

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

**Departmental Proposals for the meeting of 14 November 2006  
3:30 PM in Room 162 of the Dodd Research Center**

**Certain of the following proposals (2006- 91, 107, 117, 151 and 155) were postponed at the 24 October meeting for later consideration. 2006 - 107 will remain pending if not reported by the chair.**

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

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

**Final Catalog Listing:**

**URBN 2XX: Reel Cities**

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

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

**Items Included in Catalog Listing:**

**Obligatory Items**

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

**Optional Items**

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

15. S/U grading: no

### Justification

1. **Reasons for adding this course:** Studies of representations of cities in 'texts' of different formats, such as film and literature, should form a part of any Urban Studies program. Such studies encourage critical thinking and close analysis, both desirable outcomes for college students, as well as providing new media for understanding and interpreting the urban experience. **Reel Cities has been offered sporadically primarily at the Hartford campus and taught by an adjunct instructor.** It is a successful and well-subscribed course and it is timely to institutionalize it within the Urban and Community Studies Program, which now has a permanent instructor qualified to teach this course.
2. **Academic merit:** This course will teach students to do close critical analysis of a series of texts, in this case films. Students will be equipped to assess the multiple ways in which projected images of cities have both reflected and influenced urban attitudes and policy through the decades since the invention of the medium. The close analysis and research skills will be transferable to other courses. Study of the films will also grapple with themes of racial and ethnic diversity, enhancing and reinforcing this new priority within the General Education requirements of the University of Connecticut.
3. **Overlapping courses:** We reviewed courses in the minor in Film Studies, and we did not identify any course with similar content and perspective.
4. **Number of students expected:** 20 per semester
5. **Number and size of sections:** 1 section of 20 students
6. **Effects on other departments:** Modern and Classical Languages offers the Film Studies minor. The proposal creates a new course on film potentially increasing the diversity of offerings in that minor. The course has considerable history content, but the History Department does not appear to offer a course on film. The proposal has been circulated to the Modern and Classical Languages Department including the coordinator of the Film Studies Minor, History Department, and the Drama Department.
7. **Effects on regional campuses:** Will create an additional course offering for the Urban and Community Studies major on the Tri-Campus.
8. **Staffing:** Ruth Glasser
9. **Dates approved by:**
10. **Name, phone number, and e-mail address of principal contact person:**

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

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

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

This course will explore the history and aesthetics of older and more contemporary American films within an ever-changing urban context. Emphasis will be given to movies that foreground the urban landscape as protagonist. This roughly chronological survey will explore the context in which individual films were produced and how they reflect and reshape actual urban events and

processes within their own aesthetic conventions. Students will also 'read' urban-themed films closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. The exploration of content and context may focus on particular cities or suburban communities, and may include various genres of feature films, documentaries, experimental films, etc.

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

Outcomes for the course will include the following:

- o Students will master the tools that will enable them to critically assess films and how they create meaning
- o Students will become familiar with the history of the U.S. film industry
- o Students will master key points about the history, politics, economics, and culture of New York and Los Angeles, and thus be able to articulate how films respond to, reflect, and reinterpret these urban places.
- 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*, 7<sup>th</sup> Edition, with Film Viewer's Guide and Tutorial CD-Rom (2003)

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

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

Course Components

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

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

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

Midterm exam: 20%

Final exam: 20%.

Week	Reading	Video/DVD	Other
Week 1: Introduction		Clips from contemporary urban movies	

<p><b>Week 2:</b> <b>Urbanization, Industrialization, and the Early Years of Cinema</b></p>	<p>“Chaos, Magic, Physical Genius and the Art of Silent Comedy,” pp.104-121, from Robert Sklar, <i>Movie-Made America</i> (1975)</p> <p>Bordwell and Thompson, excerpt, “Film Form and Film History,” pp.464-471 and Chapter 1, pp.2-41 of <i>Film Art</i></p>	<p>“Modern Times” (1936)</p>	
<p><b>Week 3: Race, Ethnicity on Film and the Coming of Sound</b></p>	<p>“The New Frontier: Hollywood, 1914-1920,” pp.167-199, from Lary May, <i>Screening Out the Past</i> (1980)</p> <p>Harry M. Benshoff and Sean Griffin, “The Concept of Whiteness and American Film,” in <i>America on Film</i> (2004), pp.49-74</p> <p>Bordwell and Thompson, pp.481-484, and Ch.2, pp.48-66</p>	<p>“The Jazz Singer” (1927)</p>	
<p><b>Week 4: Film Noir and Post-War Anxiety</b></p>	<p>Edward Dimendberg, excerpt, <i>Film Noir and the Spaces of Modernity</i> (2004)</p> <p>Bordwell and Thompson, Ch.3, pp.68-103</p>	<p>“The Naked City” (1948) and/or “Naked City” TV shows</p>	
<p><b>Week 5: The City as Musical Backdrop: A Comparative View</b></p>	<p>Beveridge and Weber, “Race and Class in Developing New York and Los Angeles Metropolises, 1940-2000,” pp.49-78, from Halle, <i>New York and Los Angeles</i></p> <p>Thomas Schatz, “The Musical,” pp. 186-220, from <i>Hollywood Genres</i> (1981)</p>	<p>“On the Town” (1949) and “West Side Story” (1961)</p>	
<p><b>Week 6: Urban Development and Cinematic Politics</b></p>	<p>John Walton, “Film Mystery as Urban History: The Case of Chinatown,” pp.46-58, in 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><b>Week 7: Poor Urban Neighborhoods: One Point of View</b></p>	<p>Katz, "Metropolitan Crime Myths," pp.195-224, in Halle Bordwell and Thompson, Ch.6, pp.176-225</p>	<p>"Fort Apache The Bronx" (1981)</p>	
<p><b>Week 8: Poor Urban Neighborhoods: Another Point of View</b></p>	<p>Halle, Gedeon, and Beveridge, "Residential Separation and Segregation, Racial and Latino Identity, and the Racial Composition of Each City," pp.150-191, in Halle Bordwell and Thompson, Ch. 7, pp.229-290 and 423-428</p>	<p>"Do the Right Thing" (1989)</p>	<p><b>Midterm!</b></p>
<p><b>Week 9: New York vs. Los Angeles</b></p>	<p>Giovacchini, "Hollywood is a State of Mind," pp.423-447, inHalle Bordwell and Thompson, Ch. 8, pp.294-343</p>	<p>"Annie Hall" (1977)</p>	
<p><b>Week 10: Multiculturalism and the Smaller City</b></p>	<p>Bordwell and Thompson, Ch.9, pp.347-385 and "The New Hollywood and Independent Filmmaking," pp.489-493</p>	<p>"City of Hope" (1991)</p>	
<p><b>Week 11: L.A. pre-uprising</b></p>	<p>Mike Davis, "The Hammer and the Rock," pp.265-322 from <i>City of Quartz: Excavating the Future in Los Angeles</i> (1992)</p>	<p>"Boyz and the Hood" (1991)</p>	
<p><b>Week 12: L.A. post-uprising</b></p>	<p>Halle and Rafter, "Riots in New York and Los Angeles," pp.341-366, and Sears, "Black-White Conflict: A Model for the Future of Ethnic Politics in Los Angeles," pp.367-389, from Halle</p>	<p>"Crash" (2004) and excerpts, "Grand Canyon" (1991)</p>	

<b>Week 13: Urban Youth and Ethnic Mixing</b>	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	Our Song (2000)	
<b>Week 14: Immigrant Los Angeles</b>	Sabagh and Bozorgmehr, "From 'Give Me Your Poor' to 'Save Our State': New York and Los Angeles as Immigrant Cities and Regions," pp. 99-123, from Halle	Real Women Have Curves (2002)	

*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](mailto:Roger.Buckley@Uconn.edu)

486-4751

Maxine Haines

486-4751

### Proposal to offer a 298 Special Topics Course

<b>Date of proposal:</b>	<b>September 5, 2006</b>
<b>Department:</b>	<b>Asian American Studies Institute</b>
<b>Course title:</b>	<b>Asian Americans and the Law</b>
<b>Number of credits:</b>	
<b>Instructor:</b>	<b>Kristin Hoffman, JD</b>
<b>Instructor's position:</b>	<b>Attorney (see attached c.v.)</b>
<b>Has this topic been offered before:</b>	<b>No</b>
<b>Short description:</b>	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. 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 - 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](mailto:Robert.thorson@uconn.edu)

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

**2006 - 151 Proposal to Add ENGL 1XX : re-docketed as 1006 - 191, below)**

## 2006 - 155 Proposal to Add MCB 1YY

1. Date: October 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Second semester, 2008

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

**MCB1YY (MCB1400) Honors Core: The Genetics Revolution in Postmodern Culture.** Second Semester. Three credits. Open only to freshmen and sophomores in the Honors Program. *R. O'Neill, M. O'Neill.*

Explores the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics in the context of how they are used in various forms of media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 1XXX (MCB1400)
3. Course Title: Honors Core: The Genetics Revolution in the Post-Modern World
4. Semester offered (see Note C): Second semester
5. Number of Credits (see Note D): 3 credits
6. Course description (second paragraph of catalog entry -- see Note K):

Explores the use of genetics concepts in popular culture. Topics include genetic analysis, genetic engineering, cloning and DNA forensics in the context of how they are used in various forms of media including news, film, literature and art. Discussion includes influence on society, attitudes towards science, domestic and foreign policy as well as medical practice and law.

#### Optional Items

7. Number of Class Periods, if not standard (see Note E): Two class periods and one discussion period.
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note T): Open only to freshmen and sophomores in the Honors Program.
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): R. O'Neill and M. O'Neill
14. Open to Sophomores (see Note U): See above
15. Skill Codes "W", "Q", or "C" (see Note T): NA

#### Justification

1. Reasons for adding this course: (see Note L): Introduce a Gen Ed 100's level course in Group Three: Science and Technology that will be incorporated into the Honors Core Curriculum. This satisfies the proposal guidelines for the 2006 Honors Interdisciplinary Course Development Grant Competition.

2. Academic Merit (see Note L):

Paradigm shifts in the sciences often have immediate repercussions in society and culture. Relativity and quantum mechanics ushered in the nuclear age and irrevocably altered, and still alters, the geo-political landscape. While fragments or "knowledge bytes" of a scientific revolution sometimes filter into culture –Einstein's iconic formula,  $E=mc^2$ , for example—the lay public is not usually compelled to assimilate a working knowledge of the new science. The genetics revolution has changed that. Obtaining an appropriate health care regimen may require that a patient know the complex inheritance of a multigenic disease; trial by jury may require jurors to understand population genetics at the level of a graduate student in the field. The knowledge that has filtered into culture from the genomics revolution informs, for better or worse, debates at the core of modern society. Traditionally, science courses are

geared to those students who will pursue an undergraduate career in a science discipline. Advances in genetic analyses and technologies, and more importantly the impact of such advances on policy, medicine and healthcare, have created a dilemma for instructors of undergraduate science courses: attracting and educating students, of all disciplines, in genetics.

Various media forms used in popular culture profoundly influence our view of society and modern science. For example, advances in genetic engineering formed the backdrop of Michael Crichton's bestselling book, and eventual blockbuster film, *Jurassic Park*. Unfortunately, the lay public often has difficulty separating fact from fiction; soon after the release of this film, fears that scientists would really develop new dinosaur breeds became the fodder of many news clips and talk shows. Nevertheless, movies, books and art that embrace science can provide educators with the case-studies from which to develop a genetic curriculum for the student who is likely *not* to pursue a career in science.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 64
5. Number and Size of Section: 4 sections of 16 each
6. Effects on Other Departments (see Note N): Honors Program will be affected by the addition of this course to their core curriculum. Lynne Goodstein, Director, has been consulted on this course.
7. Effects on Regional Campuses: none
8. Staffing (see Note P): R. O'Neill and M. O'Neill
9. Dates approved by (see Note Q):  
Department Curriculum Committee: October 3, 2006  
Department Faculty: October 13, 2006
10. Name, Phone Number, and e-mail address of principal contact person:  
Rachel O'Neill, 486-6031, [rachel.oneill@uconn.edu](mailto:rachel.oneill@uconn.edu)

Supplement: GEOC required items (see [geoc.uconn.edu](http://geoc.uconn.edu) for online form).

## II. Specific Line Instructions (not covered above):

**F. Content Area:** Group Three, science and technology

**N. Role and Supervision of Graduate Students:** The TA will be responsible for grading, offering help sessions, movie viewing times external to class time and facilitating discussion during "break out" discussion sections.

**R. Resources and Teaching Loads:** This course will be offered with staff and TA support (supplemented by the Honors Program) currently available. This will not replace an existing class.

## III. Course Justification: Guidelines and Criteria:

### Course Information

**a. Course Goals:** This course will introduce students to genetics and genetic technologies. Various forms of popular culture, including news clips, movies, books and art will be used to provide a framework for the syllabus and will introduce students to various genetics and technology topics. A textbook will be used for the scientific material, which will be discussed in the context of the interpretation of science in modern society. The students will learn the scientific principles of genetics and genetic technology as well as the impact these topics have had on our culture, attitudes towards science, domestic and foreign policy as well as medical practice and law.

**b. Course requirements:** Three exams will be offered in essay format and will constitute 50% of the final grade. Participation in discussion groups will constitute 30% of the final grade. Discussion in these groups will be facilitated by teams of students each week who will prepare discussion topics based on class material and guest lectures. The final 20% of the grade will be a journal that each student will keep over the course of the class. This will highlight their perceptions of the topics and media presentations over the time-line of the course, with a final assessment of changes in personal attitude based on course components.

### **c. Major themes, topics etc:**

Topics covered will be supplemented with lectures and a required scientific text. The inclusion of several guest lecturers from different departments at UCONN will be sought to facilitate the blending of real-world examples of scientific discovery with the interpretation of these discoveries in popular culture and their incorporation into societal attitudes.

Examples of film, fiction and non-fiction literature and the corresponding genetics and cultural curriculum to be developed for this course are included below. We will likely select a short-list of movies, one fiction and one non-fiction piece for inclusion in the course. A final syllabus will not be drafted in Fall 2007 to allow incorporation of new themes, films, clips etc into this course. Each topic is listed by form of media; genetics curriculum; cultural curriculum. Guest lecturers from appropriate fields will be elicited to supplement the curriculum of this class through active participation in panel discussion groups.

#### Film:

*GATTACA*; Genetic engineering, DNA typing and profiling; Legal implications, ethics of eugenics, social implications of genetic technology, use of science fiction in postmodern film, efficacy of genetic determinism.

*Boys from Brazil, The Island*; Cloning by nuclear transfer; Ethics of cloning, egg donation, "nature vs nurture", therapeutic cloning policy and societal impact.

*Bladerunner, Lilo and Stitch*; Genetic engineering and embryonic stem cell manipulation; Start of "life", legal rights of embryos, genetic manipulation, science fiction in children's films.

*Corn*; Transgenic plants; "Frakenfoods", environmental and health risks, policy and land management.

#### Literature:

*Darwin's Radio*, G. Bear; Landscape of the human genome, structure and function of genes, DNA and "junk DNA", viral evolution; Impact of viral evolution on society, epidemiology of pandemics, globalization of health care management.

*Intuition*, A. Goodman; Research society and education; Pressures posed by grant-driven research, psychological impact of "publish or perish".

#### Non fiction works (excerpts):

*Genes in Conflict: The Biology of Selfish Elements*, Burt and Trivers; Mechanisms and consequences for genomes of the action of mobile DNA; Evolution and cognition.

*Natural Selection and Social Theory: Selected Papers of Robert Trivers*; The influence of intragenomic conflict on the expression of genes; behavioral evolution and sociobiology, the structure of human families and societies.

*Evolution in Four Dimensions: Genetic, Epigenetic, Behavioral, and Symbolic Variation in the History of Life*, E. Jablonka; Epigenetic inheritance and the assembly and propagation of chromatin structures; philosophical issues in biology and psychology.

#### Art:

Several exhibitions using DNA and genetic engineering as a central theme in mixed media presentations (photographs, oils, sculptures and mixed media) have been presented in a variety of venues. Selections of these "DNA Art" pieces will also be included in the curriculum to elicit dialog on the aesthetic influences that genetics has on our view of society and culture.

#### Goals of General Education

"The purpose of general education is to ensure that all University of Connecticut undergraduate students:

1. Become articulate;
2. Acquire intellectual breadth and versatility;
3. Acquire critical judgement;
4. Acquire moral sensitivity;
5. Acquire awareness of their era and society;
6. Acquire consciousness of the diversity of human culture and experience; and
7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge."

Goals met by this course include:

1. Become articulate: Students will be required to facilitate dialog in discussion groups in a panel format. This will require preparation and presentation of the topic to be discussed as well as skills in mediation.
2. Acquire intellectual breadth and versatility: Students will be introduced and examined on topics in genetics as well as policy, law, culture and influences on public perception and attitudes.
3. Acquire critical judgment: The journal prepared by each student will present a critical assessment of the topics, both scientific and cultural, over the course of the class. This will be an evolving document that should culminate in a synthesis on how scientific problems and solutions are presented and interpreted in modern society.
4. Acquire moral sensitivity: Ethical topics will be covered in class from the scientists perspective, including stem cell research, cloning and prenatal testing.
5. Acquire awareness of their era and society: This will be covered through the scientific material (i.e. the research as it stands today) and through the cultural material (how society interprets this information and how such information can be used to market a product, i.e. movies).

#### Specific Criteria for Content Area

"Courses appropriate for Group III- Science and Technology - must acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life. Courses in this group should meet the following criteria:

1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods;
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;
3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and
4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society.

For each of the four criteria listed above, please provide a brief statement (two to three sentences for each criterion) explaining how the proposed course will meet that criterion. While all four criteria should be addressed, only two or three need to be satisfied in depth."

1. This course will cover a broad range of genetics and genetic technology topics, supported by a required textbook. The cultural objects incorporate real or imagined applications and theory of genetic science. The relationship of these applications and theories to the current state of the field will be explored.
2. The concepts of genetic science presented in the cultural objects will be deconstructed in terms of the central tenets of scientific inquiry to discern the objectives of the authors as well as to critique the authors' own understanding of scientific method.
3. By incorporating modern genetic and technological advances into the material offered in this course, students will understand the current state of this technology and its limitations and potentialities.
4. By critically examining the integration of genetic science in post-modern culture it is hoped that students, whether pursuing science degrees or not, will develop the critical faculties to understand the uses and misuses of genetic science.

**[Here end proposals postponed from earlier sessions]**

## **2006 - 165 Proposal to Change the SOCI Major**

1. Date: March 15, 2006
2. Department requesting this change: **Sociology**
3. Title of Major: Sociology
4. Nature of Change: Reduction of choices for prerequisite by one course

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

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 200-level or above are required:

Three specific courses are required of all majors: SOCI 205, 207Q, 270. (Note: Students must take SOCI 107, 115, 125 or 133 prior to taking SOCI 205, 207Q, and 270.)

Passing SOCI 205 satisfies the information literacy competency, and passing SOCI 207Q satisfies the computer technology competency. To satisfy the writing in the major requirement, students must pass one of the following courses: SOCI 216W, 217W, 218W, 219W, 226W, 227W, 230W, 240W, 242W, 243W, 244W, 245W, 247W, 248W, 249W, 250W, 252W, 253W, 255W, 258W, 259W, 260W, 265W, 267W, 268W, 269W, 270W, 280W, 281W, 282W, 283W, 288W, 290W, 294W, 296W.

At least one course must be taken from the following group: Inequality, Diversity, and Change (SOCI 221, 222, 226, 227, 235, 236, 240, 242, 243, 245, 249, 252, 258, 268, 269, 282, or 290)

Twelve additional credits (usually four courses) must be taken from any 200-level (or greater) courses offered by the department, including those listed above. (Note: No more than three credits of SOCI 296 can apply to the major).

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

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

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 200-level or above are required:

Three specific courses are required of all majors: SOCI 205, 207Q, 270. (Note: Students must take SOCI 107, 115 or 125 prior to taking SOCI 205, 207Q, and 270.)



Passing SOCI 205 satisfies the information literacy competency, and passing SOCI 207Q satisfies the computer technology competency. To satisfy the writing in the major requirement, students must pass one of the following courses: SOCI 216W, 217W, 218W, 219W, 226W, 227W, 230W, 240W, 242W, 243W, 244W, 245W, 247W, 248W, 249W, 250W, 252W, 253W, 255W, 258W, 259W, 260W, 265W, 267W, 268W, 269W, 270W, 280W, 281W, 282W, 283W, 288W, 290W, 294W, 296W.

At least one course must be taken from the following group: Inequality, Diversity, and Change (SOC 221, 222, 226, 227, 235, 236, 240, 242, 243, 245, 249, 252, 258, 268, 269, 282, or 290)

Twelve additional credits (usually four courses) must be taken from any 200-level (or greater) courses offered by the department, including those listed above. (Note: No more than three credits of SOCI 296 can apply to the major).

A minor in Sociology 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? Corresponds to recent changes in the major (see p. 64 of the current catalog). Sociology 133 is not a sufficiently broad course to serve as a prerequisite.
2. What is the impact on students? No significant impact.
3. What is the impact on regional campuses? No significant impact.
4. Dates approved by (see Note Q):  
Department Curriculum Committee: 3/15/06  
Department Faculty: 3/15/06
5. Name, Phone Number, and e-mail address of principal contact person: Arnold Dashefsky, 486-4289 or 486-2271, [Arnold.dashefsky@uconn.edu](mailto:Arnold.dashefsky@uconn.edu)

**[plan of study]**

## **2006 - 166 Proposal to Change the SOCI Minor**

1. Date: March 15, 2006
2. Department requesting this change: **Sociology**
3. Title of Minor: Sociology
4. Nature of Change: **Expansion of choice of prerequisites**

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

Students must complete SOCI 107 and 5 different 200 level Sociology courses (totaling 15 credits), including either SOCI 205 or 270.

The minor is offered by the Sociology Department.

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

Students must complete SOCI 107 or 115 or 125 and 5 different 200 level Sociology courses (totaling 15 credits), including either SOCI 205 or 270.

The minor is offered by the Sociology Department.

7. Effective Date immediately

### **Justification**

1. Why is a change required? Corresponds to recent changes in the major (see p. 66 of the current catalog).
2. What is the impact on students? Gives students more choices at the 100 level.
3. What is the impact on regional campuses? Expands opportunities for satisfying the requirements.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

5. Dates approved by (see Note Q):

Department Curriculum Committee: 3/15/06

Department Faculty: 3/15/06

6. Name, Phone Number, and e-mail address of principal contact person: Arnold Dashefsky, 486-4289 or 486-2271, [arnold.dashefsky@uconn.edu](mailto:arnold.dashefsky@uconn.edu)

### **SOCIOLOGY MINOR FINAL PLAN OF STUDY**

Students must file this plan of study to the department, in the first four weeks of the semester in which they expect to graduate. For more information, contact Kathy Covey in Room 115, Manchester Hall.

**NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. Substitutions are not possible for required courses in a minor.**

#### **1. Courses required for the minor in Sociology:**

**Soci 107 or 115 or 125** (a prerequisite for Soci 205 and 270 below).

#### **2. One of these two courses:**

**Soci 205**

**OR**

**Soci 270**

#### **3. Four additional 200-level Sociology courses (minimum three credits each)**

(Note: Students who take both 205 and 270 can count one of the classes here)

Soci

Soci

Soci

Soci

\*\*\*\*\*

For the student to complete:

Name: \_\_\_\_\_ Expected date of graduation: \_\_\_\_\_

mo, yr

PeopleSoft ID# \_\_\_\_\_ Email \_\_\_\_\_@uconn.edu

This plan is for the requirements of the year in \_\_\_\_\_ Major \_\_\_\_\_  
which student entered CLAS (indicate year): \_\_\_\_\_

\*\*\*\*\*

I approve the above program for the B.A. Minor in Sociology

(Signed) \_\_\_\_\_ Date \_\_\_\_\_  
(Minor Advisor in Sociology)

(Signed) \_\_\_\_\_ Date \_\_\_\_\_  
(Sociology Department Head)

## 2006 - 167 Proposal to Add SOCI 210

1. Date: 20 September 2006
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: Spring 2007

SOCI 210: Interaction and the Conduct of Social Research (new number = 2210)

Either semester. Three credits. Prerequisites: Six credits of introductory social science courses such as Sociology 107 or Urban Studies 130. Open to sophomores. *Eisenhandler*

Sociological analysis of methodological, socio-relational, and structural factors affecting social research and clinical or community work with individuals and groups.

Items included in catalog Listing:

### Obligatory Items

1. Standard abbreviation for Department or Program: SOCI
2. Course Number: 210 (We have checked with the registrar and this number is available for use) (new number = 2210)

3. Course Title: Interaction and the Conduct of Social Research
4. Semester offered: Either
5. Number of Credits: Three
6. Course description:

Sociological analysis of methodological, socio-relational, and structural factors affecting social research and clinical or community work with individuals and groups.

### Optional Items

7. Number of Class Periods: not applicable
8. Prerequisites, if applicable:  
Six credits of introductory social science courses (e.g., Sociology 107, Urban 130 or related social science disciplines).
9. Recommended Preparation, if applicable: not applicable
10. Consent of Instructor, if applicable: not applicable
11. Exclusions, if applicable: not applicable
12. Repetition for credit, if applicable: not applicable
13. Instructor(s): Eisenhandler
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": not applicable
16. S/U grading: not applicable

### Justification

1. Reasons for adding this course:

A new course is needed to provide thorough treatment of the wide array of interactional dilemmas that arise in the process of studying or working with people as individuals or in groups. Though the present undergraduate curriculum provides courses in philosophy that examine ethical issues in abstract terms, and some but not all methodology courses treat specific problems associated with social research, the university does not offer in-depth courses about issues that emerge in research and applied work. Moreover, if students become engaged in community service (i.e., internships, service learning) or direct interaction with people in clinical or research settings as part of their course work in CLAS, it is proper to provide them with the opportunity to learn about such dilemmas in a classroom setting before they are placed into courses and activities where they will face such issues. This new course will begin to address some of these important, 'ordinary' dimensions of responsible conduct.

2. Academic Merit:

A copy of the prospective SOCI 210 syllabus is attached in order to illustrate the substantive areas addressed in the course. Reviews from students in the first course (Fall 2004) and second course

(Spring 2006) were excellent. The general approach outlined in my prospective syllabus for Spring 2007 is based on these previous syllabi.

One change I expect to implement is to shift the assigned reading to journal articles and chapters that will be available through electronic course reserve. I use several articles now, but in order to open the course to sophomores, I plan to add shorter pieces that will lend themselves logically to focused discussion and specific questions. Students in sociology, and at the regional campuses students in UCS and other interdisciplinary programs, will find that the course helps them think, as they tell me, "ahead of time," about the obligations they will be expected to keep in their interactions with people they are studying or assisting.

Overall, I have designed the course to add to the methodological base of sociology course offerings. Other questions we consider are associated with the work and study of individuals and groups and the social and moral obligations we have to others and ourselves in the conduct of research. Therefore, though the search is to understand, "what winde serves to advance an honest minde" (a theoretical question posed in the words of metaphysical poet, John Donne), at heart, the course is most appropriately viewed as contributing to the sociological understanding of methodology and to research or applied practice.

3. Overlapping Courses: none

4. Number of Students Expected: 10-20

5. Number and Size of Section: 1 section, 10-20 students

6. Effects on Other Departments:

Enhances course offerings for sophomores interested in the social sciences, for sociology majors and for students in interdisciplinary degree programs such as Urban and Community Studies.

7. Effects on Regional Campuses:

Enhances course offerings for sophomores, juniors, and seniors in the Tri-Campus Unit (Hartford, Torrington, and Waterbury).

8. Staffing:

No new staff required. Professor Eisenhandler, the instructor and course designer for Sociology 298 (taught Fall 2004 and Spring 2006) under the same title, will be the principal instructor.

9. Dates approved by:

Department Curriculum Committee: 9/20/06

Department Faculty: 10/4/06

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

Arnold Dashefsky, Chair, Undergraduate Program Committee, Department of Sociology, arnold.dashefsky@uconn.edu, 860-486-4289

***University of Connecticut***

**Interaction and The Conduct of Social Research\***

***Prospective Syllabus***

**Semester:** Spring 2007

**Course:** Sociology 210

**Professor:** Susan A. Eisenhandler, Ph.D.

**Office:** Room 211, 2<sup>nd</sup> floor west wing

**University Telephone:** 203-236-9854, voice mail is available

**E-Mail:** *Students enrolled in class please use WebVista class email for communication*

**Office Hours:** Tuesday TBA, Thursday TBA, Other days and times by arrangement

Students are welcome to meet with me for conferences and conversations during the hours listed above. Though it is possible to answer short questions immediately before and after class, office hours are the times specifically set aside to address questions you may have about other aspects of social behavior and the challenges of working with people in research settings. Office hours also provide the time and opportunity to discuss ideas for projects, papers, and presentations.

## Course Description

Discussion and sociological analysis of methodological, socio-relational, and structural dimensions that surround the process of social science research with individuals and groups. Emphasis will be given to the contextual as well as normative influences on the research process and on interactions and aligning actions that occur among social actors in the conduct of that research. Rights of privacy and confidentiality and the social responsibilities of all participants to one another are highlighted. The dimension of power as it emanates from external agencies such as institutional actors (i.e., funding agencies, work contexts, and IRBS) as well as from less bureaucratic but equally important groups like families, friends, and colleagues will also be considered.

## Course Objectives

The poet, John Donne, wondered if one could “finde what winde serves to advance an honest minde,” and implied that this and other activities, “Goe, and catche a falling starre,” were well nigh improbable [1]. The central task in this course is to understand the social and relational influences that serve to advance an honest mind and responsible behavior in social settings that involve research. As human beings we have responsibilities to a variety of social actors who participate in research activities. Whether we find ourselves in the role of researcher, scholar, scientist, practitioner, clinician, participant, or citizen, we should have a heightened awareness of what those responsibilities are and how we may best conduct ourselves in order to foster projects that respect human dignity.

At the end of the course, students should be able to identify the institutional and informal social relationships that influence investigators in the responsible or irresponsible conduct of research; to distinguish between proper and improper procedures and processes in research with humans and other sentient species, and to understand what steps they must consider in formulating research projects involving human participants. Students are expected to demonstrate an understanding of the reasoning behind codes of conduct and to recognize how those standards apply to research settings and to social interaction more generally.

**Prerequisites--** Six credits of introductory social science courses (e.g., Sociology 107, Urban 130 or related social science disciplines). Course is open to sophomores

## Required Texts and Reading

Callahan, David. The Cheating Culture. Harvest, 2004.

Jones, James H. Bad Blood: The Tuskegee Syphilis Experiment (revised edition). Free Press, 1993.

Kass, Leon. Life, Liberty, and the Defense of Dignity. Encounter Books, 2004.

Statement on Academic Integrity, S.A. Eisenhandler, SOC 210 WebVista site.

*Other required readings will be found in the Electronic Course Review (ECR) section of the WebVista site for this class. From time to time I will also distribute short readings in class. The assigned readings are found on your syllabus. It is always in your best interest as a student to complete the assigned reading before class.*

## Evaluation of Work aka How to Make the Grade

There will be several opportunities for you to demonstrate mastery of the material covered in this course.

- A formal class exercise and presentation based on the AAAS tapes (20%)
- A mid-term essay based on David Callahan's book, The Cheating Culture (25%)
- A final essay examination (25%)
- A paper drawing upon the work of Jones and Kass and others with an analysis of issues related to the responsible conduct of social research (30%). {Specific topics will be proposed by students and approved in consultation with the instructor. This paper will be developed in stages over the course of the semester. Students are invited to meet with me to discuss their ideas and to review the direction and progress of their writing. The final grade for the paper will reflect the quality of thought displayed in your writing and your ability to meet the requisite work associated with the stepwise development of the paper.}
- All course work must be completed in order to receive a final grade.

The course is designed to foster the development of sociological insight about interaction in various research settings through reading, discussion, observation, thinking, and writing. Regular attendance, conscientious reading, and class participation will certainly help students develop such insight. Students with more than two unexcused absences should not be surprised to find that the final grade may be influenced by absenteeism.

## CLASS TOPICS AND READING ASSIGNMENTS

This is a map of our intellectual journey for the course. As is true of any itinerary, we may take some time to tarry when we find unanticipated but worthwhile sidetrips, and spend more or less time on the places we had planned to visit; but by journey's end we will have traversed the basic route we expected to travel. If you follow this map and keep up with the pace you won't lose your way. I ask you to explore the course material carefully and to do the best work you are capable of doing as we travel through the domain of the responsible conduct of social research.

A. THE NATURE OF AN "HONEST MIND":  
INTERACTION IN SOCIAL SETTINGS

January 16:

Introduction: Opening remarks and review of syllabus. What is ethical interaction? Durkheim's discussion of moral facts and the relationship of morality to research practices and to daily life and social interaction.. Responsibility and interpretation – examples of diaries and letters -- dilemmas of presentism. The researcher as an uninvited observer. Clips from Hitchcock's *Rear Window*.

Delving into the systematic study of human behavior and the issue of participation and participants for studies. The lens and focus of observation and case study—disguised and undisguised participation. Ambiguities surrounding "benevolent" research. Further examination of settings and interactions. Definitions of integrity and their relationship to respect for others, self-respect, professional integrity and intellectual honesty. Clips from *Elephant Man*.

January 23: Contemporary cultural norms and folkways surrounding morality and social behavior. Clips from *The Emperor's Club*. Perspectives on the normative structure of conduct based on Callahan's book, [The Cheating Culture](#).

Reading:

WebVista site: Eisenhandler's statement on academic integrity

ECR reading: chapter from [Making Good](#)

TBA -- Chapters from [The Cheating Culture](#)

January 30: Continuing discussion of the cultural context that frames respect for others as humans and as participants in studies. Related issues of power, authority, legitimacy and compliance or conformity. Asymmetry and coercion within study settings. Dilemmas raised by "obedience to authority." Clip from *Theologians Under Hitler*. Class discussion of paper topics.

Reading:

TBA -- Chapters from [The Cheating Culture](#)

February 6: : Historical examples of ordinary people, a cultural vortex of open disdain for others and consequences for others. The role of the "bystander" in the process of ethical violations and inhumane treatment. Film, *Fear Not*.

Reading:

ECR: "What Is the Immediate Social Context?" Chapter 7 from [Becoming Evil](#) by James Waller.

February 13: We touch upon non-human species used in social research settings. A glimpse of Harry Harlow's lab and his classic experiment that provided a social scientific basis for understanding attachment and love and building theoretical links for other theories of interpersonal relationships. Film, *Mother Love*

Reading:

ECR: Essay by Peter Singer

**Paper Proposal Due**

February 20: **Mid-term Essay Due**

Discussion of Paper Proposals

Library Resources Class with Uconn librarian, Janet Swift

B. SOCIAL OBLIGATIONS TO PARTICIPANTS -- A FEW CLEAR BOUNDARIES

The obligation to "do no harm"

The obligation to safeguard privacy and confidentiality

The obligation to accept no for an answer

February 27: A brief overview of how reports of misconduct in studies *gradually* made us aware of major problems for human participants; the delay in response to issues raised in research settings and the significance of the harm done. Definitions of harm, examples of harm; eugenics, medicine, normative definitions of health and "scientific" interventions

Film, *The Lynchburg Story*

Reading:

TBA: Chapters from [Bad Blood](#)

WEEK of March 5-9 – *SPRING BREAK for UCONN – No Classes*

March 13: [Bad Blood](#) as an extended discussion of dilemmas underlying interaction and research. Film, *Deadly Deception*

Reading:  
TBA – Chapters from Bad Blood

March 20: Issues of Privacy and Confidentiality; Problems in Field, Lab, and Elsewhere and the continuing definition of humans as “Subjects” rather than “Participants.”

Reading:  
TBA – Chapters from Kass  
ECR -- Chapter by Susan Palmer

March 27: No Means No: Norms of occupational subcultures and social obligations to participants– science, medicine, **social science**; defining research objectives or desired outcomes for practitioners; issues related to design; site issues; informed consent; issues of oversight, IRBS; dilemmas of follow-up; the issues of competition and collaboration. What we learn from Uconn’s webpages about the process.

Reading:  
Uconn’s Website for Research Compliance  
ECR: Portions of Professional Codes of Conduct in Sociology, Social Work and other selected disciplines

### C. UPRIGHT NOT UPTIGHT ABOUT HUMAN DIGNITY

April 3: Lessons from Real People — The Practitioner, The Ordinary Person; Clips from *Kind Hands* and from *Hotel Rwanda*

Reading:  
TBA – Chapters from Kass

April 10: *Can social research save us?* A modified take on Lundberg’s query and book, Can science save us? What are the important questions about valuing human dignity in social research? Does an appreciation for the limits of research help us better understand the centrality of dignity? Who benefits from the knowledge generated by researchers?

Reading:  
TBA – Chapters from Kass

April 17: Imagining and thinking about some likely encounters with tough situations; figuring out the best course of action, or at least thinking about the consequences of lines of action -- Vignettes and exercises based on the *AAAS integrity videos*  
*Formal Group Exercises Based on the vignettes*

### **Deadline for Final Papers is Thursday, April 19**

April 24: Some lessons learned, some ambiguities remain. What is your desideratum for responsible conduct? How does that square with your behavior as a human being? In a professional role? Can practitioners and researchers survive and succeed in the social worlds surrounding research and practice? To what extent does the search for funding and the expectations of funding sources create additional questions about the research enterprise and the human participant?

Formal presentations. Review for final examination.

Week of April 30-May 4: FINAL EXAMINATIONS

#### Notes

\* This course was created by Professor Eisenhandler for the Department of Sociology and the College of Liberal Arts and Sciences at the University of Connecticut and taught for the first time during the fall semester of 2004. Revisions to a second course syllabus (Spring 2006) benefited from my participation in the Silberman Seminar in June 2005 at the Center for Advanced Holocaust Studies of the United States Holocaust Memorial Museum.

[1] from *Song. Goe, and catche a falling starre*, lines 7-9, pp.8-9 in The Complete Poetry and Selected Prose of John Donne, Charles M. Coffin (Ed.), New York: Modern Library, 2001.



## 2006 - 168 Proposal to Add W version of SOCI 274

1. Date: April 17, 2006
2. Department requesting this course: SOCI
3. Semester and year in which course will be first offered: Fall 2007

### Final catalog Listing

SOCI 274W. Work and Occupations (new number = 3411W)

Prerequisite: ENGL 105 or 110 or 111 or 250.

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 274W  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? XX Yes \_\_\_ No
3. Course Title: Work and Occupations
4. Semester offered (see Note C): Either semester.
5. Number of Credits (see Note D): Three credits.
6. Course description (second paragraph of catalog entry -- see Note K): Prerequisite: ENGL 105 or 110 or 111 or 250. Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

#### Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 105 or 110 or 111 or 250.
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): Villemez, Wallace
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) To provide a W version of an already existing course, SOCI 274, Work and Occupations.
2. Academic Merit (see Note L): Since this course already exists as SOCI 274, Work and Occupations, I provide only the portion of the syllabus outlining the writing assignment:

**Writing Component.** The goal of the writing component of the course is to teach students to be good writers and to be constructive critics of other people's writing. The writing component will consist primarily of writing three written essays of 5-7 pages in length. Each of these will involve at least one original draft, a revision process, and a final draft. Students will be graded primarily on their final drafts, but their attendance/ participation in the "Writing Workshop" segments of the class and their "good faith" efforts on original drafts and throughout the revision process will be taken into account in final grades for the writing component.

For the writing component of the course, students will be assigned to peer review groups. These peer review groups will meet both inside and outside of class to work on writing. Each of the three essays will undergo a slightly different review and revision process as follows:

**Essay #1:** Student peer review groups will meet with Professor Wallace outside of class to review and revise their essays. Students will "shadow review" and provide oral criticisms of each other's essays and Professor Wallace will provide written criticisms. Student writers will incorporate these criticisms into their final drafts which will be due on (date).

**Essay #2:** Student peer review groups will meet outside of class on their own to review and revise their essays. They will provide written criticisms of the essays of other students in their peer review group. Student writers will incorporate these criticisms into their final drafts which will be due on (date).

**Essay #3:** Students will review papers from outside their peer review groups. Student peer review groups will then meet to process the external reviews and advise how to incorporate these criticisms into the revision. Student writers will incorporate these criticisms into their final drafts which will be due on (date).

**NOTE: University of Connecticut rules for completion of a W course such as this one require that the student must pass the Writing Component of the course in order to pass the course as a whole.**

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 19

5. Number and Size of Section: 19

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

7. Effects on Regional Campuses: none

8. Staffing (see Note P): We expect limited offerings of this course and low enrollments so that it will therefore require no new staff.

9. Dates approved by (see Note Q): 5/3/06

Department Curriculum Committee: 5/3/06

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Arnold Dashefsky, Chair, Undergraduate Program Committee, Department of Sociology, 860-486-4289, [Arnold.dashefsky@uconn.edu](mailto:Arnold.dashefsky@uconn.edu),

## **2006 - 169 Proposal to Change SOCI 260**

1. Date: April 17, 2006
2. Department: **Sociology**
3. Nature of Proposed Change: **Changing course description in catalogue copy.**

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

SOCI 260 Social Organization  
Either semester. Three credits. Villemez, Wallace, Weakliem  
Social organization and structure in modern society.

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

SOCI 260 Social Organization  
Either semester. Three credits. Villemez, Wallace, Weakliem  
Analysis of social structure, institutional processes, and social change in societal institutions such as the family, education, religion, economy, and political institutions.

6. 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 changing this course:

Reason for changing course description: to provide a more contemporary description of the course as it is currently being taught.

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: SOCI staff, no change
7. Dates approved by (see Note Q):

Department Curriculum Committee: 5/3/06

Department Faculty: 5/3/06

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

Arnold Dashefsky, Chair, Undergraduate Program Committee, Department of Sociology, 860-486-4289, [Arnold.Dashefsky@uconn.edu](mailto:Arnold.Dashefsky@uconn.edu).

## **2006 - 170 Proposal to Change SOCI 207QC**

1. Date: April 17, 2006
2. Department: **Sociology**
3. Nature of Proposed Change: **Adding a computer laboratory session and adding 1 credit hour; change from 3 to 4 credit hours**

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

207QC Quantitative Methods in Social Research

Either semester. Three credits. Prerequisite: SOCI 205 and either STAT 100 or 110; or instructor consent. Bernstein, Mulcahy, Wallace, Weakliem

Design and execution of research, hypothesis testing, data analysis, and interpretation.

### **5. Proposed Catalog Copy:** 207QC Quantitative Methods in Social Research

Either semester. Four credits. Prerequisite: SOCI 205 and either STAT 100 or 110; or instructor consent. Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretation.

6. 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 changing this course:

Reason for adding a computer lab: The computer lab is necessary to provide students with practical applications of statistical methods using the computer.

Reason for changing credits from 3 to 4 credit hours: The computer lab is being added to the 3 credits of lecture, so an extra credit hour is necessary.

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: SOCI staff, no change
7. Dates approved by (see Note Q):

Department Curriculum Committee: 5/3/06

Department Faculty: 5/3/06

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

Arnold Dashefsky, Chair, Undergraduate Program Committee, Department of Sociology, 486-4289, [Arnold.Dashefsky@uconn.edu](mailto:Arnold.Dashefsky@uconn.edu).

## **2006 - 171 Proposal to Add ENGL 235W**

1. Date: September 10, 2006
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: ?

### **Final catalog Listing**

ENGL 235W/3235W. Reading the American City

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

The role of urban environments in American literature. Topics may include the literary representation of cities over time along with their impact on the psychological formation of characters and on family, romantic, and social relationships in urban settings.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 235W/3235W  
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
3. Course Title: Reading the American City
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 03
6. Course description (second paragraph of catalog entry -- see Note K): The role of urban environments in American literature. Topics may include the literary representation of cities over time along with their impact on the psychological formation of characters and on family, romantic, and social relationships in urban settings.

#### **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):
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): W
16. S/U grading (see Note W):

#### **Justification**

1. Reasons for adding this course: This course has been taught each fall for the past three years (including F 06) at the Hartford Campus. The course was designed for the Urban Studies major but serves an array of students, including English majors and students seeking W credit. Previously the faculty member used "ENGL 268W" but that course, while remaining a seminar, has been reconfigured as a capstone course for English majors that fulfills the Information Literacy and writing in the major requirements. As the course number has become more specific to English majors, it no longer is appropriate for this course, and a new number is required.

2. Academic Merit: While the environment is important in much literature, the urban environment is a topic of particular relevance to American literature. Topics studied include how representation of cities changes historically as well as the literary treatment of the impact of cities on psychological formation of characters, and the effect of cities on family, romantic, and social relationships. In addition, the course examines how gender and ethnicity influences an author's view of the city.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 19

5. Number and Size of Section: at Hartford campus, one section each fall. May also be taught at other campuses.

6. Effects on Other Departments: Faculty member designed this course in consultation with Bob Fisher, director of Urban and Community Studies at the Tricampus, who enthusiastically supports it.

7. Effects on Regional Campuses: Designed for Hartford campus but may be taught at any other campus. Tom Cooke (Geography and Urban Studies at Storrs) has expressed strong interest in having the course taught at Storrs.

8. Staffing : Clare Eby

9. Dates approved by (see Note Q):

Department Curriculum Committee: 10/4/06

Department Faculty: 10/18/06

10. Name, Phone Number, and e-mail address of principal contact person: Hap Fairbanks, 486-2376, albert.fairbanks@uconn.edu

English 268W: Reading the American City  
Professor Clare Eby  
Fall 2006

WALK-IN OFFICE HOURS (Use them!)

Undergraduate Building, Room 116

Monday 12:30-1:30 and 5:30-6:30

except: on 9/11, 10/9, 11/13, and 12/11, evening hours will begin at 6:00

Wednesday 12:30-1:30

(also available at other times on M & W by appointment)

To contact me:

**Phone/voicemail: 570-9274** (esp. M & W)

**Email: [clareeby@earthlink.net](mailto:clareeby@earthlink.net)** (other days)

**Please respect our shared learning environment:**

Late entrances, early departures, and calls on cell phones are disruptive and can be downright rude.

**A note regarding preparation:**

This course moves fairly rapidly. You need, first, to be able to read and understand about 200 pages per week. Second, in order to succeed in the writing component, you need to have passed English 110 or 111, and to have retained mastery of how to write an effective analytical paper. Relying on what you learned in high school is unlikely to make the grade (quite literally). If you are concerned about your preparation, feel free to show me a sample of your writing. Attitude matters: make a commitment to improving your writing, do the work, and you will succeed.

**On editions:**

Whether you buy or borrow your books, please use the editions I have on order at the co-op. If you use a different edition, your page numbers will be "off," making it difficult to keep up with what happens in class. In the case of Sister Carrie, there are two very different versions of the book out there, and if you get the wrong one, you could literally be reading a different (and longer) book.

"If the City is a text, how shall we read it?"

--Joyce Carol Oates

"The city is . . . a state of mind."

--Robert E. Park

How, indeed, do we "read" the city? What do we expect from it, and how do we make sense of it? What do cities make us want? And what do we want from our cities? Cities profoundly effect how (and what) people think, what we desire and what we fear. From the sophisticate who can't imagine life outside of New York to the midwestern farmer who considers the metropolis evil incarnate, from the immigrant dreaming of the promised land to the victim of racial profiling, American experience is mightily shaped by assumptions about the nature of cities and what kind of people belong (or don't belong) in them. Since the urban environment

impacts both individual consciousness and social relationships, twentieth century novels--which excel in delineating both dimensions--provide exemplary maps for reading the city. This course examines the role of urban environments (specifically Chicago and New York) in twentieth-century American literature. Cities can be sites of promise and possibility, and also of constraint and despair. We will examine how cities shape characters, how characters shape their environments, and also how authors attempt to depict cities as "characters" in their own right.

- 8/28 Introduction to course  
8/30 Theodore Dreiser, Sister Carrie through Chapter 11  
19/4 Labor Day--no class  
9/6 Sister Carrie through Chapter 27  
9/11 Sister Carrie through Chapter 37  
9/13 Sister Carrie through end  
9/18 **Draft of first paper due (4 copies, 4-6 pages).** Also bring Sister Carrie to class, as we will continue discussing it.  
9/20 **Critiques due** (of papers distributed 9/19); also read Henry Roth, Call It Sleep, Prologue through "The Cellar," Ch. V  
9/25 **Paper due**; also read Call through "The Cellar," Ch. XIV  
9/27 Call through end of "The Picture"  
10/2 Call through "The Rail," Ch. IV  
10/4 Call through "The Rail," Ch. XV  
10/9 Call to end of "The Rail"  
10/11 Richard Wright, Native Son, Book One, "Fear"  
10/16 Native Son, Book Two, "Flight"  
10/18 Native Son, continue "Flight"  
10/23 Native Son, Book Three, "Fate"  
10/25 Native Son, continue Book Three, "Fate"  
10/30 **Draft of second paper due (4 copies, 4-6 pages).** Also bring Native Son, as we will continue discussing it.  
11/1 **Critiques due**; read Sandra Cisneros, The House on Mango Street, through "Cathy Queen of Cats"  
11/6 **Paper due**; read Mango through "Hips"  
11/8 Finish Mango  
11/13 Henry Miller, Tropic of Capricorn, p. 77 of Grove Edition, 1961. [This book has no chapter divisions, so if you have another edition, you will have to compare it to the Grove edition I have on order to figure out the reading.]  
11/15 Capricorn to p. 176 (where "An Interlude" begins)  
THANKSGIVING BREAK  
11/27 Capricorn to p. 286 (where there is a break in the page)  
11/29 Capricorn to end  
12/4 **Draft of third paper due (4 copies, 4-6 pages)**; continue discussing Capricorn  
12/6 **Critiques due**  
**Final paper (take-home final exam) due during final exam period as set by the university: Wed. 12/13 12-2.**

#### **UConn Policy on Academic Misconduct (plagiarism and other offenses):**

According to the Student Conduct Code, section A. Academic Integrity,

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

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

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

Let me translate the official policy into my own words. While the most blatant instance of Academic Misconduct occurs when an unscrupulous person copies from another student's quiz, or tries to pass off as original something cribbed from a book, plagiarism can also arise from using outside sources (including Cliff's Notes) which are not properly credited. **At present, instructors are discovering an alarming rise in plagiarism from on-line sources. I urge you to be very careful about surfing the net "looking for ideas." Whether deliberate or accidental, plagiarism is inexcusable, and I will prosecute it as outlined by the Student Conduct Code, which allows an instructor to fail a student for plagiarizing. If you have any questions about what constitutes Academic Misconduct, be sure to discuss them with me before the fact, not after.** You can also find the complete Student Conduct Code online at <http://vm.uconn.edu/~dosa8/code2.html>.

#### **Class structure and grading policy:**

1) Most classes will begin with either a quiz (about 5 minutes) or an in-class writing exercise based on the day's reading (about 10 minutes). **Neither quizzes nor in-class writing exercises can be made up on a later date or if you arrive to class late.** Quizzes will be graded on a 100-point scale; writing exercises will receive a √ (meaning ok) √+ (meaning very good) or √-

(meaning unacceptable). At the end of the term, I'll drop the lowest grade and average the rest (lots of check-pluses working as extra credit, lots of check-minuses working as debits). **This total will comprise 20% of your final grade.**

2) **Class discussion will comprise another 20% of your final grade.** You can make an "easy A" by regularly making intelligent contributions to class discussion. Lively discussions make class more fun, more educational, and make the time fly--but only you can make them happen. Don't be a wallflower; who wants to factor in 20% of an F at the end of the term?

3) **Drafts, papers, and peer critiquing will comprise 60% of your final grade, with improvement working to your advantage.** You'll write 3 papers, submitting each one first as a draft for peer critiquing (all dates above are firm). And for each round of the three drafts, you'll write critiques of two of your classmates' papers. The draft/critiquing process fosters excellent habits (all writers need to learn how to revise) and lets us reap the benefits of a "writing workshop" environment. Having a draft ready a week before the paper is due also puts you in the position to take advantage of my help if you consult with me during office hours. **(That is FREE, PROFESSIONAL help.)** Because of the collaborative nature of the writing assignments, any late work-- drafts, critiques, or papers-- will incur grade penalties.

**As stated by UConn policy, students must have a passing grade for the writing portion of a "W" class to receive a passing grade for the class.**



## 2006 - 172 Proposal to offer ENGL 298 Special Topics

1. Date of this proposal: October 22, 2006
2. Semester and year 298 will be offered: Spring 2007
3. Department: English
4. Title of course: Spike Lee and Toni Morrison
5. Number of Credits: 3
6. Instructor: Martha J. Cutter
7. Instructor's position: Associate Professor of English University of Connecticut
8. Has this topic been offered before? No
9. If so, how many times?

### 10. Short description:

English 298: Toni Morrison and Spike Lee

This course will consider how the films of Spike Lee and the novels of Toni Morrison complicate dominant historical and cultural perceptions of race, gender, and sexuality. This course will be organized around key historical issues such as: Black Rage, Activism, and Protest; Racism and the African American Child; Race in Modern American Consciousness, etc.

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

12. Comments, if comment is called for: It is the understanding of the English Department that this course will also be listed on PeopleSoft for spring 2007 as AFAM 298.

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

Department Curriculum Committee: September 27, 2006

Department Faculty: October 18, 2006

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

Martha J. Cutter 860-429-4265 [Martha.Cutter@uconn.edu](mailto:Martha.Cutter@uconn.edu)

### *Draft Syllabus*

African American Studies 298, English 298  
Toni Morrison and Spike Lee

**Prof. Martha J. Cutter; [Martha.Cutter@uconn.edu](mailto:Martha.Cutter@uconn.edu); x2071  
CLAS 143; Office Hours: M,W 10:00-12:00 and by appointment**

Course Description: Toni Morrison and Spike Lee have a large impact on how the US conceptualizes issues of race. This interdisciplinary course will consider the ways the films of Lee and the novels of Morrison complicate dominant historical and cultural perceptions of the meaning of race, gender, and sexuality. The course will be organized around key historical issues; on each topic Morrison and Lee present nuanced and multi-faceted critiques of the dominant society's understanding of these topics.

### Schedule:

- ◆ Week One: Course Introduction: Reading Film and Literature
- ◆ Weeks Two and Three: The "Jezebel": Representations of African American Women and their Sexuality
  1. Toni Morrison: *Sula*
  2. Spike Lee: *She's Gotta Have It*
- ◆ Weeks Three, Four, and Five: Black Rage, Activism, and Protest
  3. Toni Morrison: *Beloved*
  4. Spike Lee: *Do the Right Thing*
  5. Toni Morrison: *Song of Solomon*
  6. Spike Lee: *Four Little Girls*
- ◆ Weeks Six and Seven: Racism and the African American Child
  7. Spike Lee, *Crooklyn*
  8. Toni Morrison, *The Bluest Eye*

- ◆ Weeks Eight and Nine: The Construction of Race
  9. Spike Lee, *Bambozled*
  10. Toni Morrison, *Tar Baby* or *Paradise*
  
- ◆ Weeks Ten and Eleven: Music and the Boundaries of Expression
  11. Toni Morrison, *Jazz*
  12. Spike Lee, *Summer of Sam*
  13. Spike Lee, *Mo' Better Blues*
  
- ◆ Week Twelve and Thirteen: Race in Modern American Consciousness
  14. Spike Lee: *When the Levees Broke: A Requiem in Four Acts*
  15. Toni Morrison: *Playing in the Dark: Words, Signs, and the Racial Self*
  
- ◆ Week Fourteen: Course Conclusion

Requirements: Students who decide to become members of this class must be willing to participate in class discussion; class participation is a mandatory element of successful completion of this course. Students should also expect to write informal responses on Vista, a short paper (4-6 pages), and a long paper (8-12 pages) which will be interdisciplinary in focus and involve secondary research. Students should also expect to give one oral presentation that focuses on historical/cultural contexts of the unit under discussion. **Please note:** homework will include reading the books *and watching the movies*, which will be placed on reserve at the library. We will watch excerpts of the movies in class but not entire films, as this would be too time consuming.

## **2006 - 173 Proposal to Change PNB 280**

1. Date: October 23, 2006
2. Department: **Physiology and Neurobiology**
3. Nature of Proposed Change: **Change in prerequisites**

### 4. Current Catalog Copy:

PNB 280. Molecular Neuroanatomy First semester. Three credits. Prerequisite: PNB 251 or instructor consent. Recommended preparation: MCB 203 or 204. Rubio, Walikonis  
Introduction to molecular neurobiology and the anatomy of the brain, and integration of the molecular systems with anatomical structure and function.

### 5. Proposed Catalog Copy:

PNB 280. Molecular Neuroanatomy  
First semester. Three credits. Prerequisite: One 200-level course in PNB or instructor consent. Recommended preparation: MCB 203 or 204. Rubio, Walikonis  
Introduction to molecular neurobiology and the anatomy of the brain, and integration of the molecular systems with anatomical structure and function.

6. Effective Date Fall Semester 2007

### **Justification**

1. Reasons for changing this course:

**Prerequisite change:** PNB 251, one of the core PNB courses all PNB students are required to take, was listed as a prerequisite for PNB 280. Students given permission to take PNB 280 before PNB 251 cannot then take PNB 251 for credit. Our experience is that students with at least one 200 level PNB course are adequately prepared for PNB 280.

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: PNB staff. No changes from present.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10/23/2006

Department Faculty:

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

Randall Walikonis, Course instructor, 486-9031. [randall.walikonis@uconn.edu](mailto:randall.walikonis@uconn.edu)

Maria Rubio, Course instructor, 486-9032. [maria.rubio@uconn.edu](mailto:maria.rubio@uconn.edu)

## 2006 - 174 Proposal to Add GEOG 1xx/GEOL 1xx

1. Date: 10/23/06
2. Department requesting this course: **Geography and Center for Integrative Geosciences**
3. Semester and year in which course will be first offered: Fall 2007

### Final catalog Listings

#### **GEOG 1xxx (also offered as GEOL 1xxx). Global Change and Natural Disasters**

Either semester. Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on human populations in the past, present and future.

#### **GEOL 1xxx (also offered as GEOG 1xxx). Global Change and Natural Disasters**

Either semester. Three credits.

Climate change, global warming, natural hazards, earth surface processes, and the impact these have on human populations in the past, present and future.

### Items included in catalog Listing:

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): GEOG *and* GEOL
2. Course Number (see Note B): GEOG 1xxx *and* GEOL 1xxx (new numbering scheme)  
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: Global Change and Natural Disasters
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):  
Climate change, global warming, natural hazards, earth surface processes, and the impact these have on human populations in the past, present and future.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note I): none
11. Exclusions, if applicable (see Note H): none
12. Repetition for credit, if applicable (see Note J): none
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):

No current curriculum/courses exist for undergraduate classes dealing with global change and natural disasters. Only a select few deal with global change, one of which is no longer offered at UConn (GEOL101). This course will fill a critical gap in the undergraduate curriculum. Parts of the proposed course are taught in various upper level courses (through EEB, GEOG, GEOL, ENVE, NRME) but there are no general overview courses that introduce students to the interconnectedness of humans and nature with a focus on global change and natural disasters in the first year.

2. Academic Merit (see Note L):

Global change and natural hazards represent a broad interdisciplinary field that is both timeless and timely. As nearly daily news stories and scientific reports continue to raise concerns about increasing tropical storms, desertification, and melting ice sheets related to global warming, we consider it to be a critical time for UConn to develop undergraduate curriculum on global change and natural hazards. The courses are timeless as many of the associated processes (e.g., earthquakes, volcanoes, and climate change) are integral parts of Earth's 4 billion year history. The new course, therefore, provides the

opportunity for students to see and understand the Earth as an evolving and interconnected system.

Global Change and Natural Disasters will also add to the options available to students in Content Area 4: Science and Technology. The course will include numerous examples of showing students how science works as well as its limitations in solving social and economic problems associated with natural hazards and disasters. Many of the examples also cross international borders, introducing students to globalization through the natural world.

3. Overlapping Courses (see Note M): GEOG105, Weather, Climate and Environment. Anji Seth teaches this course. It focuses on global climate change, but does not have the natural disaster element to the class.

4. Number of Students Expected: 200

5. Number and Size of Section: 1 section, 220 students

6. Effects on Other Departments (see Note N):

7. Effects on Regional Campuses: none

8. Staffing (see Note P): Timothy Byrne, Melinda Daniels, Anji Seth

9. Dates approved by (see Note Q):

GEOG Department Curriculum Committee: 10/23/2006

Department Faculty: W. Berentson, T. Cook [PENDING: R. Cromley, Chair]

GEOL Department Curriculum Committee: 7/10/2006

Department Faculty:

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

Tim Byrne, 860-455-6291, [timothy.byrne@uconn.edu](mailto:timothy.byrne@uconn.edu)

Abigail Howe, x4432, [geology@uconn.edu](mailto:geology@uconn.edu)

Anji Seth, Geography, University of Connecticut

## 2006 - 175 Proposal to Change the SPAN Minor

1. Date: 10/16/06

2. Department requesting this change: **Spanish (Modern & Classical Languages)**

3. Title of Minor: **Spanish**

4. Nature of Change: The structure of our minor requirements will change. **We will place less emphasis on literature courses and more on culture and communication courses. We are also increasing the number of Spanish courses available** to students seeking to complete a minor in Spanish.

5. Existing catalog Description of the Minor:

SPANISH

This minor is intended for a student who wishes to pursue further the study of the literature, language, and culture of the Spanish-speaking peoples in an organized course of study. The minor requires passing 18 credits at the 200's level as follows:

A. One course in composition [278](#), [280](#), or [291](#)

B. Two survey literature courses: [281](#), [282](#), [295](#), or [296](#);

C. Two courses from the following: [202](#), [207](#), [208](#), [209](#), [223](#), [224](#), [225](#), [297](#), or [292](#); and

D. One culture course from the following: [200](#), [201](#), [204](#), [205](#), [206](#), or [290](#)

At most, six credits from a Study Abroad Program may count towards the minor.

The minor is offered by the [Department of Modern and Classical Languages](#).

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

SPANISH

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of upper-division Spanish courses. Students must earn a C (2.0) or better in each course. The requirements are:

a) One course in composition: SPAN 278, **278W**, 280, 291, or **291W**.

**b) One introductory course: SPAN 220 (Introduction to Literary Study) or SPAN 288 (Spanish Communicative Grammar)**

**c) One from each group and one additional from any group:**

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

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

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

Variable subject courses (such as 202, 204, 207, 208, 223, 289, 292W, 293) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 293).

7. Effective Date immediately

### Justification

1. Why is a change required?

We have recently made changes in our major and we would like the minor to reflect those changes. Both in the major and the minor we would like to offer a wider variety of courses in the area of culture and advanced language. This will make our minor more suitable for students who intend to use their knowledge of Spanish language and culture in areas such as international business, finance, teaching, or natural and social sciences.

2. What is the impact on students?

We believe students will welcome the changes because they would have greater options to take advanced language classes, culture classes, film classes and other literature classes not listed on the original forms.

3. What is the impact on regional campuses?  
Regional campuses should not be affected.

4. Attach a revised "Minor Plan of Study" form to this proposal:

**Minor in Spanish 2006-**  
College of Liberal Arts and Sciences  
Minor Requirements

The Minor in Spanish requires at least 18 credits in upper division Spanish courses. All of the courses below require Spanish 181, 182, 183, 184 or the equivalent, as prerequisites, but these courses do not count towards the Minor.

During the beginning of the last semester before graduation you should submit one copy to your major advisor, and one copy to the Registrar when you submit your final plan of study.

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor.

18 credits required:

a) One language and writing course from SPAN 278, 278W, 280, or 291W \_\_\_\_\_

b) One introductory course: SPAN 220 or 288 \_\_\_\_\_

c) One from each group and one additional from any group.

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

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

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

Additional one \_\_\_\_\_

Variable subject courses (such as 202, 204, 207, 208, 223, 289, 292W, 293) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be used toward the minor. A maximum of 6 credits Study Abroad may be used toward the minor.

\_\_\_\_\_  
Name of the student (please print) \_\_\_\_\_  
student ID \_\_\_\_\_ catalog year \_\_\_\_\_

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

Advisor's signature \_\_\_\_\_  
Dept. of Modern & Classical Languages, Spanish Section Minor Advisor

advisor's signature \_\_\_\_\_ department \_\_\_\_\_ date \_\_\_\_\_

name of major advisor \_\_\_\_\_  
or  
major department head \_\_\_\_\_

5. Dates approved by (see Note Q):  
Department Curriculum Committee: 10/20/06  
Department Faculty: 10/20/06

6. Name, Phone Number, and e-mail address of principal contact person:  
Rosa Helena Chinchilla or Miguel Gomes [rosa.chinchilla@uconn.edu](mailto:rosa.chinchilla@uconn.edu) [miguel.gomes@uconn.edu](mailto:miguel.gomes@uconn.edu)  
486-3313 486-0414

**2006 - 176 Proposal to Change FREN 169**

1. Date: **October 12, 2006**
2. Department: **Modern and Classical Languages**
3. Nature of Proposed Change: **Reword course title and description**
  
4. Current Catalog Copy: **169. Studies in the French-Speaking World  
Recent trends in French life. Selected materials to acquaint students with the French contribution to the changing face of modernity. Weekly topics include: popular culture, women in France, cultural myths, the Francophone world, regionalism, decolonization, and racism, etc.**
  
5. Proposed Catalog Copy:  
**169. French Modernity: Universalism and Exceptions. Literary, cultural, and political texts that reflect France's emergence and status as a modern nation and "exceptional culture" based on principles of universalism and inclusion. Those principles' clash with various minority identities ranging from revolutionary artists and writers to colonials and postcolonials.**
  
6. Effective Date immediately

**Justification**

1. Reasons for changing this course: **updating the title and the description to adapt to de facto evolution of the course's methodology**
2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: **none**
5. Effects on Regional Campuses: **none**
6. Staffing:
7. Dates approved by (see Note Q):  
Department Curriculum Committee: 10/20/06  
Department Faculty: 10/20/06
8. Name, Phone Number, and e-mail address of principal contact person: **Eliane DalMolin; 486 3091; [eliane.dalmolin@uconn.edu](mailto:eliane.dalmolin@uconn.edu)  
Roger Travis; 486-3316 ; [roger.travis@uconn.edu](mailto:roger.travis@uconn.edu)**



## **2006 - 177 Proposal to Add MCB 2XXW**

1. Date: Oct. 3, 2006
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2007

### **Final catalog Listing (see Note A):**

#### **MCB 2XXW. (MCB4994W) Honors Undergraduate Seminar**

Either semester. Two credits. Open to honors students and non-honors students with consent of instructor. Prerequisite: ENGL 105 or 110 or 111 or 250 and at least one 200 level MCB course. May be repeated for credit with a change of topic.

Students will attend six to eight research seminars and write papers about the topics presented in each seminar. Students will consult the relevant literature to present a critical summary of the topic with in-depth analysis of one or more of the experiments described in the seminar. Students will be introduced to electronic journal databases and their uses.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MCB
2. Course Number (see Note B): 2XXW (MCB4994W)
3. Course Title: Honors Undergraduate Seminar
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Two credits
6. Course description (second paragraph of catalog entry -- see Note K):

Students will attend six to eight research seminars and write papers about the topics presented in each seminar. Students will consult the relevant literature to present a critical summary of the topic with in-depth analysis of one or more of the experiments described in the seminar. Students will be introduced to electronic journal databases and their uses.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): Two
8. Prerequisites, if applicable (see Note F): ENGL 105 or 110 or 111 or 250 and at least one 200 level MCB course.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H): Open to honors students and non-honors students with consent of instructor.
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 Sophmores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W

### **Justification**

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

This course would help to fill the need for MCB 200's-level W courses mandated by the Senate's revised Gen Ed requirements. This course provides students with an opportunity to learn about the process of research in molecular biology from the practitioners rather than from written sources. It also provides them with practice in discussing scientific topics in the language of science using sources other than textbooks. Students will be forced to draw upon the primary scientific literature (i.e. journal articles) and oral presentations to learn new information. These are skills necessary for careers in the experimental sciences. No other courses in MCB provide these opportunities.

2. Academic Merit (see Note L): As describe above, this course uniquely provides practice in skills necessary for careers in molecular biological research. The course content is fully described in the accompanying "W Course Justification" form.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: Up to 19
5. Number and Size of Section: Up to 19 as required by the GEOC guidelines
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None

8. Staffing (see Note P): The course instructor is responsible for supervision of the writing. If teaching assistants are provided for the department, they will receive appropriate training from the Writing Center and will be directly supervised by the faculty instructor.

9. Dates approved by (see Note Q):

Department Curriculum Committee: October 3, 2006

Department Faculty: October 13, 2006

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

Kenneth Noll; kenneth.noll@uconn.edu; 486-4688

#### W COURSE JUSTIFICATION

1. Describe how the proposed course meets the **Specific Criteria for the W competency**.

NOTE: Proposals that do not address criterion (4) in the instructions will be returned for revision.

##### W course requirements

Courses appropriate for the "W" designation must satisfy the following criteria:

1. The writing assignments enable and enhance learning the content of the course.
2. The course requires a minimum of fifteen pages of revised, edited writing.
3. The student must pass the "W" component in order to pass the course.
4. The course syllabus must inform students of requirements (2.) and (3.) and provide details concerning how those requirements will be met.

With these criteria in mind, briefly answer **ALL FOUR** of the following questions about the proposed W course.

- A. Describe how the writing assignments will enable and enhance learning the content of the course. Describe the page requirements of the assignments, and the relative weighting of the "W" component of the course for the course grade.
- B. Describe the primary modes of writing instruction in the course (e.g. individual conferences, written commentary, formal instruction to the class, and so on.)
- C. Explain how opportunities for revision will be structured into the writing assignments in the course.
- D. State that the syllabus will inform students that they must pass the "W" component of the course in order to pass the course. (Failure to include this clause will result in a request for revisions on your proposal.)

See attached course syllabus that addresses each of these questions.

2. Describe the expected role of graduate student assistants in the course, their preparation for teaching or assisting with this course, and how and by whom they will be supervised:

If graduate assistants are used in this course, they will receive instruction about evaluating students' writing from the Writing Center. They will be under the direct supervision of the faculty instructor for the course.

#### **RESOURCES:**

1. Does the department/program currently have resources to offer the course as proposed?  
YES or NO (If you checked NO, please explain why, and what resources you need to offer the course)

YES, at current enrollment levels and with currently available faculty.

2. Explain any impact this course will have on faculty teaching loads.

The new W requirement in the major, projected enrollment increases in MCB majors and a current shortage of faculty will likely preclude opening additional sections of this course. This course is likely to be one used by many MCB majors to fulfill the new W requirement in the major. Consequently its impact on departmental teaching loads could be substantial.

**SUPPLEMENTARY INFORMATION:** (e.g., other information that you believe will be useful to GEOC in evaluating the proposal or implementing the general education system)

#### **2XXW (MCB494W) Honors Undergraduate Seminar**

Lecture/Discussion: Day/Time, Room BSPXXX

Instructor: XXX

Phone: 486-XXX

Office: XXX

Email: XXX@uconn.edu

This course is designed to acquaint you with current developments in the many research areas of modern molecular and cell biology. You will hear about these developments from the investigators who conduct the research as well as through examinations of their published work. You will demonstrate your knowledge of these topics through writing assignments. These assignments will

allow you to continue to develop your writing skills and to learn to express your knowledge of scientific information in the appropriate terms. You will gain experience in writing concisely and in expressing information in clear and logical prose.

Your final grade in the course will be based upon the quality of your writing, your attendance at the assigned seminars, your participation in class discussions and evaluations of other students' writing. Grades will be assigned based upon the grading rubric provided below.

Each week you will attend a seminar presented by MCB. You should take notes during those seminars to learn what scientific questions were posed by the investigator, the context in which the work was performed (the background knowledge in the field of study), the means by which the data were gathered, how the data were interpreted, the major conclusions the investigators were able (or not able) to draw, and the future direction of their research. Prior to each seminar, a published article from the laboratory of the seminar speaker will be provided.

Following the seminar, each student will write a two-page, double-spaced paper describing the seminar's topic. The paper will provide the information described above. The papers will be printed in a 12-point font with one-inch margins (top, bottom, left and right). Check the default settings on your word processing software since sometimes those are 1.25 inch. You may print it double-sided or on two pages stapled (not clipped) together.

You will attend one class each week in which we will discuss the seminar and provide critical reading of our draft paper. You need to bring your draft paper with you. This class period will also provide an opportunity to answer questions about the seminar and the background reading. It is essential that everyone participate in these discussions so that we can learn from one another. The draft paper will be shared with another student for critical reading and comments. The instructor will also provide comments during this time.

Following the class session, you will re-write the paper and submit the marked draft with the revised paper to the instructor for grading. Attendance at every class is essential, so attendance will be taken and used as part of your final course grade. If you fail the "W" component requirements of the course (*ie* completion of a minimum of fifteen pages of revised, edited writing), you will receive a failing grade for the course.

### **Grading rubric**

Writing assignments (4 pts for each of these five areas, 20 pts total)

1. What scientific questions were posed by the investigator?
2. What is the context in which the work was performed?
3. How were the data interpreted?
4. What major conclusions were the investigators able to draw? If they were unable to draw any conclusions, why not?
5. What are the future directions of their research?

5 pts are additionally used to assess the quality of grammar usage and clarity

### **Participation in class discussions/evaluations (in each class period)**

80-100% participation – 5pts  
60-80% participation – 4 pts  
40-60% participation – 3 pts  
20-40% participation – 2 pts  
up to 20 % participation – 1 pt  
no participation – 0 pt

### **Plagiarism**

To prevent any misunderstandings about whether it is appropriate to copy material from references or from other students, it is never appropriate to copy anything written by someone else: neither students, published works nor internet material. The work you turn in must be in your own words. Do not copy anything (paragraphs, sentences, phrases) from work written by others. When describing factual material, you must restate it in your own words.

**If you have any questions about the acceptability of your work regarding plagiarism, contact the instructor before submitting the work. If submitted work is deemed by the instructor to be in violation of this policy, the matter will be dealt with according to the guidelines given in *The Student Code* (see <http://www.dosa.uconn.edu/> with a link at the course WebCT site).**

## 2006 - 178 Proposal to Add COMM 216

1. Date: October 17, 2006
2. Department requesting this course: **Communication Sciences**
3. Semester and year in which course will be first offered: Fall 2007

### Final catalog Listing

COMM 216 Health Communication

Either semester. Three credits. Prerequisite: COMM 100, COMM 130, COMM 200Q or PSYC 202Q. Recommended preparation: COMM 210, COMM 220, COMM 230. *Snyder*

Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization & identity, stereotyping, social support, diverse populations, & new communication technologies.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program: COMM
2. Course Number: 216 (four-digit number: 4700)  
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: Health Communication
4. Semester offered: Either
5. Number of Credits: 3
6. Course description: Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization & identity, stereotyping, social support, diverse populations, & new communication technologies.

#### Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable: COMM 100, COMM 130, COMM 200Q or PSYC 202Q.
9. Recommended Preparation, if applicable: COMM 210, COMM 220, COMM 230
10. Consent of Instructor: not applicable
11. Exclusions: not applicable
12. Repetition for credit: not applicable
13. Instructor(s) names if they will appear in catalog copy: Snyder
14. Open to Sophomores: no
15. Skill Codes "W", "Q", or "C": none
16. S/U grading: no

### Justification

Reasons for adding this course:

In the five-year review of the Communication Program, Health Communication was identified as an instructional area to expand. The field of health communication is growing, and there are an increasing number of jobs. The proposed course is an overview of the area.

2. Academic Merit: The course will introduce students to possible career options in the growing field of health communication. Students will cover theories of health communication, decision-making, and behavior change and will apply theories of media effects and interpersonal communication to the health context. They will study examples of a diverse range of health interventions. Students will also be able to apply material from the course to their own health situations. The course will also be able to take advantage of speakers and conferences sponsored by the CDC funded Center for Health Communication and Marketing at UConn.

3. Overlapping Courses: We already have a service-learning course that has specialized content related to health communication -- COMM 215 Communication Campaigns. Campaigns are addressed in one class period during the semester in the proposed overview course, so the overlap is minimal.

4. Number of Students Expected: 20-30
5. Number and Size of Section: 1 section
6. Effects on Other Departments: none.
7. Effects on Regional Campuses: none
8. Staffing: The course will be taught by a regular faculty member.
9. Dates approved by:
  - Department Curriculum Committee:
  - Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person: Leslie Snyder, 6-4383, [leslie.snyder@uconn.edu](mailto:leslie.snyder@uconn.edu)

## **2006 - 179 Proposal to Add COMM 316**

1. Date: October 17, 2006
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall 2007 (taught Fall 2005 as special topic course)

### **Final catalog Listing**

#### **COMM 316 Health Communication**

3 credits. Seminar.

Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization & identity, stereotyping, social support, diverse populations, & new communication technologies.

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

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): 316 (four-digit number: 5700)  
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: Health Communication
4. Course description (if appropriate -- see Note K): Overview of health communication, including health behavior change interventions, emergency communication, risk assessment, media influences, provider-patient communication, socialization & identity, stereotyping, social support, diverse populations, & new communication technologies.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

##### **Optional Items**

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G): none
9. Consent of Instructor, if applicable (see Note T): not applicable
10. Exclusions, if applicable (see Note H): none
11. Repetition for credit, if applicable (see Note I): not applicable
12. S/U grading, if applicable (see Note X): no

##### **Justification**

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

In the five-year review of the Communication Program, Health Communication was identified as an instructional area to expand. The field of health communication is growing, and there are an increasing number of jobs. The proposed course is an overview of the area.

2. Academic Merit (see Note L): The course will introduce students to possible career options in the growing field of health communication. Students will cover theories of health communication, decision-making, and behavior change and will apply theories of media effects and interpersonal communication to the health context. They will study examples of a diverse range of health interventions. Students will also be able to apply material from the course to their own health situations. The course will also be able to take advantage of speakers and conferences sponsored by the CDC funded Center for Health Communication and Marketing at UConn.

3. Overlapping Courses (see Note M): We already have a service-learning course that has specialized content related to health communication -- COMM 315 Communication Campaigns. Campaigns are addressed in one class period during the semester in the proposed overview course, so the overlap is minimal.

4. Number of Students Expected: 10
5. Number and Size of Section: 1
6. Effects on Other Departments (see [Note N](#)): none
7. Staffing (see [Note P](#)): regular faculty member
8. Dates approved by (see [Note Q](#)):  
     Department Curriculum Committee:  
     Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Leslie Snyder, 6-4383,  
 leslie.snyder@uconn.edu

### **2006 - 180 Proposal to Add COMM 391**

1. Date: October 17, 2006
2. Department requesting this course: **Communication Sciences**
3. Semester and year in which course will be first offered: Summer 2007

### **Final catalog Listing COMM 391 Internship**

1-3 credits. Instructor consent required.

Provides students with an opportunity for supervised field work in a professional communication organization. Students arrange their own placements. Student's performance will be evaluated both by the field supervisor and course instructor.

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

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): COMM
2. Course Number (see [Note B](#)): 391 (four-digit number: COMM 5991)  
 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: Internship
4. Course description (if appropriate -- see [Note K](#)):  
     Provides students with an opportunity for supervised field work in a professional communication organization. Students arrange their own placements. Student's performance will be evaluated both by the field supervisor and course instructor.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see [Note D](#)): 1-3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

##### **Optional Items**

7. Prerequisites, if applicable (see [Note F](#)): none
8. Recommended Preparation, if applicable (see [Note G](#)): none
9. Consent of Instructor, if applicable (see [Note T](#)): Instructor consent required.
10. Exclusions, if applicable (see [Note H](#)): none
11. Repetition for credit, if applicable (see [Note I](#)): not applicable
12. S/U grading, if applicable (see [Note X](#)): no

##### **Justification**

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

MA students sometimes want to do internships to "try out" working in a particular communication industry and gain practical experience before going on the job market. PhD students sometimes want practical experience in an area related to future teaching or research. Many private companies and some public organizations offer communication internship opportunities, but only for students who can receive

formal course credit. The course will allow students to do formal internships. We already have a successful internship course at the undergrad level.

2. Academic Merit (see Note L): The course will provide a complementary experience to classroom learning.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 3

5. Number and Size of Section: 1

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

7. Staffing (see Note P):

Regular faculty member (we already staff an undergraduate internship course during Fall, Spring, & Summer terms; the load could be added to that person)

8. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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



## **2006 - 181 Proposal to Add COMM 395**

1. Date: October 17, 2006
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Summer 2007

### **Final catalog Listing**

#### **COMM 395 Special [Variable] Topics in Communication**

1-3 credits. Instructor consent required. May be repeated with a change in topic.

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

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): COMM
2. Course Number (see Note B): 395 (four-digit number: COMM 5995)  
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: **Special Topics in Communication**
4. Course description (if appropriate -- see Note K):
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 1-3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

##### **Optional Items**

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G): none
9. Consent of Instructor, if applicable (see Note T): Instructor consent required.
10. Exclusions, if applicable (see Note H): none
11. Repetition for credit, if applicable (see Note I): May be repeated with a change in topic.
12. S/U grading, if applicable (see Note X): no

##### **Justification**

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

The course provides an opportunity to offer a unique course without permanently changing the curriculum.

2. Academic Merit (see Note L): The course will enable visitors and permanent faculty to offer diverse courses. It also provides a forum to test the value of a course prior to adding it permanently to the catalogue.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 10
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): regular faculty members or visitors, when opportunities arise
8. Dates approved by (see Note Q):  
Department Curriculum Committee:  
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person: Ross Buck, 6-4494, ross.buck@uconn.edu

## **2006 - 182 Proposal to Change the Communication Sciences Major (CDIS)**

1. Date: 10/25/06
2. Department requesting this change: **Communication Sciences**
3. Title of Major: **Communication Sciences: Communication Disorders concentration**
4. Nature of Change: **Adding [[prerequisites?]] notice of appropriate courses in math, biology, and physics.**

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

Communication Disorders: The undergraduate concentration is a preprofessional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.

Students who elect the concentration in Communication Disorders must take: CDIS 201, 202 or 202W, 242, 247, 248, 249 or 249W, and 250.

In addition, students must take at least two (2) of the following courses: CDIS 244 or 244W, 251, or 253.

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

**Communication Disorders: The undergraduate concentration is a preprofessional program within the liberal arts curriculum. It permits the student to apply for graduate studies in one of two specialty areas: audiology or speech-language pathology.**

**In order to be certified by the American Speech, Language , and Hearing Association students are required to take one of the courses in each of the following areas:**

**Math/statistics: MATH 109Q or STAT 110QC**

**Biological science: BIO 102 or BIO 103 or BIO 107/108**

**Physical science: PHYS 101Q or PHYS 107Q**

**Students who elect the concentration in Communication Disorders must take: CDIS 201, 202 or 202W, 242, 247, 248, 249 or 249W, and 250.**

**In addition, students must take at least two (2) of the following courses: CDIS 244 or 244W, 251, or 253.**

### 7. Effective Date **Fall 2007**

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

### **Justification**

1. Why is a change required? **Students have been very confused as to what constitutes an appropriate mathematics, biological or physical science to fulfill this requirement. The faculty have reviewed the catalog and selected courses which will strengthen the students' preparation for the courses in the major.**

2. What is the impact on students? **Minimal in that all of the proposed courses will fulfill general education courses as well.**

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

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

Department Curriculum Committee: **10/23/06**

Department Faculty: **10/24/06**

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

**Carl Coelho, 62817, coelho@uconn.edu**

## **2006 - 183 Proposal to Add HIST 1XX**

1. Date: September 25, 2006
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Spring 2008

### **Final catalog Listing**

HIST 1XX: East Asian History Through Essential Hanzi

Either semester. Three credits. Prerequisite: None

Guanhua Wang

East Asian history taught through in-depth analysis of hanzi (Chinese character-based ideographic symbols). Students will learn how eleven essential hanzi, their meanings, and institutional manifestations changed in different regions over time.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: HIST
2. Course Number 1XX
3. Course Title: East Asian History Through Essential Hanzi
4. Semester offered: either semester
5. Number of Credits: 3
6. Course description: East Asian history taught through in-depth analysis of hanzi (Chinese character-based ideographic symbols). Students will learn how twelve essential hanzi, their meanings, and institutional manifestations changed in different regions over time.

#### Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: None.
9. Recommended Preparation, if applicable:
10. Consent of Instructor, if applicable
11. Exclusions, if applicable:
12. Repetition for credit, if applicable:
13. Instructor(s) names if they will appear in catalog copy: Guanhua Wang
14. Open to Sophomores: YES
15. Skill Codes "W", "Q", or "C": Not applicable
16. S/U grading: Not applicable

#### Justification

1. Reasons for adding this course:

Hanzi characters serve as core building-blocks of Japanese, Korean, and Chinese languages. Introducing students to the most essential character-based Chinese concepts will enable them to approach Asian societies and their histories more directly, and to understand English translations of original documents better. Readings are selected from various periods and areas ranging from East Zhou China (770 BC-206 BCE) to mediaeval Japan. Historical transformations are identified by examining the changing meanings of each character and its artistic representation.

2. Academic Merit:

Arguably the best way of learning history is to study it by reading original texts. For Asian history, however, most students have to use translations, which are inadequate at best, misleading at worst. Although this course will not teach students how to read ancient Chinese, Japanese, or Korean texts, it will equip them with the knowledge and skills to read translated texts more intelligently. In addition, it will introduce topics that will prepare students for more advanced studies in related areas. In short, this is an interdisciplinary course that borrows methodology and insights from historical philology, literature, and linguistics.

Probably the most important invention of the ancient Chinese, hanzi characters are building blocks for Chinese, Japanese and Korean, which, according to the latest UN report, are ranked second, seventh, and ninth respectively among the most internationally used languages for official communications. The eleven hanzi characters chosen for the course are Ren (human, people), Ren (humanity, humanly love), Nu (women), Xiao (filial piety), Jiao (to teach or religion), Shu (book, writing, calligraphy), Zheng(correct, upright, or to govern), Zui (crime and punishment), Bing (soldier, weapon, war), He (peace, harmony, or things Japan), and Qi (breath, spiritual energy, or mood). They may be considered as being among the most essential in the sense that they are most frequently used, broad in range, and rich in meaning.

For example, the character ren ("humanity") was one of ten words that appeared more than 400 times out of 1565 total characters in the third-century BCE text, the *Mencius*. In the Warring State period (480 BCE-221 BCE), it was written with a symbol for "heart" underneath the character for "body". But ever since the Qin unification of China (221 BCE-206 BCE), the character has been written with the radical ren (human, mankind) on the left and the character for "two" on the right. This corresponds to a change in meaning. In the *Zuo Commentary*, a Confucian historical classic, ren already stands for an ethical concept, meaning "to love people." Confucius made this concept the core of his philosophy. During the Song period (960 CE-1279 CE), ren was further defined as the supreme virtue, the manifestation of "heavenly principle". Since the 17th century, westerners have rendered it as "human-heartedness", "perfect virtue", "true manhood", "altruism", "the Good", and "humaneness", reflecting the concept's rich meaning. The Japanese has been using the concept since the 6th century CE, when Chinese writings were first introduced into Japan. The Japanese uses both kana script "hito" as well as Chinese character ren for the concept "humanity," which is invariably part of an emperor's name, e.g., Hirohito (1901-1989).

Student progress will be evaluated by assessing how students read and understand primary documents which illuminate selected hanzi for this course. First, students will be asked to keep journals with eleven entries for the entire semester. Each entry will be an analytical summary of lecture notes and readings on one particular hanzi, and the journal will be reviewed each week by the instructor. Second, students' understanding of essential hanzi will also be assessed through weekly discussions. Third, students will be asked three times during the semester to interview Asian scholars/students on or off campus about hanzi with simple-to-sophisticated questions. Finally, the course will include two five-page papers, in which students must analyze geographical and chronological transformations of two hanzi characters of their choice.

3. Overlapping Courses: None

4. Number of Students Expected: 40

5. Number and Size of Section: 1 section.

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: GUANHUA WANG

9. Dates approved by:

Department Curriculum Committee: 10-20-06

Department Faculty: 10-30-06

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

Daniel Caner, 6-3650, daniel.caner@uconn.edu

## **2006 - 184 Proposal to Add HIST 5XXX**

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

### **Final catalog Listing**

HIST 5xxx. Race and Science 3 credits. Seminar. Consent of instructor required  
Historical examination of the interplay between concepts of race and scientific naturalism as they emerged in the eighteenth, nineteenth, and twentieth centuries. Attention also paid to political and social contexts.

**[Note: Instructor permission required. This is not included in our current graduate course listings, although they all are permission-needed courses.]**

### **Justification**

1. Reasons for adding this course:

I have been teaching this seminar under the title of "Hist 307, Topics in History of Science." As I now plan to teach this seminar regularly I would like it to be listed in the catalog with its own number and description.

2. Academic Merit (see Note L): See attached syllabus
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section, cap of 10
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Shirley Roe
8. Dates approved by (see Note Q):  
Department Curriculum Committee: 10-13-06  
Department Faculty: 10-30-06
9. Name, Phone Number, and e-mail address of principal contact person: Daniel Caner, 486-3650, Daniel.Caner@uconn.edu

**2006 - 185 Proposal to Drop HIST 234**

1. Date: 10-30-06
2. Department: **History**

3. catalog Copy:

**HIS 234. American Thought and Society Since the Late Nineteenth Century**

Second Semester. Three credits.

The interaction of popular ideas and formal thought with society in the United States during a time of world-wide crises and unrest. Social Darwinism, Populism, reformism, racism, radicalism, liberalism, conservatism, and other ideologies and movements.

4. Effective Date Spring 2007

**Justification**

1. Reasons for dropping this course: Not taught in eight years; need course numbers.
  2. Other Departments Consulted: n/a
  3. Effects on Other Departments: none
  4. Effects on Regional Campuses: none (not taught elsewhere).
5. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 10-30-06  
Department Faculty: n/a

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

## 2006 - 186 Proposal to offer LING 298 Special Topics

1. Date of this proposal: October 16, 2006
2. Semester and year 298 will be offered: Spring 2007
3. Department: **Linguistics**

### 4. Title of course: **Cultural and Linguistic Variation in the Deaf Community**

5. Number of Credits: 3

6. Instructor: Doreen Simons-Marques

7. Instructor's position: Instructor-in-residence

(**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).

The instructor was hired full-time beginning in Fall 04 to teach ASL (American Sign Language) courses and to develop courses such as the 298 being proposed. (Her hire was made possible because of support from CLAS, School of Ed, Vice Provost for Diversity, and the Provost's office.) Previously, she taught ASL (six levels) at UConn for about 10 years as an adjunct, and she taught at community colleges in Connecticut as well as numerous workshops. Since her full-time appointment at UConn, she has continued to teach ASL courses; she developed Linguistics 150 'Introduction to Sociolinguistics of the Deaf Community' and has taught it several times; she has also taught various 295 topics courses. She has two MA degrees from NYU, and has been a Research Associate on my grants for almost as long as I've been here. She is herself Deaf and a member of the Deaf community. She has studied Deaf culture over the years and is preparing to write a book on the topic.

8. Has this topic been offered before? Yes, as Ling 295 in Spring 06

9. If so, how many times? (maximum = 3) 1

10. Short description:

Discussion of language and cultural models used in the Deaf community. We will engage in a critical examination of demographic subgroups of the Deaf community and discuss the linguistic background related to each of these subgroups.

Prerequisite: Ling 150 or permission of the instructor.

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

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: 10/3/06

Department Faculty: 10/3/06

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

Diane Lillo-Martin (Dept. Head), 486-0155, Unit 1145

## LING 298- Cultural and Linguistic Variation in the Deaf Community

**Instructor: Doreen Simons-Marques**

Office: Linguistic Department – Room# 300

Email: doreen.simons-marques@uconn.edu

Office hours: Monday: 11:30-1:30

Tuesday: 11:00-1:00

Thursday: 3:30-5:30

**Required book:** Paransis, Ila (ed.). 1998. *Cultural and Language Diversity and the Deaf Experience*. Cambridge University Press: Cambridge, MA.

**Additional readings (will be on reserve in library):**

### **Books:**

Gannon, J.R. 1981. *Deaf Heritage: A Narrative History of Deaf America*. National Association of the Deaf: Maryland.

Goldin-Meadows, S. 2005. *The Resilience of Language*. Psychology Press: New York.

Higgins, P.C. 1980. *Outsiders in a Hearing World: A Sociology of Deafness*. Sage Publications: Beverly Hills.

Grace, N. 1985. *Everyone Here Spoke Sign Language*. Harvard University Press: Cambridge, MA.

Greenberg, J. 1970. *In This Sign*. Holt, Rinehart, and Winston: New York.

Lucas, C., Bayley, R., & Valli, C. in collaboration with M. Rose, A. Wulf, P. Dudis, S. Schatz, and L. Sanheim. 2001. *Sociolinguistic Variation in American Sign Language*. Gallaudet University Press: Washington, D.C.

M. Metzger (ed.). 2000. *Bilingualism and Identity in Deaf Communities*. Gallaudet University Press: Washington, D.C.

Padden, C. & Humphries, T. *Deaf in America: Voices from a Culture*. 1988 Harvard University Press: Cambridge, MA.

Wilcox, S. 1989. *American Deaf Culture*. Linstok Press: Burtonsville, MD.

#### Articles-

Carroll, C. 1989. Born hearing and trying not to hate it: Sheila Palmer didn't know it for the first seven years of her life, but she was born hearing. *The World Around You*, 11 (4), 8-9, 15.  
Gallaudet University, Pre-College Programs: Washington, D.C.

Gallick, J. 1981. The Deaf gang. *The Deaf American, Jan.*, 4-10.

Heather Whitestone: An exclusive interview. 1995. *Deaf Life*, 8 (1), 19-21.

Younkin, L. 1990. Between two worlds: Welcomed by neither Black nor Deaf people, Deaf Blacks can find themselves in a virtual no-man's land. *The Disability Rag*, 11 (1), 30-33.

#### Plus, handouts and notes from instructor

**Course Description:** Discussion of language and cultural models used in the Deaf community. We will engage in a critical examination of demographic subgroups of the Deaf community and discuss the linguistic background related to each of these subgroups.

#### Requirements for the course:

Participation		15%
Mid-term	30%	
Final exam		30%
Reaction papers	10%	
Oral presentation	15%	

#### Oral presentation

Discuss a topic of your choice from the course and read additional material related to the topic. Summarize the readings and discuss your position on the topic. Will be done during the 15<sup>th</sup> week of the semester.

#### Schedule and assignments:

Week 1: Review of terminology 'culture', 'community', 'sociolinguistics'... How are they viewed within the prism of Deaf culture?

Week 2 Deafness and choices/use of language for individuals in the Deaf Community

Week 3 Introduction to ASL Linguistics, i.e. what is ASL?

Week 4: Acquisition of ASL- as 1<sup>st</sup> language and as 2<sup>nd</sup> language

Week 5: Bilingualism and Language use in the Deaf Community: ASL, SEE, PSE, English, etc...

Week 6 & 7: Introduction to cultural models for the Deaf culture

Week 8: Midterm week

Week 9: Spring Break

Week 10: Anthropological models of 'community' and the Deaf Community-

Week 11: Cultural Relativism and Attitudinal models of Deafness and Identity-

Week 12: Group identity vs. individual identity in the Deaf community- How is self-identity incorporated within the cultural affiliation?

Week 13: Linguistic constructs of identity- Stratification of group identities and use of dialectical variation of ASL in the Deaf Community



Week 14: Bilingual and bicultural: Big 'D' in Deaf Culture vs. hearing culture, Linguistic identity in ASL- nonmanuals, name signs, classifiers

discourse markers of cultural

Week 15: Guest speaker and review for Final exam

Final Exam: TBA

### **Curriculum Vitae Doreen Simons-Marques**

University of Connecticut  
Department of Linguistics  
337 Mansfield Road, Unit 1145  
Storrs, CT 06269-1145  
Doreen.Simons-Marques@uconn.edu

#### **EDUCATION**

1983 Sixth Year Certification in Deaf Education  
New York University  
1981 Master of Arts in Rehabilitation for the Deaf  
New York University  
1976 Bachelor of Arts in Sociology  
Gallaudet University

#### **CERTIFICATION**

2005 American Sign Language Teachers Association Certification  
1989 Certificates in Deaf Education and Reading, Council on Education of the Deaf  
1978 Reverse Skills Certificate, Registry of Interpreters for the Deaf

#### **AWARDS**

2005 Provost's Office Course Development Award  
1984 Outstanding Young Women of America

#### **TEACHING EXPERIENCE**

2004-present Instructor in Residence, University of Connecticut  
Full-time instructor of ASL and Linguistics courses  
1989-2004 Adjunct Faculty, University of Connecticut  
Part-time instructor of ASL courses  
1985-2000 Instructor, Northwestern Connecticut Community College  
Part-time instructor of ASL courses  
1986-1989 Instructor, Western Connecticut State University  
Part-time instructor of ASL courses  
1978-1979 Teacher Aide, California State University Northridge  
ASL course TA with mentors Marina McIntire, Lou Fant, Barbara Reade, Susan Newman Solow and Larry Fleischer

#### **OTHER EXPERIENCE**

1986-present Research Associate, Haskins Laboratories and University of Connecticut  
1986-2004 Senior Vocational Rehabilitation Counselor for the Deaf  
Connecticut State Department of Social Services  
1989-1998 Resident Advisor, Robinson House Group Home  
1984-1986 Teacher of the Deaf, American School for the Deaf  
1983-1984 Assistant Area Complex Director, Rochester Institute of Technology

#### **WORKSHOPS AND SHORT COURSES GIVEN**

2000 Training staff at the Washington School for the Deaf for two weeks to become ASL teachers for total immersion signing program  
2000 Medical Interpreting Workshop- to interpreters, Family Services Woodfield and C.R.I.D

#### **CONFERENCE PRESENTATIONS**

2006 (December, to appear)  
Sandra K. Wood and Doreen Simons-Marques  
"Where's the ASL? A Dialect Continuum of Varieties of ASL"  
Poster Presentation, Theoretical Issues in Sign Language Research 9 Florianopolis, Brazil

## 2006 - 187 Proposal to Change the URBN Major (Revised)

### *[Revisions*

1. Delete URBN 2XX from major.
2. Add ANTH 248 to major and delete URBN 248 from course description
3. Modify proposal and catalog description to correctly represent W's and Q's when courses must or may be offered with such designations. Deleted all reference to the C skill code.]

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 246 Introduction to Geographic Information Systems from group IV Elective to group III Methodological Requirement
2. Add PP 220 Program Evaluation to group III Methodological Requirement
3. Add URBN 2XX Cities, Communities, and Film to group IV Elective (**Proposal Postponed**)
4. Add SOCI 235 African Americans and Social Protest to group IV Elective
5. Add PP 223/223W 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. 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](#); [SOCI/URBN 280, SOCI 284, 285](#).

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

4. Three additional courses selected from group 2, group 3, or the following list: [ECON 220](#), [253](#); [ECON/URBN 259](#); [GEOG 246](#), [280](#); [HIST 238](#), [260](#), [278](#), [294](#); [HDFS 201](#), [274](#), [276](#), [INTD 211](#); [POLS 248](#), [249](#), [274](#), [276](#); [PP 274](#), [276](#); [SOC 248](#), [SOC/URBN 281](#), [SOC 283](#); [URBN 232](#) or [INTD 212](#); [URBN 290](#), [295](#), [298](#), [299](#).

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

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

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

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

## 6. Proposed catalog Description of the Major:

### Urban and Community Studies

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

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and Anthropology. 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 230/230W](#).

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

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

4. Three additional courses selected from group 2, group 3, or the following list: [ECON 220](#), [253](#); [ECON/URBN 259/259W](#); [GEOG 280W](#); [HIST 238](#), [260](#), [278](#), [294](#); [HDFS 201](#), [274](#), [276](#), [INTD 211](#); [POLS 248](#), [249](#), [274](#), [276](#); [PP 223](#), [274](#); [SOC 235](#), [248/248W](#), [SOC/URBN 281/281W](#), [SOC 283](#); [URBN 232](#) or [INTD 212](#); [URBN 290/290W](#), [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 [ECON 112](#), [GEOG/URBN 130](#), [POLS 173/173W](#), [SOC 107/107W](#), [115/115W](#) and [STAT 100Q](#), [110Q](#). They should also plan on enrolling in [URBN 230/230W](#), 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: [ECON 259W](#), [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 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](mailto:Stephen.L.Ross@ucon.edu),

## 2006 - 188 Proposal to Add CDIS 4XX

1. Date: October 6, 2006
2. Department requesting this course: **Communication Disorders**
3. Semester and year in which course will be first offered: Spring 2007

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

CDIS 4XX . The Vestibular System: Clinical Aspects

4 credits. Lecture. Open to graduate students in Audiology, others with permission.

Anatomy, physiology and functional assessment of the vestibular system including instrumentation, procedures, and interpretation of clinical tests. Hands-on laboratory exercises included.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CDIS
2. Course Number (see Note B): 4XX  
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: The Vestibular System: Clinical Aspects
4. Course description (if appropriate -- see Note K): This course will highlight the vestibular system, the disorders associated with it and the treatment options available to remediate the effects of the disorders.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 4
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): CDIS 354, or approval of instructor
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): Yes, for those who have not taken CDIS 354
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): No repetition for credit.
12. S/U grading, if applicable (see Note X): N/A

#### Justification

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

This new course will be in the curriculum for the Doctoral Program in Clinical Audiology (AuD). The scope of practice in Audiology includes the assessment and rehabilitation of vestibular (balance) disorders, which often co-occur with auditory disorders. The current graduate training program in Audiology does not have a course that covers this topic. This course has been offered in the past as a special topics (CDIS 364).

2. Academic Merit (see Note L): See attached syllabus.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 12-15
5. Number and Size of Section: 1 section
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): No additional staffing is needed.
8. Dates approved by (see Note Q):  
Department Curriculum Committee: 10/24/2006  
Department Faculty: 10/26/2006

9. Name- Dr. Frank Musiek 486-3166 e-mail address- Frank.Musiek@uconn.edu

**Vestibular System: Clinical Aspects**  
**CDIS 364-001**  
**Doctoral Seminar – Spring 2006**

**Professor:** Dr. Frank Musiek

**Office Hours:** By Appointment

**Class Meeting Times:** Tuesday, 6:00-9:00 p.m.; Room 142

**Introduction:** This course will focus on the diagnosis and management of vestibular based balance disorders. Diagnosis will emphasize the use of electronystagmography (ENG) and vestibular evoked myogenic potentials (VEMPS). Management facets will be aimed at understanding therapy procedures that are dynamic in nature but not to the exclusion of medical and surgical interventions.

**Tests:** A midterm that will be oral will be worth 30 points  
The written final will be worth between 75 – 100 points

**Other Course Requirements:**

- Two 10 minute article reports, 20 points
- Completion of vestibular lab sheets, if not completed there will be points subtracted from your point total!
- Each week one student will present three well structured, discussion questions for the class (15 minutes)

**Lab Activities:** There will be two kinds of labs. One will be teaching labs and the other independent labs.

We hope to allow each student observation time at the Medical Center with Ms. Downs.

**Instructors:** Dr. Frank Musiek, Ms. Renee Downs, and Mr. Jeff Weihing.

**Book:** Electronystagmography, Barber and Stockwell, any edition (check Ebay, Amazon, etc.)

**AGENDA**

Jan. 17	Introduction to Diagnostic Audiology. The Vestibular System: Clinical Aspects, Symptoms, Peripheral and Central Vestibular Physiology, Applied Physiology
Jan. 24	Nystagmus and related physiology, disorders of the vestibular system, screening balance tests, introduction to ENG, recording ENG, VNG, ocular attenuation principles
Jan. 31	ENG calibration and saccades, spontaneous and gaze nystagmus, pursuit tracking, optokinetic *Teaching Lab
Feb. 7	Positional and positioning tests, caloric tests *Teaching Lab
Feb. 14	Central vs. peripheral dysfunction, interpretation of ENG
Feb. 21	Review and catch up ENG correlations
Feb. 28	Midterm, oral exam Introduction to VEMPS
Mar. 7	AAS and Spring break (5 <sup>th</sup> – 11 <sup>th</sup> )
Mar. 14	VEMPs set up, waveform, VEMP generator sites, status, measurement indices clinical application to disorders *Teaching Lab
Mar. 21	VEMPs continued
Mar. 28	Vestibular management: Introduction, dynamic therapy, medical, surgical, spontaneous, role of plasticity in dynamic therapy, Cawthorn exercises
Apr. 4	AAA – No Class
Apr. 11	Dynamic therapy continued, e.g., Eply maneuvers, vestibular exercises
Apr. 18	Dynamic therapy continued, integration of vestibular findings for therapy, overview of posturography

Apr. 25            Review and final exam

## READING LIST

Reference Type: Book  
Record Number: 2  
Author: Barber, Hugh O.; Stockwell, Charles W.  
Year: 1976  
Title: Manual Of Electronystagmography  
City: St. Louis  
Publisher: The C.V. Mosby Company

Reference Type: Journal Article  
Record Number: 12  
Author: Cheng, P.W., Huang T.W., Young, Y.H.  
Year: 2003  
Title: VEMP The influence of clicks versus short tone bursts on the vestibular evoked myogenic potentials.  
Journal: Ear Hear  
Volume: 24  
Pages: 195-197

Reference Type: Journal Article  
Record Number: 13  
Author: Cheng, P.W., Murofushi, T.  
Year: 2001  
Title: VEMP The effect of rise/fall time on vestibular-evoked myogenic potential triggered by short tone bursts.  
Journal: Acta Otolaryngol  
Volume: 121  
Pages: 696-699

Reference Type: Journal Article  
Record Number: 6  
Author: Coats, A.C.  
Year: 1993  
Title: Computer-quantified positional nystagmus in normals  
Journal: American Journal of Otolaryngology  
Volume: 14  
Issue: 5  
Pages: 314-326  
Date: Sep.-Oct.

Reference Type: Journal Article  
Record Number: 19  
Author: DiFabio, R.P.  
Year: 1995  
Title: Sensitivity and specificity of platform posturography for identifying patients with vestibular dysfunction.  
Journal: Physical Therapy  
Volume: 75  
Pages: 290-305

Reference Type: Journal Article  
Record Number: 7  
Author: Epley, J.M.  
Year: 1992  
Title: The canalith repositioning procedure: for treatment of benign paroxysmal positional vertigo  
Journal: Head Neck Surg  
Volume: 107  
Issue: 3  
Pages: 399-404  
Date: Sept.

Reference Type: Book  
Record Number: 17  
Author: Evans, K.M.; Melancon, B.B.  
Year: 1989  
Title: Seminars in Hearing  
Volume: 10  
Number of Pages: 123-140



Reference Type: Journal Article  
Record Number: 8  
Author: Fox, E.J.; Balkany, T.J.; Arenberg, I.K.  
Year: 1988  
Title: The Tullio phenomenon and perilymph fistula.  
Journal: Otolaryngol Head Neck Surg  
Volume: 98  
Issue: 1  
Pages: 88-89  
Date: Jan.

Reference Type: Book  
Record Number: 4  
Author: Highstein, Stephen M.; Fay, Richard R.; Popper, Arthur N.  
Year: 2004  
Title: The Vestibular System  
Series Editor: Fay, Richard R.; Popper, Arthur N.  
City: New York  
Publisher: Springer-Verlag

Reference Type: Journal Article  
Record Number: 18  
Author: Honrubia, V.  
Year: 1995  
Title: Contemporary vestibular function testing: Accomplishments and future perspectives.  
Journal: Otolaryngol Head Neck Surg  
Volume: 112  
Pages: 64-77

Reference Type: Book  
Record Number: 9  
Author: Jacobsen, G.P.; Newman, C.W.; Kartush, J.M.  
Year: 1993  
Title: Handbook of Balance Function Testing  
Publisher: Mosby-Year  
Edition: 1st

Reference Type: Book  
Record Number: 5  
Author: Luxon, Linda  
Year: 2003  
Title: Textbook of Audiological Medicine, Clinical Aspects of Hearing and Balance  
Series Editor: Luxon, Linda; Furman, Joseph, M.; Martini, Alessandro; Stephens, Dafydd  
Publisher: Martin Dunitz

Reference Type: Journal Article  
Record Number: 14  
Author: Monobe, H.; Murofushi, T.  
Year: 2004  
Title: VEMP Vestibular testing by electrical stimulation in patients with unilateral vestibular deafferentation: galvanic evoked myogenic responses testing galvanic body sway testing.  
Journal: Clin Neurophysiol  
Volume: 115  
Pages: 807-811

Reference Type: Journal Article  
Record Number: 11  
Author: Murofushi, T.; Matsuzaki, M.; C.H., Wu  
Year: 1999  
Title: VEMP Short tone burst-evoked myogenic potentials on the sternocleidomastoid muscle.  
Journal: Arch Otolaryngol Head Neck Surg  
Volume: 125  
Pages: 660-664

Reference Type: Journal Article  
Record Number: 15

Author: Murofushi, T.; Matsuzaki, M.; Mizuno, M.  
Year: 1998  
Title: VEMP Vestibular evoked myogenic potentials in patients with acoustic neuromas.  
Journal: Acta Otolaryngol Head Neck Surg  
Volume: 124  
Pages: 509-512

Reference Type: Journal Article  
Record Number: 20  
Author: Nashner, L.M.; Peters, J.F.  
Year: 1990  
Title: Dynamic posturography in the diagnosis and management of dizziness and balance disorders.  
Journal: Neurologic Clinics  
Volume: 8  
Pages: 331-350

Reference Type: Book  
Record Number: 1  
Author: Naunton, Ralph F.  
Year: 1975  
Title: The Vestibular System  
Series Editor: Naunton, Ralph F.  
Series Title: The Vestibular System  
City: New York  
Publisher: Academic Press

Reference Type: Journal Article  
Record Number: 21  
Author: Sataloff, R.T.; Hughes, M.E.  
Year: 1988  
Title: How I do it: An easy guide to electronystagmography interpretations  
Journal: American Journal of Otology  
Volume: 9  
Pages: 144-151

Reference Type: Journal Article  
Record Number: 22  
Author: Teter, D.L.  
Year: 1983  
Title: The electronystagmography test battery and interpretation  
Journal: Seminars in Hearing  
Volume: 4  
Pages: 11-21

Reference Type: Journal Article  
Record Number: 10  
Author: Welgampola, M.S.; Colebatch, J.G.  
Year: 2001  
Title: VEMP  
Characteristics of tone burst-evoked myogenic potentials in the sternocleidomastoid muscles.  
Journal: Otol Neurotol  
Volume: 22  
Pages: 796-802

Reference Type: Book  
Record Number: 3  
Author: Wilson-Pauwels, Linda; Akesson, Elizabeth J.; Stewart, Patricia A.  
Year: 1988  
Title: Cranial Nerves  
Publisher: B.C. Decker Inc.

Reference Type: Book Section  
Record Number: 23  
Author: Yellin, M. Wende  
Year: 2000  
Title: Assessment of Vestibular Function  
Editor: Roeser, Ross J.; Valente, Michael; Hosford-Dunn, Holly  
Book Title: Audiology: Diagnosis  
City: New York  
Publisher: Thieme

Pages: 571-589

Reference Type: Journal Article

Record Number: 16

Author: Young, Y.H., Huang, T.W., Cheng, P.W.

Year: 2002

Title: VEMP Vestibular evoked myogenic potentials in delayed endolymphatic hydrops.

Journal: Laryngoscope

Volume: 112

Pages: 1623-1626

**2006 - 189 Proposal to Change CDIS 250**

1. Date: November 2, 2006
2. Department: **Communication Science**
3. Nature of Proposed Change: *Course title change*

4. Current Catalog Copy:

CDIS 250- Audition First semester. Three credits

The response to acoustic stimuli including methodology and instrumentation.

**5. Proposed Catalog Copy:**

CDIS 250- Structure and Function of the Auditory System

The response to acoustic stimuli including methodology and instrumentation

6. Effective Date Spring 2007

**Justification**

1. Reasons for changing this course: This title more adequately describes course content.
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: None

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10/24/2006

Department Faculty: 10/26/2006

8. Name- Dr. Frank Musiek

Phone Number- 486-3166

e-mail address- Frank.Musiek@uconn.edu

## **2006 - 190 Proposal to Add ENGL 149W**

1. Date: 11/04/2006
2. Department requesting this course: English (ENGL)
3. Semester and year in which course will be first offered: Spring 2008

### **Final catalog Listing**

ENGL 149W/2049W. 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): 149W  
If using a specific number (e.g. "254" instead of "249"), have you checked with the Registrar that this number is available for use? XX 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 149W 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.

The proposed course has won an award and received funding for development and implementation from the Provost's General Education Course Development Grants Competition.

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 149W, 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: 10/04/06

Department Faculty: 10/18/06

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

### **ENGL 149W: Writing through Research**

#### TEXTS

Some photocopied readings\*  
Booth et al. The Craft of Research (2<sup>nd</sup>. ed.)  
Hacker, A Writer's Reference (6<sup>th</sup> ed.)  
\*To be handed out in class

#### OTHER REQUIRED MATERIALS

- Folder for holding essays, in-class writing, notes, and handouts
- A separate notebook for regular short assignments

#### GOALS

- To re-define your idea of what research is and provide ways for you to move well beyond the paradigm of the "report."
- To help you discover yourself as a legitimate researcher and as someone who can use language and images to examine, develop, and communicate ideas.
- To help you discover, inhabit, and use the ideas of others (without, of course, plagiarizing those ideas).

- To emphasize the social aspect of writing. Writing is an act of communication and engagement, and I want you to anticipate your audience and see your writing in a context of others' reading and writing.
- To help you master the forms and conventions of academic writing.
- To show that writing is an act of coming to an understanding about a topic and not something that simply happens *after* understanding.

## REQUIREMENTS

You must complete 3 formal essays (25-30 pages of revised writing including bibliographies), other less formal writing (in-class and assigned), and an essay exam. All formal papers must be typed using reasonable fonts, double-spacing, and standard one-inch margins. The centerpiece of the course will be a full-scale research paper. Typed rough drafts are required for all papers; a copy of each rough draft must be handed in to me. A rough draft is due even if you are unable to attend class. ALL papers must be handed in for you to pass the class. Late papers will have a negative effect on your final grade. In addition, required work for this course includes regular homework assignments and in-class writing as well as an informal class presentation on your research process and its relation to your research question. Bring your notes and relevant materials to every class session.

Because each of you will be pursuing different writing projects, the "center" of the course will sometimes be obscured. Make no mistake: the center of the course is *you*—your ideas, your interests, and your involvement with the other members of the class. I view my role as that of a resource, a listener, an advocate, and a thorn. I will help you develop your ideas into a project you can be proud of, and, in turn, I hope you will do the same for the other members of the class.

## POLICIES

- Class attendance is important. Because this is a seminar course, absences are bound to affect class participation grade.
- This is a *writing* course and we will therefore be writing in almost every class. Expect frequent in-class assignments as well as regular homework assignments.
- I encourage you to meet with me in my office or before or after class whenever you have questions, concerns, or ideas you would like to discuss. I will also read (and usually respond to) my e-mail every other day or so.
- Students will be asked to review and abide by the University's code on plagiarism. We will have much more to say about this policy as we begin the research project.
- If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Center for Students with Disabilities. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. See their website: <http://www.csd.uconn.edu/>.

## RESEARCH

One of your papers will be a researched essay which means that you will be responsible for a fair amount of library and internet research. Indeed, this paper will be the most important work you do this semester. I will provide guidance and advice about this when the time comes, but I want you to think about possible topics or subjects as soon as possible. A good research paper requires *time*. Also, you will have to "present" your research idea to the class at two points during the semester.

## COURSE "CONTENT"

The "content" of this course will be the texts you choose to look at as well as the texts we are *producing* throughout the semester. We will look at research as "in action" and always developing, and, therefore, it is impossible to know, at this point, where this will take us. *That* is a good thing, but it means you must be creative and willing to shed assumptions and preconceptions that obstruct your discoveries. The "enemy" in this course is writing or thinking that is dull, predictable, or stale. Even the presentations will be active, exploratory, and evolving.

## GRADING

Your final draft essays will constitute 70% of your grade. Another 25% reflects your informal writing and class participation (including presentations), and 5% is tied to the exam. Students must pass the writing component of this course in order to pass the course itself. It is a minimum expectation that your essays will be free of grammatical, spelling, citation, and formatting errors. The true goal, though, is for you to express an original idea in an engaging way. Your readers should have a sense of what you are trying to say, and why what you have to say *needs* to be said. Try not to worry about your grades at the beginning of the semester; focus instead on making each piece of writing better than the last. If, at any point in the semester, you have questions about where you stand, come to my office hours and I will tell you. There should be no mysteries or surprises about your grades.

**ENGL 149W: Writing through Research**  
[Example Syllabus with Example Course Theme of "Consuming Culture"]  
\*Theme not required in ENGL 149W

**January**

- 24 (Th) Introduction: "Consuming Culture" and the function of academic research  
Homework (HW): Read Scott McCloud, "Setting the Record Straight"
- 29 (T) Discuss McCloud and its relation to our course.  
HW: Read Stuart Ewen, "The Marriage Between Art and Commerce" and  
bring an ad from 1890-1930 that supports or challenges Ewen. Come prepared to explain your example.
- 31 (Th) Discuss Ewen, examples, and Paper #1 assignment

**February**

- 6 (T) Draft Paper #1 (peer review: bring three copies)  
The idea and practice of revision  
HW: Read Susan Willis, "Disney World, Public Use/Private State"
- 8 (Th) Final Paper #1 due and Willis discussion
- 12 (T) More on Willis, "play," and power.  
HW: Read Gloria Anzaldúa, "Chicana Artists: Exploring *Nepantla el Lugar de la Frontera*"
- 14 (Th) Developing an idea for Paper #2 and working with multiple texts
- 19 (T) Draft Paper #2 (peer review: bring three copies)
- 21 (Th) Research Paper assigned
- 26 (T) Final Paper #2 due; Library Day One (meet at library)
- 28 (Th) Developing research topics and methodology (matching lens and artifact)

**March**

- 5 (T) Scholarly and popular sources; using the internet for research
- 7 (Th) Working with and evaluating sources (bring three potential sources)
- 12 (T) Research ideas (difference between topics and ideas)
- 14 (Th) Research Proposal Draft #1 due
- 19 (T) Continued tweaking of Proposal with an eye toward sources
- 21 (Th) Proposal plus Bibliography due

**Spring Break (March 25-29)**

**April**

- 2 (T) On exploration and argument: what is a "researched essay"?
- 4 (Th) Research First Draft (bring three copies);  
Presentations begin
- 9 (T) Improving sources: Library Day Two (in-class workshop with computer)
- 11 (Th) Presentations
- 16 (T) Presentations
- 18 (Th) Research Second Draft (bring three copies)
- 23 (T) Evaluations and presentations;  
Notes on plagiarism and Works Cited pages
- 25 (Th) Presentations  
HW: Nancy Sommers, "I Stand Here Writing"

- 30 (T) Discussion: Sommers and the aims of academic research

**May**

- 2 (Th) Research Paper Checklist
- 7 (T) Research Paper Final (include copies of previous drafts and proposal)
- TBA Final Exam Essay (return to course theme)



PLEASE NOTE: --- --- ONCE YOUR C&C COMMITTEE HAS APPROVED THIS PROPOSAL, YOUR C&C CONTACT PERSON NEEDS TO FORWARD THIS PROPOSAL TO THE GEOC.

Competency Group: W only

Course number: ENGL 149W

Course title: Writing through Research

Number of Credits: 3

Initiating Dept.: English

Contact Person: Harris Fairbanks

Unit Number: 4205

Phone: (860) 486-2376

Existing Course: NO

A current GEN ED?: NO

Dept Approval Date: - 10/18/06

School/College Approval Date: -

First Offering of New Course: Spring

Year of First Offering: 2008

Competency Group: W only

Proposed Cat Copy: ENGL 149W. 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.

Current Catalog Copy: -

Course Information:

a.

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.

b.

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.

c.

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.

How Meets Goals of Gen Ed.: -

Specific Criteria Arts and Humanities: -

Specific Criteria Social Sciences: -

Specific Criteria Science and Technology: -

Specific Criteria Diversity and Multiculturalism: -

Specific Criteria Q course: -

Specific Criteria W course: 1. This course places a primary emphasis on student writing, and, consequently, the W component is inseparable from the course goals and the final course grade. In a sense, the writing process is both the method of learning and the content of the course. The three major writing assignments include a short synthesis paper (4-5 pages), a "frame and case" paper (6-7 pages), and the culminating research project (15-20 pages).

2. The instructor will provide some targeted analysis of both student and professional research, some instruction in library and web research, and some models for raising and developing research questions. But the primary mode of instruction is simply the seminar format of the course itself, which allows for the regular examination of each student project as it progresses through each stage.

3. Each paper has at least one draft that will receive comments from the instructor, and each final, revised version of these drafts will receive a grade and further commentary. Each of the smaller assignments—including project proposal, research questions, narrative outline, and bibliography—are evaluated, and the student's response to this evaluation (a kind of revision) will be discernible in the final draft of the research project. Students will be asked to keep a portfolio of all written work as well and to turn in a "process portfolio" that documents and reflects on their steps (and missteps) along the way to this final project.

4. The syllabus will outline the requirements of the course and will inform students that they must pass the W component of the course in order to pass the course.

Laboratory Courses Description: -

Number of Sections: -

Seats/Section: -

Total Num Students/Year: -

Role of Grad Students: -

Advanced graduate students may serve as primary instructors of certain English courses. Their major advisor will normally be their primary supervisor, responsible for training them as teachers of the course and overseeing their work. If for some reason the major advisor is not available or, as will only rarely happen, lacks expertise in the course, he or she is responsible for finding a competent faculty replacement. When the graduate student first teaches the course, the supervisor will approve the syllabus, tests, and writing assignments, will sit in on at least one class session, and will review the grade distribution. If the graduate student teaches the course subsequently, supervision will naturally be more relaxed, but the advisor will continue to oversee the instructor's performance.

If courses taught by advanced graduate students are also "W" courses, additional supervision of the "W" component will be provided for all graduate instructors the first year by a faculty expert in the teaching of writing. The "W" supervisor will receive a syllabus from all graduate students teaching "W" courses. Normally this supervisor will be the Associate Director of the Writing Center. When he or she is not available, the Head will designate a replacement in consultation with the Director of Freshman English. After a graduate student's first year of teaching "W" courses, full supervisory responsibility will revert to the major advisor.

Availability at Regional Campuses: YES

Resources Available: YES

Why No Resources to teach course.: -

Impact of Course on Teaching Loads: 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 149W, 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.

Supplementary Information: 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 149W 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.

Current research on research (e.g., writing by Kathleen McCormick, James Berlin, and Charles Bazerman) suggests that all too often courses with a "research component" simply reinforce a static relationship between student and subject, that "research," which to professional researchers connotes challenge and change, is reproduced in the classroom as a relatively unproblematized consultation with experts. Courses that instruct students in research methods often depend on fixed formulas and an implicit positivistic approach to reading and writing. Students are learning to write about research—to cite authorities and marshal evidence—but they are not learning to write through research—to see their projects in the language of others and to harness the ideas that shape and render new thinking. This new course reconceives of the undergraduate research project as an inventive and often contested pursuit of new and compelling ideas. Less a search for unassailable truth than a posing of an idea in process, the course relies on a collaborative classroom atmosphere and an active revision practice whereby students share and critique the research and writing as it is happening throughout the semester.

## 2006 - 191 Proposal to Change the ENGL Major

1. Date: 11/06/06
2. Department requesting this change: **English**
3. Title of Major: **English**
4. Nature of Change: **Add one course to two categories**

5. Existing catalog Description of the Major:

### English

To satisfy the English major, the student must present for the degree ten 200-level three-credit courses in this department. Courses elected in satisfaction of one of the following requirements will also satisfy one or more others, when course content warrants.

Five courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: [205](#), [206](#), [220](#), [221](#),[222](#), [223](#), [226](#), [270](#), [271](#).

Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author: [200](#), [204](#), [210](#), [211](#), [212](#), [216](#), [217](#), [218](#), [219](#), [227](#), [230](#), [231](#), [232](#), [233](#),[234](#), [236](#), [237](#), [238](#), [239](#), [240](#), [242](#), [244](#), [261](#), [262](#), [264](#), [265W](#), [266](#), [267](#),[268W](#), [272](#), [274](#),[276](#), [277W](#), [278](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [291](#), [293](#), [295](#), [298](#), [299](#).

One course must be in Shakespeare.

At least three courses must focus upon literature written before 1800: [204](#), [205](#), [220](#), [221](#), [222](#), [230](#), [231](#), [232](#), [244](#). Others, such as [217](#), [219](#), [240](#), [264](#), [265W](#), [266](#), [267](#),[268W](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

One course must focus upon literature that expresses the formation of diverse cultural identities: [218](#), [227](#), [233](#), [234](#), [261](#), [262](#), [269](#), [272](#), [274](#), [276](#), [277W](#), [278](#), [285](#), [286](#),[287](#), [288](#), [289](#), [290](#). Others, such as [217](#), [264](#), [265W](#), [267](#), [268W](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

Any 200-level English course will count as the tenth course to fulfill the major.

To satisfy both the general education requirement for writing in the major and for information literacy in the major at the same time, students must pass one of the following English courses: [268W](#), [279W](#), [280W](#), [281W](#), [282W](#), [283W](#), [284W](#), [287W](#), [288W](#), [289W](#), [290W](#).

A minor in English is described in the [Minors](#) section.

**Concentration in Irish Literature.** English majors may choose to pursue a concentration in [Irish Literature](#). Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

**Study Abroad in London.** The University sponsors an academic program at The [City University in London](#). Students take university-level courses in the history of London, British art history, British history, English literature and other subjects in the humanities.

6. Proposed catalog Description of the Major:

## English

To satisfy the English major, the student must present for the degree ten 200-level three-credit courses in this department. Courses elected in satisfaction of one of the following requirements will also satisfy one or more others, when course content warrants.

Five courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: [205](#), [206](#), [220](#), [221](#), [222](#), [223](#), [226](#), [270](#), [271](#).

Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author: [200](#), [204](#), [210](#), [211](#), [212](#), [213](#), [216](#), [217](#), [218](#), [219](#), [227](#), [230](#), [231](#), [232](#), [233](#), [234](#), [236](#), [237](#), [238](#), [239](#), [240](#), [242](#), [244](#), [261](#), [262](#), [264](#), [265W](#), [266](#), [267](#), [268W](#), [272](#), [274](#), [276](#), [277W](#), [278](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [291](#), [293](#), [295](#), [298](#), [299](#).

One course must be in Shakespeare.

At least three courses must focus upon literature written before 1800: [204](#), [205](#), [213](#), [220](#), [221](#), [222](#), [230](#), [231](#), [232](#), [244](#). Others, such as [217](#), [219](#), [240](#), [264](#), [265W](#), [266](#), [267](#), [268W](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

One course must focus upon literature that expresses the formation of diverse cultural identities: [218](#), [227](#), [233](#), [234](#), [261](#), [262](#), [269](#), [272](#), [274](#), [276](#), [277W](#), [278](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#). Others, such as [217](#), [264](#), [265W](#), [267](#), [268W](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

Any 200-level English course will count as the tenth course to fulfill the major.

To satisfy both the general education requirement for writing in the major and for information literacy in the major at the same time, students must pass one of the following English courses: [268W](#), [279W](#), [280W](#), [281W](#), [282W](#), [283W](#), [284W](#), [287W](#), [288W](#), [289W](#), [290W](#).

A minor in English is described in the [Minors](#) section.

**Concentration in Irish Literature.** English majors may choose to pursue a concentration in [Irish Literature](#). Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

**Study Abroad in London.** The University sponsors an academic program at The [City University in London](#). Students take university-level courses in the history of London, British art history, British history, English literature and other subjects in the humanities.

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? Because a new course, ENGL 213, has been created whose focus matches the two categories of pre-1800 literature and of a sharply focused theme.
2. What is the impact on students? Greater choice.
3. What is the impact on regional campuses? None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 10/4/06

Department Faculty: 10/18/06

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

A. Harris Fairbanks, 6-2376. [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@uconn.edu)

## 2006 - 192 Proposal to Change PHYS 127

1. Date: 11/9/06
2. Department: **Physics**
3. Nature of Proposed Change: **Change in prerequisites**

### 4. Current Catalog Copy:

PHYS 127. Physics for the Health Sciences

Second semester. Three credits. Prerequisite: MATH 112 and 113, or MATH 115, or MATH 135. Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152.

Survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

### 5. Proposed Catalog Copy:

127. Physics for the Health Sciences (change in italics)

Second semester. Three credits. Prerequisite: *MATH 113 which can be taken concurrently*, or MATH 115, or MATH 135. Not open for credit to students who have passed PHYS 123, 131, 132, 141, 142, 151, or 152.

Survey of the principles of physics and their application to the health sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

### 6. Effective Date (Spring 2007):

#### Justification

##### 1. Reasons for changing this course:

The course is taken by second semester Freshman pre-pharmacy students. The MATH 115 or 135 are all first semester courses, and provide no timing obstacle to the students taking the PHYS 127. If however the students are doing the MATH 112-113 sequence, then, under the present stipulations they have to wait before taking the PHYS 127 course until MATH 113 is completed. However, about 90% of the calculus for the PHYS 127 course is differential calculus, and what little integral calculus is used can be matched to what they are learning in MATH 113. Hence the proposed co-requisite of MATH 113 for the PHYS 127 provides no obstacle for teaching the 127 course, and helps to speed up the student's progress in their studies. MATH 113 has as prerequisite MATH 112, hence it is not needed to state 112 as a prerequisite for the PHYS 127 course.

##### 2. Effect on Department's Curriculum: none

##### 3. Other Departments Consulted: none

##### 4. Effects on Other Departments: none

##### 5. Effects on Regional Campuses: none

##### 6. Staffing: no change in staffing is required

##### 7. Dates approved by:

Department Curriculum Committee: 11-2-06

Department Faculty: 11-9-06

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

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

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