

Departmental Course Proposals for the 13 March 2007 Meeting

A. Departmental Proposals Postponed From Previous Meetings:

2006 - 91 Proposal to Add URBN 2xx: (*Redocketed as 2007-16 below*)
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 - 170 Change SOCI 207QC (*redocketed as 2007-15, below*)

and

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

[Revisions

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

1. Date: September 12, 2006
2. Department requesting this change: Urban and Community Studies Program
3. Title of Major: Urban and Community Studies
4. Nature of Change:

Minor adjustment to list of courses in the Major

1. Move GEOG 246 Introduction to Geographic Information Systems from group IV Elective to group III Methodological Requirement
2. Add PP 220 Program Evaluation to group III Methodological Requirement
3. Add URBN 2XX Cities, Communities, and Film to group IV Elective (**Proposal Postponed**)
4. Add SOCI 235 African Americans and Social Protest to group IV Elective
5. Add PP 223/223W Cases in Public Policy to group IV Elective
6. Drop PP 276 Public Policy from group IV Elective

5. Existing catalog Description of the Major:

Urban and Community Studies

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

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

Requirements of the major.

1. URBN 230

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

3. One of the following: ECON 217, GEOG 242, POLS 291, SOCI 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; SOCI 248, SOCI/URBN 281, SOCI 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, SOCI 107, SOCI 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, SOCI 248W, SOCI/URBN 280W, SOCI/URBN 281W, SOCI 283W, URBN 230W, 290W or any 200-level W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing URBN 230.

A minor in Urban and Community Studies is described in the *Minors* section.

6. Proposed catalog Description of the Major:

Urban and Community Studies

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

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

Requirements of the major.

1. URBN 230/[230W](#).

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

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

4. Three additional courses selected from group 2, group 3, or the following list: ECON 220, 253; [ECON/URBN 259/259W](#); [GEOG_280W](#); HIST 238, 260, 278, 294; HDFS 201, 274, 276, INTD 211; POLS 248, 249, 274, 276; PP 223, 274; SOC 235, 248/[248W](#), [SOC/URBN 281/281W](#), SOC 283; URBN 232 or INTD 212; URBN 290/[290W](#), 295, 298, 299.

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

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

The writing within the major requirement can be met by taking any of the following courses: ECON 259W, [GEOG 280W](#), HIST/URBN 241W, [POLS/URBN 263W](#), PP 223W, SOC 248W, [SOC/URBN 280W](#), [SOC/URBN 281W](#), SOC 283W, URBN 230W, 290W or any 200-level W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing [URBN 230](#).

A minor in Urban and Community Studies is described in the *Minors* section.

7. Effective Date (semester, year -- see [Note R](#)): Immediately
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

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

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

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

Changes 5&6: The Department of Public Policies is currently working on plans for minor, and PP 276 will be a core course in any PP minor. In coordination with PP, we agreed that it would be better for their core course PP 276 to be outside of the UCS major and that we would replace the course with PP 223W

in order to avoid diluting PP's role within the major at the Tri-campus. Further, the inclusion of PP 223W in the major should increase UCS's ability to meet the requirement that all students complete one W course within the major.

2. What is the impact on students?

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

3. What is the impact on regional campuses?

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: 4/11/06

Department Faculty: 4/28/06

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

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 - 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 (at least two from 200-level)	(total 6-9)	Electives (at least one)	(total 3-6)	Internship (one)	(total 3)
POLS/HRTS125				HRTS 245	
POLS/HRTS 205	_____	_____	_____		
POLS/HRTS 258	_____	_____	_____		
HIST/HRTS 226	_____				
HIST/HRTS 253	_____				

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

Director of Human Rights Minor Richard P. Hiskes, Professor, Dept. of Political Science
Revised 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 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 (revised copy)

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: ENGL 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

2007 - 16 Proposal to Add URBN 295 [??] Reel Cities

Date: September 12, 2006

Department requesting this course: **Urban and Community Studies Program**

Semester and year in which the course will be first offered: **Fall 2006 contingent upon approval** (Waterbury Campus).

Final Catalog Listing:

URBN 2XX: Reel Cities

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

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

Items Included in Catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: URBN 2XX or URBN 3100 for the new numbering system.
2. Course number:
If using a specific number, have you checked with the Registrar that this number is available for use?
NA
3. Course title: Reel Cities
4. Semester offered: either
5. Number of Credits: 3

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

Optional Items

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

Justification

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

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

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

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

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

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

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

Outcomes for the course will include the following:

- o Students will master the tools that will enable them to critically assess films and how they create meaning
- o Students will become familiar with the history of the U.S. film industry
- o Students will master key points about the history, politics, economics, and culture of New York and Los Angeles, and thus be able to articulate how films respond to, reflect, and reinterpret these urban places.
- o Students will begin the process of understanding and theorizing the ways in which popular culture representations of urban environments have influenced the discourse, politics, culture, aesthetics, and eventually the economy of central cities.

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

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

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

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

Course Components

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

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

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

Midterm exam: 20%

Final exam: 20%.

Week	Reading	Video/DVD	Other
Week 1: Introduction		Clips from contemporary urban movies	
Week 2: Urbanization, Industrialization, and the Early Years of Cinema	"Chaos, Magic, Physical Genius and the Art of Silent Comedy," pp.104-121, from Robert Sklar, <i>Movie-Made America</i> (1975) Bordwell and Thompson, excerpt, "Film Form and Film History," pp.464-471 and Chapter 1, pp.2-41 of <i>Film Art</i>	"Modern Times" (1936)	
Week 3: Race, Ethnicity on Film and the Coming of Sound	"The New Frontier: Hollywood, 1914-1920," pp.167-199, from Lary May, <i>Screening Out the Past</i> (1980) Harry M. Benshoff and Sean Griffin, "The Concept of Whiteness and American Film," in <i>America on Film</i> (2004), pp.49-74	"The Jazz Singer" (1927)	

	Bordwell and Thompson, pp.481-484, and Ch.2, pp.48-66		
Week 4: Film Noir and Post-War Anxiety	Edward Dimendberg, excerpt, <i>Film Noir and the Spaces of Modernity</i> (2004) Bordwell and Thompson, Ch.3, pp.68-103	"The Naked City" (1948) and/or "Naked City" TV shows	
Week 5: The City as Musical Backdrop: A Comparative View	Beveridge and Weber, "Race and Class in Developing New York and Los Angeles Metropolises, 1940-2000," pp.49-78, from Halle, <i>New York and Los Angeles</i> Thomas Schatz, "The Musical," pp. 186-220, from <i>Hollywood Genres</i> (1981)	"On the Town" (1949) and "West Side Story" (1961)	
Week 6: Urban Development and Cinematic Politics	John Walton, "Film Mystery as Urban History: The Case of Chinatown," pp.46-58, in Mark Shiel and Tony Fitzmaurice, eds., <i>Cinema and the City</i> (2001) Gladstone and Fainstein, "The New York and Los Angeles Economies," pp.79-98, in Halle Bordwell and Thompson, Ch.4, pp.108-126	"Chinatown" (1974)	
Week 7: Poor Urban Neighborhoods: One Point of View	Katz, "Metropolitan Crime Myths," pp.195-224, in Halle Bordwell and Thompson, Ch.6, pp.176-225	"Fort Apache The Bronx" (1981)	
Week 8: Poor Urban Neighborhoods: Another Point of View	Halle, Gedeon, and Beveridge, "Residential Separation and Segregation, Racial and Latino Identity, and the Racial Composition of Each City," pp.150-191, in Halle Bordwell and Thompson, Ch. 7, pp.229-290 and 423-428	"Do the Right Thing" (1989)	Midterm!
Week 9: New York vs. Los Angeles	Giovacchini, "Hollywood is a State of Mind," pp.423-447, in Halle	"Annie Hall" (1977)	

	Bordwell and Thompson, Ch. 8, pp.294-343		
Week 10: Multiculturalism and the Smaller City	Bordwell and Thompson, Ch.9, pp.347-385 and "The New Hollywood and Independent Filmmaking," pp.489-493	"City of Hope" (1991)	
Week 11: L.A. pre-uprising	Mike Davis, "The Hammer and the Rock," pp.265-322 from <i>City of Quartz: Excavating the Future in Los Angeles</i> (1992)	"Boyz and the Hood" (1991)	
Week 12: L.A. post-uprising	Halle and Rafter, "Riots in New York and Los Angeles," pp.341-366, and Sears, "Black-White Conflict: A Model for the Future of Ethnic Politics in Los Angeles," pp.367-389, from Halle	"Crash" (2004) and excerpts, "Grand Canyon" (1991)	
Week 13: Urban Youth and Ethnic Mixing	Wrigley, "Centralization vs. Fragmentation: The Public School Systems of New York and Los Angeles," pp. 225-250, and Levitan, "It Did Happen Here: The Rise in Working Poverty in New York City, pp.251-268, from Halle	Our Song (2000)	
Week 14: Immigrant Los Angeles	Sabagh and Bozorgmehr, "From 'Give Me Your Poor' to 'Save Our State': New York and Los Angeles as Immigrant Cities and Regions," pp. 99-123, from Halle	Real Women Have Curves (2002)	

Note: Syllabus and classroom activities are subject to modification as needed.

Final Exam on December XX, 2006

B. New Departmental Proposals

2007 - 17 Proposal to Add CLCS 110

1. Date: December 14th, 2006
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Fall 2007

Final catalog Listing:

CLCS 110: Introduction to Film Studies

Either semester. Three credits.

Introduction to film and film studies. Tools for analyzing and reading film. Techniques and language of film. Film theories.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: CLCS
2. Course Number: 110
3. Course Title: Introduction to Film Studies
4. Semester offered: either semester
5. Number of Credits: three credits
6. Course description: This course is an introduction to film and film studies. The course will provide students with the necessary tools and language to 'read' and analyze film. Both the technical processes and the theories of film will be discussed. The class texts and films will reflect a variety of national traditions from the U.S. through Europe to the developing world. Brief film clips will be shown in class. Course assessments will include short writing assignments, quizzes and small group discussions.

Optional Items

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

Justification

1. Reasons for adding this course:

There is no shortage of evidence to suggest that our students *watch* films. Quite often they have a more than nascent understanding of them as a unique art form, though they just as frequently are not equipped with the skills to articulate their own analyses. This class is intended to give students the voice and form necessary to do so.

2. Academic Merit:

The Program in Comparative Literary and Cultural Studies reflects an inherently interdisciplinary approach to study. Rather than focusing perhaps on cinema as filmed theater, the proposed course will cover a variety of approaches to this important and widely disseminated art form.

3. Overlapping Courses: None.

4. Number of Students Expected: 80+

5. Number and Size of Section: Four sections +, 20-25 students each.

6. Effects on Other Departments: None. The Drama Department offers an introduction to film, though research and conversations have shown that it differs greatly in its approach compared to the proposed CLCS course. Additionally, the proposed course is an Introduction to Film and Film Studies, containing theories and foci not found in the Drama Department's Introduction to Film.

7. Effects on Regional Campuses: None

8. Staffing: Staff

9. Dates approved by:

Department Curriculum Committee: 1/26/07

Department Faculty: 12/1/2006

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

Dr. Lucy McNeece

486-3315

lucy.mcneece@uconn.edu

2007 - 18 Proposal to Add CLCS 297 [??]

1. Date: December 14th, 2006
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Summer 2007

Final catalog Listing:

CLCS 297: Variable Topics

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: CLCS
2. Course Number: 297
3. Course Title: Variable Topics
4. Semester offered: either semester
5. Number of Credits: credits and hours by arrangement
6. Course description:

Optional Items

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

Justification

1. Reasons for adding this course:

Reflecting the need for new forms of interdisciplinary initiatives, this course will allow for interdepartmental collaboration across related fields, as well as provide a structure for courses given by various visiting faculty.

2. Academic Merit:

The Program in Comparative Literary and Cultural Studies reflects an inherently interdisciplinary approach to study. This class with its structure designed for variable topics and instructors will provide a classroom reflection of the program's pedagogical foundations.

3. Overlapping Courses: None.

4. Number of Students Expected: 10-15

5. Number and Size of Section: One section, 10-15 students.

6. Effects on Other Departments: None. The Program in Comparative Literary and Cultural Studies is home to a wide variety of specialties and faculty. Subjects unique to the program will be offered.

7. Effects on Regional Campuses: None

8. Staffing: Staff

9. Dates approved by:

Department Curriculum Committee: 1/26/07

Department Faculty: 12/1/2006

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

Dr. Lucy McNeece

486-3315

lucy.mcneece@uconn.edu

2007 - 19 Proposal to Add PNB 298 (Special Topics)

1. Date: 1.30.07
2. Department requesting this course: **Physiology & Neurobiology**
3. Semester and year in which course will be first offered: *fall 2007*

Final catalog Listing

PNB 298. Patient and the Healer

Fall semester. Two credits. One two-hour lecture per week. Open to honors student with instructor consent. Open to non-honors students with instructor consent. Open to sophomores or higher. Introductory grounding and experience for students interested in the healing professions in how patients and families experience illness, and what it's like to be a professional health provider.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 2XX
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: *Patient and the Healer*
4. Semester offered (see Note C): *fall*
5. Number of Credits (see Note D): 2
6. Course description (second paragraph of catalog entry -- see Note K):
Providing students interested in the healing professions grounding and experience in learning how patients and families experience illness, and what it's like to be a professional health provider.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F): *Sophomore standing*
9. Recommended Preparation, if applicable (see Note G): *None*
10. Consent of Instructor, if applicable (see Note T): *required*
11. Exclusions, if applicable (see Note H): *none*
12. Repetition for credit, if applicable (see Note I): *not allowed*
13. Instructor(s) names if they will appear in catalog copy (see Note J): *Crivello*
14. Open to Sophomores (see Note U): *yes*
15. Skill Codes "W", "Q", or "C" (see Note T): *n/a*
16. S/U grading (see Note W): *n/a*

Justification

1. Reasons for adding this course: (see Note L): *No course like this exists at this University and the unique content it will provide is important for students considering a career in the Health Sciences. This class has been taught as a 298 class for the past two years and we have had 24 students per class. A syllabus of the last fall semester class has been included.*
2. Academic Merit (see Note L):

The course will concentrate on developing skills to listen, interpret, organize, and report the stories patients and families tell (generally referred to as the patient history). The students are expected to understand and appreciate the importance of developing excellent communication skills and professionalism as integral aspects of their broad preparation for careers in the health professions. The course will consist of some didactic sessions, some interactive discussion sessions where students and facilitators share experiences, some hands-on interactions with mock and real patients and health providers, and discussion of related literature.

The course assists students in learning how to elicit complete stories, in learning how to organize and focus the writing of these stories, and in practicing out loud the reporting of these stories for the benefit of both patients and providers. While students will learn the efficient professional template for reporting the history and physical exam findings, the intent of the course is to have students appreciate and reflect on the importance of the doctor-patient relationship – what's its like to be a patient and what it's like to be a healer. The course is viewed as an effort to create more interaction and synergy between

the Main Campus in Storrs and the Health Center Campus in Farmington for students interested in the health professions.

3. Overlapping Courses (see Note M): *None*
4. Number of Students Expected: *25*
5. Number and Size of Section: *1*
6. Effects on Other Departments (see Note N): *None*
7. Effects on Regional Campuses: *None*
8. Staffing (see Note P): *Crivello*
9. Dates approved by (see Note Q):
Department Curriculum Committee: *2/2/07*
Department Faculty: *2/9/07*
10. Name, Phone Number, and e-mail address of principal contact person:
Joseph F. Crivello PhD
6-5415
joseph.crivello@uconn.edu

PNB 298

The Patient and the Healer

Mondays, 6:00-8:00, room 311 MSB

Instructors: J. Crivello, PhD, Keat Sanford, PhD, Rhea Sanford, R.N., PhD

This course is intended to provide college students interested in the healing professions some grounding and experience in learning how patients and families experience illness, and in learning what it's like to be a professional health provider. The course will concentrate on developing skills to listen, interpret, organize, and report the stories patients and families tell (generally referred to as the patient history). The students are expected to understand and appreciate the importance of developing excellent communication skills and professionalism as integral aspects of their broad preparation for careers in the health professions. The course will consist of some didactic sessions, some interactive discussion sessions where students and facilitators share experiences, some hands-on interactions with mock and real patients and health providers, and discussion of related literature. The course is intended for those interested in learning about and reflecting on the experience of being a patient. The course assists students in learning how to elicit complete stories, in learning how to organize and focus the writing of these stories, and in practicing out loud the reporting of these stories for the benefit of both patients and providers. While students will learn the efficient professional template for reporting the history and physical exam findings, the intent of the course is to have students appreciate and reflect on the importance of the doctor-patient relationship – what's its like to be a patient and what it's like to be a healer. A background in the sciences is not required.

Instructors:

J. Crivello, PhD, Professor of Physiology and the University of Connecticut Premedical Advisor
Rhea Sanford, R.N., PhD., Co-Director for the Collaborative Center for Clinical Care Improvement at the University of Connecticut Health Center
Keat Sanford, Ph.D., Assistant Dean for Admissions at the University of Connecticut School of Medicine.

Required Text:

The Human Side of Medicine: Learning What It's Like to be a Patient and What It's Like to be a Physician. Laurence A Savett MD, ISBN -0-86569-319-6.

Content of the Course:

In this course the students will:

- Explore the experience of illness through assigned readings, discussion, and through personal family experiences.
- Interact with mock and real patients to elicit their health/illness stories and histories.
- Identify and explore what patients expect from their health providers.
- Introduce the limitations of diagnosis and treatment, and introduce the concept of uncertainty in medicine and how health providers and patients deal with uncertainty.
- Look at ways patients and families deal with illness.
- Learn the methodology of the medical interview as the means of getting, gathering, organizing, and reporting the patient story.
- Introduce the concept of differential diagnosis, developing a comprehensive list of possibilities.
- Introduce the concept of clinical reasoning, the process of establishing supportive evidence for or against a particular explanation or conclusion.
- Explore the dynamics and nuances of the doctor-patient relationship.
- Explore what life as a healing professional is like.

Methods:

Each session will have many of the following dimensions:

Didactic portion; substantial discussion triggered by stories and examples from literature and student, family, and facilitator experiences; list of resources; weekly assigned readings and homework exercises in preparation for the sessions; mock and real patient interactions will be arranged for each student.

Students will work in pairs or small groups serving as collaborative partners.

We will use extensive literature relating to the human aspects of medicine – communication skills, getting the patient's story, and the doctor-patient relationship. Texts on the basic medical history will also be used.

Students will be expected to attend and participate in discussions. A final paper on a topic of particular interest to the student will be required. The facilitators will meet with each student individually to discuss course goals and expectations. Students will receive a letter grade.

The course is based in part on Dr. Lawrence Savett's text and course – **The Human Side of Medicine**. The course is based in part on the facilitator's knowledge and experience with the Principles of Clinical Medicine course as part of the medical student's preparation for clinical training.

Grading: Students will be expected to attend and participate in discussions. A final paper on a topic of particular interest to the student will be required. The facilitators will meet with each student individually to discuss course goals and expectations. Students will receive a letter grade.

Syllabus			
Date	Lecture	Readings	Instructor
08.29.05	Introduction to syllabus, participants, expectations – What it is like to be a patient/What it is like to be a Healer	Selected readings	Sanfords
09.05.05	No Class – Labor Day		
09.12.05	The Whole History – Part 1	Human Side of Medicine & selected readings	Greenstein, Sanfords
09.17.05	Getting the whole story Part 2- Emergent Care	Human Side of Medicine & selected readings	Leach, Zeff, Sanfords
09.26.05	Getting the whole story Part 3 – Chronic Illness – location Health Center in Farmington	Human Side of Medicine, Being Sick Well & selected readings	Sanfords, invited panelists
10.03.05	Getting the whole story Part 4 – End of Life Care	Human Side of Medicine & selected readings	Sanfords, to be named
10.10.05	What it is like to be a Healer – introduction to the formal medical history – patient identification, chief complaint, and history of present illness	Bates – Guide to Physical Exam and Medical History; Selected readings	Kosowicz, Sanfords
10.17.05	What it is like to be a Healer – medical history continued – past medical history, surgical history, medication, allergies	Bates – Guide to Physical Exam and Medical History; Selected readings	Ardolino, Sanfords
10.24.05	What it is like to be a Healer – medical history continued – family and social history	Bates – Guide to Physical Exam and Medical History; Selected readings	Pfeiffer, Sanfords
10.31.05	What it is like to be a Healer – medical history continued – review of systems, problems, problem list, limitations of memory and data	Bates – Guide to Physical Exam and Medical History; Selected readings	Voytovich, Sanfords
11.07.05	What it is like to be a Healer – medical history continued – differential diagnosis, clinical reasoning	Bates – Guide to Physical Exam and Medical History; Selected readings	Henry, Sanfords
11.14.05	Clinical Skills Assessment Exercise – students will interview patient instructors at the Health Center's Clinical Skills Training Facility	Selected readings	Pfeiffer, Sanfords, patient instructors
11.21.05	No Class – Thanksgiving Break		
11.28.05	What it is like to be a Physician – professionalism, ethics	Selected readings	Deckers, Sanfords
12.05.05	Last Class – Patient-Physician relationship – course wrap-up	Selected readings	Sanfords

**200
7 -
20**

Proposal to Add PNB 298 (Special Topics)

1. Date: *1.30.07*
2. Department requesting this course: **Physiology & Neurobiology**
3. Semester and year in which course will be first offered: *spring 2008*

Final catalog Listing

PNB 298 Insights into Dental Science and Clinical Medicine

Second semester. One credit. One two-hour lecture period over a ten-week period. Prerequisite: Open to honors students. Open to non-honors students with instructor consent. A seminar series in which Medical and Dental School faculty from the Farmington Campus provide exposure to the basic sciences supporting dental and medical clinical practices.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 2XX
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: *Insights into Dental Science and Clinical Medicine*
4. Semester offered (see Note C): *spring*
5. Number of Credits (see Note D): 1
6. Course description (second paragraph of catalog entry -- see Note K):
A seminar series with speakers from the Medical and Dental School faculty from the Farmington Campus to provide exposure to the basic sciences supporting dental and medical clinical practices.

Optional Items

7. Number of Class Periods, if not standard (see Note E): 1
8. Prerequisites, if applicable (see Note F): *None*
9. Recommended Preparation, if applicable (see Note G): *None*
10. Consent of Instructor, if applicable (see Note T): *required for non-honors students*
11. Exclusions, if applicable (see Note H): *none*
12. Repetition for credit, if applicable (see Note I): *Allowed because seminar speakers vary each year.*
13. Instructor(s) names if they will appear in catalog copy (see Note J): *Crivello*
14. Open to Sophomores (see Note U): *yes*
15. Skill Codes "W", "Q", or "C" (see Note T): *n/a*
16. S/U grading (see Note W): *n/a*

Justification

1. Reasons for adding this course: (see Note L): *No course like this exists at this University and the unique content it will provide is important for students considering a career in the Health Sciences. This course has been taught for the past two years as a 298 class and has been very successful with over 180 students enrolled. A syllabus for the spring 2007 class is included.*
2. Academic Merit (see Note L):
The course will expose students to the basic science underlying clinical practice in medicine and dentistry. The class is offered as a seminar series and students are required to attend each class and to write a short (one-page) report on at least two of the ten scheduled classes. The report is to describe the significance of the science lecture as it relates to the clinical component. The seminars are divided into an initial science lecture and then a clinical lecture. The course is viewed as an effort to create more interaction and synergy between the Main Campus in Storrs and the Health Center Campus in Farmington for students interested in the health professions.
3. Overlapping Courses (see Note M): *None*
4. Number of Students Expected: 200
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): *None*
7. Effects on Regional Campuses: *None*
8. Staffing (see Note P): *Joseph F. Crivello PhD*
9. Dates approved by (see Note Q):
Department Curriculum Committee:
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:
Joseph F. Crivello PhD

6-5415
joseph.crivello@uconn.edu

**Rowe Mini Medical School
Insights into Dental Science and Clinical Medicine
Spring Semester 2007
Tuesday 7:00 – 9:00PM**

Instructor: Dr. J. Crivello
Department of Physiology & Neurobiology
Room 633 Pharmacy
75 North Eagleville Rd
6-4515
joseph.crivello@uconn.edu

This class is designed to give students interested in medicine and dentistry an opportunity to be exposed to the curriculum students see in medical and dental school and how that curriculum affects clinical practice. The class this spring will have faculty from both the medical and dental school participating.

Syllabus:

- January 23, 2007** David Papermaster, M.D.
Professor of Neuroscience
Topic: Doctor, I can't see my granddaughter's face but I don't bump into things
(how apoptosis contributes to blindness)
- January 30, 2007** Henry Furneaux, Ph.D.
Associate Professor of Molecular, Microbial and Structural Biology

Carolyn Runowicz, M.D.
Professor of Obstetrics and Gynecology

Topic: Small RNAs and Molecular Therapies for Cancer
- February 6, 2007** Thomas Taylor, D.D.S., M.S.D
Professor, Department of Reconstructive Sciences
Topic: Dental Implants: The 3rd Dentition

Jonathan C. Meiers, D.M.D., M.S.
Professor, Department Reconstructive Sciences
Topic: Extreme Makeover: Smile Esthetics
- February 13, 2007** T.V. Rajan, M.D., Ph.D.
Professor of Immunology
Topic: The diabetes/obesity epidemic: Role of fetal programming

Carl Malchoff, M.D.
Professor of Medicine
Topic: Treatment of Type 2 Diabetes Mellitus
- February 20, 2007** Frank Nichols, D.M.D., Ph.D.
Professor of Oral Health and Diagnostic Sciences
Topic: Periodontal Disease: A Risk Factor for Systemic Disease

Robert Clark, M.D., Ph.D.
Professor of Medicine
Topic: Autoimmune Triggers and Periodontal Bacteria
- February 27, 2007** Dan Henry, M.D.
Professor of Medicine
Topic: Review of Lipid Metabolism: Evidence Why Some Fats are Recommended
- March 13, 2007** Joseph A. D'Ambrosio D.D.S., M.S.
Associate Professor of Oral Health and Diagnostic Sciences

Norman Mann, M.D.
Assistant Professor of Medicine

Topic: Chemosensory Disorders

March 20, 2007

Bruce White, Ph.D.

Professor of Cell Biology

Topic: The Human Sexual Response

Sandra Scantling, PsyD., APRN

Assistant Clinical Professor of Psychiatry

Topic: When One is "Hot" and One is Not: Issues in the Diagnosis and Treatment of Sexual Desire Discrepancy

March 27, 2007

Louise McCullough, M.D., Ph.D.

Assistant Professor of Neurology

Sandra Hewett, Ph.D.

Associate Professor of Neuroscience

Joel Pachter, Ph.D.

Professor of Pharmacology

Topic: Stroke

April 3, 2007

Joseph Grasso, M.D.

Professor of Cell Biology

Topic: Historical Aspects of Medical Education: Anatomy and Physiology

Bruce Koeppen, M.D., Ph.D.

Professor of Medicine and Cell biology

Topic: Medical Education Today and Tomorrow

2007 - 21 Proposal to Add ANTH 2XX

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

4. Final catalog Listing

ANTH 2XX (4510). The Neanderthals

Either Semester. Three credits. Prerequisite: None. Adler

An interdisciplinary consideration of the biological, cultural, technological, and behavioral evolution of the Neanderthals and their societies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **4510 (295 or 298)**
3. Course Title: **The Neanderthals**
4. Course description, if appropriate (see [Note K](#)):
The biological, cultural, technological, and behavioral evolution of the Neanderthals as understood through the fields of genetics, physical anthropology, archaeology, human behavioral ecology, ethnography, palaeoclimatology, chronometric dating, and geology. Neanderthal-Modern Human interactions and Neanderthal extinction are also considered.
5. Number of Credits (see [Note D](#)): **3**
6. Course type: **Lecture**

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **None**
8. Recommended Preparation, if applicable (see [Note G](#)): **ANTH 102 (1002), 214 (2501), or 233 (3601)**
9. Consent of Instructor, if applicable (see [Note T](#)): **None**
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 Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology has several strengths, including the evolution and archaeology of prehistoric human populations in Africa and the Middle East. Addition of *The Neanderthals* will build upon these traditional strengths by expanding the scope of the program to include Europe and the detailed study of our most recent prehistoric ancestor. Undergraduate students within the department have expressed great interest in the addition of this lecture course.

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

This course will focus on the origin, rise, and demise of the Neanderthals in Europe between 300,000 and 30,000 years ago, a topic that is routinely covered in the international press as new discoveries are made on almost a weekly basis. Students will be exposed to a diverse literature that encompasses many different academic disciplines in an attempt to understand a prehistoric relative with whom we shared many basic cultural, behavioral and biological features, but with whom we could not coexist.

3. Overlapping Courses (see [Note M](#)): **None**

4. Number of Students Expected: **>50**

5. Number and Size of Section: **None**

6. Effects on Other Departments (see [Note N](#)): **Considerable interest in this course has been expressed by faculty and students in the Department of Molecular and Cell Biology, and the Center for Applied Genetics and Technology.**

7. Staffing (see [Note P](#)): **Daniel Adler**

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

Department Curriculum Committee (Archaeology): 7 November, 2006

Department Head: 7 November 2006
9. Name, Phone Number, and e-mail address of principal contact person: Daniel Adler, 486-1737,
daniel.adler@uconn.edu

2007 - 22 Proposal to Add ANTH 3XX

1. Date: **November 10, 2006**
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall, 2007**
4. Final catalog Listing

ANTH 3XX (5525). Current Topics in Palaeolithic Archaeology
Either Semester. Three credits. Prerequisite: None. Instructor's consent required. Adler
Current debates shaping the field of Palaeolithic Archaeology and human evolution in Eurasia.

Items included in catalog Listing:

1. Standard abbreviation for Department or Program (see [Note O](#)): **ANTH**
2. Course Number (see [Note B](#)): **5525 (305)**
3. Course Title: **Current Topics in Palaeolithic Archaeology**
4. Course description, if appropriate (see [Note K](#)):

This course considers the current data and debates that shape the field of Palaeolithic Archaeology and human evolution in Eurasia. Topics include the earliest human occupation of Eurasia, hunter-gatherer foraging behaviors and ecology, the expansion and evolution of *Homo erectus*, the rise and demise of the Neanderthals, modern human expansion and culture.

5. Number of Credits (see [Note D](#)): **3**
6. Course type: **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](#)): **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 Graded**

Justification

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

The Anthropology Department's Program in Old World Archaeology focuses largely on prehistoric hunter-gatherer societies. At present a graduate course focusing on the most current and ever-changing debates that shape the field of Palaeolithic Archaeology and human evolution is lacking. *Current Topics in Palaeolithic Archaeology* will alleviate this problem and provide students a state-of-the-art understanding of the most contentious debates concerning human evolution across Eurasia. Our archaeology graduate students have expressed a keen interest in the teaching of such a seminar.

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

This course will provide graduate students the unique opportunity to access and discuss the most current literature on Palaeolithic Archaeology and human evolution.

3. Overlapping Courses (see [Note M](#)): **None**

4. Number of Students Expected: **8 to 12**

5. Number and Size of Section: **None**

6. Effects on Other Departments (see [Note N](#)): **Interest in this course has been expressed by faculty and students in the Department of Molecular and Cell Biology, and the Center for Applied Genetics and Technology.**

7. Staffing (see [Note P](#)): **Daniel Adler**

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

Department Curriculum Committee (Archaeology): **7 November, 2006**

Department Head **7 November 2006**

9. Name, Phone Number, and e-mail address of principal contact person: **Daniel Adler, 486-1737, daniel.adler@uconn.edu**

2007 - 23 Proposal to Change MCB 209

1. Date: Feb. 7, 2007
2. Department: **MCB**
3. Nature of Proposed Change: Change course description
4. Current Catalog Copy:

209. Structure and Function of Biological Macromolecules

Second semester. Three credits. Prerequisite or corequisite: MCB 204 or 203 or instructor consent. *Alexandrescu, Robinson*

Correlation of three-dimensional molecular architecture with biochemical function in proteins, nucleic acids, and large assemblies such as viruses and ribosomes. Folding motifs and domains; molecular ancestry/ homology; molecular recognition at the atomic level, as in DNA/protein complexes; structural basis of enzyme specificity and catalysis. Structure prediction from sequence; principles of structure determination by x-ray diffraction, NMR and CD spectroscopies, and electron microscopy.

5. Proposed Catalog Copy:

209. Structure and Function of Biological Macromolecules

Second semester. Three credits. Prerequisite or corequisite: MCB 204 or 203 or instructor consent. *Alexandrescu, Robinson*

Fundamentals of protein structure and the forces that stabilize structure. Topics include recurrent structural motifs, molecular ancestry/homology, evolution of protein structure, structure-function correlations, and the structural basis of regulation. Discussion of the techniques used to investigate structure include X-ray diffraction, NMR, TEM, AFM, structure prediction, and computational simulations. Advanced topics may include chaperones, structural genomics and the roles of misfolded proteins in disease.

6. Effective Date: spring 2008

Justification

1. Reasons for changing this course: Update the course description to reflect the current content of the course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Alexandrescu, Robinson
7. Dates approved by (see Note Q):
Department Curriculum Committee: Feb. 13, 2007
Department Faculty: Feb.16, 2007
8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll, kenneth.noll@uconn.edu; 486-4688

2007 - 24 Proposal to Change the MCB Major

Last revised: Tuesday, April 8, 2003

1. Date: February 12, 2007
2. Department requesting this change: **MCB**
3. Title of Major: Molecular and Cell Biology
4. Nature of Change: **Remove MCB 235 from the list of options to meet the lab course requirement since it no longer has a lab section.**

5. Existing catalog Description of the Major:

Molecular and Cell Biology Major

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science. Many opportunities for independent research projects in these areas are open for undergraduates.

The following 100's level courses are required: BIOL 107; CHEM 127, 128 or 124, 125, 126; MATH 115, 116 or 112, 113, 114; and PHYS 131, 132 or 121, 122, 123. Courses required for the major: at least 24 credits in MCB courses, including:

Group 1: At least 3 of the following core courses

MCB 200 (Note: MCB 213 may be substituted for MCB 200), 204, 210, 229

Group 2: CHEM 243 and 244

Group 3: Laboratory requirement: At least 3 laboratory courses chosen from the following list:

MCB 203, 204, 213, 214, 215, 225W, 226W, 229, 233, 235, 240W, 299 Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses).

For breadth of study in biology, it is recommended that students take PNB 250 and EEB 244 or 245.

Majors must complete at least 24 credits in MCB courses at the 200 level or above.

Where appropriate, a course may fulfill more than one requirement; e.g., MCB 204 and 229 count towards the Group 1 requirement as well as the Group 3 Laboratory requirement. BIOL 295 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 225W, 226W, 240W, 241W, 292W; EEB 244W or 245W; or any 200-level W course approved for this major. .

6. Proposed catalog Description of the Major:

(Only the portion of the description that will change is shown below)

Group 3: Laboratory requirement: At least 3 laboratory courses chosen from the following list:

MCB 203, 204, 213, 214, 215, 225W, 226W, 229, 233, 240W, 299 Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses).

7. Effective Date: fall 2007

Justification

1. Why is a change required?

MCB235 no longer has a lab section.

2. What is the impact on students? Our students will have one less lab course available.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 13, 2007

Department Faculty: Feb. 16, 2007

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

Kenneth Noll, Kenneth.noll@uconn.edu, 486-4688

2007 - 25 Proposal to Change MCB 235

1. Date: February 1, 2007

2. Department: **MCB**

3. Nature of Proposed Change: Remove the laboratory portion of the course, revise the description of the course, remove the lab fee, and reduce the credits to three.

4. Current Catalog Copy:

235. Applied Microbiology

Second semester. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: MCB 229. Recommended preparation: MCB 204 (or 203). *Benson*

A study of the biology, physiology, and genetics of microorganisms useful in industry, agriculture, and selected environmental processes. A fee of \$20 is charged for this course.

5. Proposed Catalog Copy:

235. Applied Microbiology

Second semester. Three credits. Two lecture periods. Prerequisite: MCB 229. Recommended preparation: MCB 204 (or 203). *Benson*

A study of the biology, physiology, and genetics of microorganisms useful in industry, agriculture, and selected environmental processes.

6. Effective Date: spring 2008

Justification

1. Reasons for changing this course:

Instructor has recently become Department Head and cannot devote sufficient attention to the laboratory portion.

2. Effect on Department's Curriculum: This will reduce the number of lab courses available.

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: The course will continue to be taught by Dr. Benson.

7. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 13, 2007

Department Faculty: Feb. 16, 2007

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

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

2007 - 26 Proposal to Change MCB 233

1. Date: Feb. 7, 2007

2. Department: **MCB**

3. Nature of Proposed Change: Change (1) the semester offered, (2) the number of laboratory sections from two 2 hour laboratory periods to one 2 ¾ hour laboratory period, (3) the course description, and (4) the recommended preparation for the course.

4. Current Catalog Copy:

233. Pathogenic Microbiology

Second semester. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: MCB 229. Recommended preparation: MCB 204 (or 203).

A detailed study of microbial genera, emphasizing species which are important in diseases of man and animals and which have special public health significance. Diagnostic methods include some standard serological procedures.

5. Proposed Catalog Copy:

233. Pathogenic Microbiology

First semester. Four credits. Two class periods and one 2-hour-45-minutes laboratory period.

Prerequisite: MCB 229.

Descriptions of infectious diseases caused by bacteria, viruses, and protozoans in relation to the affected human organ systems and discussions of the underlying virulence factors, molecular mechanisms, and epidemiological data. Modern techniques are used in the laboratory to identify and characterize pathogenic bacteria.

6. Effective Date: fall 2007

Justification

1. Reasons for changing this course:

When the current catalog description was written, the course was presented in two 50 minute lectures and two 2 hour laboratory sessions. To cover the breadth of information about infectious diseases properly, longer lectures are needed so the revised course will provide 1 ¼ hour lectures. Many of the laboratory exercises using modern techniques cannot be accomplished in 2 hours, so the lab section will be modified to a single 2 ¾ hour session each week. This is an appropriate time commitment for a 4-credit course.

With the change in emphasis to cover more epidemiological data and molecular genetics, it is not necessary to recommend MCB 204 or MCB 203 as preparation.

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: Current taught by Dr. Graf with teaching assistants

7. Dates approved by (see Note Q):

Department Curriculum Committee: Feb. 13, 2007

Department Faculty: Feb. 16, 2007

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

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

2007 - 27 Proposal to Change MCB 225W

1. Date: Feb. 7, 2007
2. Department: **MCB**
3. Nature of Proposed Change: **Change course description**

4. Current Catalog Copy:

225W. Advanced Cell Biology Laboratory

Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 210. Prerequisite: ENGL 110 or 111 or 250.

Open to honors students. Open to non-honors students with instructor consent. Open to sophomores or higher. *Knecht*

Theory and experimental techniques of modern cell biology, emphasizing the visualization of living eukaryotic cells using the light microscope and digital imaging techniques. Students will learn cell culture, immunostaining, fluorescence localization, confocal microscopy, time-lapse video microscopy, DNA mediated transformation and other techniques, and then pursue independent projects.

5. Proposed Catalog Copy:

225W. Advanced Cell Biology Laboratory

Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: MCB 210. Prerequisite: ENGL 110 or 111 or 250.

Open to honors students. Open to non-honors students with instructor consent. Open to sophomores or higher. *Knecht*

Research techniques that investigate processes in live cells including DNA transfection, GFP-fusion protein dynamics, confocal fluorescence microscopy, time-lapse video microscopy, and flow cytometry. Students will pursue independent research projects.

6. Effective Date: spring 2008

Justification

1. Reasons for changing this course: Update the course description to reflect the current content of the course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Knecht
7. Dates approved by (see Note Q):
Department Curriculum Committee: Feb. 13, 2007
Department Faculty: Feb. 16, 2007
8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll, kenneth.noll@uconn.edu; 486-4688

2007 - 28 Proposal to Change MCB 219

1. Date: Feb. 7, 2007
2. Department: **MCB**
3. Nature of Proposed Change: **Change course description**

4. Current Catalog Copy:

219. Developmental Biology

Second semester. Three credits. Prerequisite: BIOL 107. Recommended preparation: MCB 210 and 213 or 200, which may be taken concurrently. *Goldhamer*

Principles of embryogenesis, pattern formation, and cell differentiation. The focus will be on molecular and cellular aspects of development in several experimental systems, including the mouse, nematode, fruit fly, and frog.

5. Proposed Catalog Copy:

219. Developmental Biology

Second semester. Three credits. Prerequisite: BIOL 107. Recommended preparation: MCB 210 and 213 or 200, which may be taken concurrently. *Goldhamer*

Principles of embryogenesis, pattern formation, and cell differentiation. The focus will be on molecular and cellular aspects of development in several experimental systems, including the mouse, fruit fly, amphibians, and marine invertebrates. Regeneration and stem cell biology will be discussed. Relevance to human development and disease will be emphasized.

6. Effective Date: spring 2008

Justification

1. Reasons for changing this course: Update the course description to reflect the current content of the course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Goldhamer
7. Dates approved by (see Note Q):
Department Curriculum Committee: Feb. 13, 2007
Department Faculty: Feb. 16, 2007
8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Noll, kenneth.noll@uconn.edu; 486-4688

2007 - 29 Proposal to Add PSYC 5399

1. Date: 2/24/2007
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: Fall, 2007

Final catalog Listing

†PSYC 5399 . Clinical Psychology Research Group

1 credit. Seminar. Open to graduate students in clinical psychology with consent of instructor.

Discussion of ongoing research of faculty and graduate students. May be taken for up to 12 credits. S/U grading.

Justification

1. Reasons for adding this course: Graduate students meet with their faculty advisors on a weekly basis to discuss their ongoing research projects and current research in the field. Currently this is taught under "independent study" but making this an official course more accurately reflects the way it is actually taught.

2. Academic Merit (see Note L): The content varies by faculty member, but generally involves reading scientific articles and manuscript drafts as well as discussion of theoretical and practical issues regarding the research being conducted by the faculty and graduate students.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 1-20

5. Number and Size of Section: One for each clinical faculty

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

7. Staffing (see Note P): Aikins, Barton, Cruess, Eigsti, Fein, Milan, Park, Snyder, Treadwell, Williams

8. Dates approved by:

Department Curriculum Committee: 11/13/2006

Department Faculty:

9. Name, Phone Number, and e-mail address of principal contact person: Crystal Park, 486-3520, crystal.park@uconn.edu

2007 - 30 Proposal to Add PHIL 344

1. Date: 28 February 2007 [Date submitted to CCC. (11 Jan 07, approved by Phil Dept)]
2. Department requesting this course: **Philosophy**
3. Semester and year in which course will be first offered: F07 or S08

Final catalog Listing:

PHIL 344. Seminar in Philosophical Logic.

3 credits. Seminar. Open to graduate students in Philosophy, others with permission. Topics in the philosophies of logic and mathematics. May include completeness results for non-classical logics, higher-order languages and logics, diagonalization, limitative theorems (Tarski, Godel), paradoxes, and formal theories of truth.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PHIL
2. Course Number: 344

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: Seminar in Philosophical Logic
4. Course description: (see above 'final catalog listing')
5. Number of Credits: 3
6. Course type:
___Lecture; ___ Laboratory; X Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: PHIL 307 or PHIL 311
9. Consent of Instructor, if applicable: consent required of anyone other than Philosophy graduate students.
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable: A-F Graded

Justification

1. Reasons for adding this course: the topics in the proposed course are important for graduate students working in a variety of areas of philosophy. While our current PHIL 311 was originally intended to be a limited, straightforward (classical first-order) metatheory course, over the years its coverage has evolved, so that in recent years it has been used to cover topics in the proposed course. After consulting with some logicians in the Math department as well, the Graduate Committee of Philosophy decided it best to let PHIL 311 be a regular, uniform (classical) metatheory course (only soundness, completeness, and compactness), and add PHIL 344 to cover the other important topics (such as those listed in the catalog description above).

2. Academic Merit: The given topics are of fundamental importance in various areas of philosophy, including philosophy of logic, philosophical logic, philosophy of language, and some areas within metaphysics. The given topics (e.g., diagonalization and limitative theorems, as well as non-classical logics) are required for competence in such areas, as well as most areas having anything to do with truth theories. Accordingly, the course will focus on a given topic, taking students through the initial mathematical prerequisites and, in turn, covering the philosophical significance and potential applications of the mathematical framework(s) to philosophical problems.

3. Overlapping Courses: None.

4. Number of Students Expected: 7--10 (though possibly more, depending on topic).

5. Number and Size of Section:

6. Effects on Other Departments: None. (Beall consulted with some logicians in Math, who liked the proposed course.)

7. Staffing: Beall, Clark, Shapiro, Troyer, Wheeler, or other Philosophy Faculty

8. Dates approved by:

* Department Curriculum Committee: 26 October 2006

* Department Faculty: 11 January 2007

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

JC Beall

860-230-4391 (cell)

jc.beall@uconn.edu

2007 - 31 Proposal to Change SOCI 296 (and add SOCI 295)

1. Date: February 26, 2007
2. Department: **Sociology**
3. Nature of Proposed Change: **Change our Field Experience Course (Soc 296) to follow CLAS Internship Policy**

4. Current Catalog Copy:

296. Field Experience.

Either semester. Variable (1-9) credits, by arrangement. Class and field work by arrangement with instructor and field agency. May be repeated for credit, not to exceed 9 credits total for 296 and 296W. Only three credits of SOCI 296 or 296W may be applied to the sociology major. Prerequisite: SOCIOLOGY 107. Internship in a social-welfare agency or institution.

296W. Field Experience

Prerequisite SOCIOLOGY 107; ENGL 105 or 110 or 11 or 250. Three credits may be taken for W credit.

5. Proposed Catalog Copy:

Soc 295 Internship: Field Experience

Both Semesters. Variable (1 to 6) credits. Supervised field experience. Hours by arrangement, 42 hours per semester per credit. Consent of instructor is required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Must be taken with Soc 296/296W, unless continuing in the same internship.

Soc 296 Internship: Research Paper.

Both semesters. One or two credits. May be repeated twice, up to 3 credits maximum.

Research paper based on Field Experience. Consent of instructor required.

Must be taken with Soc 295.

Soc296W Internship: Research Paper.

Both semesters. One or two credits. May not be repeated.

Research paper based on Field Experience.

Must be taken with Soc 295.

6. Effective Date As soon as possible.

Justification

1. Reasons for changing this course:

The change accomplishes two things: 1) it removes the prerequisite of Soc 107 and 2) brings the sociology field experience into compliance with the CLAS Policy on Internships. Regarding 1): students are admitted by consent of instructor and sometimes have enough social science background for the course but lack Soc 107. This specific prerequisite is unnecessary. Regarding 2): The change splits the credits into the field immersion portion for which the student receives an S/U grade and an academic portion for which the student writes an academic paper and receives an academic grade.

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: Currently two professors, Ratcliff and Wright, teach the course.

7. Dates approved by Department Curriculum Committee: February 21, 2007

Department Faculty: February 21, 2007

8. Name, Phone Number, and e-mail address of principal contact person: Kathryn Strother Ratcliff 6-3886 kathryn.ratcliff@uconn.edu

2007 - 32 Proposal to Change LING 411

1. Date: 2/22/07
2. Department: **Linguistics**
3. Nature of Proposed Change: **Number of credits.**

4. Current Catalog Copy:

LING 411. General Exam Workshop
3 credits. Seminar.

Weekly forum for second-and third-year doctoral students to present and receive feedback on their research for General Examination papers. Regular presentations and participation in discussions required. Previous completion of three semesters of full-time course work in Linguistics recommended. Open to graduate students in Linguistics, others with permission.

5. Proposed Catalog Copy:

LING 411. General Exam Workshop

1-3 credits. Seminar. Recommended preparation: three semesters of full-time course work in Linguistics. Open to graduate students in Linguistics, others with permission.

Weekly forum for second-and third-year doctoral students to present and receive feedback on their research for General Examination papers. Regular presentations and participation in discussions required.

6. Effective Date

Justification

1. Reasons for changing this course: Desire to reduce number of credits taken by graduate students. Students are required to take 411 twice. Previously this amounted to 6 credits, now we only wish to require that they take a total of 3 credits of 411.
2. Effect on Department's Curriculum: 411 will generally be offered for 1 credit in the fall, and for 2 credits in the spring.
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 8/06
Department Faculty: 8/06
8. Name, Phone Number, and e-mail address of principal contact person:
William Snyder, 6-0157, william.snyder@uconn.edu

2007 - 33 Proposal to Change HEB 251-252

1. Date: 03/08/07
2. Department: **Modern and Classical Languages**
3. Nature of Proposed Change: **Repetition for Credit**

4. Current Catalog Copy:

HEB 251-252. Advanced Hebrew

Both semesters. Three credits each semester.

Prerequisite: HEB 154 or consent of instructor.

Further grammar study. Practice in composition involving the use of everyday vocabulary and idiomatic expressions. Readings in Hebrew culture and history.

5. Proposed Catalog Copy:

HEB 251-252. Advanced Hebrew

Both semesters. Three credits each semester.

Prerequisite: HEB 154 or consent of instructor.

Further grammar study. Practice in composition involving the use of everyday vocabulary and idiomatic expressions. Readings and films relevant to Israeli culture and history. With a change in content, this course may be repeated for credit.

6. Effective Date

Justification

1. Reasons for changing this course: To allow repetition for credit and to expand on course description.

2. Effect on Department's Curriculum:NA

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

4. Effects on Other Departments:NA

5. Effects on Regional Campuses:NA

6. Staffing: Staff

7. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:February 2007

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

contact person: Stuart Miller stuart.miller@uconn.edu

2007 - 34 Proposal to Add ENGL 174W

1. Date: **3/9/2007**
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: **Spring 08**

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

ENG 174W [2274W] Disability in American Literature

Either semester. Three credits. Prerequisite: ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#).

An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program **ENG**
2. Course Number (see [Note B](#)): **174/2274**
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
X Yes
3. Course Title: **Disability in American Literature and Culture**
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](#)): **An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles.**

Optional Items

7. Number of Class Periods, if not standard **n/a**
8. Prerequisites, if applicable ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#).
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable **n/a**
11. Exclusions, if applicable (see [Note H](#)): **n/a**
12. Repetition for credit, if applicable (see [Note I](#)): **n/a**
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores **n/a**
15. Skill Codes "W", "Q", or "C" **W**
16. S/U grading (see [Note W](#)): **n/a**

Justification

1. Reasons for adding this course: Disability in Literature and Culture will be distinctive in several ways. Because it focuses on representations of disabled persons, and the social injustice that often results from such representation, the course demands extensive reflection on physical, cognitive and cultural differences. Further, The W requirement in this course will train students to write across disciplines in a manner distinct from current freshman or sophomore English courses, which, for the most part, focus exclusively on literary texts.

2. Academic Merit

The interdisciplinary appeal of this course will benefit a broad range of students who might otherwise feel that they have few shared intellectual interests. For students who plan to major in the humanities, for example, this course illustrates how the skills of literary analysis can help one to analyze a wide range of discourses. For students who plan to pursue the sciences or to work in the field of special education, this course introduces them to the patient's perspective through thoughtful engagement with disability memoir. As many medical schools have realized, the ability to empathize with patients is integral to good medical practice, resulting in improved recovery rates and a reduction in patient-doctor litigation. As the University of Connecticut continues to enjoy a stellar reputation in the health field, it seems particularly

apt that our undergraduates engage the questions and concerns raised by medical practice and research in the twenty-first century. Because of its ability to bridge academic disciplines, undergraduate populations, and university resources, Disability in Literature and Culture could serve as a model for future courses.

3. Overlapping Courses (see Note M): **n/a**
4. Number of Students Expected: **19-38**
5. Number and Size of Section: **One to start with at the tri-campus; another section is envisioned a year from now at Storrs.**
6. Effects on Other Departments (see Note N): **n/a**
7. Effects on Regional Campuses: **This course will be taught at the tri-campus.**
8. Staffing (see Note P): **Anna Mae Duane**
9. Dates approved by (see Note Q):
Department Curriculum Committee: **10/18/2006**
Department Faculty: **10/18/2006**
10. Name, Phone Number, and e-mail address of principal contact person: **Hap Fairbanks, X2376 albert.fairbanks@uconn.edu**