

Departmental Course Proposals for the 13 February 2006 Meeting

A. Departmental Proposals Postponed From Previous Meeting:

- 2006 - 91 Proposal to Add URBN 2xx: Redocketed (new number) for March
- 2006 -107 Proposal to offer AASI "Special Topics" course; Pending
- 2006 - 117 Proposal to Cross list SCI 103 with AMST 103: Text reserved
- 2006 - 143 Proposal to Cross-list URBN 220: Text reserved
- 2006 - 151 Add ENGL 1XX (re-docketed as 2006 - 190, below)
- 2006 - 170 Change SOCI 207QC (redocketed as 2007-15, below)

and

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

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 ___x_ 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; x 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 x 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; _x_ 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 - 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](#); [SOC/URBN 280, SOC 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@uconn.edu,

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 (2nd. ed.)

Hacker, A Writer's Reference (6th 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 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 unproblematic 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

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

2006 - 193 Proposal to Change the Physiology & Neurobiology Major

1. Date: November 10, 2006

2. Department requesting this change: **Physiology and Neurobiology**

3. Title of Major: Physiology and Neurobiology

4. Nature of Change: **Allow PNB majors to apply their Senior Thesis course towards their degree and to make some minor editorial corrections.**

5. Existing catalog Description of the PNB Major:

The following 100's level courses are required: BIOL 107, 108; CHEM 124-126 or 127-128; MATH 115-116 or 112-113-114; PHYS 131-132 or 121-122-123 or 141-142-143 PNB majors must take no fewer than 24 credits in PNB courses numbered 200 and above. This must include all of the following core courses: PNB 274-275, 251, 262. The remaining credits needed to fulfill this requirement should be selected from the available PNB courses, including PNB 225, 250, 252, 260, 263W, 280, 292W, 298, 299. (At most 3 credits from among PNB 292W, 298 and 299 may count towards the 24 credit requirement.) PNB majors must also take all of the following courses, which count as the related group: CHEM 243, 244; MCB 203 or 204 and either MCB 200 or 213.

In addition, students are urged to take: CHEM 245; EEB 244 or 244W or 245 or 245W; and MCB 210.

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: PNB 263WQ, PNB 292W, EEB 244W, or EEB 245W.

6. **Proposed catalog Description of the PNB Major:** (Deletions shown by strike-out, additions are underlined)

The following 100's level courses are required: BIOL 107, 108; CHEM 124-126 or 127-128; MATH 115-116 or 112-113-114; PHYS 131-132 or 121-122-123 or 141-142-~~443~~PNB majors must take no fewer than

24 credits in PNB courses numbered 200 and above. This must include all of the following core courses: PNB 274-275, 251, 262. The remaining credits needed to fulfill this requirement should be selected from the available PNB courses, including PNB 225, 250, 252, 260, 263W, 280, 281, 292W, 298, 299. (At most 3 credits from ~~among PNB 292W~~, 298 and 299 may count towards the 24 credit requirement.)

PNB majors must also take all of the following courses, which count as the related group: CHEM 243, 244; MCB 203 or 204, ~~and either~~ MCB 200 or 213.

In addition, students are urged to take: CHEM 245; EEB 244 or 244W or 245 or 245W; and MCB 210. To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: PNB 263WQ, PNB 292W, EEB 244W, or EEB 245W.

7. Effective Date (semester, year): Immediate.

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

Justification

1. Why is a change required?

Presently, the Senior Thesis is considered part of PNB's "independent study" group of which only 3 credits may be applied to the PNB major. This is inconsistent with the departments W course plan: PNB292W could provide students engaged in substantive independent study projects with a W in the major, yet, since the prerequisite for PNB292W is one semester of independent research they would not be able to apply the thesis course's credits towards the major. This has, in fact, proven to be a disincentive for some students to write a senior thesis to complete their undergraduate research experience since it would not count towards their 24 credit requirement.

PHYS 143 does not exist so it is being deleted. PNB 281 is being added to the list of existing PNB courses, and the other changes are editorial.

2. What is the impact on students?

It increases the motivation for them to engage in independent study and complete their experience with a Senior Thesis.

3. What is the impact on regional campuses?

None.

4. Dates approved by:

Department Curriculum Committee: 11/10/2006

Department Faculty: 11/10/2006

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

Andrew Moiseff 486-6373 moiseff@uconn.edu

2006 - 194 Proposal to Add ENGL 213 1. Date: November 14, 2006 2. Department requesting this course: **English** 3. Semester and year in which course will be first offered: Fall 2007 **Final catalog Listing ENGL 213/3301. Celtic and Norse Myth and Legend.** Either semester. Three credits. Open to sophomores or higher. Not open for credit to students who have previously received credit for the same course as English 267. An examination of the early Celtic and Norse cultures through their medieval literature. Close analysis of works such as *The Tain*, *The Mabinogian*, *The Eddas*, selected sagas, runic and historical texts in association with later English texts that show their influence. **Items included in catalog Listing: Obligatory Items** 1. Standard abbreviation for Department or Program: ENGL 2. Course Number : 213/3301; confirmed available by M. Buck 3. Course Title: Celtic and Norse Myth and Legend 4. Semester offered : Either semester 5. Number of Credits: Three credits 6. Course description: An examination of the early Celtic and Norse cultures through their medieval literature. Close analysis of works such as *The Tain*, *The Mabinogian*, *The Eddas*, selected sagas, runic and historical texts in association with later English texts that show their influence. **Optional Items** 7. Number of Class Periods, if not standard : not applicable 8. Prerequisites, if applicable: 9. Recommended Preparation, if applicable: not applicable 10. Consent of Instructor, if applicable 11. Exclusions, if applicable : Not open for credit to students who have previously received credit for the same course as English 267 12. Repetition for credit, if applicable : not applicable 13. Instructor(s) names if they will appear in catalog copy

: not applicable 14. Open to Sophomores: open to sophomores or higher 15. Skill Codes "W", "Q", or "C" : not applicable 16. S/U grading: not applicable **Justification** 1. Reasons for adding this course: This course was developed in direct response to student requests for further grounding, on the undergraduate level, in the pre-Christian cultures and literatures of Northern Europe, which strongly affected the development of medieval English literature. While a very basic overview of these cultures might be offered in existing medieval courses, there simply is not time in courses centered on English texts to give the subject the attention it deserves. The course will help to broaden the reach and deepen the focus of the department's medieval offerings. The course--offered three times as ENGL 267-- draws a large number of English majors as well as students from across the University. 2. Academic Merit: Students will be graded on class participation, homework preparation, a series of short-essay responses to the readings, two exams, and a self-directed research project. Discussion is strongly emphasized. In the course of the semester students will read medieval Celtic and Norse texts as well as medieval English texts that show their influence. Historical, archaeological, and visual arts material will also be studied for context. 3. Overlapping Courses: 4. Number of Students Expected: 35 5. Number and Size of Section: 1 section, 35 students 6. Effects on Other Departments: not applicable 7. Effects on Regional Campuses: not applicable 8. Staffing: Kohanski 9. Dates approved by: Department Curriculum Committee: 10/4/06 Department Faculty: 10/18/06 10. Name, Phone Number, and e-mail address of principal contact person: Frederick Biggs, (860) 486-2380, frederick.biggs@uconn.edu

Tamarah Malley Kohanski
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(860) 485-0604

Education:

1988 - 1993 UNIVERSITY OF CONNECTICUT Storrs CT
Ph. D. in English, December 1993.
Dissertation distinguished with Honors.
Advisor: C. David Benson

Dissertation topic: "Uncharted Territory: New Perspectives on Mandeville's Travels." Traditional attempts to define the Travels in terms of a single genre, author, text, structure, and theme are challenged in favor of a reception-based critical method that would preserve the potential for less rigid, historicist interpretations and open the way for study of the non-standard texts of the Travels.

1985 - 1988 UNIVERSITY OF MARYLAND College Park MD
Master of Arts
Concentration in Medieval Literature
1981 - 1985 UNIVERSITY OF CONNECTICUT Storrs CT
Bachelor of Arts
Major in English, Minor in Anthropology
Graduated Summa Cum Laude

Experience:

1994 - 2006 Visiting Assistant Professor / Adjunct Lecturer.
University of Connecticut

Adjunct Lecturer: Spring 1994, Spring/Fall 1996, Fall 1997, Spring 1998, and Fall 1999 through Fall 2006.
Visiting Assistant Professor at Storrs: Fall 1994 - Spring 1995
Visiting Assistant Professor at Torrington: Fall 1998-Spring 1999

Taught upper division courses: British Literature I, Chaucer, Shakespeare I, Shakespeare II, Medieval Literature, Renaissance Literature, Romantic and Victorian Literature, Poetry, and Short Story.
Taught lower division courses: Literature and Composition, Classical and Medieval Literature, Renaissance and Modern Literature, and Major Works of English and American Literature.
Taught Honors I (Approaches to Literature), Honors Medieval and Renaissance Literature, Honors Seminar in King Arthur with Foreign Study in England and Wales, and served as an Honors Thesis Advisor.
Developed new courses in Medieval Epic and in Celtic and Norse Myth and Legend, now offered regularly by the department.

Developed an Honors Seminar on Viking Literature with a Scandinavian Foreign Study component, modelled on the Honors King Arthur seminar I currently co-teach. The course will be offered in Spring 2007.

Served as a final project advisor for returning students working toward the Bachelor of General Studies.

Advised undergraduates.

1992 - 1993 Managing Editor. *Lit: Literature Interpretation Theory*.
University of Connecticut

Developed and promoted special issues and book projects for an international literary journal. Read and evaluated essays for publication. Acted as liaison between publisher, contributors, editors, and editorial board. Supervised editorial assistants.

1989 - 1992 Editorial Assistant. *Lit: Literature Interpretation Theory*. University of Connecticut.

Read submissions. Readied accepted articles for press. Acted as liaison between authors and publishers. Wrote and placed advertising for the journal. Provided all other technical and production support as the only office staff for the journal during its first years of publication.

1988 - 1989, 1992 Teaching Assistant. University of Connecticut
Taught Freshman Composition and Introduction to Literature courses. Emphasized rhetorical approaches to writing and critiquing. Developed a successful conference format for composition courses.

1985 - 1988 Teaching Assistant. University of Maryland
Taught Freshman Composition, Introduction to Literature, and upper-division Short Story courses.

1983 - 1985 Tutor. University of Connecticut
Worked in Writing Resource Center as a peer tutor. Gained experience with ESL and dyslexic students. Also tutored independently in physics, mathematics, Spanish, and Latin.

Publications:

The Travels of John Mandeville. In production with TEAMS Middle English Texts Series, University of Rochester and Western Michigan University. To be released in Winter 2006.

The Book of John Mandeville: An Edition of the Pynson Text with Commentary on the Defective Version. Medieval and Renaissance Texts and Studies 231. Tempe, AZ: Arizona Center for Medieval and Renaissance Studies, 2001.

Runic Magic in the Ancient Norse World. Under discussion with St. Martin's Press.

"What is a 'travel book,' anyway?: Generic Criticism and Mandeville's Travels." *Lit 7* (1996-97):117-30.

"Two Manuscripts of Mandeville's Travels." *Notes and Queries* n.s. 42 (1995): 269-70.

"In Search of Malyne." *Chaucer Review* 27 (1993): 228-38.

Papers Presented:

Numerous public lectures and conference papers at symposia including the International Medieval Congress at Kalamazoo, New England Medieval Conference, Wesleyan University Medieval Symposium, Harvard Graduate Colloquium, Plymouth State Medieval Conference, University of Connecticut Medieval Studies Lecture Series, and Higgins Armory Medieval Symposium.

Honors and Awards:

Phi Beta Kappa
Phi Kappa Phi
Kathleen Gibson McPeck Award for Outstanding Graduate Essay: "Fate and Fortitude: The Outlaw Hero and Medieval Iceland." University of Connecticut, 1991
Dissertation Fellowship, University of Connecticut, Summer 1991
Predoctoral Fellowship, University of Connecticut, Spring 1992

Recommendations:

References from the following are available upon request:

Prof. C. David Benson (University of Connecticut)
Prof. Robert Hasenfratz (University of Connecticut)
Prof. Derek Pearsall (Emeritus, Harvard University)
Prof. Lee Jacobus (Emeritus, University of Connecticut)

02006 - 197 Proposal to Add EEB 350

1. Date: 2 December 2005
2. Department requesting this course: **EEB**
3. Semester and year in which course will be first offered: Fall 2007 (It was offered three times previously as EEB 396, Molecular Systematics).

Final catalog Listing

EEB 350. Molecular Systematics

2 credits. Lecture/Lab Open to graduate students or undergrads with permission.

Exploration of key literature focusing on the practical aspects of incorporating knowledge of DNA sequence evolution into phylogenetic tree construction. The laboratory explores methods to improve the collection of molecular data including: management, extraction, amplification, and sequencing.

Items included in catalog Listing:

Obligatory Items

1. EEB
2. 350; Jennifer Murphy has verified that this number is available for use
3. Course Title: Molecular Systematics
4. Course description: Exploration of key literature focusing on the practical aspects of incorporating knowledge of DNA sequence evolution into phylogenetic tree construction. The laboratory explores methods to improve the collection of molecular data including: management, extraction, amplification, and sequencing.
5. Number of Credits: 2
6. Course type: Lecture/Laboratory

Optional Items

7. Prerequisites: Consent of instructor
8. Recommended Preparation: EEB 458, EEB 349
9. Consent of Instructor: Consent of instructor is required
10. Exclusions: not applicable
11. Repetition for credit: not applicable
12. S/U grading: not applicable

Justification

1. Reasons for adding this course: the course has been offered three times as EEB 396 and now must receive a regular number. It was designed to fill a specific need in the EEB curriculum for graduate students and advanced undergrads and approved by a committee of EEB faculty involved in Systematics research and teaching.

2. Academic Merit: By exploring key literature surrounding the practical aspects of incorporating knowledge of DNA sequence evolution into phylogenetic tree construction, students learn about the

academic debates, pitfalls, and assumptions inherent in the techniques that they will be applying to their own data in the future. The laboratory explores methods to improve the collection of molecular data including data management and DNA extraction, amplification, and sequencing. The course is designed so that students with varying levels of laboratory sophistication can exchange and share ideas and try new protocols.

3. Potentially Overlapping Courses:

Complementary EEB courses: Principles and Methods of Systematics (**EEB 458**; Dave Wagner) provides an introduction to a wider variety of systematics principles (e.g., speciation, homology, homoplasy), data (e.g., morphology, behavior, molecules), tree thinking/construction and the use of systematic data to create classifications. Phylogenetics (**EEB 349**; Paul Lewis) is an introduction to phylogeny reconstruction methodology and the applications of phylogenies in ecology, evolutionary biology and systematics. Neither EEB 458 nor 349 focuses primarily on debates in the literature nor offers practical molecular lab experience. EEB 458, 349 and 350 (along with taxon specific courses) are designed to make a complete systematics curriculum.

Other departments: **MCB 323** (Experiments in Molecular Genetics) includes a laboratory but does not focus on techniques for studying more closely-related species more typical of EEB studies. Molecular Systematics covers a few of the same topics as **MCB 372** (Computer Methods in Molecular Systematics) but this class focuses on the practical aspects of using evolution and phylogenetics computer programs – topics not covered in EEB 350).

Seminar courses: Molecular systematics also covers some of the same topics as **MCB 371** (Current topics in Molecular Evolution and Systematics) and **EEB 486** (Seminar in Systematics) but both of these classes are run as 1 credit discussion groups with topics that vary from year to year rather than as structured lecture/lab classes.

4. Number of Students Expected: 8-10

5. Number and Size of Section: 8-10

6. Effects on Other Departments (see Note N): Students from MCB and NRME have taken this class as EEB 396 and benefited from it. It overlaps only slightly in subject with some MCB classes as detailed in item 3 above. Each could be taken to enhance knowledge presented in the other.

7. Staffing (see Note P): Chris Simon

8. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: chris.simon@uconn.edu.

2006 - 199 Proposal to change the CDIS Major (2006-182 above, revised by department)

1. Date: 10/25/06

2. Department requesting this change: **Communication Sciences**

3. Title of Major: **Communication Disorders**

4. Nature of Change: **Adding specifics to a few prerequisite 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.

Following requirements of the American Speech, Language, and Hearing Association students must 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

More advanced level courses may be substituted for the courses listed above.

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**

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 - 200 Proposal to Add COMM 281

1. Date: 10/3/06

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

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

Final catalog Listing

COMM 281. Cultural and Global Diversity in Advertising.

Spring Semester. Three Credits. Prerequisite: COMM 280. Not open to Sophomores. Lin, Carolyn A.

Advertising and marketing strategies that incorporate cultural diversity and global marketing considerations. Provides a foundation for students with professional as well as academic interests an advanced level of understanding culture and advertising.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **COMM**

2. Course Number (see Note B): **COMM 281**

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

3. Course Title: **Cultural and Global Diversity in Advertising.**

4. Semester offered (see Note C): **Spring**

5. Number of Credits (see Note D): **3**

6. Course description (second paragraph of catalog entry -- see Note K): **In-depth examination of the role of culture and ethics in advertising and marketing in both domestic and global settings. Topics include, but are not limited to, advertising ethics, social responsibility, cultural diversity, intercultural communication, global advertising and marketing strategies.**

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): COMM 280.
9. Recommended Preparation, if applicable (see Note G): COMM 272 and COMM 231W.
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J): Carolyn A. Lin
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): n/a
16. S/U grading (see Note W): No.

Justification

Reasons for adding this course (see Note L): Many students in the COMM major are interested in the field of advertising. Currently, there is only one course (COMM 280 Communication Processes in Advertising) offered that focuses on the principles of advertising. This course is intended to cover the important application aspects of advertising strategies that incorporate the theories of consumer behavior, cultural diversity and advertising ethics.

2. Academic Merit (see Note L): This course provides students with the opportunity to explore theory and practice in relations to advertising campaign strategies. It encourages students to become well-versed in analyzing and evaluating consumer behavior, cultural theories and advertising ethics to develop socially responsible and culturally applicable advertising campaigns.

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

4. Number of Students Expected: 30

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

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): No new staff required.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11-28-06

Department Faculty: 11-28-06

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

2006 - 202A Proposal to Change PHYS 276 (PHYS 307)

1. Date: 12-07-06

2. Department: **Physics**

3. Nature of Proposed Change: **Change prereqs for PHYS 276/307**

4. Current Catalog Copy:

PHYS 276 (Also offered as PHYS 307): Astrophysics and Modern Cosmology

Second semester, 3 credits. Prerequisite: PHYS 257 and 261, or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

5. Proposed Catalog Copy:

PHYS 276 (Also offered as PHYS 307): Astrophysics and Modern Cosmology

Second semester, 3 credits. Prerequisite: PHYS 209 or PHYS 242 or equivalent, PHYS 210 or PHYS 255 or equivalent, and PHYS 230 or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

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

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

Justification

1. Reasons for changing the prereqs. for this course: The existing prereqs, PHYS 257 (Electricity and magnetism II) and PHYS 261 (Introductory Quantum Mechanics I) are too stringent, in that they are fulfilled only by the Bachelor of Science, General option, physics majors. These courses are taken in their Junior or senior years, and might make it difficult for Juniors to take PHYS 276. Further, the B.S. applied option physics majors and the B.A. majors are not required to take 257 and 261, but they are required to take 209, 210 and 230. Hence the proposed requirements can be satisfied by these students as well, and can also be more easily satisfied by students from other departments.

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, since PHYS 276 is offered only at the Storrs campus

6. Staffing: no change

7. Dates approved by (see Note Q):

Department Curriculum Committee: 11-30-06

Department Faculty: 12-7-06

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

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

2006 - 202B Proposal to Change PHYS 307 (PHYS 276)

1. Date: 12-07-06

2. Department: **Physics**

3. Nature of Proposed Change: **Change prereqs for PHYS 307/276**

4. Current Catalog Copy:

PHYS 307 (Also offered as PHYS 276): Astrophysics and Modern Cosmology

Second semester, 3 credits. Prerequisite: PHYS 257 and 261, or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

5. Proposed Catalog Copy:

PHYS 307 (Also offered as PHYS 276): Astrophysics and Modern Cosmology

Second semester, 3 credits. Prerequisite: PHYS 209 or PHYS 242 or equivalent, PHYS 210 or PHYS 255 or equivalent, and PHYS 230 or equivalent, or instructor consent.

Basic principles of contemporary astrophysics; applications to stars, galaxies, and modern cosmology

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

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

Justification

1. Reasons for changing the prereqs. for this course:

The physics graduate students have almost certainly taken the courses equivalent to PHYS 257 (Electricity and magnetism II) and PHYS 261 (Introductory Quantum Mechanics I) in their undergraduate years. However, it is possible that graduate students from other departments may not have had the equivalent of these two courses, but rather, they may have had the equivalent of the less advanced courses proposed as the new prerequisites, thus making this course available to them as well.

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, since PHYS 276 is offered only at the Storrs campus

6. Staffing: no change

7. Dates approved by (see Note Q):
Department Curriculum Committee: 11-30-06
Department Faculty: 12-7-06
8. Name, Phone Number, and e-mail address of principal contact person:
George Rawitscher, 6-4377, rawitscher@uconn.edu

[Here end proposals postponed from earlier sessions]

B. New Departmental Proposals:

2007 - 01 Proposal to add HRTS 301

1. Date: Feb. 12, 2007
2. Department requesting this course: **Human Rights Institute**
3. Semester and year in which course will be first offered: Fall, 2007

Final catalog Listing:

HRTS 301. Contemporary Debates in Human Rights

A survey of recent problems in the establishing and implementing of human rights laws and norms, including the universality of rights, their collective or individual expression and their application to cultural groups, gender groups etc.

3 credits. Seminar. Instructor consent required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HRTS
2. Course Number: Requested 301
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 _X_ No
3. Course Title: CONTEMPORARY DEBATES IN HUMAN RIGHTS

4. Course description

Contemporary Debates in Human Rights will introduce students to the main modern debates in the academic field of human rights. It is interdisciplinary in scope, including recent intellectual contributions from philosophy, law, political science, sociology, anthropology, literature and history. It will address a number of central issues and problems in establishing and implementing human rights, including the normative philosophical foundations of human rights, whether human rights are universal or relative, whether human rights can be held collectively, and the justifications for women's rights and cultural rights.

5. Number of Credits: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 301. Full-Time Doctoral Research. 3 credits.
Seminar

Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: NA
9. Consent of Instructor, if applicable: Required
10. Exclusions, if applicable (see Note H): None
11. Repetition for credit, if applicable (see Note I): No
12. S/U grading, if applicable (see Note X): A-F Grading

Justification

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

There is no course in the course catalog which introduces graduate students to the key contemporary debates in the field of the human rights. It will provide the conceptual tools needed to critically evaluate different positions on the philosophical grounds of human rights and their implementation in various cases. This course will serve as the core course for the Graduate Certificate in Human Rights, passed in the January 2007 meeting of the Graduate School Executive Committee.

2. Academic Merit (see Note L): As an intellectual history of rights, this course will address discussions that are centuries old, beginning with the assertion made within the Kantian philosophical tradition that humans hold universal natural rights by virtue of their ability to reason. We consider other philosophical foundations for rights based in social contract theory and Hobbesian ideas of security. We then move on to materialist critiques of human rights which dominated the nineteenth and early twentieth century and then consider the cultural critiques of the late twentieth century. The aim is to enhance the capacity of students from a variety of disciplines to state clearly what formulations of rights they find defensible, and those which are not, or alternatively, whether students wish to abandon the rights approaches entirely for another framework based upon different premises.

3. Overlapping Courses: None

4. Number of Students Expected: 12

5. Number and Size of Section: 12 per offering

6. Effects on Other Departments: I have received written letters of support from the Department Heads of History, Philosophy, Sociology, Women's Studies, Anthropology, Political Science and Economics expressing their support for a graduate certificate in human rights and indicating the need for greater interdisciplinary training of their graduate students in this field.

7. Staffing: Richard A. Wilson

8. Dates approved by:

Department Curriculum Committee: Sept. 8, 2006

Department Faculty: Sept. 8, 2006.

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

Professor Richard A. Wilson

Director, Human Rights Institute

U-1205, Tel: 860-486-3851

Email: richard.Wilson@uconn.edu

2007 - 02 Proposal to add HRTS 390

1. Date: Feb. 12, 2007

2. Department requesting this course: Human Rights Institute

3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing:

HRTS 3XX. Economic Rights

A survey of recent problems in formulating, measuring and implementing economic rights, understood as property rights, the right to work, the right to economic development, child labor rights and standards.

3 credits. Seminar. Instructor consent required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HRTS

2. Course Number: Requested 390

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

3. Course Title: ECONOMIC RIGHTS

4. Course description

Economic Rights include the right to an adequate standard of living, the right to work, and the right to basic income guarantees for those unable to work. These rights are grounded in international law - particularly in the Universal Declaration of Human Rights and the International Covenant on Economic,

Social, and Cultural Rights. This class will explore the conceptual bases, measurement, and policy applications of economic rights. Specific topics will include: child labor, the right to development, non-governmental initiatives, and the institutionalization of economic rights (e.g., constitutionalization versus statutory implementation versus discretionary policies).

5. Number of Credits: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 301. Full-Time Doctoral Research. 3 credits.
Seminar

Optional Items

7. Prerequisites, if applicable: None

8. Recommended Preparation, if applicable: NA

9. Consent of Instructor, if applicable: Required

10. Exclusions, if applicable (see Note H): None

11. Repetition for credit, if applicable (see Note I): No

12. S/U grading, if applicable (see Note X): A-F Grading

Justification

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

There is no course in the course catalog which introduces graduate students to the key contemporary debates in the field of economic rights. This course will provide the tools needed to critically evaluate recent attempts to conceptualize economic rights and measure their existence, or lack thereof. It will also include a policy component and examine recent economic rights policies pursued by states, Non-governmental institutions and multilateral agencies of United Nations system.

2. Academic Merit (see Note L): economic rights are intrinsically important yet understudied part of human rights discourse and practice. Students in this course will be exposed to cutting-edge academic literature on the topic and will develop the capacity to apply related concepts across multiple policy areas.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 20 per offering

6. Effects on Other Departments: Economics and Political Science will review ECON and POLS proposals for this course this Spring semester.

7. Staffing: Lanse Minkler [ECON] and Shareen Hertel [POLS]

8. Dates approved by:

Human Rights Institute Curriculum Committee: Sept. 8, 2006

Human Rights Faculty: Sept. 8, 2006.

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

Professor Lanse Minkler

U-1063, Tel: 860-486-4070

Email: alanson.minkler@uconn.edu

ECONOMIC RIGHTS

POLS/ECON/HRTS 390

Spring 2008

Tuesdays, 4-6:30 p.m. (Location: TBA)

Prof. Shareen Hertel
108 Monteith
shareen.hertel@uconn.edu

Prof. Lanse Minkler
414 Monteith
Alanson.minkler@uconn.edu

Course description: Economic rights include the right to an adequate standard of living, the right to work, and the right to basic income guarantees for those unable to work. These rights are grounded in international law - particularly the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. This class will explore the conceptual bases, measurement, and policy applications of economic rights. Specific topics will include: child labor, the right to development, nongovernmental initiatives, and the institutionalization of economic rights (e.g., constitutionalization versus statutory implementation versus discretionary policies).

Required texts:

Shareen Hertel and Lanse P. Minkler, eds. *Economic Rights: Conceptual, Measurement and Policy Issues* (Cambridge University Press, 2007) – hereafter, H&M

Amartya Sen. *Development As Freedom* (Anchor Books/Random House, 1999)

SECTION I. OVERVIEW

Hertel and Minkler, Chapter 1, "Economic Rights: The Terrain," in H&M.

Henry J. Steiner and Philip Alston, Chapter 4, "Economic and Social Rights," in Steiner and Alston, *International Human Rights in Context: Law, Politics and Morals* (Oxford University Press, 2000): 237-320.

SECTION II. CONCEPTUAL ISSUES

Maurice Cranston, "Human Rights, Real and Supposed," in D.D. Raphael, ed. *Political Theory and the Rights of Man* (Bloomington: Indiana University Press, 1967).

Feinberg, Joel (1989). "The Nature and Value of Rights," in M. Winston, ed., *The Philosophy of Human Rights* (Belmont, CA: Wadsworth Publishing Co. 1989), pp 61-74. Originally Published in the *Journal of Value Inquiry* 4 (1970), pp. 243-251.

Shue, Henry. *Basic Rights: Subsistence, Affluence, and U.S. Foreign Policy* (Princeton: Princeton University Press, 2nd Edition, 1996), Chapters 1-2, pages 13-64.

Gewirth, Alan. "Economic Rights," *Philosophical Topics* 14 (1986): 169-93.

Copp, David. "The Right to an Adequate Standard of Living: Justice, Autonomy, and the Basic Needs," *Social Philosophy and Society* 9 (1992): 231-261.

Beetham, David. "What Future for Economic and Social Rights?" *Political Studies* 43 (1995): 41-60.

Griffin, James. "Discrepancies Between the Best Philosophical Account of Human Rights and International Law of Human Rights," *Proceedings of the Aristotelian Society* 101 (2001): 1-28.

Response by:

Tasioulas, John. "Human Rights, Universality and the Values of Personhood: Retracing Griffin's Steps," *European Journal of Philosophy* 10 (2002): 79-100.

Sen, Amartya. "Elements of a Theory of Human Rights," *Philosophy and Public Affairs* 32 (2004): 315-356.

Thomas Pogge. "World Poverty and Human Rights" (Introduction to special issue) and "Severe Poverty as a Violation of Negative Duties," *Ethics and International Affairs*, 19, 1 (2005): 1-8, and 55-84.

Jack Donnelly. Chapter 2, "The West and Economic Rights," in H&M.

Wiktor Osiatynsk. Chapter 3, "A Needs-based Approach to Social and Economic Rights," in H&M.

SECTION III. MEASUREMENT

Audrey R. Chapman, Chapter 7: "The Status of Efforts to Monitor Economic, Social and Cultural Rights," in H&M.

Mwangi Samson Kimenyi, Chapter 9: "Economic Rights, Human Development Effort, and Institutions," in H&M.

David L. Cingranelli and David L. Richards, Chapter 10: "Measuring Government Effort to Respect Economic and Social Human Rights: A Peer Benchmark," in H&M.

Shawna E. Sweeney, Chapter 11: "Government Respect for Women's Economic Rights: A Cross-National Analysis, 1981-2003," in H&M.

SECTION IV. POLICY ISSUES

Leckie, Scott. "Another Step Towards Indivisibility: Identifying the Key Features of Violations of Economic, Social and Cultural Rights," *Human Rights Quarterly* 20, 1 (1998): 81-124.

"The Maastricht Guidelines on Violations of Economic, Social and Cultural Rights," *Human Rights Quarterly* 20, 3 (1998): 691-704

Victor Dankwa, Cees Flinterman, and Scott Leckie, "Commentary to the Maastricht Guidelines on Violations of Economic, Social and Cultural Rights," *Human Rights Quarterly* 20, 3 (1998): 705-730.

Sigrun I. Skogly and Mark Gibney, Chapter 12: "Economic Rights and Extraterritorial Obligations," in H&M.

David Forsythe, Chapter 14: "The United States and International Economic Rights: Law, Social Reality, and Political Choice," in H&M.

Susan Dicklitch and Rhoda E. Howard-Hassmann, Chapter 15: "Public Policy and Economic Rights in Ghana and Uganda," in H&M.

Kaushik Basu, Chapter 16: "Human Rights as Instruments of Emancipation and Economic Development," in H&M.

Peter Dorman, Chapter 17: "Worker Rights and Economic Development: The Cases of Occupational Safety and Health and Child Labor," in H&M.

SECTION IV. SPECIAL TOPICS

Right to Work

ANOTHER READING by Philip Harvey

Basic Income Guarantees (BIG)

Michael Goodhart, Chapter 5: "None So Poor that he is Compelled to Sell Himself": Democracy, Subsistence, and Basic Income," in H&M.

Child labor

Poverty, Development and The Right to Development

Sakiko Fukuda-Parr, Chapter 13: "Millennium Development Goal 8 – Can it be an accountability framework for international human rights obligations?," in H&M.

Nongovernmental initiatives: Fair trade, Corporate Codes of Conduct, and Microcredit

Possibly Chapters 8 and 11 from Muhammad Yunus' book, *Banker to the Poor*

Institutionalization of economic rights:

Constitutionalization, statutory implementation, and/or discretionary policies).

2007 -03 Proposal to Change the Structural Biology & Biophysics Major

1. Date: November 20, 2006

2. Department requesting this change: Molecular and Cell Biology

3. Title of Major: Structural Biology and Biophysics

4. Nature of Change: Several small changes to update and clarify major requirements

5. Existing catalog Description of the Major:

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 200-level or above from the following courses are required for the major.

Required Courses

General Chemistry: CHEM 127 and 128 OR CHEM 129 and 130 OR CHEM 124, 125 and 126

Calculus: MATH 115 and 116 OR MATH 112, 113, and 114

Multivariable Calculus: MATH 210

Elementary Differential Equations: MATH 211 OR Applied Linear Algebra: MATH 227

General Physics with Calculus: PHYS 131 and 132 OR PHYS 141 and 142 OR

PHYS 121, 122 and 123

Organic Chemistry: CHEM 243 and 244

Physical Chemistry: CHEM 263 and 264

Physical Chemistry Laboratory: CHEM 265 OR Organic Chemistry Laboratory: CHEM 245

Biochemistry: MCB 204

Techniques of Biophysical Chemistry: MCB 208 OR

Techniques in Structural Biology: MCB 338 OR Special Topics: MCB 298 (with Biophysics Program approval)

Structure and Function of Biological Macromolecules: MCB 209

Recommended Courses

Senior Research Thesis in Molecular and Cell Biology: MCB 292W

Independent Study: MCB 299

Advanced Biochemistry Laboratory: MCB 226W

Introduction to Molecular Evolution and Bioinformatics: MCB 221

Protein Folding: MCB 335

Cell Biology: MCB 201, MCB 210

Genetics: MCB 200, 212, 213, 215

Microbiology: MCB 217, 229, 235

Quantitative Analytical Chemistry: CHEM 232

Introduction to Quantum Chemistry: CHEM 251

Introduction to Numerical Computation: CSE 110C

Introduction to Computing: CSE 123C

Fundamentals of Computation: CSE 130C

Linear Algebra: MATH 215

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 226W, 241W, 292W; CHEM 270W, 297W; or any 200-level W course approved for this major.

6. Proposed catalog Description of the Major: (Proposed changes in bold)

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 200-level or above from the following courses are required for the major.

Required Courses

General Chemistry: CHEM 127 and 128 OR CHEM 129 and 130 OR CHEM 124, 125 and 126

Calculus: MATH 115 and 116 OR MATH 112, 113, and 114 **OR MATH 135 and 136**

Multivariable Calculus: MATH 210 **OR MATH 230**

Elementary Differential Equations: MATH 211 **OR MATH 221**

General Physics with Calculus: PHYS 131 and 132 OR PHYS 141 and 142 OR
PHYS 121, 122 and 123

Organic Chemistry: CHEM 243 and 244

Physical Chemistry: CHEM 263 and 264

Physical Chemistry Laboratory: CHEM 265 OR Organic Chemistry Laboratory: CHEM 245

Biochemistry: MCB 204

Techniques of Biophysical Chemistry: MCB 208 OR Techniques in Structural Biology: MCB 338 OR

Special Topics: MCB 298 (with Biophysics Program approval)

Structure and Function of Biological Macromolecules: MCB 209

Recommended Courses

Senior Research Thesis in Molecular and Cell Biology: MCB 292W

Independent Study: MCB 299

Advanced Biochemistry Laboratory: MCB 226W

Introduction to Molecular Evolution and Bioinformatics: MCB 221

Protein Folding: MCB 335

Cell Biology: MCB 201, MCB 210

Genetics: MCB 200, 212, 213, 215

Microbiology: MCB 217, 229, 235

Quantitative Analytical Chemistry: CHEM 232

Introduction to Quantum Chemistry: CHEM 251

Introduction to Numerical Computation: CSE 110C

Introduction to Computing: CSE 123C

Fundamentals of Computation: CSE 130C

Linear Algebra: MATH 215

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 226W, 241W, 292W; CHEM 270W, 297W; or any 200-level W course approved for this major

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

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

Justification

1. Why is a change required?

The existing catalog copy require updating. The specific proposed changes are as follows:

- The mathematics requirements have been updated to allow honors students to take the honors math courses to fulfill their degree requires. The specific courses are: MATH 135 and 136 (Calculus), MATH 230 (Multivariable Calculus) and MATH 221 (Elementary Differential Equations).
- Previously, students we given the option to take Elementary Differential Equations (MATH 211) or Applied Linear Algebra (MATH 227). However, the former course is a prerequisite for the second semester of physical chemistry that is required for the major. Therefore we have eliminated the Applied Linear Algebra option, since all majors will take MATH 221 (or MATH 221).

2. What is the impact on students?

The changes update mathematics requirements for the structural biology / biophysics degree.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: Dec. 8, 2006

Department Faculty: Dec. 8, 2006

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

James Cole

486-4333

james.cole@uconn.edu

2007 - 04 Proposal to offer a 298 "Special Topics" Course in History for Fall 2007

1. Date of this proposal: **December 6, 2006**
2. Semester and year 298 will be offered: **Fall 2007**
3. Department: **History**
4. Title of course: **France and its Empire since 1871**
5. Number of Credits: **3**
6. Instructor: **Schafer**
7. Instructor's position:
Associate Professor, Dept. of History
8. Has this topic been offered before? **no**

10. Short description:

This course will address the late nineteenth and twentieth-century history of France and its empire with an emphasis on political and cultural history. Topics will include: French questions of democracy; domestic politics, imperialism, and colonialism; twentieth-century wars at home and abroad; transformations of Paris and its suburbs; changing frontiers of emancipation; the United States in French political and cultural imagination; French feminism and the problem of difference; immigration, decolonization, and the dilemmas of multicultural France.

11. Please attach a sample/draft syllabus to first-time proposals. **See pages attached**

12. Comments, if comment is called for: **In the future, this course will serve as the second half of a new, two-course sequence in modern French history.**

13. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 12/8/06
Department Faculty: 12/11/06

14. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 6-3552,
sherri.olson@uconn.edu

Sample Syllabus:
History 298
France and Its Empire since 1871
Professor Schafer

Sample Syllabus

Sample Required Readings:

Guy de Maupassant, selected stories.
Jules and Edmond de Goncourt, Pages from the Goncourt Journal
Ernest Hemingway, selected stories.
Michael Burns, ed. France and the Dreyfus Affair
Emilie Carles, A Life of Her Own
Bernard Binlin Dadié, An African in Paris
Françoise Gaspard, A Small City in France: A Socialist Mayor Confronts Neofascism
Vercors, The Silence of the Sea
Marc Bloch, Memoirs of War, 1914-1915
(selections) Margaret Higgonet, ed., Lines of Fire: Women Writers of World War I
(selections) Simone de Beauvoir, The Second Sex
(selections) Albert Camus, Resistance, Rebellion, and Death
(selections) Albert Camus, Exile and the Kingdom
(selections) Fadela Amara, Breaking the Silence: French Women's Voices from the Ghetto
(selections) Tahar Ben Jelloun, French Hospitality: Racism and North African Immigrants

Films:

L'age d'or
Grand Illusion
The Eye of Vichy
Night and Fog
Breathless
Chocolat
Hate

Schedule of Topics

I. 1870-71: Crucible of the Republic
II. The Dreyfus Affair at Home and Abroad
III. Fin-de-Siècle Paris
IV. World War I
V. Interwar France: Culture and Politics
VI. Interwar Empire
VII. World War II: Defeat and Occupation
VIII. World War II: Collaboration and Resistance
IX. Liberation(s)
X. Decolonization
XI. Youth, Popular Culture, and Politics in the 1950s and 60s
XII. Immigration and Its Challenges
XIII. Vichy Syndrome? Reckoning with the Past
XIV. National Identity, National Front
XV. Global France, Global Suburbs

2007 - 05 Proposal to Add HIST 3XX

1. Date: January 18, 2006
2. Department requesting this course: **History**

Final catalog Listing:
HIST 3XX. Topics in U.S. Latino/a History

Explores the history of the diverse Latino/a populations in the United States. Research focuses on writing an original oral history of Latino/as in New England.
3 credits, Seminar. Instructor consent required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: HIST
2. Course Number: 3XX
3. Course Title: **History of Latinos/as in the U.S.**
4. Course description: Explores the history of the diverse Latino/a populations in the United States. Research focuses on writing an original oral history of Latino/as in New England.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: NA
8. Recommended Preparation, if applicable: NA
9. Consent of Instructor: Consent of instructor is required
10. Exclusions, if applicable: NA
11. Repetition for credit, if applicable: NA
12. S/U grading, if applicable: NA

Justification

1. Reasons for adding this course: New course and material. Not offered in existing catalog.
2. Academic Merit: This course contributes to the growth and development of the program in Latin American, Caribbean and Latino history at the University of Connecticut. The seminar explores the history of these diverse Latino/a populations in the United States, beginning with the nineteenth century wars that brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. The course is divided into two sections, each with its own internal logic and progression. The first examines the historical origins of the broad, inter/trans-national and -disciplinary field of Latino studies and its relationship to its historiography. The second section examines political, economic, social, and cultural themes that transcend national and intercultural boundaries while simultaneously revealing some of the more salient sources of internal division among Latina/os. Themes include economic and political imperialism, migration, cultural nationalism, political membership, gender relations, race and racism, identity formation, religion, labor, immigration law, and the arts. An attempt has been made to examine the origins, rise, and consolidation of the major (Mexican, Puerto Rican, Cuban, Central American, Dominican) Latino groups in the United States. Each week, discussions and secondary readings will be supplemented by foundational theoretical texts and original documents including fiction, film, and visual, spatial and archival materials. An introductory course such as this necessarily (and unfortunately) privileges wide-ranging thematic analysis over national and chronological detail. In order to somewhat compensate for this imbalance, readings are further supplemented by general background texts that provide key dates and events. Research will focus on writing an original oral history of Latino/as in New England. To prepare them for this task, early in the semester students will participate in an oral history workshop lead by the Director of UConn's Center for Oral History. Final papers will be presented in a student-organized, public mini-conference at the Institute of Puerto Rican and Latino Studies and then archived at the Center for Oral History.
3. Overlapping Courses: HIST 381, Topics in Latin American History; HIST 382, The Historical Literature of Latin America. Neither course offers material on U.S. Latino/a population.
4. Number of Students Expected: 10
5. Number and Size of Section: 1
6. Effects on Other Departments: LAMS
7. Staffing: Mark Overmyer-Velázquez, Blanca Silvestrini
8. Dates approved by:
Department Curriculum Committee: 2/10/06
Department Faculty: 2/22/06

9. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 6-3552, sherri.olson@uconn.edu

2007 - 06 Proposal to Add HIST 346

1. Date: Friday March 10, 2006
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing

History 346. The Making of the African Diaspora 3 credits. Seminar. Open to graduate students in History, others with permission. Theoretical treatments and case studies: politics, culture, resistance; community formation; slavery; Pan-Africanism; Transnationalism; Black Internationalism; African and Black consciousness; Diaspora theory.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): HIST
2. Course Number (see [Note B](#)): 346 If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: The Making of the African Diaspora
4. Course description, if appropriate Theory and practice of African Diaspora history. Recent theoretical debates and cases of African Diaspora studies and history including: politics, culture, resistance; community formation; slavery; pan-africanism; transnationalism; black internationalism; African and black consciousness; Diaspora theory; gender, race, and class analyses.

5. Number of Credits -- 3

6. Course type 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](#)): Consent of Instructor required
10. Exclusions, if applicable (see [Note H](#)): none
11. Repetition for credit, if applicable (see [Note I](#)): With a change in content this course may be repeated for credit
12. S/U grading, if applicable (see [Note X](#)): No

Justification

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

The Department of History and Institute for African American Studies seek to expand their curriculum to include specific methodologies and theoretical frames that examine the legacy of Africa in the world, and specifically in the Americas. This course, in a new faculty member's specialty area, will greatly enrich curricular offerings since currently no departmental course at the graduate level focuses on the history of the African-descended in the Americas (including Latin America and the Caribbean) from transnational perspective.

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

The African Diaspora is as much a conceptual landscape as anything else, thus this course seeks to help students develop theoretical models that extend beyond geopolitical boundaries. In addition to limited study of African Diaspora communities in Europe and Asia, the course enables students to examine historical processes of Latin America, the Caribbean, and the United States comparatively, and using a regional lens. Specifically, the course enables students to draw cultural, political, and historical connections among communities of African-descended people in the Americas and to interrogate

relationships of varying nature and scope with Africa. Further, though historical in approach and training it encourages interdisciplinarity. Course will use a variety of primary and secondary source materials including but not limited to historical monographs, archival documents, censuses, oral interviews, poetry, and film. Lines of inquiry can focus on any combination of cultural, social, political, scientific, or economic processes that use the experiences of the African-descended in the Americas as their primary interrogative. Primary course emphasis is to help students engage recent topical and theoretical debates of the African Diaspora and to encourage their application in and beyond diaspora contexts.

3. Overlapping Courses (see [Note M](#)): None
4. Number of Students Expected: 10
5. Number and Size of Section: 10
6. Effects on Other Departments (see [Note N](#)): None
7. Staffing (see [Note P](#)): Melina Papademos

8. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 3/20/2006
Department Faculty: 3/37/06

9. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 6-3552, sherri.olson@uconn.edu

2007 - 07 Proposal to Add HIST 388

1. Date: Tuesday, December 12, 2006
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: spring 2007

4. Final Catalog Listing:

History 388. Historical Development of the Caribbean. 3 credits. Seminar. Open to graduate students in History, others with permission.

Theoretical treatments and case studies: politics, economy, culture and society; coherency as a region; intellectual traditions; nation and state formation; anti-colonialism; processes of colonization and decolonization; gender, race, class analyses.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): HIST
2. Course Number (see [Note B](#)): 388
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: Historical Development of the Caribbean

4. Course description, if appropriate (see [Note K](#)):

Theories and case studies of Caribbean history. Recent theoretical debates and cases of Caribbean history including: economy, politics, culture, community formation; political mobilization; slavery and emancipation; nation and state formation; law; immigration and emigration; intellectual traditions; gender, race, and class analyses.

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

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

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](#)): Consent of Instructor required
10. Exclusions, if applicable (see [Note H](#)): none
11. Repetition for credit, if applicable (see [Note I](#)): With a change in content this course may be repeated for credit
12. S/U grading, if applicable (see [Note X](#)): No

Justification

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

The Department of History seeks to expand its curriculum to include specific methodologies and theoretical frames that examine the Caribbean legacy in the world and specifically in the Americas. This course, drawing on the considerable expertise of specific history faculty, relates to several academic units (LAMS, PRLS, IAAS) as well as to the research interests of current and future University of Connecticut graduate students. It will greatly enrich curricular offerings since currently no departmental course at the graduate level focuses on any aspect of Caribbean history from a regional and/or transnational perspective.

2. Academic Merit: The Caribbean has enjoyed a complex if tenuous relationship to other parts of the Americas since at least the fifteenth century as well as abiding ties to imperial powers throughout the world. The relationships of the islands of the Caribbean to various European and North American metropolises are extant in some instances. The place, then, of the Caribbean in the development of global economies, political mobilizations and debates, and cultural production reside within national and geographical boundaries and according to lingual divides. Simultaneously, however, Caribbean ties move well beyond the borders of the islands to several continents and, eschew lingual constraints. Thus, this course seeks to help students develop theoretical models that extend beyond geopolitical boundaries. In addition to limited study of Caribbean communities throughout the Americas, the course enables students to examine historical processes of Latin America, the Caribbean, and the United States (and even aspects of Africa, Europe, and Asia) comparatively, and using a regional lens. Specifically, the course enables students to draw cultural, political, and historical connections among Caribbean communities of the Americas and to interrogate relationships of varying nature and scope with empire. Further, though historical in approach and training it encourages interdisciplinarity. The course will use a variety of primary and secondary source materials including but not limited to historical monographs, archival documents, censuses, oral interviews, poetry, and film. Lines of inquiry can focus on any combination of cultural, social, political, scientific, or economic processes that use the experiences of the Caribbean populations as their primary interrogative. Primary course emphasis is to help students engage recent topical and theoretical debates of the Caribbean and to encourage their application in and beyond Caribbean contexts.

3. Overlapping Courses: None

4. Number of Students Expected: 10

5. Number and Size of Section: 10

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

7. Staffing (see [Note P](#)): Blanca Silvestrini and Melina Pappademos

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

Department Curriculum Committee: 12-18-2006

Department Faculty: 12-19-2006

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

Sherri Olson, 6-3552, sherri.olson@uconn.edu

2007 - 08 Proposal to Change CDIS 250

1. Date: December, 20, 2006

2. Department: **Communication Disorders**

3. Nature of Proposed Change: **Course title change**

4. Current Catalog Copy: CDIS 250 - Audition

5. **Proposed Catalog Copy: CDIS 250** – Structure and function of the auditory system. The response to sound, including methodology and instrumentation as well as the anatomy and physiology of hearing.

6. Effective Date Spring 2007

Justification

1. Reasons for changing this course: The 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: 12/15/06

Department Faculty: 12/18/06

8. Name, Phone Number, and e-mail address of principal contact person: Frank Musiek, 486 3166, Frank.Musiek@uconn.edu

2007 - 09 Proposal to Change PSYC 343

1. Date: 10/10/06

2. Department: **Psychology**

3. Nature of Proposed Change: **Course title change to "Theories of Intergroup Relations"**

4. Current Catalog Copy: PSYC 343. Intergroup Relations. 3 credits. Lecture. Marxism, social identity theory, realistic group conflict theory, elite theory, equity theory, relative deprivation, authoritarian personality, social dominance theory and evolutionary theory as it pertains to intergroup and gender relations.

5. **Proposed Catalog Copy:** PSYC 343 (will become psyc 6771). Theories of Intergroup Relations. 3 credits. Lecture. Marxism, social identity theory, realistic group conflict theory, elite theory, equity theory, relative deprivation, authoritarian personality, social dominance theory and evolutionary theory as it pertains to intergroup and gender relations.

6. Effective Date Immediate

Justification

1. Reasons for changing this course: The syllabus has always said "Theories of Intergroup Relations." My original course request approved Feb. 15, 2000 stated that the title was "Theories of Intergroup Relations." The title was accidentally abbreviated in a clerical error I believe. This is one of few courses that focus explicitly on theories and I would like the title to reflect that.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing: Dr. Felicia Pratto

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

Department Curriculum Committee: 11/13/06

Department Faculty: 11/13/06

8. Name, Phone Number, and e-mail address of principal contact person: Felicia Pratto, 486-4772, felicia.pratto@uconn.edu

2007 - 10 Proposal to Change the Human Rights Minor

1. Date: January 22, 2007
2. Department requesting this change: **Human Rights**
3. Title of Minor: Human Rights
4. Nature of Change:

Two changes:

A. Approve three new courses to the Group B, "Electives" category of HRTS courses:

1. HRTS 293. (3293) Foreign Study.

Either or both semesters. Credits and hours by arrangement. May be taken for a maximum of 15 credits. Consent of the Minor Director required prior to departure. Special topics taken in a foreign study program.

2. HRTS 298. (3298) Special Topics.

Either or both semesters. Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.

3. RTS 299. (3299) Independent Study.

Either or both semesters. Credits and hours by arrangement. With a change in content may be repeated for credit.

Supervised reading and writing on a subject of special interest to the student.

B. Add HRTS 293 (3293), 298 (3298), 299 (3299) to the Minor Program

5. Existing catalog Description of the Minor:

Human Rights

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

* Group A. Core Courses: HRTS/POLS 205, POLS 258, HIST/HRTS 226, HIST 253

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

* Group C. Internship: HRTS 245

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

6. Proposed catalog Description of the Minor:

Human Rights

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

* Group A. Core Courses: HRTS/POLS 205, POLS 258, HIST/HRTS 226, HIST 253

* Group B. Electives: AFAM/HIST/HRTS 238; AFAM/HRTS/SOCI 235, 236; ANTH 226, 231; ANTH/HRTS 228; AASI 215, 268; AASI/HRTS/SOCI 221, 222; ECON 202, 207, 247; HIST 215, 224, 237, 268, 298 when offered as The Holocaust and World War II; HIST 284/HRTS 220/PRLS 221; HRTS/POLS 225; HRTS/SOCI 215, 249, 268, 269; HRTS/WS 263; PHIL 215, 218, 245; POLS 244, 257; SOCI 243, 258; **HRTS 293, 298, 299**;

* Group C. Internship: HRTS 245

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

7. Effective Date **Fall, 2007**

Justification

1. Why is a change required?

As the Human Rights Minor Program continues its explosive growth on campus, there is a need to expand the program in several directions.

First, human rights study abroad opportunities are proliferating, and the University has recently partnered with other colleges and universities to support programs in South Africa, Chile, and elsewhere. To accommodate our students accepted into these programs, a human rights foreign study course is necessary to ensure minors get proper credit toward graduation for these courses.

Second, an increasing number of faculty within the minor are interested in offering either special topics courses or independent study opportunities for human rights minors. We need these course numbers again to ensure proper credit toward graduation for minors.

2. What is the impact on students?

These changes will enhance student experience within the human rights minor, giving them more opportunities for study both domestically and abroad, and clear roadblocks for credit transfer for work done either on campus or in foreign study programs.

3. What is the impact on regional campuses? NONE

4. **Human Rights Minor Plan of Study**

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

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

The Human Rights Minor:

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

Group A Credits Group B Credits Group C Credits

Core Courses (total 6-9) Electives (total 3-6) Internship (total 3)
(at least two from (at least one) (one)
200-level)

POLS/HRTS125 _____
POLS/HRTS 205 _____ HRTS 245 _____
POLS/HRTS 258 _____
HIST/HRTS 226 _____
HIST/HRTS 253 _____

This plan is for the requirements of the _____ catalogue.
Date you expect to complete degree requirements: _____.
SID#: _____
Name of Student: _____
I approve the above program for the (B.A. or B.S.) Minor in Human Rights.
(signed) _____ Date _____

Director of Human Rights Minor Richard P. Hiskes, Professor, Dept. of Political Science
Revised 1/07

5. Dates approved by (see Note Q):
Department Curriculum Committee: 1/19/2007
Department Faculty: 1/19/2007
6. Name, Phone Number, and e-mail address of principal contact person:

Richard P. Hiskes, Director, Human Rights Minor Program
Professor, Political Science
860.486.2536
richard.hiskes@uconn.edu

2007 - 11 Proposal to Add PSYC 2XX

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

Final catalog Listing:

PSYC 2XX: Drugs and Behavior Laboratory.

Either semester. 3 Credits. Prerequisite: Psyc 202Q or 202WQ and Psyc 259.

Techniques employed in the experimental investigation of drug action. Laboratory exercises illustrate behavioral and neural effects of various psychoactive pharmacological agents such as stimulants, antipsychotics, antidepressants, antiparkinsonian drugs, anxiolytics, sedative/hypnotics.

Items included in catalog Listing:

Obligatory Items

1. Four-letter abbreviation for Department or Program : PSYC
2. Course Number : 2XX
3. Course Title: Drugs and Behavior Laboratory
4. Semester offered : Either semester
5. Number of Credits : 3
6. Course description (second paragraph of catalog entry):
Techniques employed in the experimental investigation of drug action. Laboratory exercises illustrate behavioral and neural effects of various pharmacological agents such as stimulants, antipsychotics, antidepressants, antiparkinsonian drugs, anxiolytics, sedative/hypnotics.

Optional Items

7. Number of Class Periods, if not standard : not applicable
8. Prerequisites, if applicable : PSYC 202Q or 202WQ and PSYC 259
9. Recommended Preparation, if applicable: not applicable
10. Exclusions, if applicable : not applicable
11. Repetition for credit, if applicable : not applicable
12. Instructor(s) names if they will appear in catalog copy : none

Justification

1. Reasons for adding this course: There is an existing lecture course in this area (PSYC 259: Drugs and Behavior), but currently there is no laboratory course. The proposed course would provide a focus on laboratory methods that would augment the information learned in Psyc 259. In addition, this course will

offer the increasing number of students who are seeking the BS degree in Psychology and the Neuroscience minor additional options for fulfilling the laboratory requirements for these programs.

2. Academic Merit: Psychopharmacology is a very active area of research within psychology and neuroscience, which also has implications for clinical psychology and psychiatry. This course is intended to provide direct exposure to specific laboratory methods within the broad field of neuropsychopharmacology, and is designed to have broad appeal to undergraduate students in various areas of psychology, including behavioral neuroscience, clinical psychology and health psychology, as well as students in related disciplines such as physiology, pharmacy and neuroscience.

3. Overlapping Courses : None
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section, 15 students
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: No new staff is required.
9. Dates approved by:
Department Curriculum Committee: 05/04/06
Department Faculty: 05/04/06

10. Name, Phone Number, and e-mail address of principal contact person: John D. Salamone Ph.D.; 6-4302; john.salamone@uconn.edu

2007 - 12 Proposal to Change INTD 241

1. Date: 31 January 2007
2. Department: **INTD**
3. Nature of Proposed Change: **Change in number of credits**

4. Current Catalog Copy:

INTD 241, Introduction to Diversity Studies in American Culture
Either semester. Four credits. Open to sophomores or higher.

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

5. Proposed Catalog Copy:

INTD 241, Introduction to Diversity Studies in American Culture
Either semester. Three credits. Open to sophomores or higher.

An interdisciplinary introduction to comparative multicultural studies in the United States. Topics may include: African American, Asian American, Latino/a, and Native American cultures; gender, feminism, religious and sexual identities; and disability studies.

6. Effective Date Fall 2007

Justification

1. Reasons for changing this course:

The course was initially approved as a four credit course with a compulsory service learning component. The compulsory service learning component of the course has been eliminated at the request of the cultural centers on campus who were concerned about the scale of demand for service learning opportunities; therefore, the course credits were reduced from 4 credits to 3 credits.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)): English, Political Science, OMIA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: English and OMIA staffing. No changes.

7. Dates approved by (see [Note Q](#)): INTD C&C Committee, Margaret Lamb
Department Curriculum Committee: 18 October 2006
Department Faculty: 18 October 2006

8. Name, Phone Number, and e-mail address of principal contact person:
Margaret Lamb, (860) 486-3631, Margaret.lamb@uconn.edu

2007 - 13 Proposal to Change the Diversity Studies Minor

1. Date: 31 January 2007

2. Department requesting this change: **English and OMIA**

3. Title of Minor: **Diversity Studies in American Culture**

4. Nature of Change: **Required credits reduced from sixteen to fifteen. Also, omit line that stipulates that "No more than two courses may be taken within a single department."**

5. Existing catalog Description of the Minor:

Diversity Studies in American Culture

Students should consider taking appropriate 100-level courses in preparation for upper-level coursework in Diversity Studies. These might include SOCI 125/W, as well as ENGL 175, HIST 121, PHIL 107, PSYC 132 and 133/135, WS 104, and WS 105.

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

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

A) One required four-credit course: INTD 2XX

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

I. Gender, Physicality, and Sexual Identities

DRAM 230; ENGL 269, 285; HDFS 201, 259; POLS 204/WS 204; PRLS 231/WS 259; PRLS 251/HDFS 268; PSYC/WS 246/W; SOCI/AASI 221; SOCI/WS 241; SOCI/WS 245/W; SOCI 252/W; WS 252, 266, 267, 269

II. Ethnicity, Culture, and Race

AASI 201; DRAM 231/W; ENGL 261/PRLS 232; ENGL 262/PRLS 233; ENGL 272; ENGL/AASI 274; ENGL 276, 277, 278W; PRLS 210; PRLS 230/WS 258; PSYC 270/W, 275, 276; SOCI/AFAM/HRTS 235, 236; SOCI/AFAM 240; SOCI 240W; SOCI/JUDS 242; SOCI 242W; 243/W

III. History and Politics

HIST/WS 215, 237, 238, 246; HIST/AASI 268; HIST 278/PRLS 220; HIST 284/PRLS 221; HIST /AASI 294; POLS/WS 247; POLS 248, 249; SOCI 268/W

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Katharine Capshaw Smith at capshaw@uconn.edu.

6. Proposed catalog Description of the Minor:

Diversity Studies in American Culture

Students should consider taking appropriate 100-level courses in preparation for upper-level coursework in Diversity Studies. These might include SOCI 125/W, as well as ENGL 175, HIST 121, PHIL 107, PSYC 132 and 133/135, WS 104, and WS 105.

Requirements: 15 credit hours. No more than one course in Diversity Studies can be counted towards both the student's major and the Diversity Studies in American Culture minor. Classes not listed below, such as three-credit "Special Topics" courses, may be used to fulfill Diversity Studies requirements with the approval of the Director of Diversity Studies in American Culture. (If possible, students should seek such permission before taking the course.)

Students will take one required three-credit course: INTD 241. Course offerings are organized under three categories. Students must take four courses which must include at least one from each category to fulfill the remaining twelve credits. (Please note that some of these courses have prerequisites.)

A) One required three-credit course: INTD 241

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

I. Gender, Physicality, and Sexual Identities

DRAM 230; ENGL 269, 285; HDFS 201, 259; POLS 204/WS 204; PRLS 231/WS 259; PRLS 251/HDFS 268; PSYC/WS 246/W; SOCI/AASI 221; SOCI/WS 241; SOCI/WS 245/W; SOCI 252/W; WS 252, 266, 267, 269

II. Ethnicity, Culture, and Race

AASI 201; DRAM 231/W; ENGL 261/PRLS 232; ENGL 262/PRLS 233; ENGL 272; ENGL/AASI 274; ENGL 276, 277, 278W; PRLS 210; PRLS 230/WS 258; PSYC 270/W, 275, 276; SOCI/AFAM/HRTS 235, 236; SOCI/AFAM 240; SOCI 240W; SOCI/JUDS 242; SOCI 242W; 243/W

III. History and Politics

HIST/WS 215, 237, 238, 246; HIST/AASI 268; HIST 278/PRLS 220; HIST 284/PRLS 221; HIST /AASI 294; POLS/WS 247; POLS 248, 249; SOCI 268/W

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Katharine Capshaw Smith at capshaw@uconn.edu.

7. Effective Date (semester, year -- see [Note R](#)): Fall 2007

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

Justification

1. Why is a change required?

The introductory course, INTD 241, was changed (**at the INTD departmental level**) from a four-credit course to a three-credit course; as a result, the number of credits required for the minor will change from sixteen to fifteen. The registrar requested that the line, "No more than two courses may be taken within a single department," be omitted from the description of the minor. We are comfortable with this deletion because the structure of the minor ensures that students will take courses across disciplines.

2. What is the impact on students? They will be required to take fifteen credits rather than sixteen.

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

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

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see [Note Q](#)): English, Robert Tilton

Department Curriculum Committee: 18 October 2006

Department Faculty: 18 October 2006

Dates approved by (see [Note Q](#)): Family Studies, Robert Sabatelli

Department Curriculum Committee: 19 October 2006

Department Faculty: 19 October 2006

Dates approved by (see [Note Q](#)): History, Shirley Roe
Department Curriculum Committee: 18 October 2006
Department Faculty: 18 October 2006

Dates approved by (see [Note Q](#)): Political Science, Jennifer Sterling-Folker
Department Curriculum Committee: 31 October 2006
Department Faculty: 31 October 2006

Dates approved by (see [Note Q](#)): Psychology, Robert Henning
Department Curriculum Committee: 18 October 2006
Department Faculty: 18 October 2006

Dates approved by (see [Note Q](#)): Sociology, Davita Glasberg
Department Curriculum Committee: 8 November 2006
Department Faculty: 8 November 2006

Dates approved by (see [Note Q](#)): OMIA
Department Curriculum Committee: 6 April 2006
Department Faculty: 6 April 2006

Dates approved by (see [Note Q](#)): School of Fine Arts: Pamela Bramble, C&C Chair
Department Curriculum Committee: 11 October 2006
Department Faculty: 11 October 2006

Dates approved by (see [Note Q](#)): Drama, Gary English
Department Curriculum Committee: 29 November 2006
Department Faculty: 29 November 2006

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

Katharine Capshaw Smith

Ph: 486-4048

E: capshaw@uconn.edu

2007 - 14 Proposal to Change HDFs 205/205W

1. Date: January 24, 2007

2. Department: **HDFS**

3. Nature of Proposed Change: HDFS 205/205W: **(1) Change in number of credits for W sections, (2) shorten catalog copy, and (3) shorten title.**

4. Current Catalog Copy:

205. Understanding Research Methods in Human Development and Family Studies

Either semester. Three credits. Prerequisite or corequisite: HDFS 190. Open only to HDFS majors. Not open for credit to students who have completed HDFS 290. Open to sophomores or higher.

Overview of research methods used in human development and family studies with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitation of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

205W. Understanding Research Methods in Human Development and Family Studies

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Prerequisite or corequisite: HDFS 190. Open only to HDFS majors.:

5. Proposed Catalog Copy:

205. Research Methods in Human Development and Family Studies

Either semester. Three credits. Prerequisite or corequisite: HDFS 190. Open only to HDFS majors. Not open for credit to students who have completed HDFS 290.

Overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitation of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

205W. Research Methods in Human Development and Family Studies

Either semester. Four credits. Prerequisite: 110 or 111 or 250. Prerequisite or corequisite: HDFS 190. Open only to HDFS majors. Not open for credit to students who have completed HDFS 290.

6. Effective Date: Immediate

Justification

1. Reasons for changing this course: (1) A few years ago W sections were added to HDFS 205. Instructors report that the three credit format does not allow them enough class time to cover both the original content and writing instruction. Changing HDFS 205W to a four credit course will allow time for an additional lecture each week. (2) To shorten catalog copy. (3) To shorten catalog copy.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: Does not apply. This class is open only to HDFS majors.

4. Effects on Other Departments: None. This class is open only to HDFS majors.

5. Effects on Regional Campuses: The 4 credit format for W sections will be followed at the regional campuses.

6. Staffing: No change

7. Dates approved by

Department Curriculum Committee: Does not apply

Department Faculty: January 24, 2007

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

Jane Goldman 6-4728 jane.goldman@uconn.edu

2007 - 15 Proposal to Change SOCI 207QC

1. **Date:** January 24, 2007

2. **Department:** Sociology

3. **Nature of Proposed Change: Adding a computer laboratory session and change course credit from 3 to 4 credits**

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. Three class periods and one two-hour computer laboratory. Prerequisite:

SOCI 205 and either STAT 100 or 110. Practical work in the design and execution of research,

hypothesis testing, data analysis, and interpretation.

6. **Effective Date** Fall, 2007

Justification

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

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

Reason for changing credits from 3 to 4 credit hours: When the computer lab is added to the 3 credits of lecture, 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: The Stamford campus, where students can pursue the sociology major, is prepared for this change.

6. Staffing: SOCI staff, no change

7. Dates approved by (see Note Q):

Department Curriculum Committee: 1/31/07

Department Faculty: 2/1/07

8. Name, Phone Number, and e-mail address of principal contact person: Kathryn Strother Ratcliff, Chair, Undergraduate Program Committee, Department of Sociology, 486-3886, Kathryn.Ratcliff@uconn.edu.