

**College of Liberal Arts and Sciences  
Committee on Curricula and Courses**

**Departmental Proposals for the meeting of 10 October 2006  
3:30 PM in Room 162 of the Dodd Research Center**

**The following proposals (2006-78; 2006-80 through 86) were not considered at the 12 September meeting for lack of departmental spokespersons present:**

**2006 - 78 Proposal to Change the Coastal Studies Major**

1. Date: 8 February 2006
2. Department requesting this change: Marine Sciences
3. Title of Major: Coastal Studies
4. Nature of Change: BA to require a full year of chemistry, change in structure of social science courses used as related area

**5. Existing catalog Description of the Major:**

**Bachelor of Science in Coastal Studies:** The B.S. in Coastal Studies requires a foundation of courses including 28 credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies majors must pass the following courses.

**I. 100's Level:** [BIOL 107, 108](#); [CHEM 127Q-128Q](#); [MATH 115Q, 116Q](#); [PHYS 131Q, 132Q](#); [MARN 170](#)  
Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with [STAT 110Q](#) or another course approved by the Department. Students are encouraged to choose: Either [SCI 240](#) or [HIST 206](#); and either [ECON 112](#) or [ARE 150](#)

**II. Coastal Studies B.S. Major Requirements**

The following courses constitute the major requirements: [MARN 210, 211, 212C, 220Q, 255W, 256](#), and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from each of the following groups:

Group 1: [MARN 230, 270](#);

Group 2: [MARN 236, 282, 294, 241, 242](#);

Group 3: [MARN 236, 282, 275, 280, 325](#).

**Note:** however, that only one of MARN 236 and 282 may be counted as an elective. It can satisfy either the Group 2 or 3 requirement, but not both.

**III. Coastal Studies B.S. Related Area**

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests, one from each of four subject areas: Environmental Policy, Economic Development, Law and Regulation, and Coastal Issues. The department maintains a list of courses acceptable for each subject area.

**Bachelor of Arts in Coastal Studies:** The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study allows interested students to take additional social science courses. Coastal Studies majors must pass the following courses.

**I. 100's Level:** [BIOL 107, 108](#); [CHEM 127Q-128Q](#) or [CHEM 122](#) and [GEOL 102](#); [MATH 109Q, 118Q](#); [PHYS 121Q, 122Q](#); [MARN 170](#)

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with [STAT 110Q](#) or another approved course. Students are encouraged to fulfill some of their General Education requirements with the following choices: Either [SCI 240](#) or [HIST 206](#); and either [ECON 112](#) or [ARE 150](#).

**II. Coastal Studies B.A. Major Requirements**

The following courses constitute the major requirements: [MARN 210, 211, 212C, 255W, 256](#), and 3 electives. The electives are: [MARN 220Q, 230, 236](#) or [282, 241, 242, 270, 275, 280, 294, 325](#)

### III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests, one from each of four subject areas, plus two additional courses from any of the following areas: Environmental Policy, Economic Development, Law and Regulation, Coastal Issues. The department maintains a list of courses acceptable for each subject area.

### Competency Requirements (B.S. and B.A. programs)

The University's competency requirements for computer technology and information literacy will be satisfied by completing the major requirements above, in particular [MARN 210](#), [211](#), [212C](#) for computer technology, and [211](#), [255W](#) and [256](#) for information literacy. The writing in the major requirement will be satisfied by [MARN 255W](#).

**Note:** Some Marine Sciences courses may only be offered at the Avery Point campus. Please check the [Directory of Courses](#) in this *Catalog*.

Both a minor in [Marine Biology](#) and a minor in [Oceanography](#) are described in the [Minors](#) section.

### 6. Proposed catalog Description of the Major:

#### Bachelor of Science in Coastal Studies:

The B.S. in Coastal Studies requires a foundation of courses including 28 credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies majors must pass the following courses.

**I. 100's Level:** [BIOL 107](#), [108](#); [CHEM 127Q-128Q](#) or [CHEM124Q](#), [125Q](#) and [126Q](#); [MATH 115Q](#), [116Q](#) or [MATH112Q](#), [113Q](#) and [114Q](#); [PHYS 131Q](#), [132Q](#) or [PHYS 121Q](#), [122Q](#) and [123Q](#); [MARN 170](#) or [171](#)  
Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with [STAT110Q](#) or another course approved by the Department. Students are encouraged to fulfil some of their General Education requirements with the following choices:

[HIST 206/SCI206](#); and either [ECON 112](#) or [ARE 150](#)

#### II. Coastal Studies B.S. Major Requirements

The following courses constitute the major requirements: [MARN 210](#), [211](#), [212C](#), [220Q](#), [255W](#), [256](#), and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from each of the following groups:

Group 1: [MARN 230](#), [270](#);

Group 2: [MARN 236](#), [282](#), [294](#), [241](#), [242](#);

Group 3: [MARN 236](#), [282](#), [275](#), [280](#).

**Note:** only one of [MARN 236](#) and [282](#) may be counted as an elective. It can satisfy either the [Group 2](#) or [3](#) requirement, but not both.

#### III. Coastal Studies B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

**Bachelor of Arts in Coastal Studies:** The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study allows interested students to take additional social science courses. Coastal Studies majors must pass the following courses.

**I. 100's Level:** [BIOL 107](#), [108](#); [CHEM 127Q](#), [128Q](#) or [CHEM 124Q](#), [125Q](#) and [126Q](#); [MATH 109Q](#) and [118Q](#) or [106Q](#), or [MATH112Q](#) and [113Q](#); [PHYS 121Q](#), [122Q](#); [MARN 170](#) or [171](#)

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with [STAT110Q](#) or another approved course. Students are encouraged to fulfil some of their General Education requirements with the following choices: [HIST 206/SCI206](#); and either [ECON 112](#) or [ARE 150](#).

#### II. Coastal Studies B.A. Major Requirements

The following courses constitute the major requirements: [MARN 210](#), [211](#), [212C](#), [255W](#), [256](#), and 3 electives. The electives are: [MARN 220Q](#), [230](#), [236](#) or [282](#), [241](#), [242,270](#), [275](#), [280](#), [294](#).

### III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses .

#### Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the major requirements above, in particular [MARN 210](#), [211](#), [212C](#) for computer technology, and [211](#), [255W](#) and [256](#) for information literacy. The writing in the major requirement will be satisfied by MARN [255W](#).

**Note:** Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this *Catalog*.

Both a minor in [Marine Biology](#) and a minor in [Oceanography](#) are described in the [Minors](#) section.

7. Effective Date: ASAP

#### Justification

1. Why is a change required?

a) There are more course options for required 100 level science courses than listed earlier. For example MARN171 (MARN170 including a lab) is now an approved course.

b) One semester of CHEM122 did not provide students with sufficient background for upper division core classes

c) Detailed categories for social sciences courses (taken as the related area in this major) were too restrictive and inflexible.

2. What is the impact on students?

a) Bachelor of Arts students will now need to take a full chemistry series (CHEM127-128) or CHEM124-126

b) There will be more flexibility in choosing the social sciences courses for the related area, so students will be able to tailor their curriculum to their individual interests

3. What is the impact on regional campuses? Enrollment in CHEM127 and 128 may grow slightly, but only by a few students. There may be slight more or less balance in enrollment in the various social science courses, it is impossible to predict.

4. Dates approved by Department Curriculum Committee: 7 February 2006

Department Faculty: 7 April 2006

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

Dr. Annelie Skoog

860-405-9220

Annelie.Skoog@uconn.edu

## **2006 - 80 Proposal to Change MARN 296**

1. Date: April 12, 2006
2. Department: **Marine Sciences**
3. Nature of Proposed Change: change number of credits for existing course
4. Current Catalog Copy:  
296. Variable Topics  
Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.
5. Proposed Catalog Copy:  
296. Variable Topics  
Either semester. One to three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.
6. Effective Date (semester, year -- see Note R):  
(Note that changes will be effective immediately unless a specific date is requested.)

### Justification

1. Reasons for changing this course: The change will allow more flexibility in the range of the course offerings
2. Effect on Department's Curriculum: more flexibility in curriculum for students and instructors
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: expand curriculum offerings at Avery Point
6. Staffing: will be taught with existing staff
7. Dates approved by (see Note Q):  
Department Curriculum Committee: May 4, 2006  
Department Faculty: May 5, 2006
8. Name, Phone Number, and e-mail address of principal contact person:

Annelie Skoog (860) 405-9220, [annelie.skoog@uconn.edu](mailto:annelie.skoog@uconn.edu)

## 2006 - 81 Proposal to Add MARN 295W

1. Date: 12 April 2006
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: Spring 2007

### Final catalog Listing

#### MARN 295W: Senior Research Thesis

Either semester. Three credits. Hours by arrangement. Prerequisite: Three credits of MARN 299, which may be taken concurrently. Recommended preparation: MARN 255W. Open only with consent of instructor. Not limited to honors students.

A "W" course for students writing a senior thesis on their independent research.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B):  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_\_\_ Yes X No
3. Course Title:
4. Semester offered (see Note C):
5. Number of Credits (see Note D):
6. Course description (second paragraph of catalog entry -- see Note K):

#### Optional Items

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

### Justification

1. Reasons for adding this course: (see Note L) This course is necessary for Marine Sciences to implement an opportunity for Coastal Studies majors to graduate as Honors Scholars.
2. Academic Merit (see Note L): This course will allow both honors and non-honors students to get academic credit for writing a paper based on their independent research (MARN 299).
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 2-3 per year
5. Number and Size of Section: N/A
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: This course will complement the Honors Scholars Program being developed at Avery Point for other majors.
8. Staffing (see Note P): existing Marine Sciences faculty
9. Dates approved by (see Note Q):  
Department Curriculum Committee: May 4, 2006

Department Faculty: May 5, 2006  
10. Name, Phone Number, and e-mail address of principal contact person:

Pat Kremer (860) 405-9140, [patricia.kremer@uconn.edu](mailto:patricia.kremer@uconn.edu)

## **2006 - 82 Proposal to Add MARN 333**

1. Date: May5, 2006
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: Fall 2006

### Final Catalog Listing:

MARN 333: Plankton Ecology. First Semester. 3 credits. Class Periods: Three (Two 50 min lectures and one 3h lab/recitation period). Recommended preparation: The equivalent of one year of biology, chemistry and physics course. Consents/Exclusions: Consent of instructor for graduate students in lieu of recommended preparation. Students who have taken both MARN 331 and MARN 332 cannot take this course for credit. Dam.

Ecology of planktonic organisms (bacteria, protista and metazoa). The evolutionary ecology concept, methods of research, special features of aquatic habitats; adaptations to aquatic environments; population biology; predation, competition, life histories, community structure, and role of plankton in ecosystem metabolism.

### Items included in catalog Listing:

#### Obligatory Items

1. Four-letter abbreviation for Department or Program : MARN
2. Course Number : 333
3. Course Title: Plankton ecology
4. Semester offered : First semester
5. Number of Credits : 3
6. Course description (second paragraph of catalog entry):  
Ecology of planktonic organisms (bacteria, protista and metazoa). The evolutionary ecology concept, methods of research, special features of aquatic habitats; adaptations to aquatic environments; population biology; predation, competition, life histories, community structure, and role of plankton in ecosystem metabolism.

#### Optional Items

7. Number of Class Periods: Three (Two 50 min lectures and one 3h lab/recitation period).
8. Prerequisites: None
9. Recommended Preparation: The equivalent of one year of biology, chemistry and physics course.
10. Consents/Exclusions: Consent of instructor for graduate students in lieu of recommended requirements. Students who have taken both MARN 331 and MARN 332 cannot take this course for credit.
11. Repetition for credit, if applicable : not applicable
12. Instructor(s) names if they will appear in catalog copy : Dam

## JUSTIFICATION

1. Reasons for Adding this Course: I was asked by the Department Head in consultation with the coordinator of the Coastal Studies Major to develop a plankton ecology course that could serve the needs of the undergraduate students, particularly those in the Coastal Studies Major. The course is intended as an elective for the Coastal Studies Majors. However, some graduate students in the Dept. Marine Sciences may also choose to take this course instead of the more specialized courses in phytoplankton and zooplankton ecology. Graduate students do additional work in the form of readings from the primary literature, and recitation/lab report requirements. Because of maturity level, grading is also different for graduate students. That is, examinations are different for the graduate students.

2. Academic Merit: Planktonic organisms overwhelmingly dominate the biology of lakes and oceans. This course, along with other advanced courses (Marine Biogeochemistry, Marine Phytoplankton Ecology and Physiology, Marine Microbiology, and Marine Zooplankton), partly provides the foundation for understanding pelagic processes. However, this is the only course that covers all plankton groups and emphasizes classical ecological theory at the same time. Hence, this course is an enhancement to the curriculum of the university.

3. Overlapping Courses: There is some overlap with material covered in MARN 380/260 (2 lectures), MARN 331 (probably five lectures) and MARN 332 (probably five lectures). Please note that while the course's textbook is titled Limnoecology, the material in the book and in the course is entirely different from the typical limnology course (e.g., EEB 237 and EEB 247).

4. Number of Students Expected: Less than 10
5. Number and Size Section: 1 section, 1-10 students.
6. Effects on Other Departments: None.
7. Effects on regional campuses: None
8. Staffing: One instructor (Dam) and T.A. assistance for lab/recitation.
9. Dates approved by:  
Department Curriculum Committee: May 4, 2006  
Department Faculty: May 5, 2006
10. Name, phone number, and e-mail address of principal contact person:  
Hans G. Dam, (860) 405-9098, [hans.dam@uconn.edu](mailto:hans.dam@uconn.edu)



**2006 - 83 Proposal to Add MARN 267**

. Date: May 5, 2006

2. Department requesting this course: **Marine Sciences**

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

Final Catalog Listing:

MARN 267: Plankton Ecology. First Semester. Three credits. Class Periods: Three (Two 50 min lectures and one 3h lab/recitation period). Prerequisites: MATH 109Q or MATH 115, PHYS 121Q or PHYS 131Q, CHEM 122 or equivalent, BIO 107/108. Recommended preparation: MARN 170. Consents/Exclusions: Consent of instructor for graduate students in lieu of requirements. Students who have taken both MARN 331 and MARN 332 cannot take this course for credit. Dam.

Ecology of planktonic organisms (bacteria, protista and metazoa). The evolutionary ecology concept, methods of research, special features of aquatic habitats; adaptations to aquatic environments; population biology; predation, competition, life histories, community structure, and role of plankton in ecosystem metabolism.

Items included in catalog Listing:

Obligatory Items

1. Four-letter abbreviation for Department or Program : MARN

2. Course Number : 267

3. Course Title: Plankton ecology

4. Semester offered : First semester

5. Number of Credits : 3

6. Course description (second paragraph of catalog entry):

Ecology of planktonic organisms (bacteria, protista and metazoa). The evolutionary ecology concept, methods of research, special features of aquatic habitats; adaptations to aquatic environments; population biology; predation, competition, life histories, community structure, and role of plankton in ecosystem metabolism.

Optional Items

7. Number of Class Periods: Three (Two 50 min lectures and one 3h lab/recitation period).

8. Prerequisites: MATH 109Q or MATH 115, PHYS 121Q or PHYS 131Q, CHEM 122 or equivalent, BIO 107/108.

9. Recommended Preparation: MARN 170

10. Consents/Exclusions: Students who have taken both MARN 331 and MARN 332 cannot take this course for credit.

11. Repetition for credit, if applicable : not applicable

12. Instructor(s) names if they will appear in catalog copy : Dam

## JUSTIFICATION

1. Reasons for Adding this Course: I was asked by the Department Head in consultation with the coordinator of the Coastal Studies Major to develop a plankton ecology course that could serve the needs of the undergraduate students, particularly those in the Coastal Studies Major. The course is intended as an elective for the Coastal Studies Majors, and has already been taught twice as MARN 298.
2. Academic Merit: Planktonic organisms overwhelmingly dominate the biology of lakes and oceans. This course, along with other advanced courses (Marine Biogeochemistry, Marine Phytoplankton Ecology and Physiology, Marine Microbiology, and Marine Zooplankton), partly provides the foundation for understanding pelagic processes. However, this is the only course that covers all plankton groups and emphasizes classical ecological theory at the same time. Hence, this course is an enhancement to the curriculum of the university.
3. Overlapping Courses: There is some overlap with material covered in MARN 380/260 (2 lectures), MARN 331(probably partial five lectures) and MARN 332 (probably five lectures).
4. Number of Students Expected: Less than 20
5. Number and Size Section: 1 section, 1-20 students.
6. Effects on Other Departments: None.
7. Effects on regional campuses:  
This course was designed as an elective for Coastal Studies Majors, most of whom take classes at the Avery Point campus.
8. Staffing: One instructor (Dam) and T.A. assistance for lab/recitation.
9. Dates approved by:  
Department Curriculum Committee: May 4, 2006  
Department Faculty: May 5, 2006
10. Name, phone number, and e-mail address of principal contact person:  
Hans G. Dam, (860) 405-9098, [hans.dam@uconn.edu](mailto:hans.dam@uconn.edu)

## 2006 - 84 Proposal to Change MARN 212C

1. Date: 25 April 2006
2. Department: **Marine Sciences**
3. Nature of Proposed Change: change in wording of catalog description
4. Current Catalog Copy:

### 212C. Measurement and Analysis in Coastal Ecosystems

First semester (Avery Point). Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisites: [MARN 170](#) and any two (2) of the following: [BIOL 107](#), [108](#); [CHEM 127Q](#), [128Q](#); [PHYS 121Q](#), [122Q](#), [131Q](#), [132Q](#). J. Kremer

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

5. Proposed Catalog Copy:

### 212C. Measurement and Analysis in Coastal Ecosystems

First semester (Avery Point). Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisites: [MARN 210](#) and MARN 211 or consent of instructor.

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

6. Effective Date (semester, year -- see [Note R](#)):

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

### Justification

1. Reasons for changing this course: To remedy an error. Students should not enroll in this class until they have had two other Coastal Studies core classes. This is a small catalog change that will facilitate registration
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)): no
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none, as this course is already being taught at Avery Point (with the proposed description)
6. Staffing: Taught with existing staff
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: May 4, 2006  
Department Faculty: May 5, 2006
8. Name, Phone Number, and e-mail address of principal contact person:  
Dr. Annelie Skoog  
860-405-9220  
[annelie.skoog@uconn.edu](mailto:annelie.skoog@uconn.edu)

## 2006 - 85 Proposal to Change PNB 264-265

1. Date: May 5, 2006

2. Department: **Physiology & Neurobiology**

3. Nature of Proposed Change: Add Biol 107 as a pre-requisite for PNB 264-265, and drop Phys 101 or 121 as recommended preparation for PNB 264-265, Human Physiology and Anatomy

### 4. Current Catalog Copy:

264-265. Human Physiology and Anatomy (Copied from catalog)

Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory.

Prerequisite: CHEM 122 or 124 or 127Q. Recommended preparation: BIOL 107, PHYS 101 or 122.

Open to sophomores or higher. Not open to students who have passed PNB 274-275. These courses must be taken in sequence to obtain credit, and may not be counted toward the Biological Sciences or Physiology and Neurobiology majors. *Chapple, Kimball, Moiseff, Nishiyama, Rubio*

Fundamentals of human anatomy and physiology for students in medical technology, physical therapy, nursing and education (Sport Science). A fee of \$20 is charged for each course.

### 5. Proposed Catalog Copy:

264-265 Human Physiology and Anatomy. Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory. Prerequisite: BIOL 107 and CHEM 122 or 124 or 127Q. Open to sophomores or higher. Not open to students who have passed PNB 274-275. These courses must be taken in sequence to obtain credit, and may not be counted toward the Biological Sciences or Physiology and Neurobiology majors. *Chapple, Kimball, Moiseff, Nishiyama, Rubio*

Fundamentals of human anatomy and physiology for students in medical technology, physical therapy, nursing and education (Sport Science). A fee of \$20 is charged for each course.

6. Effective Date Fall 2007

### Justification

1. Reasons for changing this course: The School of Nursing now requires BIOL 107 for its majors, and the programs in Allied Health that require PNB 264-265 (Physical Therapy) are planning to require BIOL 107 for their majors. Most other students have also taken BIOL 107. We have found that we cannot cover introductory material that is covered in BIOL 107 (molecular and cell biology, introductory physiology) and properly cover the necessary material in a Human Physiology and Anatomy course. Since PNB 264-265 is a service course for non-professional health personnel, the shift of elementary material to BIOL 107 will allow us to cover the necessary material.

We are also dropping the recommendation that students have PHYS 101 or 121 before taking PNB 264-265. Most student take PNB 264-265 in their sophomore year and do not take physics courses (if they do at all) until their junior or senior year.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see [Note N](#)): School of Nursing, School of Allied Health

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by Department Curriculum Committee:

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: William Chapple, 6-4558, [William.chapple@uconn.edu](mailto:William.chapple@uconn.edu)

## **2006 - 86 Proposal to Change PNB 274 - 275**

1. Date: May 5, 2006

2. Department: **Physiology & Neurobiology**

3. Nature of Proposed Change: remove PHYS 121, 131 or 141 as recommended preparation for PNB 274-275, Enhanced Human Physiology and Anatomy

4. **Current Catalog Copy:** [Prerequisite: BIOL 107, CHEM 124 or 127Q. Recommended preparation: PHYS 121, 131 or 141.]

274-275. Enhanced Human Physiology and Anatomy (Copied from Catalog)

Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory.

Prerequisite: BIOL 107, CHEM 124 or 127Q. Recommended preparation: PHYS 121, 131, or 141. Not open to students who have passed PNB 264-265. These courses must be taken in sequence to obtain credit. Open to sophomores or higher. *Crivello, Renfro*

Fundamentals of human physiology and anatomy enhanced through inquiry-based laboratories. A fee of \$20 is charged for each course.

### **5. Proposed Catalog Copy:**

274-275. Enhanced Human Physiology and Anatomy

Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory. Prerequisite: BIOL 107 and CHEM 124 or 127Q. Not open to students who have passed PNB 264-265. These courses must be taken in sequence to obtain credit. Open to sophomores or higher. . *Chapple, Kimball, Moiseff, Nishiyama, Rubio*

Fundamentals of human physiology and anatomy enhanced through inquiry-based laboratories. A fee of \$20 is charged for each course.

6. Effective Date Fall 2007

#### **Justification**

1. Reasons for changing this course:

We are dropping the recommendation that students have PHYS 121, 131 or 141 before taking PNB 274-275. Most student take PNB 274-275 in their sophomore year and do not take physics courses until their junior or senior year. Since they must complete the chemistry sequence including CHEM 243 and 244 before taking more advanced courses in PNB and MCB it is not realistic to expect them to have physics.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by Department Curriculum Committee:

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: William Chapple, 6-4558, [William.chapple@uconn.edu](mailto:William.chapple@uconn.edu)

## **2006 - 89 Proposal to Change the COGS Major [Revised version of September submission; revisions in upper case]**

1. Date: August 29, 2006

2. Department requesting this change: **Cognitive Science Program**

3. Title of Major: Cognitive Science

#### 4. Nature of Changes:

- a. Phil 241 moved from Core to Advanced course section
- b. Phil 247 (Phil of Psych), 249 (Phil of Neuroscience), and 256 (Phil of Perception) added to advanced courses
- c. Phil 247W, 249W, 256W added to writing requirements
- d. Ling 208 removed
- e. COGS 201 added to Core courses and wording changed slightly (with PHIL 241 moved to advanced courses, the 4 core courses (excluding COGS 201) will necessarily be in 4 departments
- f. ANTH 268 added to Research methods courses, PROVIDED THAT IT IS ELECTED FOR 3 CREDITS. ALSO, DESCRIPTION OF "RESEARCH COURSES" REQUIREMENT CHANGED TO SPECIFY THAT MAJORS MUST TAKE AT LEAST 3 CREDITS FROM THE "STATISTICS" CATEGORY AND AT LEAST 3 CREDITS FROM THE "RESEARCH METHODS" CATEGORY.
- g. Small changes in general description to eliminate confusing reference to "advanced courses".
- h. Elective credits changed from 6 to '3-6', due to (1) the addition of COGS 201 to the Core course requirement and (2) the inclusion of CSE 237, CSE 259, LING 205, LING 206, and MATH 237 as both Formal Systems and Advanced Courses.
- i. Restriction of inclusion of pairs of similar courses (i) CDIS 202/202W and PSYC 239; (ii) PHIL 212/212W and SCI 240; (iii) CSE 237 and MATH 237.

#### 5. Existing catalog Description of the Major:

##### **Cognitive Science**

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. Advanced courses from at least four different departments are required. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

##### **General Requirements**

The requirements for the cognitive science major include 39 200-level credits, no more than 21 of which may be taken in any one department. There are several 100-level courses that are required preparation for the 200-level requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

##### **Core Courses (12 credits)**

*Four courses from four departments:*

ANTH 244; CSE 282; LING 202; PHIL 241, 250; PSYC 256

##### **Research Courses (6 credits)**

*Statistics (one of the following):*

PSYC 202Q; STAT 201Q, 220Q (Calculus level)

*Research Methods (one of the following):*

LING 215; PSYC 210W, 211W, 215, 232W, 267/267W

### **Formal Systems Courses (3 credits)**

CSE 254, CSE 257, CSE 259, MATH 211Q, 215, 216, 227Q, 231, 237, 279; PHIL 211Q, 214

### **Advanced courses (12 credits)**

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 232; CDIS 202/202W\*, 244/244W, 253; CSE 298; LING 205; 206, 208, 244W; PHIL 210, 212/212W\*\*; PNB 251; PSYC 206, 220, 221, 236, 239\*, 254, 257, 260, 291/291W; SCI 240\*\*

### **Electives (6 credits)**

Two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

\*Note: Only one of CDIS 202/202W and PSYC 239 may be counted toward the major.

\*\*Note: Only one of PHIL 212/212W and SCI 240 may be counted toward the major.

### **Competency and Writing Requirements**

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 202W, CDIS 244W, LING 244W, PHIL 212W, PSYC 202WQ, PSYC 210W, PSYC 232W, PSYC 267W, PSYC 291W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

For further information, contact Associate Professor Jay Rueckl, Chair, Cognitive Science Steering Committee, 121 Psychology Building.

## **6. Proposed catalog Description of the Major (changes in red):**

### **Cognitive Science**

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. **The distribution requirements ensure that students will acquire a truly interdisciplinary education.** The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

### **General Requirements**

The requirements for the cognitive science major include 39 200-level credits, no more than 21 of which may be taken in any one department. There are several 100-level courses that are required preparation for the 200-level requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

### **Core Courses (15 credits)**

*COGS 201 and four of the following courses:* ANTH 244; CSE 282; LING 202; PHIL 250; PSYC 256

### **Research Courses (6 credits)**

*Statistics (one of the following for at least 3 credits):*

PSYC 202Q; STAT 201Q, 220Q (Calculus level)

*Research Methods (one of the following for at least 3 credits):*

ANTH 268 (if elected for 3 credits); LING 215; PSYC 210W, 211W, 215, 232W, 267/267W

### **Formal Systems Courses (3 credits)**

CSE 237\*†, 254, 257, 259†; LING 205†, 206†; MATH 211Q, 215, 216, 227Q, 231, 237\*†, 279; PHIL 211Q, 214

### **Advanced Courses (12 credits)**

Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 232; CDIS 202/202W\*, 244/244W, 253; CSE 237\*†, 259†, 298; LING 205Q†; 206Q†, 244W; MATH 237\*†; PHIL 210, 212/212W\*, 241, 247/247W, 249/249W, 256/256W; PNB 251; PSYC 206, 220, 221, 236, 239\*, 254, 257, 260, 291/291W; SCI 240\*\*

### **Electives (3-6 credits)**

One or two† additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

\* Due to content overlap, no more than one of each of the following pairs may be counted toward the major: (i) CDIS 202/202W and PSYC 239; (ii) PHIL 212/212W and SCI 240; (iii) CSE 237 and MATH 237.

† The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 237, CSE 259, LING 205, LING 206, and MATH 237. In this event, two electives are required.

### **Competency and Writing Requirements**

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major can be met by taking one of the following courses: CDIS 202W, 244W; LING 244W; PHIL 212W, 247W, 249W, 256W; PSYC 202WQ, 210W, 232W, 267W, 291W.

Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study.

For further information, contact Professor Letty Naigles, Director of Undergraduate Studies in Cognitive Science, 141 BOUS (Psychology Building).

7. Effective Date immediately.

### **Justification**

1. Why is a change required?



a. COGS 201 is currently the 'flagship' course of the Cognitive Science major; hence it should be taken as a core course. Phil 241 is moved from the Core to Advanced course sections so that each of the four remaining Core courses comes from a distinct department. These changes facilitate the interdisciplinary nature of Cognitive Science.

b. Phil 247 (Phil of Psych), 249 (Phil of Neuroscience), and 256 (Phil of Perception) are courses newly recognized as relevant to Cognitive Science; hence added to advanced courses. Likewise Phil 247W, 249W, 256W, which are added to the writing requirements section.

c. Ling 208 removed because it is no longer taught at the university.

d. ANTH 268 IS NEWLY RECOGNIZED AS A RESEARCH METHODS COURSE FOR THE COGNITIVE SCIENCE MAJOR. ANTH 268 IS A COURSE ON METHODS USED FOR SOCIAL AND CULTURAL RESEARCH. BECAUSE COGNITIVE SCIENCE IS CONCERNED, IN PART, WITH SOCIAL ASPECTS OF COGNITION AND CULTURAL INFLUENCES ON THOUGHT, SUCH METHODS ARE RELEVANT TO RESEARCH IN COG SCI.

e. The small changes in the general description eliminate confusing references to "advanced courses".

f. Elective credits are changed from 6 to '3-6', due to (1) the addition of COGS 201 to the Core course requirement and (2) the inclusion of CSE 237, CSE 259, LING 205, LING 206, and MATH 237 as both Formal Systems and Advanced Courses. That is, students will take 5 core courses now; those who do not take CSE 237, CSE 259, LING 205, LING 206, or MATH 237 will take 3 credits of electives. Those who do take one of these courses will take 6 credits of electives.

g. The restriction of inclusion of pairs of similar courses (i) CDIS 202/202W and PSYC 239; (ii) PHIL 212/212W and SCI 240; (iii) CSE 237 and MATH 237 will minimize repetition of course material.

2. What is the impact on students?

Change (a) gives all Cognitive Science majors an introduction to the fundamental issues of cognitive science while also showing them how the 4 major disciplines each view cognitive science. Changes (b-d, f-g) give the students more possible courses for the cognitive science major; they also clarify and further specify the requirements of the major. Change (f) also enables the number of credits for the major to remain at 39. Change (e) eliminates confusing references.

3. What is the impact on regional campuses? none

4. Dates approved by (see Note Q):

Department Curriculum Committee: April 5, 2006

Department Faculty: April 5, 2006

REVISIONS APPROVED BY CURRICULUM COMMITTEE AND FACULTY 9/22/06.

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

Professor Letty Naigles, 6-4942, [letitia.naigles@uconn.edu](mailto:letitia.naigles@uconn.edu) or Professor Thomas Bontly, 6-3822, [thomas.bontly@uconn.edu](mailto:thomas.bontly@uconn.edu).

**[End proposals postponed from the September meeting]**

## **2006-90 Proposal to Change the URBN Major**

1. Date: September 12, 2006
2. Department requesting this change: Urban and Community Studies Program
3. Title of Major: Urban and Community Studies
4. Nature of Change: **Minor adjustment to list of courses in the Major**

1. Move GEOG 246C Geographic Data Analysis from group IV Elective to group III Methodological Requirement
2. Add PP 220 Program Evaluation to group III Methodological Requirement
3. Add URBN 2XX Reel Cities to group IV Elective
4. Add SOCI 235 African Americans and Social Protest to group IV Elective
5. Add PP 223W Cases in Public Policy to group IV Elective
6. Drop PP 276 Public Policy from group IV Elective

### **5. Existing catalog Description of the Major: Urban and Community Studies**

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Anthropology ([URBN 248](#)). Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### **Requirements of the major.**

1. [URBN 230](#)
2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): [ECON 221](#), [223](#); [GEOG/URBN 233](#), [GEOG 274](#); [HIST/URBN 241](#); [HIST 246](#), [247](#); [POLS 260](#) or [PP 260](#); [POLS/URBN 263](#); [PP 277](#); [SOC/URBN 280](#), [SOC 284](#), [285](#); [URBN 248](#).
3. One of the following: [ECON 217](#), [GEOG 242](#), [POLS 291](#), [SOC 205](#), [STAT 201](#), [URBN 220](#).
4. Three additional courses selected from group 2, group 3, or the following list: [ECON 220](#), [253](#); [ECON/URBN 259](#); [GEOG 246](#), [280](#); [HIST 238](#), [260](#), [278](#), [294](#); [HDFS 201](#), [274](#), [276](#), [INTD 211](#); [POLS 248](#), [249](#), [274](#), [276](#); [PP 274](#), [276](#); [SOC 248](#), [SOC/URBN 281](#), [SOC 283](#); [URBN 232](#) or [INTD 212](#); [URBN 290](#), [295](#), [298](#), [299](#).

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses [INTD 211](#) and [212](#).

Students interested in pursuing a program in Urban and Community Studies are advised to complete 100-level courses in the social sciences which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to, [GEOG/URBN 130](#), [ECON 112](#), [POLS 173](#), [SOC 107](#), [SOC 115](#), and [STAT 100Q/110Q](#). They should also plan on enrolling in [URBN 230](#), which is open to sophomores, as soon as possible.

The writing within the major requirement can be met by taking any of the following courses: [GEOG 280W](#), [HIST/URBN 241W](#), [POLS/URBN 263W](#), [SOC 248W](#), [SOC/URBN 280W](#), [SOC/URBN 281W](#), [SOC 283W](#), [URBN 230W](#), [290W](#) or any 200-level W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing [URBN 230](#).

A minor in Urban and Community Studies is described in the [Minors](#) section.

## 6. Proposed catalog Description of the Major:

### Urban and Community Studies

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Anthropology ([URBN 248](#)). Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

### Requirements of the major.

1. [URBN 230](#)

2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): [ECON 221](#), [223](#); [GEOG/URBN 233](#), [GEOG 274](#); [HIST/URBN 241](#); [HIST 246](#), [247](#); [POLS 260](#) or [PP 260](#); [POLS/URBN 263](#); [PP 277](#); [SOC/URBN 280](#), [SOC 284](#), [285](#); [URBN 248](#).

3. One of the following: [ECON 217](#); [GEOG 242](#), [246](#); [POLS 291](#); [PP 220](#); [SOC 205](#); [STAT 201](#); [URBN 220](#).

4. Three additional courses selected from group 2, group 3, or the following list: [ECON 220](#), [253](#); [ECON/URBN 259](#); [GEOG 280](#); [HIST 238](#), [260](#), [278](#), [294](#); [HDFS 201](#), [274](#), [276](#), [INTD 211](#); [POLS 248](#), [249](#), [274](#), [276](#); [PP 223](#), [274](#); [SOC 235](#), [248](#), [SOC/URBN 281](#), [SOC 283](#); [URBN 232](#) or [INTD 212](#); [URBN 2XX](#), [290](#), [295](#), [298](#), [299](#).

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses [INTD 211](#) and [212](#).

Students interested in pursuing a program in Urban and Community Studies are advised to complete 100-level courses in the social sciences which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to, [GEOG/URBN 130](#), [ECON 112](#), [POLS 173](#), [SOC 107](#), [SOC 115](#), and [STAT 100Q/110Q](#). They should also plan on enrolling in [URBN 230](#), which is open to sophomores, as soon as possible.

The writing within the major requirement can be met by taking any of the following courses: [GEOG 280W](#), [HIST/URBN 241W](#), [POLS/URBN 263W](#), [PP 223W](#), [SOC 248W](#), [SOC/URBN 280W](#), [SOC/URBN 281W](#), [SOC 283W](#), [URBN 230W](#), [290W](#) or any 200-level W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing [URBN 230](#).

A minor in Urban and Community Studies is described in the [Minors](#) section.

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?

Change 1. Tom Cooke is having trouble finding seats in appropriate methods courses for Urban and Community Studies majors at Storrs, and Geography is willing to make seats in GEOG 246 available to URS students. Tom feels and the committee agrees that GEOG 246 provides students with useful data analysis tools and therefore is suitable for meeting the methodological requirement.

Change 2. The public policy department developed this methodological course in part for UCS students who have an interest in public policy issues. We are simply proposing to add the course to the major now that it has been approved.

Change 3. This course was developed within Urban and Community Studies and a proposal to make this class permanent is being considered in parallel with the proposal to add the course to the major.

Change 4. A faculty member from Sociology, Noel Cazenave, has joined the Urban and Community Studies Program. We felt that it was important to include one of the courses that Noel teaches regularly within the major, and SOCI 235 appeared to fit well with the focus of the the UCS major.

Changes 5&6: The Department of Public Policies is currently working on plans for minor, and PP 276 will be a core course in any PP minor. In coordination with PP, we agreed that it would be better for their core course PP 276 to be outside of the UCS major and that we would replace the course with PP 223W in order to avoid diluting PP's role within the major at the Tri-campus. Further, the inclusion of PP 223W in the major should increase UCS's ability to meet the requirement that all students complete one W course within the major.

2. What is the impact on students?

The changes should have positive impacts on students because it increases their opportunities for meeting the methods and W within the major requirements, as well as better integrating full time faculty into the curriculum.

3. What is the impact on regional campuses?

The changes will have no resource impacts on the regional campus and will increase our flexibility in offering the Urban and Community Studies major at Tri-campus.

4. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 4/11/06  
Department Faculty: 4/28/06

5. Name, Phone Number, and e-mail address of principal contact person: Stephen L. Ross, 860-570-9279, 860-486-3533, [Stephen.L.Ross@ucon.edu](mailto:Stephen.L.Ross@ucon.edu),

2006 - 91 **Proposal to Add URBN 2xx.**

1. Date: September 12, 2006
2. Department requesting this course: Urban and Community Studies Program
3. Semester and year in which the course will be first offered: Fall 2006 contingent upon approval (Waterbury Campus).

**Final Catalog Listing:**

**URBN 2XX: Reel Cities**

Either Semester. Three credits. Recommended preparation: URBN 230.

Exploration of the aesthetics, history, and contemporary relevance of American films which feature the urban landscape as protagonist. Explores the context in which individual films were produced and how they reflect and reshape actual urban events and processes. The course may focus on particular cities or suburban communities and may include various genres of feature films, documentaries, experimental films, etc.

**Items Included in Catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program: URBN 2XX or URBN 3100 for the new numbering system.
2. Course number:  
If using a specific number, have you checked with the Registrar that this number is available for use?  
NA
3. Course title: Reel Cities
4. Semester offered: either
5. Number of Credits: 3  
Exploration of the aesthetics, history, and contemporary relevance of American films which feature the urban landscape as protagonist. Explores the context in which individual films were produced and how they reflect and reshape actual urban events and processes. The course may focus on particular cities or suburban communities and may include various genres of feature films, documentaries, experimental films, etc

**Optional Items**

6. Number of class periods, if not standard: n.a.
7. Prerequisites, if applicable: none
8. Recommended preparation, if applicable: URBN 230.
9. Consent of instructor, if applicable: Not required
10. Exclusions, if applicable: none
11. Repetition for credit, if applicable: No
12. Instructor(s) names if they will appear in catalog copy:
13. Open to sophomores: Yes
14. Skill codes: "W", "Q", or "C": n.a.
15. S/U grading: no

**Justification**

1. **Reasons for adding this course:** Studies of representations of cities in 'texts' of different formats, such as film and literature, should form a part of any Urban Studies program. Such studies encourage critical thinking and close analysis, both desirable outcomes for college students, as well as providing new media for understanding and interpreting the urban experience. Reel Cities has been offered sporadically primarily at the Hartford campus and taught by an adjunct instructor. It is a successful and well-subscribed course and it is timely to institutionalize it within the Urban and Community Studies Program, which now has a permanent instructor qualified to teach this course.

2. **Academic merit:** This course will teach students to do close critical analysis of a series of texts, in this case films. Students will be equipped to assess the multiple ways in which projected images of cities have both reflected and influenced urban attitudes and policy through the decades since the invention of the medium. The close analysis and research skills will be transferable to other courses. Study of the films will also grapple with themes of racial and ethnic diversity, enhancing and reinforcing this new priority within the General Education requirements of the University of Connecticut.
3. **Overlapping courses:** We reviewed courses in the minor in Film Studies, and we did not identify any course with similar content and perspective.
4. **Number of students expected:** 20 per semester
5. **Number and size of sections:** 1 section of 20 students
6. **Effects on other departments:** Modern and Classical Languages offers the Film Studies minor. The proposal creates a new course on film potentially increasing the diversity of offerings in that minor. The course has considerable history content, but the History Department does not appear to offer a course on film. The proposal has been circulated to the Modern and Classical Languages Department including the coordinator of the Film Studies Minor, History Department, and the Drama Department.
7. **Effects on regional campuses:** Will create an additional course offering for the Urban and Community Studies major on the Tri-Campus.
8. **Staffing:** Ruth Glasser
9. **Dates approved by:**
10. **Name, phone number, and e-mail address of principal contact person:**

**URBN 295: Reel Cities**  
**Fall 2006**  
**Mondays, 4-6:30**  
**Room XXX**

**Dr. Ruth Glasser**  
**Office: Room 108**  
**E-mail [best way to reach me]: [ruth.glasser@uconn.edu](mailto:ruth.glasser@uconn.edu)**  
**Telephone: (203) 236-9921**  
**Office Hours:** Mondays 1:30-3:30 and by appointment

**Description:** Film is a quintessentially urban medium, produced primarily and marketed initially in large metropolitan areas. Films often reflect urban themes, and project powerful images of cities to their inhabitants as well as to those who have never visited them. Films also frequently embody our collective anxieties and hopes about cities of the past, present, and future.

This course will explore the history and aesthetics of older and more contemporary American films within an ever-changing urban context. Emphasis will be given to movies that foreground the urban landscape as protagonist. This roughly chronological survey will explore the context in which individual films were produced and how they reflect and reshape actual urban events and processes within their own aesthetic conventions. Students will also 'read' urban-themed films closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. The exploration of content and context may focus on particular cities or suburban communities, and may include various genres of feature films, documentaries, experimental films, etc.

*Reel Cities for Fall 2006 will focus particularly on New York and Los Angeles, the country's major cultural production centers as well as the location for many urban-themed films. The movies viewed will all be full-length fictional features and will span the genres of comedy, musical, crime, and the social problem film.*

Outcomes for the course will include the following:

- o Students will master the tools that will enable them to critically assess films and how they create meaning
- o Students will become familiar with the history of the U.S. film industry
- o Students will master key points about the history, politics, economics, and culture of New York and Los Angeles, and thus be able to articulate how films respond to, reflect, and reinterpret these urban places.

- Students will begin the process of understanding and theorizing the ways in which popular culture representations of urban environments have influenced the discourse, politics, culture, aesthetics, and eventually the economy of central cities.

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Primary Texts: Available for purchase at the U Conn Co-op:

David Bordwell and Kristin Thompson, *Film Art: An Introduction*, 7<sup>th</sup> Edition, with Film Viewer's Guide and Tutorial CD-Rom (2003)

David Halle, ed., *New York and Los Angeles: Politics, Society and Culture, A Comparative View* (2003)

*\*Additional readings will be downloadable through WebCT or on hard copy reserve as reference texts.*

### Course Components

-  
Class participation: 20 %. Coming to class prepared, on time, participating in class discussions. Please note that depending upon their length, movies may be only partially screened in class. Students will be expected to finish watching movies on their own, in preparation for student-led class discussion on each film.

Oral report: 15% -- each student will lead the discussion on one of the course movies, taking into consideration the process of the film's production, the contemporary or historical urban events or processes it speaks to, the stylistic features that characterize the film. Students will be expected to base the presentation on at least one article about the film from a legitimate academic publication, as well as general historical sources (the latter will be on reserve in the library).

Final paper: 25%-- each student will choose a film not shown in the course and do a close analysis of the film, taking into account its production process, historical context, and stylistic features. Students will be expected to do original research based on legitimate academic publications.

Midterm exam: 20%

Final exam: 20%.

Week	Reading	Video/DVD	Other
<b>Week 1:</b> <b>Introduction</b>		Clips from contemporary urban movies	
<b>Week 2:</b> <b>Urbanization, Industrialization, and the Early Years of Cinema</b>	"Chaos, Magic, Physical Genius and the Art of Silent Comedy," pp.104-121, from Robert Sklar, <i>Movie-Made America</i> (1975)  Bordwell and Thompson, excerpt, "Film Form and Film History," pp.464-471 and Chapter 1, pp.2-41 of <i>Film Art</i>	"Modern Times" (1936)	
<b>Week 3: Race, Ethnicity on Film and the Coming of</b>	"The New Frontier: Hollywood, 1914-1920," pp.167-199, from Lary May, <i>Screening Out</i>	"The Jazz Singer" (1927)	

<p><b>Sound</b></p>	<p><i>the Past</i> (1980)</p> <p>Harry M. Benshoff and Sean Griffin, "The Concept of Whiteness and American Film," in <i>America on Film</i> (2004), pp.49-74</p> <p>Bordwell and Thompson, pp.481-484, and Ch.2, pp.48-66</p>		
<p><b>Week 4: Film Noir and Post-War Anxiety</b></p>	<p>Edward Dimendberg, excerpt, <i>Film Noir and the Spaces of Modernity</i> (2004)</p> <p>Bordwell and Thompson, Ch.3, pp.68-103</p>	<p>"The Naked City" (1948) and/or "Naked City" TV shows</p>	
<p><b>Week 5: The City as Musical Backdrop: A Comparative View</b></p>	<p>Beveridge and Weber, "Race and Class in Developing New York and Los Angeles Metropolises, 1940-2000," pp.49-78, from Halle, <i>New York and Los Angeles</i></p> <p>Thomas Schatz, "The Musical," pp. 186-220, from <i>Hollywood Genres</i> (1981)</p>	<p>"On the Town" (1949) and "West Side Story" (1961)</p>	
<p><b>Week 6: Urban Development and Cinematic Politics</b></p>	<p>John Walton, "Film Mystery as Urban History: The Case of Chinatown," pp.46-58, in MarkShiel and Tony Fitzmaurice, eds., <i>Cinema and the City</i> (2001)</p> <p>Gladstone and Fainstein, "The New York and Los Angeles Economies," pp.79-98, in Halle</p> <p>Bordwell and Thompson, Ch.4, pp.108-126</p>	<p>"Chinatown" (1974)</p>	
<p><b>Week 7: Poor Urban Neighborhoods: One Point of View</b></p>	<p>Katz, "Metropolitan Crime Myths," pp.195-224, in Halle</p> <p>Bordwell and Thompson, Ch.6, pp.176-225</p>	<p>"Fort Apache The Bronx" (1981)</p>	



<p><b>Week 8: Poor Urban Neighborhoods: Another Point of View</b></p>	<p>Halle, Gedeon, and Beveridge, "Residential Separation and Segregation, Racial and Latino Identity, and the Racial Composition of Each City," pp.150-191, in Halle</p> <p>Bordwell and Thompson, Ch. 7, pp.229-290 and 423-428</p>	<p>"Do the Right Thing" (1989)</p>	<p><b>Midterm!</b></p>
<p><b>Week 9: New York vs. Los Angeles</b></p>	<p>Giovacchini, "Hollywood is a State of Mind," pp.423-447, inHalle</p> <p>Bordwell and Thompson, Ch. 8, pp.294-343</p>	<p>"Annie Hall" (1977)</p>	
<p><b>Week 10: Multiculturalism and the Smaller City</b></p>	<p>Bordwell and Thompson, Ch.9, pp.347-385 and "The New Hollywood and Independent Filmmaking," pp.489-493</p>	<p>"City of Hope" (1991)</p>	
<p><b>Week 11: L.A. pre-uprising</b></p>	<p>Mike Davis, "The Hammer and the Rock," pp.265-322 from <i>City of Quartz: Excavating the Future in Los Angeles</i> (1992)</p>	<p>"Boyz and the Hood" (1991)</p>	
<p><b>Week 12: L.A. post-uprising</b></p>	<p>Halle and Rafter, "Riots in New York and Los Angeles," pp.341-366, and Sears, "Black-White Conflict: A Model for the Future of Ethnic Politics in Los Angeles," pp.367-389, from Halle</p>	<p>"Crash" (2004) and excerpts, "Grand Canyon" (1991)</p>	
<p><b>Week 13: Urban Youth and Ethnic Mixing</b></p>	<p>Wrigley, "Centralization vs. Fragmentation: The Public School Systems of New York and Los Angeles," pp. 225-250, and Levitan, "It Did Happen Here: The Rise in Working Poverty in New York City," pp.251-268, from Halle</p>	<p>Our Song (2000)</p>	

<b>Week 14: Immigrant Los Angeles</b>	Sabagh and Bozorgmehr, "From 'Give Me Your Poor' to 'Save Our State': New York and Los Angeles as Immigrant Cities and Regions," pp. 99-123, from Halle	Real Women Have Curves (2002)	
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*Note: Syllabus and classroom activities are subject to modification as needed.*

**Final Exam on December XX, 2006**

### **2006 - 92 Proposal to Drop an Existing Course**

1. Date: September 13, 2006
2. Department: Human Development and Family Studies
3. Catalog Copy:

**183. Courtship, Marriage, and Sexuality** (Formerly offered as HDFR 183.) Either semester. Three credits. Development of patterns of interaction in premarital and marital relationships.

4. Effective Date: Immediately

#### **Justification**

1. Reasons for dropping this course: This course has not been taught for many years. The course has been replaced by HDFS 180 "Close Relationships Across the Lifespan."

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None. HDFS 180 now is available for students at the regional campuses.

5. Dates approved by:

Department Curriculum Committee: Does not apply

Department Faculty: September 13, 2006

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

Jane A. Goldman

486-4728

Jane.goldman@uconn.edu

## 2006 - 93 Proposal to Change the Human Rights Minor

1. Date: **September 21, 2006**
2. Department requesting this change: **Human Rights Minor Program**
3. Title of Minor: **Human Rights**
4. Nature of Change: **Adding six courses to minor that have already been approved as crosslists with minor; dropping two courses no longer being offered.**

### 5. Existing catalog Description of the Minor:

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: HRTS/POLS 205, POLS 258, HIST/HRTS 226, HIST 253

\* Group B. Electives: AFAM/HIST/HRTS 238; AFAM/HRTS/SOCI 235, 236; ANTH 226, 231; ANTH/HRTS 228; AASI 215, 268; AASI/HRTS/SOCI 221, 222; ECON 202, 207, 247; HIST 215, 224, 237, 268, 298 when offered as The Holocaust and World War II; HIST 284/HRTS 220/PRLS 221; HRTS/POLS 225; HRTS/SOCI 249, 268, 269; HRTS/WS 263; PHIL 215, 218, 245; POLS 244, 257; SOCI 243, 258

\* Group C. Internship: HRTS 245

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes at richard.hiskes@uconn.edu or (860) 486-2536.

### 6. Proposed catalog Description of the Minor: (SAME as above)

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: (SAME as above)

HRTS/POLS 205, POLS 258, HIST/HRTS 226, HIST 253

\*Group B. Electives.

AFAM/HIST/HRTS 238; AFAM/HRTS/SOCI 235, 236; **ANTH 280W/HRTS280W**; ANTH 226, 231; ANTH/HRTS 228; AASI 268; AASI/HRTS/SOCI 221, 222; ECON 202, 207, 247; **ENGL 241/HRTS241**; HIST 215, 224, 237, 268, **202**; HIST 284/HRTS 220/PRLS 221; **PHIL 219/HRTS219**; HRTS/POLS 225; HRTS/SOCI 249, 268, 269; HRTS/WS 263; PHIL 215, 218, 245; POLS 244; **POLS 256/HRTS 256**; **SOCI 215/HRTS 215**; SOCI 243, 258

\* Group C. Internship: HRTS 245

### 7. Effective Date: **FALL, 2007**

### Justification

1. Why is a change required? **The six courses being added have already been approved in** as crosslisted courses with Human Rights. At the time they were added we were unaware that a different application was needed to formally add them to the minor. This application merely formalizes the previous action.

As to the addition of HIST 202, that course was previously numbered as HIST 298-02. The change reflects the previous departmental and C&C action.

For the two courses being dropped: POLS 257 and AASI 215. These courses have not been taught for several years, and in the case of POLS 257 no longer appears in the Catalog. Thus they should no longer be included in the minor.

The Registrar has asked that all changes to courses reflect their new four digit numbers as well, so they are here listed:

ANTH 280W/HTS 280W: ANTH 3153W/HRTS 3153W  
 ENGL 241/HRTS 241: ENGL 3619/HRTS 3619  
 PHIL 219/HRTS 219: PHIL 3219/HRTS 3219  
 POLS 256/HRTS 256: POLS 3807/HRTS 3807  
 SOCI 215/HRTS 215: SOCI 3831/HRTS 3831  
 HIST 202: HIST 3418

2. What is the impact on students? **NONE**
3. What is the impact on regional campuses? **NONE**
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). **ATTACHED**
5. Dates approved by (see Note Q):  
 Department Curriculum Committee: **September 8, 2006**  
 Department Faculty: **Richard P. Hiskes**
6. Name, Phone Number, and e-mail address of principal contact person:

**Richard P. Hiskes, Professor**  
**Director, Human Rights Minor Program**  
**Dept. of POLS U-1024**  
**X2536**  
**860 428-5331 (cell)**  
**Richard.hiskes@uconn.edu**

**Human Rights Minor Plan of Study**

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

**Consult your advisor** while completing this plan. An approved **final plan of study** must be filed with the registrar **during the first four weeks of classes of the semester in which a student expects to be graduated.**

**The Human Rights Minor:**

Fifteen (15) credits at the 200 level are required. Six (6) credits from Group A, Core Courses, six (6) credits from Group A or B, Electives, and three (3) credits from Group C, Internship. More than six (6) credits may not be taken in one department. Substitutes for courses in any group are not allowed under University policy.

<b>Group A</b>	<b>Credits</b>	<b>Group B</b>	<b>Credits</b>	<b>Group C</b>	<b>Credits</b>
Core Courses (at least two from 200-level)	(total 6-9)	Electives (at least one)	(total 3-6)	Internship (one)	(total 3)
POLS/HRTS125	_____	_____	_____	HRTS 245	_____
POLS/HRTS 205	_____	_____	_____		_____
POLS/HRTS 258	_____	_____	_____		_____
HIST/HRTS 226	_____	_____	_____		_____
HIST/HRTS 253	_____	_____	_____		_____

This plan is for the requirements of the \_\_\_\_\_ catalogue.

Date you expect to complete degree requirements: \_\_\_\_\_.

SID#: \_\_\_\_\_

Name of Student: \_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Minor in Human Rights.

(signed) \_\_\_\_\_ Date \_\_\_\_\_

Director of Human Rights Minor  
Richard P. Hiskes, Professor, Dept. of Political Science

Revised 10/06

## 2006 - 94 Proposal to Change ECON 221

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: Make course Open to Sophomores
4. **Current** Catalog Copy: **ECON 221. Urban Development and Policy** Second semester. Three credits. Prerequisite: [ECON 112](#) or [102](#). Education, housing, anti-poverty, economic development, and transportation policies for American cities and metropolitan areas. Emphasis on different roles of policies that act upon people versus places. Analysis tools for regional economic development such as input-output matrices and cost-benefit analysis.
5. **Proposed** Catalog Copy: **221. Urban Development and Policy** Second semester. Three credits. Prerequisite: [ECON 112](#) or [102](#). Open to sophomores or higher. Education, housing, anti-poverty, economic development, and transportation policies for American cities and metropolitan areas. Emphasis on different roles of policies that act upon people versus places. Analysis tools for regional economic development such as input-output matrices and cost-benefit analysis.
6. Effective Date Immediately

### Justification

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments:
5. Effects on Regional Campuses: occasionally taught at Hartford Campus
6. Staffing: Ross
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## **2006 - 95 Proposal to Change ECON 202 & 202W**

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: Make course Open to Sophomores
4. **Current** Catalog Copy: 202/W. Topics in Economic History and Thought. Either semester. Three credits. Prerequisite: ECON 111 and 112 , or 102 or 113, or consent of the instructor; ENGL 105 or 110 or 111 or 250 . May be repeated for credit, with change of topic. *Carstensen, Cosgel, Langlois, Minkler*
5. **Proposed** Catalog Copy: 202/W. Topics in Economic History and Thought. Either semester. Three credits. Prerequisite: ECON 111 and 112 , or 102 or 113, or consent of the instructor; ENGL 105 or 110 or 111 or 250 . Open to Sophomores or higher. May be repeated for credit, with change of topic. *Carstensen, Cosgel, Langlois, Minkler*
6. Effective Date: immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing: *Carstensen, Cosgel, Langlois, Minkler*
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu



## **2006 - 96 Proposal to Change ECON 205 & 205W**

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**
4. Current Catalog Copy: 205/W. History of Economic Thought. Second semester. Three credits. Prerequisite: ECON 111 and 112 , or 102 or 113; ENGL 105 or 110 or 111 or 250 . *Cosgel, Cunningham, Langlois*
5. Proposed Catalog Copy: 205/W. History of Economic Thought. Second semester. Three credits. Prerequisite: ECON 111 and 112 , or 102 or 113; ENGL 105 or 110 or 111 or 250 . Open to sophomores or higher.
6. Effective Date (semester, year -- see Note R): immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing: *Carstensen, Cosgel, Langlois Minkler*
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## 2006 - 97 Proposal to Change ECON 206

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**
4. Current Catalog Copy: **206. Philosophy and Economics** (Also offered as [PHIL 245](#).)  
Either semester. Three credits. Prerequisite: [ECON 102](#), or [112](#), or 113.  
An examination of the normative assumptions and implications of modern economics (for example, the connections between Classical Utilitarianism and Welfare Economics). Attention to methodological controversies in contemporary economic theory.
5. Proposed Catalog Copy: **206. Philosophy and Economics** (Also offered as [PHIL 245](#).)  
Either semester. Three credits. Prerequisite: [ECON 102](#), or [112](#), or 113. Open to sophomores or higher  
An examination of the normative assumptions and implications of modern economics (for example, the connections between Classical Utilitarianism and Welfare Economics). Attention to methodological controversies in contemporary economic theory.
6. Effective Date immediately

### Justification

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing: *Minkler*
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## 2006 - 98 Proposal to Change ECON 207 & 207W

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**

### 4. Current Catalog Copy: **207/W. Beyond Self-Interest**

First semester. Three credits. Prerequisite: [ECON 102](#) or [112](#) or 113. *Minkler*

A contrast to the assumptions, values, methodology, and philosophical underpinnings of mainstream economic analysis. Altruism, role of social norms and culture, importance of work, moral assessment of economic systems, feminist and ecological economics.

### 5. Proposed Catalog Copy: **207/W. Beyond Self-Interest**

First semester. Three credits. Prerequisite: [ECON 102](#) or [112](#) or 113. Open to sophomores or higher *Minkler*

A contrast to the assumptions, values, methodology, and philosophical underpinnings of mainstream economic analysis. Altruism, role of social norms and culture, importance of work, moral assessment of economic systems, feminist and ecological economics.

6. Effective Date (semester, year -- see [Note R](#)): immediately

## Justification

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.

2. Effect on Department's Curriculum: none

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

4. Effects on Other Departments:

5. Effects on Regional Campuses:

6. Staffing: *Minkler*

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

Department Curriculum Committee: 9/8/06

Department Faculty: 9/8/06

8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## **2006 - 99 Proposal to Change ECON 213WC**

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**
  
4. Current Catalog Copy: **213WC. Empirical Methods in Economics II**  
Second semester. Three credits. Prerequisite: [ECON 212C](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#). *Lott, Ray, Tripathi*  
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.
  
5. Proposed Catalog Copy: **213WC. Empirical Methods in Economics II**  
Second semester. Three credits. Prerequisite: [ECON 212C](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open to sophomores or higher. *Lott, Ray, Tripathi*  
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.
  
6. Effective Date (semester, year -- see [Note R](#)): immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.
  
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing: *Lott, Ray, Tripathi*
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## **2006 - 100 Proposal to Change ECON 214**

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**

### **4. Current Catalog Copy: 214. Mathematical Economics**

First semester. Three credits. Prerequisite: ECON 111, 112, or 102, or 113; MATH 106Q or 113Q or 115Q or 118Q. *Heffley, Knoblauch, Lott, Ray, Segerson, Zimmermann*

Application of mathematical techniques to economic problems. Methods studied: set theory, linear algebra, equilibrium analysis, unconstrained and constrained optimization, comparative statics, and linear programming.

### **5. Proposed Catalog Copy: 214. Mathematical Economics**

First semester. Three credits. Prerequisite: ECON 111, 112, or 102, or 113; MATH 106Q or 113Q or 115Q or 118Q. Open to sophomores or higher. *Heffley, Knoblauch, Lott, Ray, Segerson, Zimmermann*

Application of mathematical techniques to economic problems. Methods studied: set theory, linear algebra, equilibrium analysis, unconstrained and constrained optimization, comparative statics, and linear programming.

6. Effective Date immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments:

5. Effects on Regional Campuses:

6. Staffing: *Heffley, Knoblauch, Lott, Ray, Segerson, Zimmermann*

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/8/06

Department Faculty: 9/8/06

8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## **2006 - 101 Proposal to Change ECON 215 & 215W**

1. Date: 9/20/06

2. Department: Economics

3. Nature of Proposed Change: **Make course Open to Sophomores**

4. Current Catalog Copy: ECON 215/W. 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 105Q.

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.

5. **Proposed Catalog Copy:** ECON 215/W. 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 105Q. Open to sophomores or higher.

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.

6. Effective Date immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments:

5. Effects on Regional Campuses:

6. Staffing: *Lanza*

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/8/06

Department Faculty: 9/8/06

8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## **2006 - 102 Proposal to Change ECON 216C**

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**

### **4. Current Catalog Copy: 216C. Operations Research**

First semester. Three credits. Two 75-minute classes per week. Seven of the classes will be held at the computer lab. Recommended preparation: [ECON 111](#), [112](#), or [102](#) or 113.

Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

### **5. Proposed Catalog Copy: 216C. Operations Research**

First semester. Three credits. Two 75-minute classes per week. Seven of the classes will be held at the computer lab. Recommended preparation: [ECON 111](#), [112](#), or [102](#) or 113. Open to sophomores or higher. Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

6. Effective Date (semester, year -- see [Note R](#)): immediately

### **Justification**

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing: *Ray*
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 9/8/06  
Department Faculty: 9/8/06
8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu

## 2006 - 103 Proposal to Change ECON 217

1. Date: 9/20/06
2. Department: Economics
3. Nature of Proposed Change: **Make course Open to Sophomores**

### 4. Current Catalog Copy: **217. Information Technology for Economics**

Either semester. Three credits. Prerequisites: [ECON 111, 112](#), or [102](#) or 113. and [STAT 100QC](#) or [110QC](#). *Ahking, Cosgel, Sacks*

The presentation of economic data and testing of economic theory through the use of appropriate computer based tools. Analysis of macroeconomic concepts such as the consumption function, influence of the money supply, budget deficits, and interest rates on macroeconomic equilibrium, and the tradeoff between unemployment and inflation. Analysis of microeconomic concepts such as demand, supply, elasticity, the achievement of equilibrium price and quantity, and analysis of several industries and the stock market. Analysis of historical data such as aggregate and specific price levels, sectoral shifts in the economy, and changes in income distribution.

### 5. Proposed Catalog Copy: **217. Information Technology for Economics**

Either semester. Three credits. Prerequisites: [ECON 111, 112](#), or [102](#) or 113. and [STAT 100QC](#) or [110QC](#). Open to sophomores or higher. *Ahking, Cosgel, Lott*

The presentation of economic data and testing of economic theory through the use of appropriate computer based tools. Analysis of macroeconomic concepts such as the consumption function, influence of the money supply, budget deficits, and interest rates on macroeconomic equilibrium, and the tradeoff between unemployment and inflation. Analysis of microeconomic concepts such as demand, supply, elasticity, the achievement of equilibrium price and quantity, and analysis of several industries and the stock market. Analysis of historical data such as aggregate and specific price levels, sectoral shifts in the economy, and changes in income distribution.

6. Effective Date (semester, year -- see [Note R](#)): immediately

## Justification

1. Reasons for changing this course: This course should be open to sophomores because it covers material that students can or should take early in their major programs. Moreover, the Economics Department has adopted a policy that courses not requiring Economics 218 or 219 (Economics 2201 or 2202) as a prerequisite should be open to sophomores. To put it another way, the Department wishes to create a two-tier system of courses in which those without intermediate-theory prerequisites be designated at 2000-level courses and those requiring intermediate-theory prerequisites be designated 3000-level.

2. Effect on Department's Curriculum: none

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

4. Effects on Other Departments:

5. Effects on Regional Campuses:

6. Staffing: *Ahking, Cosgel, Lott*

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

Department Curriculum Committee: 9/8/06

Department Faculty: 9/8/06

8. Name, Phone Number, and e-mail address of principal contact person: Richard Langlois, 486-3472, richard.langlois@uconn.edu



## 2006 - 104 Proposal to Change PSYC 281

1. Date: September 21, 2006
2. Department: Psychology
3. Nature of Proposed Change: change course title, course description, drop prerequisite.

### 4. Current Catalog Copy:

PSYC 281. Psychological Tests and Measurements  
Second semester. Three credits. Prerequisite: PSYC 202Q  
or PSYC 202WQ or STAT 110.

Individual differences, measurement theory, issues of validity, reliability, and sampling. Intelligence, achievement, personnel, vocational, and personality testing.

### 5. Proposed Catalog Copy:

PSYC 281. Psychological Testing

Second semester. Three credits. Prerequisite: PSYC 202Q or PSYC 202WQ.

Practical and theoretical interpretation of common personality, industrial, educational, cognitive, and attitude tests. Evaluating utility, test bias, and error. Using tests in clinical, educational, and workplace settings.

6. Effective Date: Spring Semester 2007

## Justification

1. Reasons for changing this course:

**Title & Catalog Copy Change:** The course content has drifted slightly over the last years to emphasize the dynamics of psychological testing per se as well as the interpretation of test results. Course materials, including textbooks, now use "Testing", rather than "Measurement" as the primary organizing construct. This course presents relatively advanced material on psychology testing; therefore, Psyc 202WQ (or Q) should be required. (Note that Stat 100 or 110 is a prerequisite for Psyc202WQ and 202Q .) Applications of testing to current problems, such as college admissions, are stressed.

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: Psychology staff. No changes from present.

7. Dates approved by Department Curriculum Committee: 5-5-06  
Department Faculty: 5-5-06

8. Name, Phone Number, and e-mail address of principal contact person:  
James Green, Divisional Representative to Psychology CC&C, 486-4941,  
[james.green@uconn.edu](mailto:james.green@uconn.edu)  
John Rickards, Chair of Psychology CC&C, 486-2501,  
[john.rickards@uconn.edu](mailto:john.rickards@uconn.edu)

### **2006- 105 Proposal to Change HDFS 273**

1. Date: September 20, 2006
2. Department: HDFS
3. Nature of Proposed Change: **Open to sophomores and higher**
4. Current Catalog Copy:  
HDFS 273. Family Interaction Processes n(Formerly offered as HDFR 273.) Either semester. Three credits.  
Family interaction: communication processes, bonding behaviors, management of conflict and aggression, negotiation of family crisis.
5. **Proposed** Catalog Copy:  
HDFS 273/2300. Family Interaction Processes (Formerly offered as HDFR 273.) Either semester. Three credits. Open to sophomores and higher.  
Family interaction: Communication processes, bonding behaviors, management of conflict and aggression, negotiation of family crisis.
6. Effective Date: Immediate

#### **Justification**

1. Reasons for changing this course: HDFS 273/2300 is the introductory course in family studies within the HDFS program. It is appropriate for students to complete the course before beginning the 3000-level courses in HDFS but after taking introductory general education courses in the social and behavioral sciences. Each of the other two course sequences in HDFS, child and adolescent development and adulthood and aging, has an introductory 2000-level course. Changing 273/2300 to a 2000-level course will make the three sequences parallel.
2. Effect on Department's Curriculum: See 1 above. Changing 273 to a 2000-level course will make the three sequences in HDFS parallel.
3. Other Departments Consulted : None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None – The course will continue to be taught at the regional campuses.
6. Staffing: No change
7. Dates approved by Department Curriculum Committee: NA  
Department Faculty: 09/13/06
8. Name, Phone Number, and e-mail address of principal contact person:  
Jane A. Goldman  
486-4728  
[Jane.goldman@uconn.edu](mailto:Jane.goldman@uconn.edu)

### **2006 - 106 Proposal to Drop AASI 239**

1. Date: 09/26/06
2. Department: Asian American Studies Institute

#### **Justification**

1. Reasons for dropping this course: The course was cross-listed with Geography 239 and was dropped by them, so we no longer have faculty to teach this course.
2. Other Departments Consulted: Geography
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by Department Curriculum Committee:

Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Roger N. Buckley 486-4751

## 2006 - 107 Proposal to offer AASI 298 "Special Topics" Course

1. Date of this proposal: 09/07/06
2. Semester and year 298 will be offered: Spring 2007 [now revised to Fall 2007]
3. Department: Asian American Studies Institute
  
4. Title of course: Asian Americans and the Law
5. Number of Credits: 3
  
6. Instructor: Kristin Hoffman, JD
7. Instructor's position: Attorney (see attached CV)  
(**Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience). See below
  
8. Has this topic been offered before? NO
10. Short description: This class will study various topics relating to Asian Americans and American jurisprudence. Emphasis on the development of laws and their impact on the Asian American community, as well as the Asian American reaction to such laws.
  
11. Please attach a sample/draft syllabus to first-time proposals. (see attached)
  
13. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee:  
Department Faculty:
14. Name, Phone Number, and e-mail address of principal contact person:  
Roger N. Buckley  
[Roger.Buckley@Uconn.edu](mailto:Roger.Buckley@Uconn.edu)  
486-4751  
Maxine Haines  
486-4751

### Proposal to offer a 298 Special Topics Course

**Date of proposal:** September 5, 2006  
**Department:** Asian American Studies Institute  
**Course title:** Asian Americans and the Law  
**Number of credits:**  
**Instructor:** Kristin Hoffman, JD  
**Instructor's position:** Attorney (see attached c.v.)  
**Has this topic been offered before:** No  
**Short description:** This class will study various topics relating to Asian Americans and American jurisprudence. Emphasis on the development of laws and their impact on the Asian American community, as well as the Asian American reaction to such laws.

#### **Proposed draft syllabus:**

- I. Asian Immigration to the United States
  - A. Early Naturalization laws and their discriminatory effect
  - B. The Chinese Exclusion Acts
  - C. Other Immigration Acts and Supreme Court cases impacting Asian immigration
  - D. The Vietnam War and the Amerasian/Orderly Departure Program
  - E. Comparative analysis of early and current immigration laws and practices
  
- II. World War II & Japanese Internment
  - A. A. Japanese immigration to the United States

- B. FDR's executive order and the internment of Japanese-Americans
- C. Legal redress

### III. Voting rights

- A. Voting rights Act of 1965 and the 1975 and 1992 amendments, an historical perspective of discrimination at the ballot box
- B. Language Assistance Provisions (bilingual ballots) – the arguments for and against
- C. The 2006 reauthorization of the Language Assistance Provisions

### IV. Human Trafficking

- A. Historical perspective of trafficking and Asian Americans
- B. Analysis of current state of human trafficking
- C. Laws relating to trafficking: prevention, punishment of offenders, assistance to victims

### V. Discrimination and Racial Profiling – an individual case analysis

- A. Wen Ho Lee case

### Proposed Readings:

#### Books (selected readings):

Strangers from a Different Shore, Ronald Takaki  
The Chinese in America, Iris Chang  
Race, Rights and Reparation: Law and the Japanese American Internment, Yamamoto, Chon, Izumi, Kang, & Wu  
My Country Versus Me, Wen Ho Lee  
Asian American Women: Issues, Concerns, and Responsive Human and Civil Rights Advocacy, Lora Jo Foo

#### Cases:

The Chinese Exclusion Case: Chae Chan Ping v. United States, 130 US 581 (1889)  
U.S. v. Bhagat Singh Thind, 261 US 204 (1923)  
Korematsu v. US, 319 US 432 (1943); 323 US 214 (1944); 584 F. Supp. 1406 (N.D.Cal. 1984)  
Hirabayashi v. US, 320 US 81 (1943)  
Yasui v. US, 320 US 115 (1943)  
Ex Parte Endo, 323 US 283 (1944)

#### Laws, etc.:

"An act to establish a uniform Rule of Naturalization" (March 26, 1790)  
 "Chinese Exclusion Act" (May 6, 1882)  
 "The Philippine Independence Act (Tydings-McDuffie Act)" (March 24, 1934)  
 "Executive Order 9066" (February 19, 1942)  
 "Restitution for World War II Internment of Japanese-Americans and Aleuts", (August 10, 1988)

#### Articles/reports/essays:

Amok Emil Guillermo, selected essays  
 "Asian Americans and the Voting Rights Act: The Case for Reauthorization", Report by the Asian American Legal Defense and Education Fund (May 2006)  
 "On Bilingual Ballots", by George Will (May 26, /2006)

#### Kristin Hoffman

66 Finley Hill Road, Marlborough, CT 06447  
 Home: (860) 295-9587 Work: (860) 241-0078

### EDUCATION:

**University of Connecticut School of Law**, Hartford, Connecticut. Juris Doctor, May 1998.

**University of Wisconsin-Stevens Point**, Stevens Point, Wisconsin. Semester Abroad, Center for International Studies, Madrid, Spain, January-May 1990. Bachelor of Arts in International Studies and Spanish, with a minor in Biology, May 1992.

**Academic Achievements:**

Graduation with Honors, May 1992.

Chancellor's Leadership Award, May 1992.

Academy of Letters and Science Distinguished Achievement Award, April 1992.

Morgan Excellence in the Study of Spanish Award, April 1991.

**PROFESSIONAL EXPERIENCE:**

**Law Offices of Kristin Hoffman, LLC.** Hartford, Connecticut. June 2002 - Present. Owner/Attorney.

Represent clients in removal proceedings, including asylum, cancellation of removal, waiver cases, and adjustment of status. Prepare family-based petitions, with a particular emphasis on battered spouse cases. Prepare all varieties of immigration applications (adjustment/extension/change of status, naturalization, temporary protected status, petitions to remove the conditions on residence, NACARA, religious workers etc.). Represent clients before the Board of Immigration Appeals and the Administrative Appeals Office.

**Globman, Marcus & Chapple, P.C.** Hartford, Connecticut. August 1998 – June 2002. Attorney.

See previous job description.

**Weingast & Collins, P.C.** Hartford, Connecticut. May 1997 – May 1998. Legal Assistant.

Assist clients in preparing applications for adjustment of status, naturalization, work authorization, asylum, waivers and extensions of visas. Prepare petitions for abused spouses. Write briefs in support of appeals to the Board of Immigration Appeals and the Administrative Appeals Unit. Write motions to the Immigration Court.

**International Institute of Connecticut.** Hartford, Connecticut. October 1993 – May 1997.

Last position held was that of Accredited Representative. In that capacity: represent clients in deportation proceedings. Prepare petitions for relatives and religious workers. Prepare applications for adjustment of status, naturalization, work authorization, temporary protected status, waivers and extensions of visas.

**LANGUAGE SKILLS:**

Fluent in Spanish

**PROFESSIONAL ASSOCIATIONS:**

American Immigration Lawyer's Association (AILA). Member. February 24, 1999 – Present.

Connecticut Chapter positions: Vice Chair: May 2005 - Present

Secretary: May 2004 – May 2005

Treasurer: May 2003 - May 2004

**PROFESSIONAL PRESENTATIONS:**

Guest lecturer on Immigration law at the University of Connecticut School of Law

Panelist on Immigration issues for the Connecticut Bar Association

Lecturer at a variety of AILA events, local and regional

## **2006 - 108 Proposal to Change COGS 201**

1. Date: Sept. 30, 2006
2. Department: Cognitive Science
3. Nature of Proposed Change: **Change in prerequisites and description** (prior to submission to GEOC)

### 4. Current Catalog Copy:

COGS 201. Foundations of Cognitive Science

Either semester. Three credits. Prerequisite: PSYC 132 or PHIL 101 or LING 101. Open to sophomores or higher.

Origins of and current developments within scientific study of the mind-brain. Topics include: computational theories of mind, artificial and natural intelligence, cognitive neuroscience and the mind/body problem, embodied and distributed cognition, neural networks, self-organizing cognitive systems, learning and innateness.

### 5. Proposed Catalog Copy

COGS 201. Foundations of Cognitive Science

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

How do you build a mind? Focuses on testing integrated hypotheses drawn from results in anthropology, computer science, linguistics, neuroscience, philosophy, & psychology.

6. Effective Date: Spring semester, 2008

### **Justification**

1. Reasons for changing this course:

**Prerequisite change:** The prerequisites are being removed in order to draw from a wider variety of students and also to satisfy GEOC requirements. GenEd courses may only have other GenEd courses as prerequisites, which would be too limiting - we would, for instance, like to have computer science and biomedical engineering students taking the course. The course has been modified to ensure that the previously required background is no longer necessary. (NB: The change to a GenEd course is being funded by a Provost's Competition Award Grant.)

**Description change:** Changed to more accurately (and more succinctly) describe the modified course.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No changes from present.

7. Dates approved by:

Department Curriculum Committee: Sept. 29, 2006

Department Faculty: Sept. 29, 2006

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

(a) Whitney Tabor (Psychology), course co-instructor: 486-4910, whitney.tabor@uconn.edu

(b) Dan Ryder (Philosophy), course co-instructor: 486-2710, dan.ryder@uconn.edu

## 2006 - 109 Proposal to Cross List ENGL 165/INTD 165 with HIST 165

Last revised: March 16, 2005

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

**Notes:** (1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: September 29, 2006
2. Department initiating this proposal: American Studies Program
3. Current Catalog Copy/Copies:

INTD 165. Introduction to American Studies. (Also offered as ENGL 165.) First semester. Three credits. Not open to students who have passed INTD 276.

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures. CA 4.

ENGL 165. Introduction to American Studies. (Also offered as INTD 165.) First semester. Three credits. Not open to students who have passed INTD 276.

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures. CA 4.

4. Proposed Catalog Copy/Copies:

AMST 165. Introduction to American Studies. (Also offered as ENGL 165 and HIST 165.) First semester. Three credits. Not open to students who have passed INTD 276.

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures. CA 4.

ENGL 165. Introduction to American Studies. (Also offered as AMST 165 and HIST 165.) First semester. Three credits. Not open to students who have passed INTD 276.

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures. CA 4.

HIST 165. Introduction to American Studies. (Also offered as AMST 165 and ENGL 165.) First semester. Three credits. Not open to students who have passed INTD 276.

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures. CA 4.

5. Effective Date Immediately.

### Justification

1. Reasons for adding this course if it is a new course: NA
2. Reasons for cross listing this course: There are two basic justifications: 1) History is an active co-sponsor of the American Studies program at Storrs and especially at the regional campuses, where several history faculty offer this course; 2) the course is equally concerned with the discipline of history and the discipline of literary study.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  Yes  No



4. Other Departments Consulted (see Note N): History; English (please note that the designation AMST was approved for American Studies by the Provost's Office on September 18, 2006; this designation will replace INTD for both current American Studies courses in the 2007-2008 catalog).
5. Effects on Regional Campuses: This change will enhance current teaching patterns at the regional campuses, where faculty for the course are as likely to be from history as English.
6. Staffing: No change.

## **Approvals**

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

American Studies; English; History

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

American Studies Executive Committee: September 28, 2006

American Studies Program Faculty: N/A

Department or Program Head: Wayne Franklin, September 28, 2006

English C&C Committee: September 13, 2006

English Department Faculty: September 13, 2006

Department of English Head: Robert Tilton, September 13, 2006

History C&C Committee: September 22, 2006

History Department Faculty: September 22, 2006

History Department Head: Shirley Roe, September 22, 2006

(Duplicate above, as needed)

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

Wayne Franklin, Director, American Studies, 6-4263, wayne.franklin@uconn.edu

## 2006 - 110 Proposal to Cross ENGL 265W/INTD265W with HIST 2xx

(1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: September 29, 2006
2. Department initiating this proposal: American Studies Program
3. Current Catalog Copy/Copies:

INTD 265W. Seminar in American Studies. (Also offered as ENGL 265W.) Second semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

ENGL 265W. Seminar in American Studies. (Also offered as INTD 265W.) Second semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

4. Proposed Catalog Copy/Copies:

AMST 265W. Seminar in American Studies. (Also offered as ENGL 265W and HIST 265W.) Second semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

ENGL 265W. Seminar in American Studies. (Also offered as AMST 265W and HIST 265W.) Second semester. Three credits. Prerequisites: ENGL 105 05 110 or 111 or 250.

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

HIST 2xxW. Seminar in American Studies. (Also offered as AMST 265W and ENGL 265W.) Second semester. Three credits. Prerequisites: ENGL 105 or 110 or 111 or 250.

Cygan, Gross, McKenzie

An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

5. Effective Date): Immediately

### Justification

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course: There are two basic justifications: 1) History is an active co-sponsor of the American Studies program at Storrs and especially at the regional campuses, where several history faculty offer this course; 2) the course is concerned equally with the discipline of history and with the discipline of literary study.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  Yes  No

4. Other Departments Consulted (see Note N): English, History (please note that the designation AMST was approved for the American Studies Program by the Provost's Office on September 18, 2006, and will replace the INTD designation for both current American Studies courses in the 2007-2008 catalog).
5. Effects on Regional Campuses: This change will enhance current teaching patterns at the regional campuses, where faculty for the course are as likely to be from history as from English.
6. Staffing: No change.

## Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

American Studies, English, History

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

American Studies Program Executive Committee: September 28, 2006  
American Studies Program Faculty: N/A  
American Studies Program Director: Wayne Franklin, September 28, 2006

English Department Curriculum Committee: September 13, 2006  
Department or Program Faculty: September 13, 2006  
Department or Program Head: Robert Tilton, September 13, 2006

History Department Curriculum Committee: September 22, 2006  
History Department Faculty: September 22, 2006  
History Department Head: Shirley Roe, September 22, 2006

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:  
Wayne Franklin, Director, American Studies Program, 6-4263, wayne.franklin@uconn.edu

**2006 - 111 Proposals to Change Existing MATH 276, 280, 283, 284, 291W (Actuarial Science Courses)**

1. Date: September 1, 2006
2. Department: **Mathematics**
3. Nature of Proposed Changes: Revise course description for **MATH 276**; revise caption, change prerequisite, and correct misprint for **MATH 280**; revise caption for **MATH 283**; change semester and prerequisite for **MATH 284**; change prerequisite, number of credits, and description for **MATH 291W**.

**Current Catalog Copy:**

**Math 276. Actuarial Models**

First semester. Three credits. Prerequisite: [MATH 231](#) or [STAT 220](#) or [230](#); and [MATH 285](#). Introduction to the design of computerized simulations for analyzing and interpreting actuarial and financial problems. This course, together with MATH 392 and MATH 393, helps the student prepare for the actuarial examination on the construction and evaluation of risk models

**Proposed Catalog Copy:**

**Math 276. Actuarial Models**

Either semester. Three credits. Prerequisite: [MATH 231](#) or [STAT 220](#) or [230](#); and [MATH 285](#). Introduction to the design of computerized simulations for analyzing and interpreting actuarial and financial problems. This course, together with Math 395, Math 392, and Math 393, helps the student prepare for the actuarial examination on the construction and evaluation of risk models.

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(ii)

**Current Catalog Copy:**

**Math 280. Financial Mathematics Problems**

Both semesters. One credit. Prerequisite: [MATH 285](#)  
Preparation for the financial mathematics actuarial examination, which tests a student's knowledge of the theory of interest and financial economies at an introductory level.

**Proposed Catalog Copy:**

**Math 280. Financial Mathematics Problems**

Both semesters. One credit. Two class periods. Prerequisite: [MATH 285](#) and MATH 284, which may be taken concurrently  
Preparation for the financial mathematics actuarial examination, which tests a student's knowledge of the theory of interest and financial economics at an introductory level.

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(iii)

**Current Catalog Copy:**

**Math 283. Probability Problems**

Either semester. One credit. Prerequisite: [MATH 210](#), [230](#) or [245](#); and [MATH 231](#). Preparation through problem solving for the probability actuarial examination, which tests a student's knowledge of the fundamental probability tools for quantitatively assessing risk. Recommended prior knowledge: a thorough command of probability, as well as basic concepts in insurance and risk management.

**Proposed Catalog Copy:**

**Math 283. Probability Problems**

Either semester. One credit. Two class periods. Prerequisite: [MATH 210](#), [230](#) or [245](#); and [MATH 231](#).

Preparation through problem solving for the probability actuarial examination, which tests a student's knowledge of the fundamental probability tools for quantitatively assessing risk. Recommended prior knowledge: a thorough command of probability, as well as basic concepts in insurance and risk management.

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(iv)

**Current Catalog Copy:**

**Math 284. Advanced Financial Mathematics**

First semester. Three credits. Prerequisite: [MATH 276](#) and [289](#).

Advanced topics in financial mathematics such as single period, multi-period and continuous time financial models; Black-Scholes formula; interest rate models; and immunization theory.

**Proposed Catalog Copy:**

**Math 284. Advanced Financial Mathematics**

Either semester. Three credits. Prerequisite: [MATH 285](#) and [MATH 231](#).

Advanced topics in financial mathematics such as single period, multi-period and continuous time financial models; Black-Scholes formula; interest rate models; and immunization theory.

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(v)

**Current Catalog Copy:**

**Math 291W. Technical Writing for Actuaries**

Second semester. One credit. Must be taken concurrently with [MATH 290](#). Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Consent of Director of Actuarial Science required.

Students will write a technical report detailing their experiences in the associated Field Study Internship (MATH 290).

**Proposed Catalog Copy:**

**Math 291W. Technical Writing for Actuaries**

Second semester. Three credits. Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#). Consent of Director of Actuarial Science required.

Students will write a technical report on an advanced topic in actuarial science.

**Special comments:**

1. Math 280 and Math 283 will meet twice a week as if it is a two credit course.
2. Credit for Math 280 and Math 283 can not be used toward a math major

**Justification**

1. Reasons for changing these courses: The new description of MATH 276, involving a recently added course, is more accurate than the current one. The other adjustments reflect changes to the educational system of the Society of Actuaries and the Casualty Actuarial Society. In particular, the change in prerequisites for MATH 284 will permit students to take that course earlier in their University careers.

A syllabus and sample assignment for the revised MATH 291W are appended. It is clear that the revised course merits three credits and that it doesn't necessarily build on the experience of an internship.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No effect on staffing
7. Dates approved by:  
Mathematics Department Head: September 22, 2006  
Department Curriculum Committee: September 21, 2006

Department Faculty: September 26, 2006

8. Name, Phone Number, and e-mail address of principal contact person: Louis J. Lombardi, 486-8392, [louis.lombardi@uconn.edu](mailto:louis.lombardi@uconn.edu)

University of Connecticut  
Math 291W: Technical Writing for Actuaries

Syllabus and Writing Assignment      Spring 2007

**Goal:** Math 291W's primary focus is for the student to learn to communicate effectively as a professional actuary. In other words, the student will be able to speak and write clearly about actuarial topics in a manner that is easily understood by others, including both technical and business associates.

**Learning Objectives:** The student

1. Writes clearly, using correct grammar, and in a well-organized manner;
2. Speaks in a manner that is easily understood by others; and
3. Uses good, clear examples to explain ideas and illustrate points.

<b>Grading Plan:</b>	Research Assignments	10
	Brain Storming Exercises	10
	Outlines	10
	First Draft	20
	Second Draft (revised after critique)	30
	Final Presentation	<u>20</u>
		100%

Since this is a W-course, a student must pass the writing portion of the course in order to pass the course.

#### Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.

University of Connecticut  
Mathematics 291W  
Sample Assignment

**Background**

You are the appointed actuary of a small life insurance company that is a subsidiary of a regional community bank. Your company sells only single premium deferred annuities to your parent company bank's customers.

You have two actuarial students who report to you, Mary and John. Both joined the company two years ago after graduating from an actuarial science program at a local university. Mary assists you with product design and pricing, John assists you with financial reporting and cash flow testing.

The marketing department, Mary, and you have just finished designing a new single premium deferred annuity product. Jane, the new chief financial officer, would like you to write a report on the investment strategy for this product. She will be sharing this report with the Board of Directors, the rating agencies and the insurance department.

**Assignment**

Using the Excel model developed by John, develop an investment strategy for this new product and write a report. The report should be between 15 and 20 pages long and have the following format:

1. Executive Summary
2. Introduction
3. Product Description
4. Description of Model
5. Assumptions
6. Investment Strategy
7. Analysis of Investment Strategy
8. Conclusions

**THE FIRST DRAFT IS DUE ON [Insert Date]**

## 2006 - 112 Proposal to Change CHEM 124Q

1. Date: Sept. 25, 2006
2. Department: Chemistry
3. Nature of Proposed Change: **Revise description**

### 4. Current Catalog Copy:

Chem 124Q Fundamentals of General Chemistry I

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 122, 127Q, 129Q, or 130Q. Recommended preparation: MATH 101 or equivalent.

This course....

### 5. Proposed Catalog Copy:

Chem 124Q Fundamentals of General Chemistry I

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Not open to students who have passed CHEM 127Q, 129Q, or 137Q. Recommended preparation: MATH 101 or equivalent.

This course....

6. Effective Date effective immediately

### Justification

1. Reasons for changing this course:

We want to discourage students using Chem 122 (we consider it a terminal course) as a first course in a sequence. Also, the Chem 130Q original is a typo; it should have been Chem 137Q

2. Effect on Department's Curriculum: Slight improvement in communication

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 09/01/06

Department Faculty: 09/08/06

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

Robert Bohn, [Robert.bohn@uconn.edu](mailto:Robert.bohn@uconn.edu), 486-3044



## **2006 - 113 Proposal to Change CHEM 125Q**

1. Date: Sept. 25, 2006
2. Department: Chemistry
3. Nature of Proposed Change: **Revise description**

### 4. Current Catalog Copy:

Chem 125Q Fundamentals of General Chemistry II  
either semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour laboratory period. Open by consent of instructor for only 1 credit to students who have passed CHEM122 with high standing or who have passed 127Q, 129Q, or 137Q. Not open to students who have passed CHEM 128Q, 130Q, or 138Q.

Follows CHEM 124Q....

### 5. Proposed Catalog Copy:

Chem 125Q Fundamentals of General Chemistry II  
Either semester. Three credits. Prerequisite: CHEM 124Q. Two class periods and one 3-hour laboratory period. Open by consent of instructor for only 1 credit to students who have passed CHEM 127Q, 129Q, or 137Q. Not open to students who have passed CHEM 128Q, 130Q, or 138Q.

Follows CHEM 124Q....

6. Effective Date    effective immediately

### **Justification**

1. Reasons for changing this course:

We want to discourage students using Chem 122 (we consider it a terminal course) as a first course in a sequence.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 09/01/06

Department Faculty: 09/08/06

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

Robert Bohn, [Robert.bohn@uconn.edu](mailto:Robert.bohn@uconn.edu), 486-3044

## 2006 - 114 Proposal to Change CHEM 127Q & 128Q

1. Date: Sept. 25, 2006
2. Department: Chemistry
3. Nature of Proposed Change: **Revise description**

### 4. Current Catalog Copy:

Chem 127Q-128Q General Chemistry

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. Very high standing in CHEM 122 may substitute for CHEM 127 with the consent of instructor. Chem 127 is not open....

### 5. Proposed Catalog Copy:

Chem 127Q-128Q General Chemistry

Either semester. Four credits. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 122 will receive only 2 credits for CHEM 127 but 4 credits will be used for calculating the GPA. Chem 127 is not open....

6. Effective Date effective immediately

### Justification

1. Reasons for changing this course:

We want to discourage students using Chem 122 (we consider it a terminal course) as a first course in a sequence. Consent of instructor is always available in any case.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 09/01/06

Department Faculty: 09/08/06

8. Name, Phone Number, and e-mail address of principal contact person:  
Robert Bohn, [Robert.bohn@uconn.edu](mailto:Robert.bohn@uconn.edu), 486-3044

### **2006 - 115 Proposal to Change CHEM 243**

1. Date: Sept. 25, 2006
2. Department: Chemistry
3. Nature of Proposed Change: **Revise description**

#### **4. Current Catalog Copy:**

Chem 243 Organic Chemistry

Either semester. Three credits. (Two credits for students who have passed CHEM 141.)

Prerequisite: CHEM 126 or 128 or 130 or 138.

Introduction...

#### **5. Proposed Catalog Copy:**

Chem 243 Organic Chemistry

Either semester. Three credits. (Two credits for students who have passed CHEM 141.)

Prerequisite: CHEM 128 or 130 or 138. Corequisite: CHEM 126Q

Introduction...

6. Effective Date    effective immediately

#### **Justification**

1. Reasons for changing this course:

We judge that students who have already completed Chem 124 and 125 are qualified to enroll in Chem 243 if they take Chem 126 concurrently. They need not delay enrollment in Chem 243 by another semester.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): Pharmacy

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 09/01/06

Department Faculty: 09/08/06

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

Robert Bohn, [Robert.bohn@uconn.edu](mailto:Robert.bohn@uconn.edu), 486-3044

## 2006 - 116 Proposal to Change GEOG 301

1. Date: 27 September 2006
2. Department: **Geography**
3. Nature of Proposed Change: **Modification of course title, number of credits, and course description**

### 4. Current Catalog Copy:

#### **GEOG 301. Fundamentals of Geographic Information Systems**

1-3 credits. Lecture.

An introduction to numerical procedures for the machine compilation of spatial data including methods of data acquisition and the theory and design of GIS storage and retrieval systems.

### 5. Proposed Catalog Copy:

#### **GEOG 301. Fundamentals of Geographic Information Science**

3 credits. Lecture.

An introduction to **the theory and methods for representing, acquiring, storing, manipulating, displaying, and analyzing geographic features in relation to the surface of the earth.**

6. Effective Date: Fall, 2007

### Justification

1. Reasons for changing this course: Since the 1990s, the term “geographic information systems” or GIS is being replaced by the term “geographic information science” or GISc whenever reference is made to the theory and methods of geographic data handling. In the late 1990s, *The International Journal of Geographical Information Systems* changed its name to *The International Journal of Geographical Information Science* and *Cartography and Geographic Information Systems* changed its name to *Cartography and Geographic Information Science*. UConn is a member of the University Consortium for Geographic Information Science. The title and course description changes reflect this evolution of the field. It is proposed to allow the course only to be offered for three credits because the 1-credit option is no longer needed by the program.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No change

7. Dates approved by:

Department Curriculum Committee: 9/13/06

Department Faculty: 9/20/06

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

Robert Cromley

486-2059

Robert.cromley@uconn.edu

## 2006 - 117 Proposal to Cross List Courses SCI 103

1. Date: 9/21/06

2. Department initiating this proposal: GEOL

3. Current Catalog Copy/Copies:

### **SCI 103: Geoscience through American Studies**

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

4. Proposed Catalog Copy/Copies:

### **SCI 103 (Also offered as AMST 103) Geoscience through American Studies**

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

### **AMST 103 (Also offered as SCI 103) Geoscience through American Studies**

Either semester. Three credits. Open only to Honors students. Not open to students who have passed GEOL 103 or 105. *Thorson*

Reading-intensive foundation course in geology taught from the perspective of American Studies. A small-group, honors-only enhancement of GEOL 103.

Readings from American history and literature will be linked to the geology course content. An individual project in the student's area of interest is required.

CA 3.

5. Effective Date (semester, year Immediately

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

### **Justification**

1. Reasons for adding this course if it is a new course: Not a new course, has been offered for 2 years now.

2. Reasons for cross listing this course: AMST (American Studies) is a newly approved course designation, and SCI 103 covers science topics through American literature, making AMST a very appropriate designation for this class in addition to SCI.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings?  Yes  No

4. Other Departments Consulted (see Note N): American Studies

5. Effects on Regional Campuses: None.

6. Staffing: Thorson, Robert

### **Approvals**

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

American Studies

Geosciences

2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):

American Studies Department or Program Curriculum Committee: Program Executive Committee, September 28, 2006

Department or Program Faculty: N/A (no separate faculty)

Department or Program Head: Wayne Franklin, September 28, 2006

Geosciences Department or Program Curriculum Committee:

Department or Program Faculty: 9/26/06

Department or Program Head: Pieter Visscher 9/26/06

(Duplicate above, as needed)

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

Robert Thorson, 486-1396, [Robert.thorson@uconn.edu](mailto:Robert.thorson@uconn.edu)

Abigail Howe, 486-4432, [geology@uconn.edu](mailto:geology@uconn.edu)

## 2006 - Proposal to Add JOUR 2XX

1. Date: Sept. 29
2. Department requesting this course: **Journalism**
3. Semester and year in which course will be first offered: Fall 2007

### Final catalog Listing

#### JOUR 2xx. Honors Thesis

Either semester. Three credits. Hours by arrangement. Prerequisites: Journalism 200W, 201W and at least six additional journalism credits at the 200s level. Open only with consent of instructor. Students in the Honors Program undertake in-depth research and writing under the guidance of a faculty member. Majors must consult with the departmental Honors Advisor and develop a research proposal in the semester before taking the course.

#### Items included in catalog Listing: Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): JOUR
2. Course Number (see Note B): 2xx
3. Course Title: Honors Thesis
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Students in the Honors Program undertake in-depth research and writing under the guidance of a faculty member. Majors must consult with the departmental Honors Advisor and develop a research proposal in the semester before taking the course.

#### Optional Items

7. Number of Class Periods, if not standard (see Note E): Hours by arrangement.
8. Prerequisites, if applicable (see Note F): Journalism 200W, 201W and at least six additional journalism credits at the 200s level.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T) Open only with consent of instructor
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

#### Justification

1. Reasons for adding this course: We now handle our honors theses as independent studies. Our honors students are sometimes confused about how to approach their thesis preparation. We would like make the process clearer for them.
2. Academic Merit (see Note L): We already handle honors theses. This change just makes the process more straightforward.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: At most four or five per year.
5. Number and Size of Section: At most two or three per semester.
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Our honors advisor will continue to supervise the thesis work.
9. Dates approved by (see Note Q):  
Department Curriculum Committee: April 26, 2006  
Department Faculty: April 26, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Maureen Croteau, 486-4221, [Maureen.Croteau@uconn.edu](mailto:Maureen.Croteau@uconn.edu)

## 2006 - 119 Proposal to Change an Existing Course

1. Date: Sept. 29, 2006
2. **Department: Journalism**
3. Nature of Proposed Change: **Catalog description, add W**

4. Current Catalog Copy:

JOUR 245. Specialized Journalism

Either semester. Three credits. Prerequisite: Jour 200

An introduction to specialized fields such as business, science, education, arts, sports, and entertainment reporting. Students will examine some of the best work in the fields and will consider ethical issues and other problems.

5. **Proposed Catalog Copy:**

**JOUR 245W. Specialized Journalism**

Either semester. Three credits. Prerequisite: Jour 200W and Jour 201W.

An introduction to one specialized field, which can include such areas as business, science, education, arts, sports and entertainment reporting. Students will examine some of the best work in the specialty and report and write stories related to the field. This course can be repeated with a change of topic.

6. Effective Date (semester, year): Fall 2007

### **Justification**

1. Reasons for changing this course:

Focusing on a variety of specialty areas in one semester has proven to be confusing for students and difficult for faculty members. By increasing the prerequisites (adding Jour201W to the current Jour200W) we will deal with more advanced students, who will be ready to handle one field in depth. Students will be able to do more reporting, writing and revision. The W designation will make the content of the course more apparent to students, who complain if non-W courses include as much writing and rewriting as W courses.

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 change.

7. Dates approved by:

Department Curriculum Committee: March 29, 2006

Department Faculty:March 29, 2006

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

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



**Curriculum Action Request–  
Proposal to Add An Existing Course to Content Area 3: Science and Technology**

**1. DATE:** September 30, 2006

**2. DEPARTMENT:** Mathematics  
Unit Number: 3009

**3. NATURE OF PROPOSED CHANGE:** Addition of the existing course:  
**Math 108QC: Mathematical Modeling in the Environment**, to General Education Content Area 3: Science and Technology.

**4. CURRENT CATALOG COPY:**

**Math 108QC. Mathematical Modeling in the Environment.** Either semester. Three credits. Recommended preparation: MATH 101, 104 or the equivalent. A solid background and good performance in high school algebra are highly recommended.

An interdisciplinary approach to environmental issues, such as: ground water contamination, air pollution, and hazardous materials handling. Emphasis on mathematical models, social and ethical implications, and physical and chemical principles. Includes a spreadsheet program for water and air pollution data; a computer modeling package to analyze hazardous materials emergencies; creative use of the internet and field research.

**5. PROPOSED CATALOG COPY:**

**Math 108QC. Mathematical Modeling in the Environment.** Either semester. Three credits. Recommended preparation: MATH 101, 104 or the equivalent. A solid background and good performance in high school algebra are highly recommended.

An interdisciplinary approach to environmental issues, such as: ground water contamination, air pollution, and hazardous materials handling. Emphasis on mathematical models, social and ethical implications, and physical and chemical principles. Includes a spreadsheet program for water and air pollution data; a computer modeling package to analyze hazardous materials emergencies; creative use of the internet and field research. **CA3.**

**6. EFFECTIVE DATE:** Immediately.

**JUSTIFICATION:**

**1. REASONS FOR ADDING THIS COURSE TO CA3:**

**Meets Goals of General Education:** Meets goals number: 2, 3, 5, and 7.

**2. Acquire Intellectual Breadth and Versatility:**

Students acquire intellectual breadth and versatility by being exposed to the broad, and relevant area of environmental pollution. The course emphasizes quantitative and scientific aspects, without neglecting the social and ethical implications, and exposes students to methods and technologies designed to analyze real-life case scenarios.

**3. Acquire Critical Judgment:** Students acquire scientific critical judgment by being involved in the scientific process of modeling pollution phenomena and interpreting the results in real life case scenarios.

**5. Acquire Awareness of their Era and Society:** Human contamination of the environment is one of the biggest unresolved issues of contemporary relevance in our society. The course provides a background to many of the problems, and an in-depth look at selected problems. Class discussions and guest speakers cover topics that investigate the extent to which progress in sciences is capable to solving environmental problems.

**7. Acquire a Working Understanding of the Process by Which They Can Continue to Acquire and Use Knowledge:** The course exposes students to the step by step inquiry required to model real life phenomena. The process involves the translation of the situation into mathematical language, the solution of the resulting mathematical problem with the use of appropriate technology, and the interpretation of the results in the context of the original problem. Therefore, students acquire direct knowledge of the process of applying scientific thought and methods to investigate real life phenomena.

**Meets Content Area 3 Criteria:**

**1. Explores an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods:** Explores the broad and relevant area of environmental pollution. Emphasizes quantitative and scientific aspects, without neglecting the social and ethical implications. Exposes students to the coherent body of scientific knowledge, and to the methods and technologies, necessary for analysis of case scenarios of groundwater contamination, air pollution, and hazardous material accidental releases.

**2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge:** The course exposes students to the step by step inquiry required to model real life phenomena. The process involves the translation of the situation into mathematical language, the solution of the resulting mathematical problem with the use of appropriate technology, and the interpretation of the results in the

context of the original real-life problem. Therefore, students acquire direct knowledge of the process of applying scientific thought and methods to investigate real life phenomena.

**3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions:** Human contamination of the environment is one of the biggest unresolved issues of contemporary relevance. The course provides a background to many of the problems, and an in-depth look at selected problems. Class discussions and guest speakers cover topics that investigate the extent to which progress in sciences is capable to solving environmental problems.

**4. Promote interest, competence, and commitment to continue learning about contemporary science and technology and their impact upon the world and human society.** Students are involved in environmental issues through the internet, through guest speakers, through the use of a professional risk analysis software created by the Environmental Protection Agency, and through analysis of real-life case scenarios. The aim is to provide the students with a body of knowledge on environmental issues, which can be used to make informed and responsible decision on these issues, when they are encountered later on in life.

**2. EFFECT ON DEPARTMENT'S CURRICULUM:** None

**3. OTHER DEPARTMENTS CONSULTED:** None

**4. EFFECTS ON OTHER DEPARTMENTS:** None

**5. EFFECTS ON REGIONAL CAMPUSES:** None

**6. STAFFING:** This course is typically taught by faculty, but on rare occasion, it might be taught by a graduate teaching assistant under faculty supervision

**7. DATES APPROVED BY:**

Department Undergraduate Program Committee: September 22, 2006

Department Faculty: September 26, 2006

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

Name: Sarah Glaz

Phone numbers: Office 860 486 5193

Home 860 347 5911

e-mail: [glaz@math.uconn.edu](mailto:glaz@math.uconn.edu)

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

Name: David Gross

Phone: 860 486 1292

e-mail: [gross@math.uconn.edu](mailto:gross@math.uconn.edu)

**2006 - 121 Proposal to Change HDFS 296H -- add W**

1. Date: October 2, 2006
2. Department: HDFS
3. Nature of Proposed Change: **Add "W" to an existing honors course**

4. Current Catalog Copy:

HDFS 296H Honors Thesis. Either semester. Three to six credits. Hours by arrangement. Prerequisite: Open only with consent of instructor to students in the Honors Program. Student must have a thesis advisor and have an approved thesis topic.  
Individual study with student's honors thesis supervisor for the purpose of writing the honors thesis.

5. **Proposed Catalog Copy: [ only change is to add the "W".]**

HDFS 296HW Honors Thesis. Either semester. Three to six credits. Hours by arrangement. Prerequisite: Open only with consent of instructor to students in the Honors Program. Student must have a thesis advisor and have an approved thesis topic.  
Individual study with student's honors thesis supervisor for the purpose of writing the honors thesis.

6. Effective Date: Spring 2007

**Justification**

1. Reasons for changing this course: This course will serve as a required "W" course in the major for honors students in HDFS.

HDFS honors students take HDFS 296H during their senior year under the supervision of the HDFS faculty members who serve as their honors thesis supervisors. In 296H, each student develops, drafts, writes, and revises (often 2 or more times) a 25 to 50 page research-based thesis. Students meet weekly with their faculty supervisor who gives them direction and feedback on their written work.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted:

This change is consistent with guidelines of the Honors program

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No change

7. Dates approved by

Department Curriculum Committee: Does not apply

Department Faculty: 9/13/06

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

Jane Goldman

486-4728

Jane.goldman@uconn.edu

## 2006 - 122 Proposal to Cross List SPAN 294

**Notes:** (1) The proposal to cross list an existing course in another department or program is normally initiated by the department or program that already offers this existing course to be cross listed. In cases where the department or program offering the course is outside of CLAS, it is then appropriate for one of the departments or programs within CLAS to initiate the proposal. It is also possible to add a new course and have this new course immediately be cross listed in another department or program.

(2) CLAS policy (adopted March 15, 2005) is that the title or course description of cross-listed courses should support the decision to cross list. E.g. AASI/SOCI 221 "Sociological Perspectives on Asian American Women": the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies.

1. Date: 9/20/2006

2. Department initiating this proposal: **Spanish (Modern & Classical Languages)**

3. Current Catalog Copy/Copies:

### **Span 294. Literature of Puerto Rico and the Spanish Caribbean**

Either semester. Three credits. Recommended preparation: SPAN 278 or instructor consent. Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

4. **Proposed** Catalog Copy/Copies:

(see information in the "add a course" form if you have any questions regarding specific items.)

### **SPAN 294/PRLS 294. Literature of Puerto Rico and the Spanish Caribbean**

Either semester. Three credits. Recommended preparation: SPAN 278 or instructor consent. Readings and discussions of major authors and works of the Spanish Caribbean with special emphasis on Puerto Rico.

5. Effective Date Spring 2007

## **Justification**

1. Reasons for adding this course if it is a new course: This is not a new course in the Spanish program.

2. Reasons for cross listing this course: This course is a necessary addition to the interdisciplinary minor of PRLS, as it focuses on the literary production of Puerto Rico and the Spanish Caribbean. The PRLS minor has a specific focus on the cultural production of Puerto Ricans and US residents whose cultural antecedents refer to the Spanish Caribbean. Currently, this course appears as one of the recommended courses to support the PRLS minor.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X Yes \_\_\_ No

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

Italian Literary and Cultural Studies, French Studies, German Studies, Classical and Mediterranean Studies, Comparative Literary and Cultural Studies.

5. Effects on Regional Campuses: None anticipated

6. Staffing: Prof. Guillermo Irizarry (Spanish and PRLS), Prof. Laurietz Seda (Spanish), Prof. Jacqueline Loss (Spanish).

## **Approvals**

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.  
Spanish (MCL) and Puerto Rican and Latino Studies (PRLS)

2. For each department or program, list the dates of approval by the appropriate departmental or program review process

MCL: Department or Program Curriculum Committee: 9/29/06  
Department or Program Faculty: 9/29/06  
Department or Program Head: 9/29/06

PRLS: Department or Program Curriculum Committee: 9/29/06  
Department or Program Faculty: 9/29/06  
Department or Program Head: 9/29/06

3. Name, Phone Number, and e-mail address of principal contact person:  
Roger Travis, [ROGER.TRAVIS@UCONN.EDU](mailto:ROGER.TRAVIS@UCONN.EDU), 860 486-3316; Miguel Gomes, 486-3328,  
[Miguel.Gomes@uconn.edu](mailto:Miguel.Gomes@uconn.edu)

## **2006 - 123 Proposal to Add COMM 235**

1. Date: 10/3/06
2. Department requesting this course: **COMM**
3. Semester and year in which course will be first offered: Spring 2007

### **Final catalog Listing**

COMM 235 [4035 under new numbering system to be implemented in 2007]. Advanced Media Effects: Sex, Drugs and Rock N Roll.

Spring Semester. Three Credits. Prerequisite: COMM 100. Not open to Sophomores. Farrar, Kirstie. In-depth examination of some of the most contentious, controversial, and socially relevant topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): COMM 235 [4035 under new system]  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes \_\_\_ No
3. Course Title: Advanced Media Effects: Sex, Drugs & Rock N Roll
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 3
6. Course description  
In-depth examination of contentious and controversial topics in current media effects research, and their theoretical implications. Topics include, but are not limited to, sexual content on television, pornography, alcohol on television, video games, and media and body image.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): COMM 100
9. Recommended Preparation, if applicable (see Note G): COMM 230
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): Kirstie Farrar
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): Available

### **Justification**

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

Many students in the COMM major are primarily interested in mass media and society. Currently, there is only one course offered—COMM 230—that focuses on the broad effects of the mass media on all segments of society. As an introductory course on mass media effects, COMM 230 is necessarily limited in terms of what topics it can cover in a semester. This course is intended to cover in greater depth many of the most contentious, controversial, and socially relevant topics in the field and to do so in greater depth than is possible in COMM 230.

2. Academic Merit (see Note L):

This course provides students with the opportunity to explore theory and research on the mass media in detail. It encourages students to become well versed in reading and evaluating academic research while at the same time encouraging them to become critical consumers of mass media content.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 28
5. Number and Size of Section: 1 section, 28 students
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P): No new staff required. Dr. Farrar has been teaching this course as a special topics class already.
  
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 10/3/06  
Department Faculty: 10/3/06
  
10. Name, Phone Number, and e-mail address of principal contact person: Kirstie Farrar, 486-2632, [Kirstie.farrar@uconn.edu](mailto:Kirstie.farrar@uconn.edu)