

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

**Departmental Proposals for the meeting of 17 October 2006
3:30 PM in Room 162 of the Dodd Research Center**

The following proposals (2006-90 & 91; 2006-80 through 86) were postponed at the 10 October meeting for later consideration.

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](#); [SOCIO 248](#); [SOCIO/URBN 281](#); [SOCIO 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](#), [SOCIO 107](#), [SOCIO 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](#), [SOCIO 248W](#), [SOCIO/URBN 280W](#), [SOCIO/URBN 281W](#), [SOCIO 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](#); [SOCIO/URBN 280](#), [SOCIO 284](#), [285](#); [URBN 248](#).

3. One of the following: [ECON 217](#); [GEOG 242, 246](#); [POLS 291](#); [PP 220](#); [SOCIO 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](#); [SOCIO 235, 248](#), [SOCIO/URBN 281](#), [SOCIO 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 SOC 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,

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
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 o Students will master the tools that will enable them to critically assess films and how they create meaning
- o o Students will become familiar with the history of the U.S. film industry
- o 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.

- o o 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*, 7th 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 |
|---|---|--------------------------------------|-------|
| Week 1: Introduction | | Clips from contemporary urban movies | |
| Week 2: Urbanization, Industrialization, and the Early Years of Cinema | "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) | |
| Week 3: Race, Ethnicity on Film and the Coming of | "The New Frontier: Hollywood, 1914-1920," pp.167-199, from Lary May, <i>Screening Out the</i> | "The Jazz Singer" (1927) | |

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| <p>Sound</p> | <p><i>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>Week 4: Film Noir and Post-War Anxiety</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>Week 5: The City as Musical Backdrop: A Comparative View</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>Week 6: Urban Development and Cinematic Politics</p> | <p>John Walton, "Film Mystery as Urban History: The Case of Chinatown," pp.46-58, in Mark Shiel 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>Week 7: Poor Urban Neighborhoods: One Point of View</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> | |

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| <p>Week 8: Poor Urban Neighborhoods: Another Point of View</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>Midterm!</p> |
| <p>Week 9: New York vs. Los Angeles</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>Week 10: Multiculturalism and the Smaller City</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>Week 11: L.A. pre-uprising</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>Week 12: L.A. post-uprising</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>Week 13: Urban Youth and Ethnic Mixing</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> | |

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| <p>Week 14: Immigrant Los Angeles</p> | <p>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</p> | <p>Real Women Have Curves (2002)</p> | |
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Note: Syllabus and classroom activities are subject to modification as needed.

Final Exam on December XX, 2006

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

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 an 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 - 109 Proposal to Cross-List ENGL 165/INTD 165 with HIST 165Notes: (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-List 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 or 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 - 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, 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, 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, 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, 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 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

Abigail Howe, 486-4432, 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

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

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

Name: David Gross

Phone: 860 486 1292

e-mail: 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, 860 486-3316; Miguel Gomes, 486-3328,
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

[Here end the proposals postponed from 10 October 2005]

2006 - 124 Proposal to Change JOUR 201W

1. Date: Sept. 29, 2006
2. Department: **Journalism**
3. Nature of Proposed Change: **Change in catalog copy**

4. Current Catalog Copy:

JOUR 201W. Newswriting II

Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work.

Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher.

Provides in-depth explanations and demonstrations of what reporters can expect to find, and report, in the courts, schools, town halls, land use agencies and other civic offices, boards and commissions.

5. Proposed Catalog Copy:

JOUR 201W. Newswriting II

Either semester. Three credits. One 75-minute lecture and one 2-hour laboratory plus field work.

Prerequisite: JOUR 200; ENGL 105 or 110 or 111 or 250. Open to sophomores or higher.

Live reporting using the university and the surrounding community as a laboratory. Emphasis on fact gathering, interviewing, diversity of sources, news judgment and deadline writing.

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

Justification

1. Reasons for changing this course: This description more clearly reflects what students can expect to do in the course. The current description focuses on "explanations and demonstrations" when, in fact, students should expect to do a lot of reporting and writing. We feel that this will better express the content of the course, from the students' point of view.

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 (see [Note Q](#)):

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

2006 - 125 Proposal to Add GERM 1xxx

1. Date:
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

GERM 1XXX. Human Rights and German Culture

Either semester. Three credits. Readings and lectures in English. May not be used to fulfill the undergraduate language requirement.

Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights. Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GERM
2. Course Number (see Note B): 1XXX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: **Human Rights and German Culture**
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Study of primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human rights. Documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum.

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 will improve the general education curriculum by providing an introduction to key terms and concepts of human rights while focusing on a specific culture and its turbulent modern history. It will focus on a region and primarily on the culture of a country which has become an important voice in the European Union. The course should thus be appealing not only to students of German, but also to students interested in other academic fields. The course will be set up in an interdisciplinary fashion and could possibly, with the approval of the HRI, be cross-listed as an elective for the Human Rights Minor.

2. Academic Merit (see Note L):

The course will examine primary sources on human rights from the Age of Enlightenment to contemporary documents and debates as well as literature and other forms of art related to human

rights. Literature and the arts, in many respects society's unconscious, have early fostered human rights, but also indicated dilemmas and often emerged from or dealt with experiences of human rights violations and the traumas these violations have produced. We will study well proportioned excerpts of philosophical treatises on this subject from Kant to Habermas and investigate literary productions, such as Heinrich von Kleist's *Michael Kohlhaas* (1804) or Jurek Becker's *Bronstein's Children* (1986). We will watch and discuss documentaries on the Holocaust, human rights in divided Germany, and the contemporary debate on multiculturalism and political asylum in Germany, Austria, and Switzerland. We will also look at paintings, sculptures, or photographs by artists like Käthe Kollwitz, John Heartfield, Gerhard Richter, etc. and discuss their relation to human rights discourse.

The following questions will be central to our analysis: When and why have human rights been considered natural or universal? Can literature or the arts be considered ethical projects? How can we describe the impact on readers/observers who are confronted with representations of human rights violations? Which affective strategies might be involved in these representations? What is literature's, the arts', and philosophy's relation to politics?

A brief survey will be conducted at the beginning, the middle, and the end of the course, allowing students to express their expectations, make suggestions, and give general or critical feedback. The integration of the case method in the course with "finished," open-ended, and fictional cases will allow for assessment in class discussions. Students will be asked to work on visual, text-based, or multi-media group projects, dealing with one of the aspects covered in class. These projects will be documented on a website, which I will design and implement for this course.

3. Overlapping Courses (see Note M):

4. Number of Students Expected: 80

5. Number and Size of Section: 1 section, 80 students

6. Effects on Other Departments (see Note N): This course could be included in the list of courses for the Human Rights Minor.

7. Effects on Regional Campuses:

8. Staffing (see Note P): Sebastian Wogenstein

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/29/06

Department Faculty: 9/29/06

10. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, roger.travis@uconn.edu, 860 486-3316

2006 - Proposal to Add MATH 2XX

1. Date: 4 October 2006
2. Department requesting this course: **Mathematics**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing **Math 2XX[3250]. Combinatorics**

Either semester. Three credits. Prerequisite: Math 213 or Math 244.

Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MATH
2. Course Number: 2XX [possible 4-digit number: 3250]
3. Course Title: Combinatorics
4. Semester offered: either
5. Number of Credits: Three
6. Course description: Analysis of combinatorial problems and solution methods. Topics include: Enumeration, generating functions, bijective proofs, sieve methods, recurrence relations, graphs, partially ordered sets, and extremal combinatorics.

Optional Items

7. Number of Class Periods, if not standard: not applicable
8. Prerequisites: Math 213 or Math 244.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Repetition for credit, if applicable : not applicable
12. Instructor(s) names if they will appear in catalog copy : not applicable
13. Instructor(s) names if they will appear in catalog copy: not applicable
14. Open to Sophomores: no
15. Skill Codes "W", "Q", or "C" (see Note T): not applicable
16. S/U grading (see Note W): not applicable

Justification

1. Reasons for adding this course: No current departmental offering includes more than a very small amount of the material covered in this course. It would make no sense for any current offerings to even attempt to accommodate this particular material.
2. Academic Merit (see Note L): This course covers an area of mathematics that has been expanding rapidly over the past fifty years. Combinatorial techniques have become extremely sophisticated and interconnected with many parts of mathematics, including discrete geometry, algebraic geometry, number theory, and commutative algebra. Combinatorial problems arise in many parts of mathematics, computer science (e.g., analysis of algorithms), chemistry (molecular symmetries), and computational biology (DNA sequencing). The course will introduce some of these applications to students.

An undergraduate course in combinatorics is now standard in many (if not most) research universities around the country.

3. Overlapping Courses (see Note M): There is some overlap in material with Math 103Q, Elementary Discrete Math and Math 105Q, Mathematics for Business and Economics. But those courses are aimed at non-majors and rarely taken by majors. Indeed, Math 103Q is not open to anyone who has passed a math class at the level of calculus or higher. This course would greatly exceed those in both content and mathematical sophistication.

There is a small overlap in material with Math 231, Probability, but the point of view and applications of that course are quite different.

CSE254 overlaps about 30% of the proposed course. The approach to this material would differ somewhat, with the proposed course going deeper and more rigorously into those topics. That course is also offered in a different College, and has prerequisites that would prevent non CS majors or minors from taking it.

4. Number of Students Expected: 15-25 per term
5. Number and Size of Section: 1 section with 15-25 students.
6. Effects on Other Departments (see Note N): minimal
7. Effects on Regional Campuses: not applicable
8. Staffing (see Note P): Roby
9. Dates approved by (see Note Q):
Department Curriculum Committee: September 21, 2006
Department Faculty: September 26, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Tom Roby, 486-8385, tom.robby@uconn.edu

2006 - 127 Proposal to Add CDIS 53XX

1. Date: October 4, 2006
2. Department: Communication Sciences – Disorders (CDIS)
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing:

CDIS 53XX. Language Impairments and Literacy

3 credits. Seminar. Open to graduate students in Communication Disorders, others with permission. A research seminar covering the theories, assessment, and intervention of children with reading disabilities from a language-based perspective.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: CDIS
2. Course Number: 53XX
3. Course Title: Language Impairments and Literacy
4. Course description: Research seminar covering the theories, assessment, and intervention of children with reading disabilities from a language-based perspective.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites: N/A
8. Recommended Preparation: a course in normal language development and language disorders in preschool and school-age children
9. Consent of Instructor: N/A
10. Exclusions: N/A
11. Repetition for credit: N/A
12. S/U grading: N/A

Justification

1. Reasons for adding this course:

For several decades, researchers in the area of speech-language pathology have recognized that poor oral language skills (e.g., receptive vocabulary, knowledge of syntax and morphology, phonological awareness, and narrative abilities) are negative prognostic factors for the development of reading and writing. In addition, the American Speech, Language, and Hearing Association (ASHA) advocates that speech-language pathologists collaborate with classroom teachers, special education teachers, and reading specialists to work with children who have been identified with language learning disabilities. The majority of students graduating with a master's degree in communication disorders are hired by schools. There currently are no courses within the university to provide students with a language basis for reading disabilities and the knowledge they require to work collaboratively with other school specialists in the area of reading disabilities. The purpose of this course is to provide students with the understanding of the link between oral and written language, as well as the knowledge required to identify and remediate language impairments that are likely to result in reading disabilities.

2. Academic Merit:

A course on the topic of reading disabilities is needed in the department of Communication Sciences because it is recognized that a strong foundation in oral language (including augmentative and alternative forms of communication) are necessary for children to become good readers and writers. This course will review current literature examining how limited language abilities are associated with reading and writing difficulties. Students in speech-language pathology are trained to assess and remediate language disorders. This requires an in depth knowledge of language and phonological development. ASHA, which is the governing body of the profession, advocates that speech-language pathologists are qualified to play an integral role in intervention of reading and writing disabilities. Therefore, it is essential that our students

learn about the language bases of reading disorders so that they can provide competent and quality services to children in schools.

3. Overlapping Courses:

The content of the proposed course overlaps moderately with PSYC 341 and EPSY 363. However, we are confident that the content of the proposed course is not overly redundant with either PSYC 341 or EPSY 363 because the emphasis of this course will be with language deficiencies associated with reading disabilities and not cognitive abilities.

4. Number of Students Expected: We expect that approximately 10-12 students will register for this course.

5. Number and Size of Section:

One section. Enrollment will be capped at 20.

6. Effects on Other Departments: It is expected that students from NEAG and psychology may register for this class in order to get a different perspective on reading and writing disabilities.

7. Staffing: Bernard Grela, Communication Sciences

8. Dates approved by:

Department Curriculum Committee: January 2006

Department Faculty: January 2006

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

Bernard Grela, Instructor, 486-3394 Bernard.Grela@uconn.edu

Ross Buck, Chair of Departmental C&C committee, 486-4494 ross.buck@uconn.edu

2006 - 128 Proposal to Change PHYS 311

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change course description

4. Current Catalog Copy:

PHYS 311: Methods of Theoretical Physics I

3 credits, Lecture

General Orthogonal Coordinate Systems, special functions and differential equations of Physics. Sturm Liouville theory, general eigenvalue equations.

5. Proposed Catalog Copy:

PHYS 311: Methods of Theoretical Physics I

3 credits, Lecture

Vector and tensor analysis, curvilinear coordinates, linear algebra, functions of complex variables, differential equations, special functions, elements of Green's functions.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

With this change this course will contain the necessary material to satisfy the prerequisites for subsequent core courses, such as PHYS 306 (Electrodynamics I) and PHYS 322 (Quantum Mechanics I), replacing the present prerequisite of PHYS 312 for these courses. Thereby a speed-up of the course of study in the graduate program will be accomplished.

2. Effect on Department's Curriculum: It will streamline and speed up the fulfillment of the basic requirements for the students.

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses:

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9-28-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 129 Proposal to Change PHYS 312

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change course description

4. Current Catalog Copy:

PHYS 312: Methods of Theor. Phys. II 3 credits, Lecture, Prerequisite PHYS 311
Abstract vector spaces, Hilbert space, group theory. Theory of Green's functions and integral equations. Complex function theory.

5. Proposed Catalog Copy: (suggested change in italics)

PHYS 312: Methods of Theor. Phys. II 3 credits, Lecture, Prerequisite PHYS 311
Abstract vector spaces, Hilbert space, group theory. *Fourier series and integral representations*, Theory of Green's functions and integral equations. Complex function theory.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

This course is intended for students who require knowledge of the more advanced mathematical and theoretical methods in physics. With this change, this course will no longer be required as a prerequisite to the core courses taken by all physics graduate students.

2. Effect on Department's Curriculum: It will permit the students to defer this course to after the preliminary exams, when they begin to specialize in their particular research areas. Hence this course will fit more naturally into the students' stream of study.

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 (see Note Q):

Department Curriculum Committee: 9-28-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 130 Proposal to Change PHYS 306

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change of prerequisite

4. Current Catalog Copy:

PHYS 306: Electrodynamics I

3 credits, Lecture, Prerequisite PHYS 312

Differential formulations of electrostatics and magnetostatics, electromagnetic induction, Maxwell equations, electromagnetic waves, application to wave guides, cavities, and dispersive media.

Foundations of special relativity

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 306: Electrodynamics I

3 credits, Lecture, Prerequisite PHYS 311

Differential formulations of electrostatics and magnetostatics, electromagnetic induction, Maxwell equations, electromagnetic waves, application to wave guides, cavities, and dispersive media.

Foundations of special relativity

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The sequence PHYS 311-312 has been restructured such that PHYS 311 now suffices to fulfill the prerequisite for PHYS 306

2. Effect on Department's Curriculum: It will permit the students to defer the PHYS 312 to a later time, when they begin to specialize in their particular research areas.

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 (see Note Q):

Department Curriculum Committee: 9-7-06

Department Faculty: 9-7-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 131 Proposal to Change PHYS 322

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: Change of prerequisite

4. Current Catalog Copy:

PHYS 322: Quantum Mechanics I

3 credits, Lecture, Prerequisite PHYS 312 and PHYS 318

Mathematical formulation and interpretation of quantum mechanics. Illustrative examples. Hydrogen atom. Dirac ket and bra vectors, matrix methods and scattering theory.

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 322: Quantum Mechanics I

3 credits, Lecture, Prerequisite PHYS 311 and PHYS 318

Mathematical formulation and interpretation of quantum mechanics. Illustrative examples. Hydrogen atom. Dirac ket and bra vectors, matrix methods and scattering theory.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The sequence PHYS 311-312 has been restructured such that PHYS 311 now suffices to fulfill one of the prerequisite for PHYS 322

2. Effect on Department's Curriculum: It will permit the students to defer the PHYS 312 to a later time, when they begin to specialize in their particular research areas.

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 (see Note Q):

Department Curriculum Committee: 9-7-06

Department Faculty: 9-7-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 132 Proposal to Add MCB 328

1. Date: February 23, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered:

Final catalog Listing

MCB 328 (proposed new number MCB 5428). Theory and Practice of Forensic Identification Methods. 1 credit per section. Lecture & Laboratory/Discussion. Open by permission to graduate students and qualified upper level undergraduate students. Recommended preparation: a course in genetics. With a change in content, this course may be repeated for credit. Advanced consideration of the theory, practice, and analysis of various forensic identification strategies, with each section focused on a specific methodology.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 328 (proposed new number 5428)
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Theory and Practice of Forensic Identification Methods
4. Course description, if appropriate (see [Note K](#)):
Advanced consideration of the theory, methods, and analysis of various forensic identification strategies, with each section focused on a specific topic.
5. Number of Credits 1 credit per section
6. Course type Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)):
8. Recommended Preparation, if applicable (see [Note G](#)): A course in genetics
9. Consent of Instructor, if applicable (see [Note T](#)) Consent of instructor is required
10. Exclusions, if applicable (see [Note H](#)):
11. Repetition for credit, if applicable (see [Note I](#)): With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable (see [Note X](#)):

Justification

1. Reasons for adding this course: (see [Note L](#)) The topics proposed for this new course are not covered elsewhere. Student interest in them is very high, based on several pilot modules conducted over the past year. Practical experience with the methods of forensic identity typing are of special importance to the new PSM degree in Applied Genomics which has a forensic track, and to doctoral candidates conducting research in DNA typing. Moreover, human genotyping is a critical skill for addressing problems in human evolution and migration, and the genetic basis of diseases, as well as in forensics. The procedures and platforms used in identity typing are relevant to research in many fields, and these modules provide intensive training in their use.
2. Academic Merit (see [Note L](#)): The following specific topics will be explored in the course, with each section focused on a single identification strategy:
 - Section 1. Human Autosomal STR Typing
 - Section 2. Mitochondria Hypervariable Region Typing
 - Section 3. Y Chromosome Haplotype Analysis
 - Section 4. Human Osteology
 - Section 5. Forensic Statistics
 - Section 6. Plant STR Typing
 - Section 7. Fingerprint Pattern Analysis
 - Section 8. Microarray-based SNP detection

3. Overlapping Courses (see [Note M](#)): None
4. Number of Students Expected: approximately 100 per year
5. Number and Size of Section: 8 sections, maximum 12 students per section
6. Effects on Other Departments (see [Note N](#)): None
7. Staffing (see [Note P](#)): Course co-ordinator Linda Strausbaugh, Professor, Molecular and Cell Biology
8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: April 3, 2006
Department Faculty: April 21, 2006
9. Name, Phone Number, and e-mail address of principal contact person:
Linda Strausbaugh
486-2693
U-2131

2006 - 133 Proposal to Change PHYS 209

1. Date: 10-5-06
2. Department: **Physics**
3. **Nature of Proposed Change:** add: "Open to sophomores"

4. Current Catalog Copy:

PHYS 209: Intermediate Physics I

First semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122.

Classical mechanics, electricity, and magnetism.

5. **Proposed Catalog Copy:** (suggested change in italics)

PHYS 209: Intermediate Physics I

First semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122. Open to sophomores.

Classical mechanics, electricity, and magnetism.

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The number and good performance of sophomores contained in the present distribution of students in this course is sufficient to justify making this course available to them automatically, provided that they satisfy the required prerequisites. The negative effect which this change will make for graduate students, in that they cannot put this course on their plan of study, is minimal because very few graduate students elect to take this course.

2. Effect on Department's Curriculum:

PHYS 209-210 are among the courses a physics major can choose to satisfy the requirements for either the B.S. degree (applied option), or the B.A. degree. It will attract more sophomores to the course, but it not expected that it will have a significant effect on the department's curriculum.

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 (see Note Q):

Department Curriculum Committee: 9-14-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 134 Proposal to Change PHYS 210

1. Date: 10-5-06
2. Department: **Physics**
3. Nature of Proposed Change: add: "**Open to sophomores**"

4. Current Catalog Copy:

PHYS 210: Intermediate Physics II

Second semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122.

Kinetic Theory, introduction to quantum mechanics

5. Proposed Catalog Copy: (suggested change in italics)

PHYS 210: Intermediate Physics II

Second semester. Three credits. Prerequisite: PHYS 132 or 142 or 152 or, with consent of instructor, PHYS 122. Open to sophomores.

Kinetic Theory, introduction to quantum mechanics

6. Effective Date (Immediately)

Justification

1. Reasons for changing this course:

The number and good performance of sophomores contained in the present distribution of students in this course is sufficient to justify making this course available to them automatically, provided that they satisfy the required prerequisites. The negative effect which this change will make for graduate students, in that they cannot put this course on their plan of study, is minimal because very few graduate students elect to take this course.

2. Effect on Department's Curriculum:

PHYS 209-210 are among the courses a physics major can choose to satisfy the requirements for either the B.S. degree (applied option), or the B.A. degree. It will attract more sophomores to the course, but it not expected that it will have a significant effect on the department's curriculum.

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 (see Note Q):

Department Curriculum Committee: 9-14-06

Department Faculty: 10-5-06

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

G. Rawitscher, 486-4377 george.rawitscher@uconn.edu

2006 - 135 Proposal to Change CDIS 249W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course **from 3 to 4 credits.**

4. Current Catalog Copy:

CDIS 249W. Introduction to Aural Rehabilitation Fall Semester. Three credits.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

5. Proposed Catalog Copy:

CDIS 249W. Introduction to Aural Rehabilitation Fall Semester. Four credits.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

6. Effective Date: Fall semester 2007

Justification

1. 1. Reasons for changing this course:

Description Change: The core content of the material covered in this class is identical to that of CDIS 249, except that students in CDIS 249W receive instruction in writing. CDIS 249 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 249W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 249.

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: CDIS staffing. No changes from present.

7. Dates approved by:

Department Curriculum Committee: 10/02/06

Department Faculty: 10/02/06

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

a) a) Kathleen Cienkowski, Course Instructor, 486-3289, cienkowski@uconn.edu

b) b) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 136 Proposal to Change CDIS 244W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course **from 3 to 4 credits.**
4. Current Catalog Copy:

CDIS 244W. Introduction to Neurogenic Communication Disorders First Semester. Three credits. Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.

5. Proposed Catalog Copy:

CDIS 244W. Introduction to Neurogenic Communication Disorders First Semester. Four credits. Acquired and developmental neurogenic communication disorders. Brain mechanisms that underlie speech and language and their disorders.

6. Effective Date: Spring semester 2007

Justification

2. 2. Reasons for changing this course: **Description Change:** The core content of the material covered in this class is identical to that of CDIS 244, except that students in CDIS 244W receive instruction in writing. CDIS 244 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 244W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 244.

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: CDIS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 10/02/06
Department Faculty: 10/02/06
8. Name, Phone Number, and e-mail address of principal contact person:
 - c) c) Carl Coelho, Course Instructor, 486-4482, coelho@uconn.edu
 - d) d) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 137 Proposal to Change CDIS 202W

1. Date: October 3, 2006
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: change current course from **3 to 4 credits**.

. Current Catalog Copy:

CDIS 202W. Speech and Language Acquisition Either Semester. Three credits.
How children learn their first language, the effects of language on their thinking and behavior.

5. Proposed Catalog Copy:

CDIS 202W. Speech and Language Acquisition Second Semester. Four credits.
How children learn their first language, the effects of language on their thinking and behavior.

6. Effective Date: Spring semester 2007

Justification

3. 3. Reasons for changing this course:

Description Change: The core content of the material covered in this class is identical to that of CDIS 202, except that students in CDIS 202W receive instruction in writing. CDIS 202 is a three credit course and the students meet three times a week for 50 minutes each. Students enrolled in CDIS 202W meet four times a week. The extra class period is provided so that students can receive additional instruction in writing for social sciences and APA format. This material is not covered as part of CDIS 202.

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: CDIS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 10/02/06
Department Faculty: 10/02/06
8. Name, Phone Number, and e-mail address of principal contact person:
 - e) e) Bernard Grela, Course Instructor, 486-3394, Bernard.grela@uconn.edu
 - f) f) Ross Buck, COMS rep. C&C committee, 486-4494, ross.buck@uconn.edu

2006 - 138 Proposal to Drop CDIS 358

1. Date: 10/4/2006

2. Department: **COMS**

3. catalog Copy:

CDIS 358. Diagnostic Principles in Speech Pathology 3 credits. Lecture/Laboratory. Formerly COMS 358.

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

Justification

1. Reasons for dropping this course: The course has not been offered in over 10 years because of gradual changes to the grad curriculum. Much of the content has been absorbed within other newer courses, approved in the past four years.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Dates approved by (see Note Q):
Department Curriculum Committee: 9/6/2006
Department Faculty: 9/26/2006
6. Name, Phone Number, and e-mail address of principal contact person:
Carl Coelho, 486-4482, coelho@uconn.edu

2006 - 139 Proposal to Drop COMS 339

1. Date: 10/4/2006
2. Department: COMS

3. catalog Copy:

CDIS 339. Aural Habilitation

3 credits. Lecture. Formerly COMS 339.

Communication assessment and management of children with hearing loss. Individualized rehabilitation plans, family education, and collaborative team models.

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

Justification

1. 1. Reasons for dropping this course: The course has not been offered in 8 years since the retirement of a faculty member. Since the curriculum in audiology was revised to support the new Doctor of Audiology program important content of this course was incorporated in CDIS 344.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Dates approved by (see Note Q):
Department Curriculum Committee: 9/6/2006
Department Faculty: 9/26/2006
6. Name, Phone Number, and e-mail address of principal contact person:
Kathleen Cienkowski, 486-3289, cienkowski@uconn.edu

2006 - 140 Proposal to Add COMS 261

1. Date: October 10, 2006.
2. Department requesting this course: **Communication**
3. Semester and year in which course will be first offered: Spring 2007.

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

Comm 261, (new number 4660). Computer Mediated Communication
Either semester. Three credits. Prerequisite: Comm 100, Comm 130. Not open to sophomores.
How computer media influence communication processes, and how computer mediated communication is changing interpersonal relationships and society.

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 261, (new number 4660)**
3. Course Title: Computer Mediated Communication
4. Semester offered (see [Note C](#)): Either Semester
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
How computer media influence communication processes, and how computer mediated communication is changing interpersonal relationships and society.

To examine how the use of technology influences communication, specifically computer mediated communication. A growing number of people are using their computers as a communication medium, and this course will examine the implications of that trend for our interpersonal relations and communication processes. The course will cover how computer media influence communication processes and how they are changing society. Students will be better prepared to critically examine exposure to and use of computer media with particular attention to how people use computer media and the effects of this use.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): Comm 100. Comm 130
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](#)): N/A
12. Repetition for credit, if applicable (see [Note I](#)): N/A
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): N/A
14. Open to Sophomores (see [Note U](#)): 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: (see [Note L](#))
2. Academic Merit (see [Note L](#)): This class has been approved as a W. This proposal seeks to add a non-w version of this class (Comm 261W or Comm 4660W).
3. Overlapping Courses (see [Note M](#)):
4. Number of Students Expected: 30.
5. Number and Size of Section: 1 section offered in either semester.
6. Effects on Other Departments (see [Note N](#)): No effects on other departments.
7. Effects on Regional Campuses: The course may be offered at the Stamford or other Regional campuses on a rotating basis. It would offer more diversity in the curriculum there.
8. Staffing (see [Note P](#)): The course will primarily be taught by faculty member Dr. Kristine Nowak, on the Storrs campus. This course will be added to her rotation on a regular basis, and may also be taught by

other faculty. This does not represent an increase in either class sizes or teaching loads, though other courses may be taught less frequently, or by graduate students to add this course.

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

Department Curriculum Committee: October 3, 2006

Department Faculty: October 3, 2006

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

Ross Buck, 486-4494, Ross.buck@uconn.edu.

2006 - 141 Proposal to Add COMS 265

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

Final catalog Listing

COMM 265 .Communication Technology and Social Change
Spring Semester. Three Credits. Prerequisite: COMM 100. Not open to Sophomores. Lin, Carolyn A.
Examination of new communication technologies and their influence on social change. The course will provide a foundation for students with professional as well as academic interests in communication technology.

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 265
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: Communication Technology and Social Change
4. Semester offered (see Note C): Spring
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): In-depth examination of new communication technologies and their influence on social change. Topics include, but are not limited to, cable, satellite, telephonic and computer-based carriers of voice, video and data communications.

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 130 and COMM 262
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): Carolyn A. Lin
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): No.

Justification

Reasons for adding this course (see Note L): Many students in the COMM major are interested in how communication technologies influence the ways in which we communicate with each other in an interpersonal, organizational and mass communication context. Currently, there is only one course (COMM 262 New Communication Technologies) offered that focuses on the broad introduction to history, economics and public policy with respect to emerging communication technologies. This course is intended to cover the most compelling and socially relevant implications of communication technology, from a theoretical as well as practical perspective.

2. Academic Merit (see Note L): This course provides students with the opportunity to explore theory and research on communication technology in detail at UConn. It encourages students to become well-versed in reading and evaluating academic research on communication technology while at the same time challenging them to enhance their information technology and media literacy.

3. Overlapping Courses (see Note M): Although the Department offers specific new coursework in COMM 261 (Computer-Mediated Communication), the proposed course differs in that it's broad-based, covering all electronic media—both offline and online. This includes telephony, broadcasting, and various other wireless media. Any redundancy with COMM 261—which focuses on the relations between computer-mediated communication and interpersonal communication—is very limited and thus not a

cause for concern. Moreover, rather than investigating how technology works (as in COMM 262 New Communication Technologies), or how to design and evaluate communication systems (as in COMM 264, Design of Human Communication Systems), this course encourages students to think about the social change implications accompanying a raft of emerging media. COMM 265 also differs from the more general COMM 271 (Communication and Social Change), which focuses on the global role of communication in fostering social development, particularly in Third World settings. Primarily domestic in focus, COMM 265 addresses the adoption, use and social influence of emerging communication media in organizational, interpersonal and mass communication contexts.

4. Number of Students Expected: 30

5. Number and Size of Section: 1 section, 30 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.

9. Dates approved by (see Note Q):

Department Curriculum Committee: Oct 10, 2006

Department Faculty: Oct 10, 2006

10. Name, Phone Number, and e-mail address of principal contact person: Ross Buck, 6-4494, Ross.buck@uconn.edu

2006 - 142 Proposal to Add COMS 370

1. Date: Oct. 10, 2006
2. Department requesting this course: **Communication Sciences**
3. Semester and year in which course will be first offered: Spring 2007

Final catalog Listing

COMS 370. Communication Technology and Society: Theory and Research Seminar 3 credits, either semester.

An examination of the theory and research associated with the study of emerging communication technologies. The course will provide graduate students with a comprehensive foundation in the scholarly literature addressing the content, adoption, uses and effects of new media.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): COMS 370

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?

Yes No

3. Course Title: Communication Technology and Society: Theory and Research

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

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

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

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): COMM 301
8. Recommended Preparation, if applicable (see Note G): COMM 305
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

Justification

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

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

This course offers graduate students a broad theoretical and methodological foundation for evaluating and conducting scientific research in the area of emerging media and information technologies. As technologies play a large role in the way we communicate with each other daily, the content of this course is both current and significant in enhancing student understanding of the role technologies play in human communication

2. Academic Merit (see Note L):

This course provides students with the opportunity to obtain a comprehensive understanding of theory and research on communication technology at UConn.

Students who focus their study in the area of interpersonal, organizational, health and/or mass communication (including advertising, public relations and marketing) can greatly benefit from the content of this course, as the course adds a new dimension to their overall scholarly training in the field of communication.

3. Overlapping Courses (see Note M): Although the Department offers specific new coursework under the guise of COMM 371 (Computer-Mediated Communication), the proposed course differs in that it encompasses all electronic media including television, telephonic, wireless and Internet communication technologies. Any redundancy with COMM 371—which focuses on communication networks, human-computer interaction and interface design—is minimal and should not be a cause for concern.

4. Number of Students Expected: 15

5. Number and Size of Section: 15

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

7. Staffing (see Note P):

8. Dates approved by (see Note Q):

Department Curriculum Committee: Oct 10, 2006

Department Faculty: Oct 10, 2006

9. Name, Phone Number, and e-mail address of principal contact person: Ross Buck. 6-4494.
ross.buck@uconn.edu

2006 - 143 Proposal to Cross-List URBN 220

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: October 10, 2006

2. Department initiating this proposal: **Public Policy**

3. Current Catalog Copy/Copies:

URBN 220. Survey Research Methods

Either semester. Three credits. Open to sophomores or higher.
Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

4. Proposed Catalog Copy/Copies:

URBN 220. Survey Research Methods

(Also offered as PP 223). Either semester. Three credits. Open to sophomores or higher.
Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

PP 223. Survey Research Methods

(Also offered as URBN 220). Either semester. Three credits. Open to sophomores or higher.
Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

5. Effective Date (semester, year -- see Note R): Fall 2007

(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:

2. Reasons for cross listing this course:

The Tri-Campus UCS program and the Department of Public Policy (DPP) recently developed a memorandum of understanding making the Tricampus UCS major a program within DPP. The Department of Public Policy (DPP) is home to the Master of Survey Research program and has several faculty expert in social science survey research. The last two times the course has been taught it was taught by an adjunct with a long standing relationship with the Master of Survey Research program. Prior to that the course was taught under the URBN 298 designation by a graduate of the Master of Survey Research program. The course is likely to be taught by DPP faculty for the foreseeable future.

DPP is newly created department which did not exist when the URBN 220 course was created in 2004. If the department had existed at the time, the course would have been given a PP designation as well as URBN designation when it was first created.

A Public Policy minor was created by DPP and approved by CLAS last Spring. This minor focuses on developing skills in public policy analysis and evaluation. Survey research methods are used extensively in public policy research, analysis and evaluation. Adding a PP course designation to this course will allow the course to count toward the requirements of the public policy minor.

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

E.g. for 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. If this is not evident, please explain why the cross listing is appropriate.

URBN 220 was created and approved in 2004 to help Tri-Campus Urban and Community Studies (UCS) majors develop skills in social science research. It currently satisfies the methods requirement in the UCS major. Thus, an URBN number as well as a PP number remains appropriate. Given the role of survey research in public policy evaluation the course is appropriate to meet requirements of the DPP Public Policy minor.

4. Other Departments Consulted (see Note N): Robert Fisher, Director of UCS, fully supports the cross-listing.

5. Effects on Regional Campuses: Cross-listing this course will make a the Public Policy minor more feasible for Tri-campus students.

6. Staffing:

Kenneth Dautrich
Jennifer Dineen.
Thomas Craemer

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.

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

Department or Program Curriculum Committee: October 6, 2006

Department or Program Faculty: October 16, 2006

Department or Program Head:

(Duplicate above, as needed)

3. Name, Phone Number, and e-mail address of principal contact person:
Robert Bifulco, 860-570-9029, robert.bifulco@uconn.edu

2006 - 144 Proposal to Cross List HIST/LAMS 233W

1. Date: **September 14, 2006**
2. Department initiating this proposal: **History**

3. Current Catalog Copy/Copies:

233W. History of Migration in Las Américas

(Also offered as LAMS 233W.) Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended Preparation: LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. Open to sophomores or higher. Gabany-Guerrero, Overmyer-Velázquez

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

4. Proposed Catalog Copy/Copies:

233W. History of Migration in Las Américas

(Also offered as LAMS 233W and PRLS 233W.) Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended Preparation: PRLS 210, LAMS 190, ANTH 227, HIST 280, HIST 282, or HIST 278/PRLS 220. Spanish useful, but not required. Consent of Instructor. Open to sophomores or higher. Gabany-Guerrero, Overmyer-Velázquez

Applies broad chronological and spatial analyses of origins of migration in the Americas to the experiences of people of Latin American origin in Connecticut. Addresses a range of topics from the initial settlement of the Americas to 21st century migrations.

5. Effective Date (semester, year): **Fall, I 2007**

Justification

1. Reasons for adding this course if it is a new course: **NA**
2. Reasons for cross listing this course: **Course content directly examines the historical experience of US Latinos/as.**
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: **LAMS**
5. Effects on Regional Campuses: **NA**
6. Staffing: **Mark Overmyer-Velázquez (history), Tricia Gabany-Guerrero (LAMS)**

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. **HIST, LAMS, PRLS**

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

HISTORY

Department or Program Curriculum Committee: Approved 10/6/06

Department or Program Faculty: N/A
Department or Program Head: **Shirley Roe, 9/19/06**

LAMS

Department or Program Curriculum Committee:
Department or Program Faculty:
Department or Program Head: Peter Kingstone, 9/20/06

PRLS

Department or Program Curriculum Committee:
Department or Program Faculty:
Department or Program Head: Guillermo Irizarry, 9/21/06

3. Name, Phone Number, and e-mail address of principal contact person:
Mark Overmyer-Velázquez, 6-5571, mark.velazquez@uconn.edu
Daniel Caner, 6-3650, daniel.caner@uconn.edu

2002 - 145 Proposal to Change the ENVS Major (MARN concentration)

1. Date: 25 September 2006
2. Department requesting this change: **Marine Sciences**
3. Title of Major: **Environmental Science**
4. Nature of Change: **Updating the list of qualifying courses and degree requirements** for the **Marine Sciences concentration**.

5. Existing catalog Description of the Major (Marine Science concentration requirements):
Students are required to complete four courses from the following list, but with no more than two courses from a single group:

GROUP A

| | |
|-----------------|--|
| MARN 236 | Marine Microbiology |
| MARN 294 | Marine Biology |
| MARN 331 | Marine Phytoplankton Ecology and Physiology |
| MARN 332 | Marine Zooplankton |
| MARN 380 | Biological Oceanography |

GROUP B

| | |
|------------------|--|
| MARN 280W | Marine Biogeochemistry |
| MARN 325 | Radiotracer Applications In Natural Systems |
| MARN 371 | Chemical Oceanography |

GROUP C

| | |
|------------------|--------------------------------|
| MARN 275W | Geological Oceanography |
|------------------|--------------------------------|

GROUP D

| | |
|-----------------|--|
| MARN 270 | Descriptive Physical Oceanography |
| MARN 372 | Sediment Transport |
| MARN 376 | Estuarine Circulation |

6. Proposed catalog Description of the Major (Marine Science concentration requirements):

Students are required to complete **five** courses from the following list with at least one course from each group.

GROUP A

| | |
|----------|---|
| MARN 236 | Marine Microbiology |
| MARN 260 | Biological Oceanography |
| MARN 265 | Molecular Approaches to Biological Oceanography |
| MARN 267 | Plankton Ecology |
| MARN 294 | Marine Biology |

GROUP B

| | |
|-----------|--------------------------------------|
| MARN 220Q | Environmental Reaction and Transport |
| MARN 275W | Geological Oceanography |
| MARN 280W | Marine Biogeochemistry |
| MARN 282 | Coastal Pollution and Bioremediation |

GROUP C

| | |
|----------|--|
| MARN 230 | Coastal Circulation & Sediment Transport |
| MARN 235 | Environmental Fluid Dynamics |
| MARN 270 | Descriptive Physical Oceanography |

7. Effective Date immediately

Justification

1. Why is a change required? **The Marine Science Concentration requirements included too many graduate level courses to satisfy the Environmental Science major. The listing of at least 3 of these graduate courses is unnecessary as they have undergraduate equivalents (i.e., MARN 260 for MARN 380, MARN 230 for MARN 372, and MARN 267 for MARN 331). The other graduate courses are taught too infrequently to satisfy the requirements over the 1-2 year concentration period. Therefore, we have added several appropriate undergraduate courses that are taught routinely. The total number of required courses is increased from four to five to satisfy the 15-credit requirement for all Environmental Science concentrations. With these changes, we are able to condense the 4 groups listed to 3. This simplifies the plan without changing the nature of the concentration requirements.**

2. What is the impact on students? **The changes will provide the students with better options to complete the degree requirements. Specifically, they offer the students more flexibility to complete the degree in a timely manner without changing the nature of the concentration requirements. The changes will also allow the students to minor in oceanography or marine biology with, typically, 3 additional courses. We feel this is a reasonable workload for the minor and that either minor is desirable for a student concentrating in Marine Sciences.**

3. What is the impact on regional campuses? **Most of these courses are taught, either in person or remotely, at both Avery Point and Storrs, so they can be taken on either campus. The nature of Environmental Science major requires the students to be admitted to Storrs during (preferably) their sophomore year, so this should not have an impact on the other campuses. These changes will also increase enrollment in 200-level courses offered at Storrs and Avery Point by the Marine Sciences Department.**

4. Dates approved by
Department Curriculum Committee: **Oct. 5th, 2006**
Department Faculty: **Oct. 6th, 2006**

5. Name, Phone Number, and e-mail address of principal contact person: James B. Edson, (860) 405-9165, james.edson@uconn.edu

2002 - 146 Proposal to Change the OCEANOGRAPHY Minor

1. Date: 25 September 2006
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Oceanography**
4. Nature of Change: **Updating the list of qualifying courses** and **relaxing the restriction** on Coastal Studies majors.

5. Existing catalog Description of the Minor:

Oceanography minor

Students desiring this minor must take at least 15 credits of 200's level courses including fulfilling the Core requirements. Required courses (Group A) are:

A. MARN 260, 270, 275W, 280W

In addition, students must take at least one course from Group B:

B. MARN 220Q, 230, 235, 236, MARN 294/EEB 294.

The minor is offered by the Marine Sciences Department. Coastal Studies majors are not eligible to take this minor.

6. **Proposed catalog Description** of the Minor:

Oceanography minor

This minor focuses on biological, chemical, geological, and physical oceanography. Students pursuing the minor must take at least 15 credits of 200 level courses, including 3 courses from Group A, and 2 additional courses from either group A or B.:

A. MARN 260, 270, 275W, 280W

B. MARN 200, MARN 210-211, 230, 235, 236, 265, 267

Coastal Studies majors may not choose MARN 260. No more than 2 courses may be counted towards both this minor and the student's major.

The minor is offered by the Department of Marine Sciences. More information is available on the internet (www.marinesciences.uconn.edu), by email (marinesciences@uconn.edu), or by phone (860-405-9152).

7. Effective Date Immediately(

Justification

1. Why is a change required? **New courses have been added in Marine Sciences that are appropriate for this major. There is a demand among Coastal Studies majors to minor in Oceanography; currently they are prohibited from doing so.**

2. What is the impact on students? **Students will have more options while completing the Oceanography minor and Coastal Studies majors will be able to pursue the minor. The minor helps prepare students for future graduate study and careers in marine sciences.**

3. What is the impact on regional campuses? **The changes should increase enrolment in 200-level courses offered at Storrs and Avery Point by the Marine Sciences Department. The changes also should increase the options for minors available to Storrs and Avery Point Coastal Studies students.**

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework.

Oceanography Minor Audit Sheet (Last revised: Oct 2006)

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Oceanography minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Coordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Requirements: Students pursuing the minor must take at least 15 credits of 200 level courses, including 3 courses from Group A and 2 additional course from either group A or B:

A.

- MARN 260: _____ (3 cr.) Biological Oceanography
- MARN 270: _____ (3 cr.) Descriptive Physical Oceanography
- MARN 275W: _____ (3 cr.) Geological Oceanography
- MARN 280W: _____ (3 cr.) Marine Biogeochemistry

B.

- MARN 200: _____ (3 cr.) The Hydrosphere
- MARN 210-211: _____ (7 cr.) The Hydrosphere
- MARN 230: _____ (3 cr.) Coastal Circulation and Sediment Transport
- MARN 235: _____ (3 cr.) Environmental Fluid Dynamics
- MARN 236: _____ (3 cr.) Marine Microbiology
- MARN 265: _____ (3 cr.) Molecular Approaches to Biological Oceanography
- MARN 267: _____ (3 cr.) Plankton Ecology

No more than 2 courses may be counted towards both this minor and a student's major (the MARN 210-211 combination counts as one overlapping course).

Student Name: _____ Student ID number: _____

Signature: _____ E-mail: _____

I approve the above program for the Minor in Oceanography:

(print name) _____ (title) _____

(signed) _____ (date) _____

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

Department Curriculum Committee: **October 5th, 2006**

Department Faculty: **October 6th, 2006**

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

860-405-9157

michael.whitney@uconn.edu

2002 - 147 Proposal to Change the MARINE BIOLOGY Minor

1. Date: 20 September 2006
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Marine Biology**
4. Nature of Change: **update list of courses qualifying for electives (Group B)**

5. Existing catalog Description of the Minor:

Marine Biology

This minor requires at least 15 credits of 200's level course work. Required courses (Group A) are:

A. Core courses: [MARN 260](#), [MARN 294/EEB 294*](#)

In addition, students must take at least three of the following courses from Group B:

B. Electives: [MARN 236](#) or [282](#), [MARN 242](#), [MARN 331](#), [MARN 332](#), [EEB 200](#), [EEB 275](#) or [MARN 241**](#)

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

The minor is offered by the Department of [Marine Sciences](#).

6. **Proposed catalog Description** of the Minor:

Marine Biology

This minor requires at least 15 credits of 200's level course work. Required courses (Group A) are:

A. Core courses: [MARN 260*](#), [MARN 294/EEB 294](#)

In addition, students must take at least three of the following courses from Group B:

B. Electives: [MARN 236](#) or [282/382](#), [MARN 241**](#), [MARN240](#), [MARN 242](#), [MARN265/365](#), [MARN267/333](#), [MARN 331](#), [MARN 332](#), [MARN293](#), [EEB 200](#), [EEB 275](#)

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

The minor is offered by the [Department of Marine Sciences](#)

7. Effective Date immediately

Justification

1. Why is a change required? New courses have been added in Marine Sciences and existing courses have been re-evaluated for appropriateness
2. What is the impact on students? The students have a broader range of courses from which to choose
3. What is the impact on regional campuses? This should result in a slight increase in the size of some 200 and 300 level courses offered at Avery Point by the Department of Marine Sciences.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

University of Connecticut , College of Liberal Arts and Sciences

Marine Biology Minor Audit Sheet

(Last revised: Sept 2006)

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Marine Biology minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Co-ordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Requirements: Students wishing to complete this minor must take at least 15 credits of 200 level courses from Marine Sciences.

A. Required Courses:

MARN 260* : _____ (3 cr.) Biological Oceanography

MARN 294

or EEB 294: _____ (3 cr.) Marine Biology

* Students who have taken both [MARN 210](#) and [211](#) may substitute these for [MARN 260](#) in Group A.

B. Elective Courses. At least three of these courses.

MARN 236** : _____ (3 cr.) Marine Microbiology
or MARN 282: _____ (3 cr.) Pollution and Bioremediation
MARN 240: _____ (3 cr.) Marine Mammals
MARN 241: _____ (3 cr.) Marine Invertebrate Biology
MARN 242: _____ (3 cr.) Environmental Physiology
MARN 265/365: _____ (3 cr.) Molecular Approaches
MARN 267/333: _____ (3 cr.) Plankton Ecology
MARN 331: _____ (3 cr.) Marine Phytoplankton
MARN 332: _____ (3 cr.) Marine Zooplankton
MARN 293: _____ (3 cr.) Foreign Study

** Coastal Studies majors may not use their 200's level MARN elective courses to count for both the major and the Group B requirement for the Marine Biology minor.

Student Name: _____ Student ID number: _____

Signature: _____ E-mail: _____

I approve the above program for the Minor in Marine Biology:

(print name) _____ (title) _____

(signed) _____ (date) _____

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

Department Curriculum Committee: Oct. 5th, 2006

Department Faculty: Oct 6th, 2006

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

860-405-9140

pkremer@uconn.edu

2002 - 148 Proposal to Add MARN 298 Special Topics

1. Date of this proposal: 30 May 2006
2. Semester and year 298 will be offered: Spring 2007
3. Department: **Marine Sciences**
4. Title of course: Reef Fishes
5. Number of Credits: 3 credits
6. Instructor: Peter Auster

7. Instructor's position: Associate Research Professor

I am the Science Director of the University's National Undersea Research Center and a member of the Graduate Faculty in the Department of Marine Sciences. My academic interests are focused on the habitat ecology of fishes, with applied studies focused on the ecological effects of fishing and the role of marine reserves as a conservation tool. While much of my work has been in temperate shelf, slope and deep sea environments, an important part of my research has focused on coral reef fish communities. In particular, I have been working with colleagues and students on understanding how habitat variation and behavioral interactions mediate local patterns in diversity of reef fishes as well as how regional patterns of diversity can be used to plan networks of marine protected areas. In total my experience in coral reef fish research encompasses a wide geographic range and includes multiple sites in the Caribbean Sea, as well as the southwestern part of the Gulf of California, the northern Great Barrier Reef, and the waters off Mauritius in the Indian Ocean. I currently have a temporary appointment to develop this elective course for the undergraduate Coastal Studies program.

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

10. Short description:

Coral reefs and their associated communities of fishes are often compared to tropical rainforests in terms of diversity and complexity. This course will provide an introduction to the ecology of reef fish communities and how interactions of reef structure and local oceanography mediate patterns of distribution, abundance and diversity. A one-week field-trip to a field station in the Caribbean (during spring break) will provide an introduction to a diversity of coral reef and associated habitats. Weekly two-hour lectures and readings prior to the field trip will provide background on coral reef systems and reef fish communities. Reading materials will be provided as handouts from a range of textbooks and literature. Daily lectures during the field-trip will take advantage of proximate habitats and the ability to observe firsthand processes that mediate reef fish demographics (e.g., accelerated flows over coral reefs and enhanced delivery of zooplankton prey to planktivorous fishes). Students will also conduct individual or group projects at the field station. Post-trip classes will be used to analyze and interpret data from projects and present results.

This is an "experiential" type course for both Coastal Studies and Maritime Studies students. It will provide firsthand experience in an environment quite different than Long Island Sound and adjacent waters, the natural laboratory for much of our current program. Students will learn and enhance skills related to research design (the process of moving from observation of nature to systematic research) as well as data collection, analysis, visualization, and interpretation. Short writing assignments prior to the field trip will be used to assess understanding of course materials and to assign mid-term grades. Public speaking and presentation skills (i.e., related to project results) will be emphasized at the end of the course. Coastal Studies students can include this course as an elective in their plan of study.

Students will have additional costs to participate in the field portion of the course. I am currently planning on use of the field station on South Water Caye off Belize (one island north of the Smithsonian lab at Carrie Bow Caye). This site provides very basic housing and limited lab facilities but is located on the Mesoamerican Barrier Reef and has immediate access to reef, seagrass and mangrove habitats. This will allow much more "contact" time in the field, and at a lower overall cost, than other labs with either limited boat availability or additional boat costs charged per hour. I have reserved time for the period of spring break and students will need to provide a \$250 deposit by December, after our registration period

for spring 2007. Total land-sea costs will be approximately \$1,200 in addition to airfare. Currently there is a cap of 13 people for the class as there is space for 15 people on the island (including myself and an assistant instructor to aid in-water activities).

11. Please attach a sample/draft syllabus to first-time proposals: see attachment
12. Comments, if comment is called for:
13. Dates approved by (see Note Q):

Department Curriculum Committee: Aug. 28, 2006
Department Faculty: Sept. 1, 2006

14. Name, Phone Number, and e-mail address of principal contact person:
Peter J. Auster 860-405-9121 auster@uconn.edu

Draft Syllabus – Reef Fishes

Peter Auster, Associate Research Professor
Office: 860-405-9121
Email: auster@uconn.edu

Coral reefs and their associated communities of fishes are often compared to tropical rainforests in terms of diversity and complexity. This course will provide an introduction to the ecology of reef fish communities and how interactions of reef structure and local oceanography mediate patterns of distribution, abundance and diversity. A one-week field-trip to a field station in the Caribbean (during spring break) will provide an introduction to a diversity of coral reef and associated habitats as well as a site for individual and group projects.

Prerequisites: BIO 102 or 108.

| <u>Week</u> | <u>Topic</u> |
|-------------|--|
| 1 | Introduction to coral reefs, course logistics, reading assignments. |
| 2 | Reef fishes: diversity, morphology, feeding guilds |
| 3 | Fish and habitat identification |
| 4 | Species interactions: predation and facilitation |
| 5 | Linkages between habitats |
| 6 | Designs for data collection, field methods, statistical approaches for analysis, and interpretation of results focused on distribution and abundance of fishes |
| 7 | Designs for data collection, field methods, statistical approaches for analysis, and interpretation of results focused behavioral interactions in fish communities |

Spring Break Field Trip (Five lectures on: habitat complexity and fish diversity, life in flow, reef fisheries, marine protected areas, trophic cascades)

| | |
|----|---|
| 8 | Sub-groups working on analysis and interpretation of data from field projects (including use of scientific literature to aid interpretation). Short group discussion of progress, analytical approaches, and issues related to uncertainty. |
| 9 | Same as class 8 |
| 10 | Same as class 8 |
| 11 | Developing scientific presentations |
| 12 | Developing scientific presentations |
| 13 | Formal presentations of student research |
| 14 | Formal presentations of student research |

Final Exam

2002 - 149 Proposal to Add MARN 2XX

1. Date: 29 September 2006
2. Department requesting this course: Marine Sciences
3. Semester and year in which course will be first offered: offered as MARN 298 Fall

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

MARN 2xx (tentatively 201) Beaches and Coasts

Fall semester (Avery Point). Three credits. Prerequisite MARN 170 or 171 or GEOL 103 or 105 or consent of instructor. Open to sophomores.

Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change. The course will also introduce the tools and techniques utilized in marine geologic mapping and reconstructions of submerged coastal features as well as include field trips to selected coastal features.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MARN
2. Course Number (see [Note B](#)): 201

If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No

3. Course Title: Beaches and Coasts

4. Semester offered (see [Note C](#)): Fall

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

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

Introduction to the processes that form and modify coasts and beaches, including tectonic setting, sediment supply, coastal composition, energy regimes and sea level change. The course will also introduce the tools and techniques utilized in marine geologic mapping and reconstructions of submerged coastal features as well as include field trips to selected coastal features.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):

8. Prerequisites, if applicable (see [Note F](#)): Prerequisite MARN 170 or 171 or GEOL 103 or 105 or consent of instructor

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 will add significantly to the curriculum offered to Coastal Studies, Environmental Science, and Geosciences majors as well as Maritime Archaeology minors, and other students who wish to learn more about important physical features and processes of the coastal zone.**

2. Academic Merit (see [Note L](#)): **This course is offered with a minimum number of pre-requisites to make it accessible to students who are not majors in the natural sciences,**

3. Overlapping Courses (see [Note M](#)): **minor overlap with MARN170 (Intro Oceanography) and MARN 211 (Coastal Science II)**

4. Number of Students Expected: 10-15 per year

5. Number and Size of Section: one

6. Effects on Other Departments (see [Note N](#)): **This course will compliment offerings of Geosciences and Marine Sciences faculty with minimum overlap. It should help to stimulate student interest in additional courses offered in these subjects.**

7. Effects on Regional Campuses: **As this course will be offered at Avery Point, resources to pay the instructor will need to come from the regional campus. This course will provide important content for students with a minor in Maritime Archaeology (offered through Maritime Studies housed at Avery Point) as well as Coastal Studies students based at Avery Point, and Environmental Science sophomores.**

8. Staffing Ralph Lewis

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

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

Department Curriculum Committee: **5th Oct, 2006**

Department Faculty: **6th Oct, 2006**

10. Name, Phone Number, and e-mail address of principal contact person: Dr. Patricia Kremer, Coastal Studies Co-ordinator. Department of Marine Sciences. Tel:840-405-9140; email <pkremer@uconn.edu>

2002 - 150 Proposal to Add MARN 293

1. Date: 25 September 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 293. Foreign Study

Either semester. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required prior to the student's departure for foreign site.
Special topics in Marine Sciences taken in a foreign study program.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MARN
2. Course Number (see [Note B](#)): 293 available for use? X Yes ___ No
3. Course Title: **Foreign Study**
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Variable
6. Course description (second paragraph of catalog entry -- see [Note K](#)): Special topics in Marine Sciences taken in a foreign study program.

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](#)) **Consent of Department Head required prior to the student's departure for foreign site.**
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: **Coastal Studies students take excellent classes at other universities for which there is no comparable course at UConn. The addition of this courses will facilitate giving the students academic credit for taking these courses. Many other departments have similar courses with the 293 number.**
2. Academic Merit (see [Note L](#)): **Students can enrich their education by taking courses at other institutions.**
3. Overlapping Courses (see [Note M](#)): none
4. Number of Students Expected: fewer than 5 per year
5. Number and Size of Section: n/a
6. Effects on Other Departments (see [Note N](#)): none
7. Effects on Regional Campuses: none
8. Staffing (see [Note P](#)): staffing only by advisor
9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **Oct. 5th, 2006**
Department Faculty: **Oct 6th, 2006**
10. Name, Phone Number, and e-mail address of principal contact person: Patricia Kremer
Department of Marine Sciences 860-405-9140 pkremer@uconn.edu

2006 - 151 Proposal to Add ENGL 1XX

1. Date: 10/09/2006
2. Department requesting this course: **English (ENGL)**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing (see Note A):

ENGL 1XXW. Writing through Research.

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

Instruction in academic writing and the procedures of academic research. Course includes development of a large-scale research project that matches student interests to ongoing university research.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 1XXW
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Writing through Research
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): Instruction in academic writing and the procedures of academic research. Course includes development of a large-scale research project that matches student interests to ongoing university research.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 110 or 111 or 250
9. Recommended Preparation, if applicable (see Note G): n/a
10. Consent of Instructor, if applicable (see Note T) n/a
11. Exclusions, if applicable (see Note H): n/a
12. Repetition for credit, if applicable (see Note I): n/a
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): Yes
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): n/a

Justification

1. Reasons for adding this course: (see Note L) Many (and perhaps most) writing programs at research universities have a course that uses an academic research project to bridge the gap between the work of freshman-level introductory writing courses and the more advanced disciplinary work of a student's upper-level courses. This proposed ENGL 1XXW course not only addresses the absence of such a course at UConn but also provides a version of this course that is informed by emerging research on the problems and possibilities of academic writing.

2. Academic Merit (see Note L): The goal of this course is for students to pursue a sustained writing and research project that is both independent and intellectually rich, and to accomplish this work in the context and community of other writers with similar objectives. The course will take students from proposal and drafting stages to completion and presentation, with specific focus on library and web research and the use of university resources and disciplinary knowledge.

Students will write two early, short papers built out of sources provided to all members of the class and one large researched essay constructed in dialogue with sources discovered by the student. All papers will have at least one revised draft, and the final essay will include bibliographical work and some self-reflexive commentary on the writing and research process.

Several class periods will be dedicated to library research and the discovery of scholarly (and, where

appropriate, popular) sources. But students will not only learn how the library works; they will learn how the university works. They will be introduced to the concepts, goals, and methods of research and look at the questions of who does research and why they do it. It is as useful, for example, to consider what an academic journal is as where it is. A central component of critical thinking is the representing and using of others' ideas and language in the service of one's own projects, and everything about this course is designed to foster this improvisatory back-and-forth, especially the focus put on how ideas frame our perception of the subjects we investigate.

The research projects could address topics relating to arts and entertainment, psychology, business, cultural studies, technology, biology, the environment, and more. The key is not so much the content as the activity of connecting one's developing expertise in a subject with the ongoing scholarly conversations about such topics. The work begins in interdisciplinary exploration and culminates in a student's identification with and use of particular disciplinary lenses.

3. Overlapping Courses (see Note M): No

4. Number of Students Expected: 19 (enrollment cap for W courses)

5. Number and Size of Section: Initially just one section

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

7. Effects on Regional Campuses: No additional resources are required. The new course will serve as an alternative to ENGL 127W, the most common path for regional campus students who seek a W course in their first or second years. (Hartford campus runs about six ENGL 127W sections each semester, for example.) ENGL 127W is often billed as an appropriate course for students who have just finished ENGL 110 or 111 (the Freshman English requirement), but, just as often, these students have no real interest in more traditional literary analysis (the examination of the "major works" of that course's title). In addition, the 127W instructors are often better trained as literary specialists than as teachers of writing. This new course, ENGL 1XXW, more squarely addresses student writing and offers students an opportunity to extend and develop the work of Freshman English, only now with a greater emphasis on independent research. The only shift in faculty would come with greater reliance on adjunct faculty with experience teaching writing courses such as ENGL 110 and 111.

8. Staffing (see Note P): This course requires some oversight from a faculty member with writing program responsibilities. I expect to teach the course myself initially and then make it available to approved adjunct instructors who will work directly with me. For this reason, the course can be offered only at the Hartford campus initially. Once established, however, it should be capable of export to the other campuses, including Storrs. (At Storrs, experienced graduate students would be likely candidates for instructors.)

9. Dates approved by (see Note Q):

Department Curriculum Committee: ???

Department Faculty: ???

10. Name, Phone Number, and e-mail address of principal contact person: Proposal author: Scott Campbell, (860) 570-9275, scott.campbell@uconn.edu

Departmental C & C contact: Harris Fairbanks, (860) 486-2376, albert.fairbanks@uconn.edu