ HIST 253/ HRTS 253: History of Human Rights

Political Science

- _____ POLS 125/ HRTS 125: Intro to Human Rights
- _____ POLS 205/ HRTS 205: The Theory of Human Rights
- _____ POLS 258/ HRTS 258: Comparative Perspectives on Human Rights

Group B: Electives (6 credits)

Agricultural and Resource Economics

- _____ ARE 255: The Role of Agriculture in Economic Development

Allied Health

- _____ AH 215 Critical Health Issues of Asian Americans (or AASI 215)

Anthropology

- _____ ANTH 226: Peoples and Cultures of North America
- _____ ANTH 228/ HRTS 228: Indigenous Rights and Aboriginal Australia
- _____ ANTH 231: Anthropological Perspectives on Women
- _____ ANTH 280W/ HRTS 280W: Human Rights in Democratizing Countries
- _____ ANTH 290W/ ANTH 290W: Cultural Rights

Economics

- _____ ECON 202: Topics in Economic History and Thought
- _____ ECON 207: Beyond Self Interest
- _____ ECON 247: Economic Development

English

- _____ ENGL 241/ HRTS 241 Topics in Literature and Human Rights

History

- _____ HIST 215: History of Women and Gender in the United States, 1790-Present
- _____ HIST 224: History of Pan-Africanism
- _____ HIST 237: The Indian in American History
- _____ HIST 238/ HRTS 238: African American History to 1865
- _____ HIST 268: Japanese Americans and World War II (or AASI 268)
- _____ HIST 298-02: The Holocaust and World War II

Philosophy

- _____ PHIL 2xx/ HRTS 2xx Topics in Philosophy and Human Rights
- _____ PHIL 215: Ethics
- _____ PHIL 218: Feminist Theory
- _____ PHIL 245: Philosophy and Economics

Political Science

- _____ POLS 225/ HRTS 225: International Organizations and Law
- _____ POLS 244: Politics of South Africa
- _____ POLS 256/ HRTS 256 Constitutional Rights and Liberties
- _____ POLS 257: World Cultures and U:S: Law

Puerto Rican & Latino Studies

- _____ PRLS 221/ HRTS 221: Latinos/as and Human Rights in the United States

Sociology

- _____ SOCI 215/ HRTS 215 Human Rights in the United States
- _____ SOCI 221/ HRTS 221: Sociological Perspectives on Asian American Women (or, either SOCI 221 W, AASI 221, AASI 221 W)
- _____ SOCI 222/ HRTS 222: Asian Indian Women: Activism and Social Change (or AASI 222)
- _____ SOCI 235/ HRTS 235: African Americans and Social Protest
- _____ SOCI 236/ HRTS 236: White Racism
- _____ SOCI 243: Prejudice and Discrimination
- _____ SOCI 249/ HRTS 249: Sociological Perspectives on Poverty
- _____ SOCI 258: The Developing World

____ SOCI 268/ HRTS 268: Class, Power and Inequality
____ SOCI 269/ HRTS 269: Political Sociology

Women's Studies

____ WS 263/ HRTS 263: Women and Violence

Group C: Internship (3 credits)

____ HRTS 245: Human Rights Internship and Portfolio

2006 - 56 Proposal to Add POLS 2xx & its variant 2xxW

1. Date: 3/17/06
2. Department requesting this course: POLS
3. Semester and year in which course will be first offered: Spring 2007

4. Final catalog Listing:

POLS 2xx. Democratic Culture and Citizenship in Latin America.

Either semester. Three credits.

The development of democratic attitudes, norms, and behavior in Latin America.

POLS 2xxW. Democratic Culture and Citizenship in Latin America.

Either semester. Three credits.

The development of democratic attitudes, norms, and behavior in Latin America.

Prerequisite: ENGL 105 or 110 or 111 or 250

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 2xx and 2xxW
3. Course Title: Democratic Culture and Citizenship in Latin America.
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description

The development of democratic attitudes, norms, and behavior in Latin America.

Optional Items

7. Number of Class Periods, if not standard (see Note E): na
8. Prerequisites, if applicable (see Note F): na
9. Recommended Preparation, if applicable (see Note G): na
10. Consent of Instructor, if applicable (see Note T) na
11. Exclusions, if applicable (see Note H): na
12. Repetition for credit, if applicable (see Note I): na
13. Instructor(s) names if they will appear in catalog copy (see Note J): na
14. Open to Sophomores (see Note U): no
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): na

Justification

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

This course focuses on the problem of understanding democracy in Latin America. The existing political science course on Latin America is a survey course that reviews a number of aspects of Latin American politics. This course explores in depth what it means to be a democratic citizen and what is a democratic culture, with comparisons to Europe and the United States. The W variant component of this course is being proposed simultaneously because the department is attempting to increase its W courses so that it may meet the GEOC W-in-the-Major requirement. There will be no mixing of the regular POLS2xx, Democratic Culture and Citizenship in Latin America, and its W variant.

When the course is taught as a W, the course will meet the specific criteria for W courses: 1a. Students will be expected to write a 15-page research paper and a five-page research design to examine in greater depth some aspect of democratic behavior or culture in Latin America, and compare it to a comparable aspect in the United States. As a result, students will use critical and analytical skills to understand the complexities of defining democracy and democratic culture and to reach their own conclusions through systematic comparison and analysis. Students will be required to prepare a preliminary research proposal, including a bibliography early in the semester, and then a final research paper at the end of the semester. Students will also work in groups on collaborative projects related to their research and present their findings in a group oral presentation.

- 1b. Students will receive formal writing instruction during class time, and instruction will review such

topics as thesis statements, citation format, research skills, UConn library resources, and plagiarism.
1c. Students will be required to submit preliminary drafts of both the 5-page and the final 15-page paper for comments. Individual conferences will be scheduled where students and the instructor can discuss written commentary from the instructor on their drafts. Students will be required to incorporate comments and criticisms and resubmit both papers. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course, and that the papers together are worth 50% of their final grade.

2. Academic Merit (see Note L):

The topic of this course is particularly important for two reasons. First, the shift in US foreign policy to counterterrorism includes at least a strong rhetorical commitment to promotion of democracy.

Democracy, however, is both very difficult to define precisely as well as very difficult to establish and maintain in practice. This is apparent in Latin America, where more than a century of democratizing experiments have made gains in some ways, but little progress in others. The central questions of the course, then, are to explore what it means to say a regime is or is not democratic, what it is to say that a people are or are not democratic, in what ways are established democracies similar to or different from newly democratizing societies, and how does a democratic citizenry and/or culture emerge.

The course will proceed on three tracks. The first will be an introduction to the difficulty of defining concepts such as democracy, culture, and especially democratic culture/citizenship. As part of this introduction, students will also be introduced to theories of democracy and democratization. The second track will be an examination of the emergence of democracy in Europe and the US to understand how feudal societies developed democratic norms and behaviors. In addition, students will examine the contemporary situation in Europe and the United States to understand the limits to democratic behavior and attitudes even in established democracies. Finally, students will examine in greater detail the experience of democratization and the details of democratic citizenship and culture in Latin America.

When the course is taught at as W, the major writing assignment for students will be a 15-page research paper. The students will prepare a bibliography, outline, and draft; receive instructor and peer criticism; and then submit a revised paper. The students will explore some aspect of behavior or attitudes in depth and compare the situation in Latin America and the US. Students will also participate in a group project with students researching related issues and present their work in a group presentation.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 19 when taught as a W

5. Number and Size of Section: 1 section per year

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

7. Effects on Regional Campuses: none

8. Staffing (see Note P): Kingstone

9. Dates approved by (see Note Q):

Department Head: 1/6/06

Department Curriculum Committee: 2/10/06

Department Faculty: 3/3/06

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

Jennifer Sterling-Folker (DUS), 6-2535, Jennifer.sterling-Folker@uconn.edu

Peter Kingstone (Instructor), 6-3244, Peter.Kingstone@uconn.edu

From: Peter Kingstone [mailto:pkingstone@sbcglobal.net]

Sent: Monday, April 03, 2006 4:38 PM

To: Sterling-Folker, Jennifer

Subject: LAMS C&C Course

Dear Jennifer,

I am writing to let you know that the Latin American and Caribbean Studies program Courses and Curriculum Committee has reviewed the political science proposal for a new course, Democratic Citizenship and Culture in Latin America and approved it on February 24th 2006.

Take care,

Peter Kingstone

2006 - 57 Proposal for GEOG 298 Special Topics course

1. Date of this proposal: March 16, 2006
2. Semester and year 298 will be offered: Fall, 2006
3. Department: GEOG

4. Title of course: Geography of the U.S. and Canada

5. Number of Credits: 3
6. Instructor: William H. Berentsen
7. Instructor's position: Professor
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3)

10. Short description: Geography of the U.S. and Canada will provide a topical overview of the region (e.g., population, physical, political, economic and cultural geography), followed by regional case studies (e.g., the U.S. Southeast and the "Sunbelt", Pacific Northwest, New England, and the Maritime Provinces). The course provides an overview of the diverse and interrelated human and physical geographies of the two countries.

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

12. Comments, if comment is called for: With encouragement from the CLAS Dean's Office to take steps to attract majors, we propose opening this course to sophomores and higher in order to use the course as a way of introducing geography to more students at a key point in their studies and hopefully increasing our number of majors. This course is expected to be submitted by fall 2006 to C&C as a permanent course to be taught each year on a rotating basis by W. Berentsen and A. Vias.

13. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 10/12/05
Department Faculty: 10/12/05

14. Name, Phone Number, and e-mail address of principal contact person:
William H. Berentsen, X3664, william.berentsen@uconn.edu

**GEOGRAPHY 298: GEOGRAPHY of the U.S. and CANADA--
PRELIMINARY SYLLABUS**

Fall 2006, MW 2:00-3:15 p.m., CLAS 445 (open to sophomores and higher)
Instructor: Professor Berentsen, CLAS Rm. 431, william.berentsen@uconn.edu

Course Goals and Approach: The Geography of the U.S. and Canada provides an overview of the diverse and interrelated human and physical geographies of the two countries. Students will learn about the region from two complementary approaches— one topical and one regional. The course begins with a topical overview of the entire region (e.g., population, physical, political, economic and cultural geography), followed by case studies (e.g., the U.S. Southeast, the West, New England, and the Maritime Provinces). Some lectures within the course will be presented by Geography instructors whose expertise within the discipline and subregions complements Prof. Berentsen's.

Course Structure:

- 8/28-9/6 Introduction and Population Geography:
Population Distribution, Growth, and Ethnic Composition
- 9/11-13 Physical Geographies: Landforms, Climates, Ecosystems
- 9/18-20 Historical Geography: Settlement Patterns and Boundary Developments
- 9/25-27 Political Geography: Internal, Geographic Political Structures and Electoral Patterns within the U.S. and Canada
- 10/2-9 Natural Resources and Primary Sector Economic Activities:
Patterns and Processes
- 10/11 Transportation and Communication Systems

10/16-18 Secondary and Specialized Service Sector Activities:
Patterns and Processes

10/23-25 Social & Economic Well-Being: Patterns by Region and Ethnic Group

10/30 Changing Regional Patterns of Social & Economic Well-Being

11/1-8 Structure and Change in U.S. and Canadian Cities

11/13 Environmental Problems, Sustainability and Restoration Programs

11/15 Defining and Delineating American Regions
American Cultural Regions and Patterns

11/20-22 Break

11/27 Canada's Regions, in particular the Maritime Provinces

11/29 The U.S. Southeast and Appalachia

12/4 The West: Physical and Human Contrasts

12/6 New England and Course Conclusions

12/11-17 Final Exam Week

Text: *The United States and Canada: The Land and the People*, 2nd ed.
(2001), Getis/Getis/Quastler

Grading: Exercises, quizzes, an hour exam, and a final exam

2006 - 58 Proposal to Change PSYC 278

1. Date: March 24, 2006
2. Department: Psychology
3. Nature of Proposed Change: Prerequisites, Catalog copy

4. Current Catalog Copy:

PSYC 278. Human Factors Design

Either semester. Three credits. Prerequisite: PSYC 132 and 133 or 135. Recommended preparation: Psychology 268.

Human factors/ergonomics design applied to human-machine and sociotechnical systems. Independent work in conjunction with class project.

5. Proposed Catalog Copy:

PSYC 278. Human Factors Design

Either semester. Three credits. Prerequisite: PSYC 132.

Application of information about human abilities and limitations to the design of systems, products, tools, computer interfaces, tasks, jobs, and environments for safe, comfortable and effective human use.

6. Effective Date: immediately

Justification

1. Reasons for changing this course:

a) PSYC 135 is not really needed since all necessary social psychological concepts are now introduced in the course.

b) Dropping PSYC 135 as a prerequisite could also help encourage engineering students to enroll in the course.

c) While prior completion of PSYC 268 can be helpful to students enrolled in this course, it does not rise the level of "recommended preparation" and may have discouraged students from enrolling in the course.

d) The catalog copy has been revised to portray more fully the nature of topics covered in the course.

e) A class project may not occur each time the course is offered, and less likely when taught as a W course

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No changes are necessary.

7. Dates approved by:

Department Curriculum Committee: March 24, 2006

Department Faculty:

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

Robert Henning, Robert.Henning@UConn.edu 486-5918

2006 - 59 Proposal to Add PSYC 278W

1. Date: March 24, 2006
2. Department requesting this course: Psychology
3. Semester and year in which course will be first offered: spring 2007

Final catalog Listing

PSYC 278W. Human Factors Design

Either semester. Three credits. Prerequisite: PSYC 132.

Application of information about human abilities and limitations to the design of systems, products, tools, computer interfaces, tasks, jobs, and environments for safe, comfortable and effective human use.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PSYC
2. Course Number (see [Note B](#)): 278W
3. Course Title: **Human Factors Design**
4. Semester offered (see [Note C](#)): either
5. Number of Credits (see [Note D](#)): 3

6. Course description

Application of information about human abilities and limitations to the design of systems, products, tools, computer interfaces, tasks, jobs, and environments for safe, comfortable and effective human use.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): 3
8. Prerequisites, if applicable (see [Note F](#)): PSYC 132
9. Recommended Preparation, if applicable (see [Note G](#)): none
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](#)): N/A
14. Open to Sophomores (see [Note U](#)): N/A
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: Provide W version of existing course
2. Academic Merit: This will expand skill course offerings.
3. Overlapping Courses: None
4. Number of Students Expected: 19
5. Number and Size of Section: 19
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: No additional staffing necessary
9. Dates approved by:
Department Curriculum Committee: March 24, 2006
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning Robert.Henning@UConn.edu 486-5918

2006 - 60 Proposal to Add HIST 248W

1. Date: March 27, 2006
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

HIST 248W. Topics in U.S. Legal History. Either semester. Three credits. *Dayton*

Introduction to legal culture and appellate case materials from the eighteenth through the twentieth centuries. Topics include: child custody and family law, the courts' role in industrial development, the law of slavery and freedom in the North, and various aspects of civil rights.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 248W
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
3. Course Title: Topics in U.S. Legal History
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description): Introduction to legal culture and appellate case materials from the eighteenth through the twentieth centuries. Topics include: child custody and family law, the courts' role in industrial development, the law of slavery and freedom in the North, and various aspects of civil rights.

Optional Items

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

Justification

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

This addition allows the department the option of offering an existing course (H248) as a W course. It was taught as such in 2002, before the GEOC changes.

2. Academic Merit (see Note L):

Students' writing and analytical skills are honed in this course through in-class workshops on legal writing and citation; mastery of briefing cases orally and in writing; drafting and rewriting at least two 7-8 page essays of the 3-4 such essays required, one for each of the Topical Units; and one-on-one writing consultations with the professor.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 19
5. Number and Size of Section: 19
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none/provides option of teaching Hist 248 as a W course
8. Staffing (see Note P): Cornelia Dayton
9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/20/2006
Department Faculty: 3/23/2006

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

2006 - 61 Proposal to Add HIST 243W

1. Date: March 27, 2006
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

HIST 243W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760.

Either semester. Three credits. *Dayton, Woodward*

The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number 243W
3. Course Title: Colonial America: Native Americans, Slaves, and Settlers, 1492-1760
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description [same as for H243] The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

Optional Items

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

Justification

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

This addition allows the department the option of offering an existing course (H243) as a W course. It was taught as such in 2003, before the GEOC changes.

2. Academic Merit (see Note L):

Students' writing skills are honed in this course through a wide array of exercises, including frequent, short in-class writing assignments; short and longer papers that students rewrite; one-on-one writing consultations with the professor; writing tip workshops; and a biographical/primary source project that students work on in pairs

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 19
5. Number and Size of Section: 19
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none/provides option of teaching Hist 243 as a W course
8. Staffing (see Note P): Cornelia Dayton, Walter Woodward
9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/20/2006
Department Faculty: 3/23/2006

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

2006 - 62 Proposal to Change ANTH 234

1. Date: 29-Mar-06
2. Department: Anthropology
3. Nature of Proposed Change: Change in prerequisite and catalogue copy.

4. Current Catalog Copy:

234. Culture and Religion

Either semester. Three credits. Prerequisite: ANTH 106 or instructor consent.

Religion as a social institution, with emphasis on the social and psychological functions of religious beliefs and practices. Materials are drawn from a wide range of historical and contemporary societies

5. Proposed Catalog Copy:

ANTH 234. Culture and Religion

Either semester. Three credits. Prerequisite: ANTH 100 or 106.

Major theories and approaches in the study of religion as a social institution and cultural system.

Topics include myth, ritual, taboos and pollution beliefs, shamanism, magical practices, fundamentalism and religion in modern society.

6. Effective Date: immediately

Justification

1. Reasons for changing this course:

New copy more accurately reflects course content as currently taught. The prerequisite listed is outdated and out of sync with current departmental practice, as is the specification of instructor's name. This course has been taught by several different instructors in the past few years.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted: N/A

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: Profs. Linnekin and Dussart

7. Dates approved by:

Department Curriculum Committee: 10/27/01 (NOT a typo; we cannot account for the fact that this change was supposedly submitted to the C&C in 2002 but never implemented.)

Department Faculty: 10/27/01

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

Jocelyn Linnekin 486-2137 Jocelyn.Linnekin@uconn.edu

Department CC&C Representative and principal instructor of the course

2006 - 63 Proposal to Add (reinstate) ANTH 234W

1. Date: 29-Mar-06
2. Department requesting this course: Anthropology
3. Semester & year in which course will be first offered: Spring 2007

Final catalog Listing

234W. Culture and Religion

Either semester. Three credits. Prerequisite: ANTH 100 or 106.

[This is a 'W' version of a course currently in the catalogue; the following is the copy for that course, which is customarily not duplicated in the catalogue for the 'W' version:]

Major theories and approaches in the study of religion as a social institution and cultural system. Topics include myth, ritual, taboos and pollution beliefs, shamanism, magical practices, fundamentalism and religion in modern society.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ANTH

2. Course Number (see Note B): 234W

This course has been in the catalogue under this number for many years but was automatically deleted this year.

3. Course Title: Culture and Religion

4. Semester offered (see Note C): Either

5. Number of Credits (see Note D): Three credits

6. Course description:

Major theories and approaches in the study of religion as a social institution and cultural system. Topics include myth, ritual, taboos and pollution beliefs, shamanism, magical practices, fundamentalism and religion in modern society.

Optional Items

7. Number of Class Periods, if not standard: N/A

8. Prerequisites, if applicable: ANTH 100 or 106

9. Recommended Preparation, if applicable: N/A

10. Consent of Instructor, if applicable: 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: N/A

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: ANTH 234W has been offered in this department for many years but was automatically deleted from the current catalogue with the adoption of the new GEOC system. Originally 'Culture and Religion' was taught only in the 'W' format. The faculty did not foresee the deletion and wish to reinstate the course. The department and the College both need to offer more 'W' courses and the Anthropology faculty wish to have the option of teaching this course in either format.

2. Academic Merit (see Note L): 'Culture and Religion' is a standard course offering in Anthropology departments and corresponds to a long established specialization, the anthropology of religion. Moreover, 'Culture and Religion' is a Foundational Course in the College Religion Minor. The course offers an overview of anthropological approaches to the study of religion cross-culturally, and addresses classic topics in this subfield, notably mythology, comparative theology, ritual, taboos and pollution beliefs, shamanism, spirit possession and altered states of consciousness, "magic" and "witchcraft," varieties of fundamentalism, and current issues in the role of religion in modern society.

3. Overlapping Courses (see Note M): None.
4. Number of Students Expected: 25
5. Number and Size of Section: one section, 25 students
6. Effects on Other Departments: None.
7. Effects on Regional Campuses: None.
8. Staffing (see Note P): Profs. Linnekin & Dussart
9. Dates approved by:
 - Department Curriculum Committee: 3/20/06
 - Department Faculty: 3/20/06
10. Name, Phone Number, and e-mail address of principal contact person:
 - Jocelyn Linnekin (486-2137) Jocelyn.Linnekin@uconn.edu
 - Department CC&C representative and principal course instructor

2006 - 64 Proposal to Add the Maritime Studies 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 x No
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 or 171, Geology 103 or 105, 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:

- **Marine Science 2XX (3 credits) Beaches and Coasts [pre-req. is Geol 103 or 105 or MARN 170/171] (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)***

***Students may count either ANTH 297 or MAST 290 but not both for this category.**

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.

Background information.

Maritime Studies (MAST) is an interdisciplinary degree program (akin to Women's Studies or American Studies) that is centered at the marine and maritime campus of Avery Point. Program management is done by a program faculty coordinator (Rozwadowski) who reports to her department head and the associate vice provost of the campus. Budgeting for the program comes from the provost's office through the campus associate vice provost to the program coordinator. A curriculum committee composed of program faculty and chaired by a member of the program faculty supervises the curriculum. There are three full-time, tenure-track faculty in the program (2 in English and 1 in history – Jones, Bercaw-Edwards, and Rozwadowski). There are four tenure-track faculty members who play supporting roles for the program (Hallwood in Economics; Johnston in ARE; Pomeroy in ARE; and McBride in Anthropology). One full-time resident assistant professor (Cole in Political Science) teaches classes in the major and two adjuncts (one lawyer and Coast Guard Academy professor who teaches maritime law; one history professor who directs the Munson Institute for Maritime History at Mystic Seaport) teach regularly in the program.

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:

- _____ Marine Science 2XX (3 credits) Beaches and Coasts [pre-req is GEOL 103/105 or MARN 170/171] (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 (if appropriate; advance approval by advisor and MAST program coordinator is required)*

*Students may count either ANTH 297 or MAST 290 but not both for this category.

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: _____

I approve the above program for the (B.A. or B.S.) Minor in Maritime Archaeology

(signed) _____ Coordinator of Maritime Studies
Minor Advisor

2006 - 65 Proposal to Add ANTH 2xx

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

4. FINAL CATALOG LISTING:

Anth 2XX Methods in Maritime Archaeology

Either Semester. 3 credits. Recommended Preparation: Introduction to Archaeology.

A general survey of methods and techniques in underwater archaeology covering both maritime (ships, ports, etc.) and submerged settlements archaeology. Topics to be explored include an overview of the aqueous environment, underwater archaeological methods, geophysical/geotechnical surveying and data interpretation, diver and ROV-based documentation and excavation techniques survey methods.

Items included in catalog listing

Obligatory Items

1. Four-letter abbreviation for Department or program: ANTH
2. Course Number: 2XX
3. Course Title: Methods in Maritime Archaeology
4. Semester offered: Either semester
5. Number of Credits: Three
6. Course Description:

A general survey of methods and techniques in underwater archaeology covering both maritime (ships, ports, etc.) and submerged settlements archaeology. Topics to be explored include an overview of the aqueous environment, underwater archaeological methods, geophysical/geotechnical surveying and data interpretation, diver and ROV-based documentation and excavation techniques survey methods.

Optional Items

1. Number of Class Periods, if not standard: not applicable
2. Prerequisites, if applicable: not applicable
3. Recommended Preparation, if applicable: Anth 214
4. Exclusions, if applicable: not applicable
5. Repetition for credit, if applicable: not applicable
6. Instructor's names if they will appear in catalog copy: not applicable

Justification

1. Reasons for adding the course: The Department of Anthropology, in conjunction with the Maritime Studies Program at Avery Point, is developing research and training opportunities in marine (shipwreck) and submerged sites archaeology for undergraduate and graduate students. We propose to offer this course to students interested in pursuing research, training and a graduate career in underwater archaeology. This course will complement other courses currently offered in Anthropology and Maritime Studies, particularly the proposed MAST minor in Maritime Archaeology. It will link available courses that teach archaeology with resources at the Avery Point campus, such as the sidescan sonar unit that has been earmarked for the Maritime Archaeology minor.

2. Academic Merit: The course offers students interested in archaeology the possibility of in-depth study of underwater archaeology

1 Overlapping Courses: None

2. Number of Students expected: Less than 30

3. Number and Size of Section: 1 section, 30 students

4. Effects on Other Departments: This course will enhance the Maritime Studies program, particularly its Anthropology track. The MAST program supports and encourages the development of this course

5. Effects on Regional Campuses: Obviously, the proposed course will benefit the Avery Point Campus. Becoming the maritime campus is part of the new role and scope for the campus, and no other regional campuses are concentrating on building marine or maritime-related undergraduate programs.

6. Staffing: Kevin McBride. The Avery Point campus will support the teaching of this course as part of the development of the new Maritime Archaeology Minor.

7. Dates approved by:

8. Name, Phone Number, and e-mail address of principal contact person: Kevin McBride
[Kevin.mcbride@uconn.edu; ext. 62137]

**Anthropology 2XX
Methods in Maritime Archaeology
Fall 2006**

**Kevin McBride
Office Hours XX/XX
(XXX)XXX-XXXX Kevin.mcbride@uconn.edu**

Course Description:

Methods in Maritime Archaeology will cover the history and fundamental principles of maritime archaeological method and theory, predictive modeling and sensitivity assessment, marine remote sensing technologies, data analyses and interpretation, underwater excavation, documentation, and conservation, and preservation and management of maritime heritage resources. The course is organized into lectures, case studies, and laboratory sessions. Lectures provide an overview of concepts presented in the assigned readings. Case Studies present for evaluation 'real world' examples of techniques and methods that were applied during actual marine archaeological projects. Laboratory sessions provide 'hands-on' independent research opportunities for applying concepts discussed in class and presented in the assigned readings and selected Case Studies.

Course Requirements:

Attendance at lectures and laboratory sessions is required and attendance will be taken. Grades will be based on a mid-term and final exam and three laboratory projects. Each exam will contribute 1/3 of the final grade. The combined lab projects will be worth 1/3 of the final grade. **Required Text:**

Green, Jeremy

2004 *Maritime Archaeology: A Technical Handbook* (2nd edition). Academic Press, New York, NY.

Lab Projects:

1. Research Design Development and Assessing Archaeological Sensitivity
2. Marine Remote Sensing Reconnaissance Survey Data Analyses and Interpretation
3. Site Mapping and Artifact Documentation

Mid-Term Exam: XXXX

Final Exam: XXXX

**Anthropology 2XX
Archaeology**

Methods in Maritime

Week 1: X/X	Course Introduction; What is Maritime Archaeology? Readings: Green – Ch 1: Introduction to Maritime Archaeology; G. Bass - "Finding Artifacts is Not Archaeology" and "A Plea for Historical Particularism in Nautical Archaeology"; D. Lenihan - "Rethinking Shipwreck Archaeology: A History of Ideas and Considerations for New Directions" (handouts)
Week 2: X/X	History of Maritime Archaeology; Designing Research Readings: Green – Ch 2: Research ; L. Murphy – "Shipwrecks as Data Base for Human Behavioral Studies" (handout)
Week 3: X/X	Assessing Archaeological Sensitivity; Case Study: Sconset Beach Marine Archaeological Sensitivity Assessment; Marine Search and Survey Techniques & Technologies – part 1; Lab 1 Assigned Readings: Green – Ch 3: Search and Survey
Week 4: X/X	Marine Search and Survey Techniques & Technologies – part 2; Case Study: Cape Wind Marine Archaeological Reconnaissance Survey Readings: Green – Ch 3: Search and Survey
Week 5: X/X	Predisturbance Site Mapping and Subsurface Survey Techniques; Case Study: Fort Adams Boat Ramp Site Inspection; Lab 2 Assigned Readings: Green – Chs 4 & 5: Conventional Survey and Subsurface Survey
Week 6: X/X	Case Study: Excavation and Recovery of the Kolding Cog; Review; Lab 1 Due Readings: Review Green - Chs 1-5
Week 7: X/X	Mid-Term Exam; Photo- and Video-grammetric Documentation Techniques; Case Study: Propeller <i>Indiana</i> Shipwreck Investigation Readings: Green – Chs 8 & 6: Field Photography and Photogrammetric Techniques
Week 8: X/X	Overview of Exam; GIS and Maritime Archaeology Case Study: Maryland's Chesapeake Bay Shipwreck Database Readings: Green – Ch 7: Site Plans and Geographical Information Systems; Lab 3 Assigned

- Week 9:**
X/X Underwater Excavation and Recordation; Case Studies: Burlington Bay Horse Ferry Project and Naskov Harbor Underwater Archaeological Survey; **Lab 2 Due**
Readings: Green – Chs 9 & 10: Excavation and Recording
- Week 10:**
X/X Field Conservation and Documentation of Artifacts; Case Study: Mount Independence Underwater Archaeology Project; Post-Excavation Analyses
Readings: Green – Chs 11, 12, & 13: Artifact Drawing, Artifact Photography, and Post-Excavation Research
- Week 11:**
X/X Assessing Artifact Conservation Needs; Conservation and Curation; Case Studies: Seventeenth Century Swedish Warship *Vasa* and the Great Lakes Schooner *Alvin Clark*
Readings: TBA
- Week 12:**
X/X Dissemination of Information; **Lab 3 Due**
Readings: Green – Ch 15: Reports and Publications; G. Bass – “After the Diving is Over”
- Week 13:**
X/X Maritime Heritage Resource Preservation and Management; Case Study: Steamboat *Columbus* Data Recovery Project; Graduate Programs & Careers in Maritime Archaeology; Course Summary & Review
Readings: Green – Chs 16 & 14: Legislation and Cultural Resource Management; G. Bass – “The Men Who Stole the Stars” (handout)
- Week 14:**
X/X **Final Exam**

2006 - 66 Proposal to Add GEOL 3XX

1. Date: 3/30/06
2. Department requesting this course: Geosciences
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

GEOL 3XX: Seminar in Paleontology

1-6 credits. Seminar. Open to graduate students in Geosciences, others with permission.

Readings and discussions on recent advances in paleontology and paleobiology. May be repeated to a maximum of 6 credits with change of content.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOL
2. Course Number 3XX

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

3. Course Title: Seminar in Paleontology
4. Course description Readings and discussions on recent advances in paleontology and paleobiology.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1-6 credits
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): none
8. Recommended Preparation, if applicable (see Note G): none
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):

11. Repetition for credit, if applicable (see Note I): May be repeated to a maximum of 6 credits with change of content.

12. S/U grading, if applicable (see Note X):no

Justification

1. Reasons for adding this course: (see Note L) There is no similar course currently offered or listed in GEOL graduate classes.

2. Academic Merit (see Note L): This course will create a new interdisciplinary focus for grads interested in, or whose research is focused on, paleontology/paleobiology to explore these topics in more depth. We have many grads interested in this field, but with no specific variable topic courses to take related to the discipline.

3. Overlapping Courses (see Note M):none

4. Number of Students Expected: 10

5. Number and Size of Section: 10

6. Effects on Other Departments (see Note N): Will be cross-listed with EEB 469. EEB already has this course listed under their seminars section for Fall 2006.

7. Staffing (see Note P): Andrew Bush

8. Dates approved by (see Note Q):

Department Curriculum Committee: 3/01/06

Department Faculty: 3/01/06

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

(a) Zoe Cardon, Graduate Director, 486-3868, zoe.cardon@uconn.edu

(b) Abigail Howe, Program Coordinator, 486-4432, abigail.howe@uconn.edu

2006 - 67 Proposal to Change GEOL 305

1. Date: 3/30/06

2. Department: Geosciences

3. Nature of Proposed Change: Change in credit limits.

4. Current Catalog Copy: **GEOL 305. Special Problems in Geology**

1-6 credits. Independent Study. May be repeated to a maximum of 9 credits with a change of content. Advanced study and research in geology.

5. Proposed Catalog Copy: **GEOL 305. Special Problems in Geology**

1-6 credits. Independent Study. May be repeated with change in content. Advanced study and research in geology.

6. Effective Date Immediately

Justification

1. Reasons for changing this course: This change is essential for current students during the transition from the old Geology and Geophysics set of courses to the new Integrative Geosciences courses. Currently several graduate courses in GEOL are offered under the 305 class number, since we have just reorganized in the last year into a new graduate program. Some of the listed classes in the graduate catalog are no longer offered, since the original Geology and Geophysics group has dispersed, so current students will take 305 multiple times, as new courses become established to serve changing topics and needs. We will be submitting more graduate course applications in the future, but, in the mean time, the current cohort of graduate students needs to be able to build up more GEOL 305 credits than 9.

2. Effect on Department's Curriculum: none

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: GEOL staff. No change from present.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 3/1/06

Department Faculty: 3/1/06

8. Name, Phone Number, and e-mail address of principal contact person: (a) Zoe Cardon, Graduate Director, 486-3868, zoe.cardon@uconn.edu and (b) Abigail Howe, Program Coordinator, 486-4432, abigail.howe@uconn.edu

2007 - 68 Proposal to Change GEOL 301

1. Date: 3/30/06
2. Department: Geosciences
3. Nature of Proposed Change: Change in credits and description.
4. Current Catalog Copy: **GEOL 301. Introduction to Research in the Geological Sciences** 2 credits. Lecture. Development of speaking skills by oral presentation of short reviews and critiques of journal papers. Development of technical writing skills by preparation of a review paper in the first semester. Preparation and defense of three proposals for thesis research in second semester. Required of all first year graduate students in Geology and in Geophysics.
5. Proposed Catalog Copy: **GEOL 301. Geoscience Core Course** 3 credits. Lecture. Exposes students to a solid background in a variety of topics related to integrative geosciences, emphasizing interdisciplinarity. Development of speaking skills through oral presentations, and writing skills through preparation and defense of large, interdisciplinary grant proposals. Required of all first year graduate students in Geosciences.
6. Effective Date Immediately

Justification

1. Reasons for changing this course: This course is being altered to meet the new needs of our changing graduate program as it morphs from the old Geology and Geophysics program to the new Integrative Geosciences program. New incoming graduates are required to take a 'core course' their first year in the program; it is meant to solidify core concepts that we expect all students to grasp, as well as develop communication skills essential for successful and productive interdisciplinary research. The old geology/geophysics course numbered 301 is no longer offered, but its pedagogical goals roughly parallel the 'core course' idea, so in the interest of continuity we would like to use this number for this new "core course" we offer.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: GEOL staff. No change from present.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 3/1/06
Department Faculty: 3/1/06
8. Name, Phone Number, and e-mail address of principal contact person: (a) Zoe Cardon, Graduate Director, 486-3868, zoe.cardon@uconn.edu and (b) Abigail Howe, Program Coordinator, 486-4432, abigail.howe@uconn.edu

2006 - 69 Proposal to Add ENGL 1xxW

1. Date: March 31, 2006
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2006

Final Catalog Listing

ENGL 1XXW. Business Writing I

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 or both 105 and 109. Introduction to the rhetorical and generic conventions of business writing.

Items included in catalog Listing:

Obligatory Items

1. Four-letter abbreviation for Department or Program: ENGL
2. Course Number: 1XXW
3. Course Title: Business Writing I
4. Semester offered: Either semester
5. Number of Credits: 3
6. Course description: Introduction to the rhetorical and generic conventions of business writing.

Optional Items

7. Number of Class Periods, if not standard: standard
8. Prerequisites: ENGL 110 or 111 or 250 or both 105 and 109
9. Recommended Preparation, if applicable: not applicable
10. Consent of Instructor, if applicable: not applicable
11. Exclusions, if applicable: not applicable
12. Repetition for credit, if applicable: no
13. Instructor(s) names if they will appear in catalog copy: not applicable
14. Open to sophomores: yes
15. Skill Codes: "W"
16. S/U grading: no

Justification

1. Reasons for adding this course: Student demand for business writing courses has been growing over the past two decades as business writing expertise is increasingly expected in a variety of professions. Furthermore, University of Connecticut students who are not business majors are unable to take business writing courses. Most universities now offer courses focusing on the specialized discourse of business writing. This course approaches the generic conventions of business writing from a rhetorical perspective, thus fitting into the English department's focus on engaging students in academic inquiry through writing.
2. Academic merit: This course introduces students to the fundamentals of business writing through a focus on critical reading of business documents and in-depth audience analysis. Students will learn how to produce effective business letters, memos, electronic correspondence, job search materials, and business reports. The course also provides many opportunities to plan and prepare short documents under time pressure, a skill critical to many business writing situations. The course fulfills the W requirement as it explicitly addresses the relationship between content and writing and provides a structure for thoughtful revision of more than fifteen pages of polished writing. This course would be a 100-level course in the new numbering system.
3. Overlapping courses: None.
4. Number of Students Expected: 19

5. Number and Size of Section: 1 per semester
6. Effects on Other Departments: The School of Business was contacted in October 2005. We have had no reply and thus assume that there is no problem.
7. Effects on Regional Campuses: This course can be taught on the regional campuses.
8. Staffing: This course will be staffed by adjunct or full-time faculty with expertise in the field of business writing. Pamela Bedore—an English professor at Avery Point--will run a series of faculty development workshops on the Avery Point campus in Spring 2006 to further prepare faculty members—especially those whose primary expertise is freshman writing—to teach this course.
9. Dates approved by: English Dept., March 1, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Pamela Bedore, Department of English, 405-9135, pamela.bedore@uconn.edu.

2006 - 70 Proposal to Add ENGL 1xyW

1. Date: March 31, 2006
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2006

Final Catalog Listing**ENGL 1XYW. Technical Writing I**

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250 or both 105 and 109. Introduction to rhetorical and generic conventions of technical writing.

Items included in catalog Listing:**Obligatory Items**

7. Four-letter abbreviation for Department or Program: ENGL
8. Course Number: 1XYW
9. Course Title: Technical Writing I
10. Semester offered: Either semester
11. Number of Credits: 3
12. Course description: Introduction to the rhetorical and generic conventions of technical writing.

Optional Items

17. Number of Class Periods, if not standard: standard
18. Prerequisites: ENGL 110 or 111 or 250 or both 105 and 109
19. Recommended Preparation, if applicable: not applicable
20. Consent of Instructor, if applicable: not applicable
21. Exclusions, if applicable: not applicable
22. Repetition for credit, if applicable: no
23. Instructor(s) names if they will appear in catalog copy: not applicable
24. Open to sophomores: yes
25. Skill Codes: "W"
26. S/U grading: no

Justification

11. Reasons for adding this course: Technical writing has become an increasingly important field of study at the undergraduate level as scientists, engineers and other professionals have become responsible for more and more writing. As student demand for technical writing courses has grown over the past two decades, more universities have sought to offer courses exploring the specialized discourse of technical writing. This course approaches the generic conventions of technical writing from a rhetorical perspective, thus fitting into the English department's focus on engaging students in academic inquiry through writing.
12. Academic merit: This course introduces students to the fundamentals of technical writing by teaching students to identify communication objectives, analyze audience needs, plan and compose routine technical documents, provide useful feedback to colleagues, revise documents using peer and supervisor feedback, assess the effectiveness of various written communications and write clearly about technical details to an audience that lacks technical expertise. The course fulfills the W requirement as it explicitly addresses the relationship between content and writing and provides a structure for thoughtful revision of more than fifteen pages of polished writing.
13. Overlapping courses: None.
14. Number of Students Expected: 19
15. Number and Size of Section: 1 per semester

16. Effects on Other Departments: No other programs offer technical writing courses according to the catalog. We contacted the Dean of the School of Business in October and have had no reply. Thus we assume there is no problem.
17. Effects on Regional Campuses: This course can be taught on the regional campuses.
18. Staffing: This course will be staffed by adjunct or full-time faculty with expertise in the field of technical writing. Pamela Bedore will run a series of faculty development workshops on the Avery Point campus to further prepare faculty members—especially those whose primary expertise is freshman writing—to teach this course.
19. Dates approved by: English Department, March 1, 2006
20. Name, Phone Number, and e-mail address of principal contact person: Pamela Bedore, Department of English, 405-9135, pamela.bedore@uconn.edu.

2006 - 71 Proposal to Drop HIST 301

1. Date: 3/24/06

2. Department: History

3. catalog Copy: HIST 301. Independent Reading course

3 credits. Independent study.

This course is designed for the doctoral student who has completed the equivalent of at least one semester of full-time study to meet the residence requirement.

4. Effective Date

Justification

1. Reasons for dropping this course: We do not use this course for individual study since it is graded S/U. Students often sign up for it by mistake, so we would like to have it dropped from the catalog.

2. Other Departments Consulted: NA

3. Effects on Other Departments: NA

4. Effects on Regional Campuses: NA

5. Dates approved by:

Department Curriculum Committee: 3/27/06

Department Faculty: 3/29/06

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

Daniel Caner, Daniel.caner@uconn.edu, 486-3650

2006 - 72 Proposal to Change HIST 300

1. Date: 3/24/06
2. Department: History
3. Nature of Proposed Change: change from variable credits to 3 credits in HIST 300

4. Current Catalog Copy:
HIST 300 Independent Study in History 1-6 credits.
Independent Study

5. Proposed Catalog Copy:
HIST 300 Independent Study in History 3 credits.
Independent reading course with individual faculty member.
6. Effective Date

Justification

1. Reasons for changing this course: All students who sign up for this course are required to sign up for 3 credits, so there is no reason to have the variable credit option.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: NA
4. Effects on Other Departments: NA
5. Effects on Regional Campuses: NA
6. Staffing: Individual faculty by arrangement with student
7. Dates approved by:
Department Curriculum Committee: 3/27/06
Department Faculty: 3/29/06
8. Name, Phone Number, and e-mail address of principal contact person:
Daniel Caner, Daniel.caner@uconn.edu, 486-3650

2006 - 73 Proposal to Change SPAN 325, 332, 333, 334, 335, 350, 351, 359, 400

1. Date: April 29, 2004

2. Department: Spanish/ Modern & Classical Languages

3. Nature of Proposed Change: We are reviewing catalog copy so it better reflects course content as it is taught in the last five years. Previously we have only submitted changes for SPAN 328 and SPAN 329.

4. Current Catalog Copy:

SPAN 325. Cervantes

A study of the life and works of Cervantes with special emphasis on Don Quixote.

3 credits, Lecture.

SPAN 332. Spanish Poetry of the Renaissance Analysis of the currents of Spanish poetry from Boscán to Fray Luis de León.

3 credits, Seminar.

SPAN 333. Spanish Poetry of the Golden Age

Analysis of the currents of Spanish poetry from Cervantes to Calderón.

3 credits, Lecture.

SPAN 334. Modern Spanish-American Poetry

Selected poets and movements in Spanish America from the late nineteenth century to the present.

3 credits, Seminar.

SPAN 335. The Theatre in Spanish America The works of selected dramatists, with emphasis on the modern period.

3 credits, Lecture.

SPAN 350. The Essay in Spanish America

The Spanish-American essay as a literary genre and a vehicle of ideas. Reading in the works of the chief essayists of the Spanish-American nations.

3 credits, Seminar.

SPAN 351. The Novel in Spanish America

The development of the genre in Spanish America and selected readings in the works of its chief exponents.

3 credits, Seminar.

SPAN 359. Prose of the Golden Age

The picaresque novel and the chief works of Quevedo, Gracián and Saavedra Fajardo.

3 credits, Lecture.

SPAN 400. Seminar on Lope de Vega

A study of the life and works of Lope de Vega with special emphasis on his comedia.

3 credits, Seminar.

5. Proposed Catalog Copy:

325. Cervantes Studies

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Reading of *Don Quixote* I and II and the critical corpus on Cervantes. Discussion of the *Novelas Ejemplares*, *Entremeses* and other works of the period.

332. Poetic Traditions in the Spanish Renaissance.

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Courtly poetry. Influence of Italian Humanism. Theory of Imitation. Genre theory. The Folkloric and Castilian traditions.

333 The Rise of Baroque Poetry

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Reading of both poetry and prose as it relates to the main currents of poetry in Spain and in the Americas. Readings will cover the period 1580-1700.

334. MODERN SPANISH-AMERICAN POETRY

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Selected poets and movements in Spanish America from the nineteenth century to the present.

Span 335 The Theatre in Spanish America

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor.

Particular aspects of contemporary Latin American Drama and/or Performance: history, gender, race, identity, culture, postmodernism and/or globalization issues and theoretical approaches.

350. THE ESSAY IN SPANISH AMERICA

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor.

The Spanish-American essay as a literary genre and a vehicle of ideas, with emphasis on the disparities between the essay and non-literary genres and forms (treatise, research monograph, manual, etc.)

SPAN 351. MODERN SPANISH AMERICAN NARRATIVE

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Novel, short story, and other narrative genres in the modern period.

SPAN 359. SPECIAL TOPICS IN EARLY MODERN SPANISH LITERATURE.

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Novel, short story and other emerging narratives in the early modern period.

SPAN 400 Seminar on Sixteenth or Seventeenth Century Studies

Either semester. 3 credits. One 3-hour class period. Open only with consent of instructor. With a change of content this course may be repeated for credit.

Open topics.

6. Effective Date immediately

Justification

1. Reasons for changing this course: I am submitting these courses together as the changes are minor, but significant. Our faculty has not reviewed the course descriptions since before 1990, with the exception of SPAN 328 and 329. Our course offerings will better reflect actual courses. Extensive changes in the field have taken place since 1985.
2. Effect on Department's Curriculum: As stated above the courses will better reflect our M.A. and Ph.D. reading lists and reflect actual course content.
3. Other Departments Consulted (see Note N): We have consulted Comparative Literature and LAMS.
4. Effects on Other Departments: It will have a beneficial effect on both these departments as the courses will now reflect current trends.
5. Effects on Regional Campuses: none
6. Staffing: Current staffing will continue teaching the courses in a five year cycle.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/30/04

Department Faculty: 9/30/04

8. Name, Phone Number, and e-mail address of principal contact person: Dr. Rosa Helena Chinchilla.
486-0414 rosa.chinchilla@uconn.edu

2006 - 74 Proposal to Change the Classics & Ancient Mediterranean Studies Major

1. Date: 21 February 2006
2. Department requesting this change: MCL (CAMS section)
3. Title of Major: Classics and Ancient Mediterranean Studies (CAMS)
4. Nature of Change: Reorganization to reflect changes to CAMS courses made in previous years.

5. Existing catalog Description of the Major:

Classics and Ancient Mediterranean Studies

The major in Classics and Ancient Mediterranean Studies allows students to pursue an interest in the Greek, Latin, and Ancient Hebrew/Biblical world. Students may choose to pursue a traditional, language-oriented (Greek or Latin) concentration in Classics or a concentration in Ancient Mediterranean Studies. Students who concentrate in Classics may take courses in Ancient Mediterranean Studies in addition to their language and literature requirements. Those who concentrate in Ancient Mediterranean Studies may also pursue some relevant language study (Greek, Latin, or Biblical Hebrew). Either concentration will lead to a major in Classics and Ancient Mediterranean Studies.

Concentration in Classics. Students must complete a minimum of 8 courses from the following:

A. At least two courses involving reading in Greek and/or Latin: [CAMS 207](#), [208](#), [211](#), [212](#), [213](#), [214](#), [215](#), [221](#), [224](#), [225](#), [226](#), [227](#), [230](#), [231](#), [232](#), [293*](#), [295*](#), [298*](#), [299*](#). *May count toward major only with consent of advisor.

B. At least one writing course on Classical literature in English: [CAMS 241W](#), [242W](#).

C. At least two other courses dealing with the ancient world [CAMS 243](#), [244](#), [251](#), [252](#), [253](#), [254](#), [255](#), [256](#), [257](#), [293*](#), [295*](#), [298*](#), [299*](#). (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy). [JUDS/HEB 201](#) and [INTD 294](#) may also be included. *May count toward major only with consent of advisor.

Concentration in Ancient Mediterranean Studies. Students must complete a minimum of 8 courses from the following:

[CAMS 243](#), [244](#), [251](#), [252](#), [253](#), [254](#), [255](#), [256](#), [257](#), [293*](#), [295*](#), [298*](#), [299*](#). (These may have cross-listings under Art History, History, Judaic Studies, and Philosophy.) [JUDS/HEB 201](#) and [INTD 294](#) may also be included.

To satisfy the writing in the major and information literacy competencies, all students must take [CAMS 241W](#) or [242W](#). *May count toward major only with consent of advisor.

A minor in [Classics and Ancient Mediterranean Studies](#) is described in the [Minors](#) section.

6. Proposed catalog Description of the Major:

Classics and Ancient Mediterranean Studies

The major in Classics and Ancient Mediterranean Studies allows students to pursue an interest in the Greek, Latin, and Ancient Hebrew/Biblical world. Students may choose to pursue a traditional, language-oriented (Greek or Latin) concentration in Classics or a concentration in Ancient Mediterranean Studies. Students who concentrate in Classics may take courses in Ancient Mediterranean Studies in addition to their language and literature requirements. Those who concentrate in Ancient Mediterranean Studies may

also pursue some relevant language study (Greek, Latin, or Biblical Hebrew). Either concentration will lead to a major in Classics and Ancient Mediterranean Studies.

Concentration in Classics. Students must complete a minimum of 8 courses from the following:

A. At least two courses involving reading in Greek and/or Latin: CAMS 232, 281, 282, 293*, 295*, 298*, 299*. (CAMS 281 and 282 are topics courses, which may be retaken for credit with a change in subject matter.) *May count toward major only with consent of advisor.

B. At least one writing course on Classical literature in English translation: [CAMS 241W](#), [242W](#).

C. At least two other courses dealing with the ancient world: [CAMS 207](#), [208](#), [211](#), [212](#), [213](#), [214](#), [215](#), [221](#), [224](#), [225](#), [226](#), [227](#), [230](#), [231](#), [243](#), [244](#), [251](#), [252](#), [253](#), [254](#), [255](#), [256](#), [257](#), [293*](#), [295*](#), [298*](#), [299*](#). (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) [JUDS/HEB 201](#) and [INTD 294](#) may also be included. *May count toward major only with consent of advisor.

Concentration in Ancient Mediterranean Studies. Students must complete a minimum of 8 courses from the following:

A. At least one writing course on Classical literature in English translation: CAMS 241W, 242W.

B. At least six other courses dealing with the ancient world: [CAMS 207](#), [208](#), [211](#), [212](#), [213](#), [214](#), [215](#), [221](#), [224](#), [225](#), [226](#), [227](#), [230](#), [231](#), [243](#), [244](#), [251](#), [252](#), [253](#), [254](#), [255](#), [256](#), [257](#), 281, 282, [293*](#), [295*](#), [298*](#), [299*](#). (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) [JUDS/HEB 201](#) and [INTD 294](#) may also be included. *May count toward major only with consent of advisor.

To satisfy the writing in the major and information literacy competencies, all students must take [CAMS 241W](#) or [242W](#).

A minor in [Classics and Ancient Mediterranean Studies](#) is described in the [Minors](#) section.

7. Effective Date immediately

Justification

1. Why is a change required?

When the advanced courses in CAMS were changed into courses in literary criticism of classical texts, taught in English, the CAMS major was not changed to correspond. To be precise, the courses CAMS 207, 208, 211, 212, 213, 214, 215, 221, 224, 225, 226, 227, 230, and 231, which were now no longer courses in Greek or Latin language, continued to be listed as such. With the addition of CAMS 281 and 282, the new advanced language courses, the major was badly in need of revision.

This proposal also accomplishes two other desiderata: first, it includes the CAMS writing courses in the Ancient Mediterranean Studies (AMS) concentration, which had through oversight been left out; second, by adding CAMS 281 and 282, it clarifies, also in the AMS concentration, that students in that concentration may take advanced language in satisfaction of major requirements, should they wish.

2. What is the impact on students? Students will now be able much more easily to figure out how to complete a CAMS major.

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

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

Department Curriculum Committee: 3/17/06

Department Faculty: 3/17/06

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

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

2006 - 75 Proposal to change the Spanish Major

1. **Date:** February 27, 2006

2. **Department requesting this change:** SPANISH (MCL)

3. **Title of Major:** SPANISH

4. **Nature of Change:** Creation of 2 tracks in the existing major in order to reflect more accurately diversity in the field of Spanish studies

5. Existing catalog Description of the Major:

Spanish

The Major Group. Spanish courses comprise two main groups: A. Literature. B. Language and Culture.

A. At least 4 courses must be taken from the literature group: 202, 207, 208, 209, 220, 223, 224, 225, 226, 281, 282, 292W, 294, 295, 296, 297.

B. At least 2 courses must be taken from the language-culture group: 200, 201, 204, 205, 206, 208, 210, 270, 279, 290, 291W; 293

(Foreign Study may be counted in either group depending on course content.)

To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 278W, 291W, or 292W.

Study Abroad in Spain and Latin America. Courses taken abroad in the programs operated by UConn in Granada, Spain or Puebla, Mexico will count toward the Spanish major as follows:

A maximum of 4 courses, or 12 credits taken abroad may be counted toward the major.

Programs are also available in Argentina, Chile, and the Dominican Republic for advanced Spanish language students.

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

6. Proposed catalog Description of the Major:

SPANISH

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 202, 207, 208, 220, 223, 224, 225, 226, 281, 282, 289, 292W, 293, 294, 295, 296, 297.

Group 2 (Culture): SPAN 200, 201, 204, 205, 206, 207, 208, 209, 214, 219, 250, 254, 289, 292W, 293.

Group 3 (Language and Communication): SPAN 204, 210, 223, 270, 278, 278W, 279, 280, 288, 289, 290, 291W, 292W, 293.

The Spanish major requires 27 credits in 200-level Spanish courses and at least one semester of Study Abroad. A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad courses (SPAN 293), with advisor's consent. Only 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 200-level related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 293, ECON 293, SOCI 293, POLS 287, HIST 293). Other related courses require advisor's prior consent.

All majors in Spanish must complete SPAN 278, 278W, or 280 and eight more courses from the three main groups.

A student majoring in Spanish can choose between the *Literature and Culture* track and the *Culture and Communication* track.

a) Majors pursuing the *Literature and Culture* track must take SPAN 220. The other courses must be distributed as follows: four courses from Group 1 (one of which must be 281, 295, 282 or 296), two courses from Group 2, and one course from Group 3.

b) Majors pursuing the *Culture and Communication* track must take SPAN 288. The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.

Variable topics courses (204, 207, 208, 223, 289, 292W, 293) may be applied to any of the three groups as determined by course content and with advisor's prior consent.

7. Effective Date: Fall 2006

Justification

1. Why is a change required? The change is required to meet the new demands of an increasingly diverse student body that can benefit from more academic flexibility. Our current major concentrates on Literature. The creation of two tracks, one focusing on Literature, and the other on Communication, will make our major more suitable for students who intend to use their knowledge of Spanish language and culture in areas such as international business, finance, teaching, or natural and social sciences.

2. What is the impact on students? They will have more academic options within the field of Spanish studies.

3. What is the impact on regional campuses? None

4. Dates approved by:

Department Curriculum Committee: 3/17/06

Department Faculty: 3/17/06

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

Miguel Gomes

(860) 4863288

Miguel.Gomes@uconn.edu

2006 - 76 Proposal to Add SPAN 288

1. Date: February 16, 2006
2. Department requesting this course: SPANISH (Modern and Classical Languages)
3. Semester and year in which course will be first offered: Fall 2006

Final catalog Listing

SPAN 288. Spanish Communicative Grammar

Either semester. Three credits. Prerequisite Span 278. *Urios-Aparisi*

Grammar in context. Linguistic awareness. Culture in relation to grammar. Focus on language knowledge and language use.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number 288
3. Course Title: Spanish Communicative Grammar
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3 credits
6. Course description Grammar in context. Linguistic awareness. Culture in relation to grammar. Focus on language knowledge and language use.

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): Urios-Aparisi
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. This course is a practical class on grammar and communication (taught in Spanish). The students will develop tools to understand grammar and how it works. Practical exercises will aim at better understanding grammatical issues. Comparisons with other languages will help understand the differences and similarities. Its main intention is to clarify the mechanisms of language and communication and, thus, to increase linguistic skills and understanding of grammar.

"Spanish communicative grammar" intends to further the grammatical knowledge of students who major and minor in Spanish. This course intends to create an awareness of how Spanish grammar works rather than simply learning rules and exceptions to the rules.

It complements the grammar taught in the composition courses we offer now: Spanish 278 and Spanish 291 which teach grammar as part of the process of improving the reading and writing skills.

This course is going to be part of the new two-track major in Spanish. This course will be one of the main courses offered in the track "Language and Communication" and also an option for those students in the track "Literature and culture."

The study on grammatical topics will have two objectives: on the one hand, students are able to situate grammar in context and use it, and, on the other, they have resources for teaching grammatical topics if they are going to become teachers or instructors of Spanish. Therefore, the students need to learn how grammar is inherently integrated in language use and in culture, as every language projects a certain view of the world. For this purpose, new assessment tools and new technology will be implemented so

that the students are able to analyze linguistic data and inductively reach conclusions on how Spanish functions.

2. Academic Merit This course is an introduction to advanced grammatical issues in language from the point of view of how language is used, and according to which grammatical forms and structures the person uses at the moment of speaking in order to communicate certain things. The program is going to focus on grammar in use (i.e., grammar not only as a set of fixed rules, but as a tool the speakers of a language use in order to communicate) and its key concepts.

The course not only will study the broader issues of language and communication, but also the critical topics in grammar such as the use of subjunctive and indicative, the differences in verbal aspect (imperfect and preterit), etc. The explanations to these questions will not only be based in prescriptive rules. In most of the cases, the students will be in charge of finding examples in order to reach their own conclusions on the topics discussed in the class. The role of technologies such as Internet, linguistic corpora or digital recordings will be significant for the learning process.

3. Overlapping Courses None.

4. Number of Students Expected: 20 students

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

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Eduardo Urios-Aparisi

9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/17/06

Department Faculty: 3/17/06
10. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, ROGER.TRAVIS@UCONN.EDU, 860 486-3316

2006 - 77 Proposal to Change PHYS 328 & 329

1. Date: 4-4-06
2. Department: Physics
3. Nature of Proposed Change: Change **only** the title of two graduate courses from 328-9 " Solid State Physics I & II" to 328-9 " Condensed Matter Physics I & II

4. Current Catalog Copy:

PHYS 328. Solid State Physics I

3 credits. Lecture. Prerequisite: PHYS 323.

Crystal structure; lattice vibrations; electronic band structure of solids; transport theory; basic properties of metals, semi-conductors and insulators; magnetism; super-conductivity.

PHYS 329. Solid State Physics II

3 credits. Lecture. Prerequisite: PHYS 328.

Crystal structure; lattice vibrations; electronic band structure of solids; transport theory; basic properties of metals, semi-conductors and insulators; magnetism; super-conductivity.

5. Proposed Catalog Copy:

PHYS 328. Condensed Matter Physics I

3 credits. Lecture. Prerequisite: PHYS 323.

Crystal structure; lattice vibrations; electronic band structure of solids; transport theory; basic properties of metals, semi-conductors and insulators; magnetism; super-conductivity.

PHYS 329. Condensed Matter Physics II

3 credits. Lecture. Prerequisite: PHYS 328.

Crystal structure; lattice vibrations; electronic band structure of solids; transport theory; basic properties of metals, semi-conductors and insulators; magnetism; super-conductivity.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

- a. This change will prevent confusion with the already existing courses
377-8 " Fundamentals of Solid State Physics I & II;
- b. The title "Condensed Matter Physics" describes more appropriately the content of the courses 328-9;

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: these graduate courses are only taught at the Storrs Campus

6. Staffing:

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

Department Curriculum Committee: 3-28-06

Department Faculty: 4-4-06

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

George Rawitscher, 6-4377, George.Rawitscher@uconn.edu