

Departmental Course Proposals for the 10 April 2007 Meeting

A. Departmental Proposals Postponed From Previous Meetings:

2006 - 117 Proposal to Cross list SCI 103 with AMST 103: Postponed at request of proposer.

2007 - 08 Proposal to Change CDIS 250 (revised 14 March version)

1. Date: March 14, 2007

2. Department: Communication Sciences CDIS

3. Nature of Proposed Change: Change in course title and description

4. Current Catalog Copy:

CDIS 250 - Audition. (Formerly offered as COMS 250)

First semester. Three credits.

The response to acoustic stimuli including methodology and instrumentation.

5. Proposed Catalog Copy:

CDIS 250 - Structure and function of the auditory system. (Formerly offered as COMS 250)

Three credits.

The response to sound, including methodology and instrumentation as well as the anatomy and physiology of hearing.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

The new title more adequately describes course content. Also, the committee suggested the term anatomy be included in the description, to more adequately describe 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:

Ross Buck, 6 4494

ross.buck@uconn.edu

2007 - 11 Proposal to Add PSYC 2XX (revised proposal)

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.

2b. Special note on Use of Animals: The use of animals for this class will be regulated in the same way that other existing laboratory classes in psychology are regulated. Currently, we have two existing laboratory classes that use animals (PSYC 263 and 267). Each of these classes has an animal care protocol associated with it, which has to be approved by the Institutional Animal Care and Use Committee (IACUC). These protocols must be renewed every year, and re-submitted every three years, in accordance with the IACUC regulations. When the drugs and behavior laboratory class is approved, Dr. Salamone will add it to the animal care protocol currently being used for PSYC 267, in order to avoid the proliferation of too many separate protocols. It will have to be approved by the IACUC as a major amendment. Any graduate teaching assistants would have to be listed as active by the IACUC in terms of their animal care training status, and these teaching assistants will be listed on the protocol for the class. Also, we disseminate information about animal welfare in class, and we give information to the students about animal care from OARS (the university office of animal research services). The students in our classes are invited to attend the one-day animal care course run by one of the university veterinarians, but the IACUC does not require each student in a class to attend. Thus, the proposed class will follow all the procedures laid out by the university for the care and use of animals for either research or educational purposes. All necessary approvals will be in place before the course is taught (Spring 2008).

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 - 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 - 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 Catalogue 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: Crystal Park

Note: The Executive Committee of the Graduate School approved the S/U grading in their March, 2007 meeting.

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 - 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

2007 - 35 Proposal to Change GEOG 249

1. Date: 3/15/07

2. Department: **Geography**

3. Nature of Proposed Change: **Change in the number of credits**

4. Current Catalog Copy:

GEOG 249. Selected Topics in Geographic Information Systems

Either semester. Two credits. May be repeated once for credit with change in content. Recommended preparation: GEOG 242Q

Selected problems in geospatial decisionmaking and the most commonly used GIS functions, databases, and analyses for decision support. May be repeated once for credit with change in content.

5. Proposed Catalog Copy:

GEOG 249. Selected Topics in Geographic Information Systems

Either semester. **Three credits**. May be repeated once for credit with change in content. Recommended preparation: GEOG 242Q

6. Effective Date: Fall Semester, 2007

Justification

1. Reasons for changing this course:

The amount of material warrants a 3 credit designation. The two credit designation also affects enrollment and staffing.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: A three credit designation will make it easier to staff this course.

7. Dates approved by:

Department Curriculum Committee: 2/16/07

Department Faculty: 2/28/07

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

Robert Cromley

x-2059

robert.cromley@uconn.edu

2007 - 36 Proposal to Add W version of ECON 268

1. Date: 4/3/07

2. Department: ECONOMICS

3. Nature of Proposed Change: **Add a W to existing course**

4. Current Catalog Copy:

ECON 268. Economics of the Law Either semester. Three credits. Prerequisite: [ECON 218](#).

Recommended preparation: [ECON 111](#), or [102](#) or [113](#) and one of: [MATH 106Q](#), [113Q](#), [115Q](#), [118Q](#), or [120Q](#). *Langlois, Miceli*

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

5. Proposed Catalog Copy:

ECON 268W (3468W), Economics of the Law

Either semester. Three credits. Prerequisite: ECON 218 (2201) and ENGL 110, 111, or 250..

Recommended preparation: one of MATH 106Q, 113Q, 115Q, 118Q, or 120Q. *Miceli*

The law as an economic institution. Primary focus on the Common Law, property, tort, and contract. Applications to pollution control, land-use, hazardous wastes, product liability, and worker safety. Ethical as well as economic approaches to the law.

6. Effective Date immediately

Justification

1. Reasons for changing this course: As part of the economics department's obligation to increase its offering of W classes for our majors, I propose to teach Econ 268 (an existing course offering) as a W course. This class is ideally suited to being taught as a W because the topics are policy-oriented and often controversial, thus lending themselves to in-depth exploration through writing assignments. Also, many students who take the course are pre-law, and therefore want and need to enhance their writing skills.

2. Effect on Department's Curriculum: none

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

4. Effects on other departments: NONE

5. Effects on other campuses: ECON 268W WILL BE OFFERED AT STORRS. ECONOMICS PROFESSORS AT REGIONAL CAMPUSES COULD ALSO OFFER THIS COURSE.

6. Staffing: PROFESSOR THOMAS MICELI AND ANY OTHER FACULTY WHO MAY WISH TO TEACH THE COURSE.

7. Dates approved by:

Department Curriculum Committee: 2/20/07

Department Faculty: 2/23/07

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

RICHARD LANGLOIS, CHAIR DEPARTMENTAL CURRICULUM

COMMITTEE, Richard.langlois@uconn.edu Tel: 860-486-3472

2007 - 37 Proposal to Add PHYS 240

1. Date: 3-15-07

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

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

Final catalog Listing (see Note A):

PHYS 240. Mathematical Methods for Physics

Second semester. Three credits. Prerequisite: PHYS 123 or 125 or 132 or 142 or 152 and MATH 211 or equivalent, any of which may be taken concurrently; or with consent of the instructor. Open to sophomores.

Theoretical mathematical methods required for upper level physics courses.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program PHYS

2. Course Number (see Note B): 240 (2400)

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

3. Course Title: Mathematical Methods for Physics

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

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

6. Course description (second paragraph of catalog entry: Second semester. Three credits. Prerequisite: PHYS 123 or 125 or 132 or 142 or 152 and MATH 211 or equivalent, any of which may be taken concurrently; or with consent of the instructor. Open to sophomores.

Theoretical mathematical methods required for upper level physics courses.

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](#)) yes

11. Exclusions, if applicable (see [Note H](#)):

12. Repetition for credit, if applicable (see [Note I](#)): no

13. Instructor(s) names if they will appear in catalog copy

14. Open to Sophomores (see [Note U](#)): yes

15. Skill Codes "W", "Q", or "C" (see [Note T](#)): Q

16. S/U grading (see [Note W](#)): no

17. Departments consulted: Mathematics Department.

Justification

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

Often times in physical sciences, mathematical technique is overshadowed by its implementation in physical systems. Our physics majors have often expressed the need for a rigorous mathematical preparation that is more extensive than what they presently are exposed to, so as to have an easier time with their upper level courses, such as Quantum Mechanics (261-2), Mechanics (242, 246), Electricity and Magnetism (255, 257). The proposed course serves this need, thus giving students a more universal approach to problem solving in the physical sciences. It has already been presented more than once as a 298 course, and the enrollment has been very satisfactory (17 students this semester, of which 8 are from the School of Engineering). The course also will facilitate the transition of the students to future graduate studies in physics.

Short description: This course shall explore many of the advanced mathematical tools used by physicists, such as Vector Calculus, Integral and Differential Equations and Transforms, and Linear Algebraic Techniques. Topics which are essential to graduate studies such as Tensor Calculus, Complex Integration, Group Theory, Matrix Mechanics, Hilbert Space, Relativity and four dimensional manifolds, and the Calculus of Variations will be touched upon, as time permits.

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

Some of the material taught in the proposed course is at present also described in the upper level physics courses, however less extensively, and in some cases, insufficiently. The advent of the proposed 240 course will permit the teachers of the upper level physics courses to limit their mathematical descriptions, and hence, gain more time for teaching the physics content of their courses.

This course shall explore many of the advanced mathematical tools used by physicists. Focus is on mathematical techniques with applications to physical systems. Mathematics of advanced physics such as relativity and quantum mechanics are emphasize

3. Overlapping Courses (see [Note M](#)):

There is no conflict with the course PHYS 220 "Computational Physics" since the latter is less theoretical and emphasizes the numerical techniques for applying the theoretical methods described in the PHYS 240 course. There is no significant conflict with the courses offered in the mathematics department, such as MATH 210 (Multivariable Calculus), or MATH 215 (Abstract Linear Algebra) or MATH 227 (Applied Linear Algebra), since the mathematical methods and functions described in the proposed 240 course are very specific to physics applications.

4. Number of Students Expected: 15-20

5. Number and Size of Section: 20

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

The course will be helpful to students who choose physics as their minor, and in particular to the students in the School of Engineering who choose the Bachelor of Science in Engineering.

7. Effects on Regional Campuses: none

8. Staffing (see Note P): No additional staffing is required. At present the 298 version of the course has been taught by graduate student James O'Brien, under the supervision of Professor Phillip Mannheim, and in the future enough professors in the physics department exist who are qualified to teach this course

9. Dates approved by (see Note Q):

Department Curriculum Committee: 2-6-07

Department Faculty: 2-15-07

10. Name, Phone Number, and e-mail address of principal contact person: George Rawitscher, 6-4377, George.Rawitscher@uconn.edu

11. Detailed description.

Text: There is no required text for the course. The instructor shall provide detailed notes and handouts which shall give the student appropriate background material in which to further study the subject matter. Although no text is required, students may find the following texts helpful, both available at the Co-op and online:

Mathematical Methods in Physical Sciences, Mary Boas

Mathematical Methods for Physicists, Arfken and Weber

Grading: Students shall be evaluated on their performance in demonstrating a mastery of various problem solving techniques. Most problems will be application of topics covered in their relevant areas of physics. The breakdown for grades is as follows (note that all exams will be in class examinations):

Homework: 50%

Project: 10%

Midterm Exam: 20%

Final Exam: 20%

Outline: The course outline shall proceed as follows:

1. Integral Calculus (Thermodynamical Applications, and Lagrangians)
2. Vector and Tensor Calculus (Intro to Special and Gen. Relativity)
3. Matrix Algebra (Quantum Mechanics)
4. Differential Equations (Ordinary and Partial)
5. Complex Variables
6. Calculus of Variations (Derivation of Lagrangians, En-Mom. Tensors)
7. Special Functions (Legendre, Bessel, Spherical Harmonics)

Other topics not included in the above will be discussed and explored as demanded by the class.

2007 - 38 Proposal to Change the ICLS Major

1. Date: January 14, 2007

2. Department requesting this change: **MCL (ILCS)**

3. Title of Major: **Italian Literary and Cultural Studies**

4. Nature of Change: **Redefinition of course groups**

5. Existing catalog Description of the Major:

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: [ILCS 237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253,254](#), [259](#), [261](#), [262](#), [270](#), [289](#).

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

A. Three 200 level Italian courses from the following: [ILCS 255W](#), [256W](#), [258/258W](#), [260W](#), [237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [259](#), [261](#), [262](#), [270](#), [289](#).

B. Two courses from the following: [HIST 216](#), [267](#), [269](#), [271](#), [297](#).

C. Three courses to be chosen from the following: [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#); or [ENGL 278W](#)

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

Study Abroad in Italy. Students can participate in a variety of UConn-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take [ILCS 255W](#), or [260W](#), or [258](#). To satisfy the writing in the major requirement, all students must take [ILCS 255W](#), or [260W](#), or [258W](#).

A minor in [Italian Cultural Studies](#) and a minor in [Italian Literary Studies](#) are described in the [Minors](#) section.

6. Proposed catalog Description of the Major:

Concentration in Italian Literary Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) to be chosen among the following: [ILCS 237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253,254](#), [259](#), [261](#), [262](#), [270](#), [289](#).

Concentration in Italian Cultural Studies

Students must complete a minimum of eight courses (the equivalent of 24 credits) from the following:

A. Four 200 level Italian courses from the following: [ILCS 255W](#), [256W](#), [258/258W](#), [260W](#), [237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [259](#), [261](#), [262](#), [270](#), [289](#).

B. Four 200 level courses from the following: [HIST 216](#), [267](#), [269](#), [271](#), [297](#), [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#); or [ENGL 278W](#)

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

Study Abroad in Italy. Students can participate in a variety of UConn-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UConn do not necessarily receive UConn credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count toward a major in Italian at this University.

To satisfy the information literacy competency, all students must take [ILCS 255W](#), or [260W](#), or [258](#). To satisfy the writing in the major requirement, all students must take [ILCS 255W](#), or [260W](#), or [258W](#).

A minor in [Italian Cultural Studies](#) and a minor in [Italian Literary Studies](#) are described in the [Minors](#) section.

7. Effective Date: Immediately

Justification

1. Why is a change required? This change allows students more flexibility in their choice of courses. [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#) are not offered on a regular basis and therefore students must petition for substitutions to complete the program. By redesigning the major with 2 categories of required courses, students will be able to take all necessary offerings.

2. What is the impact on students? This change should help students

3. What is the impact on regional campuses? None

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

Department Curriculum Committee: 2/15/07

Department Faculty: 2/15/07

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

Norma Bouchard

Norma.bouchard@uconn.edu, normabouchard60@hotmail.com

Tel: 486-3313

2007 - 39 Proposal to Change the ICLS Minor

1. Date: February 14, 2007
2. Department requesting this change: **MCL (ILCS)**
3. Title of Minor: **Italian Cultural and Literary Studies**
4. Nature of Change: **Redefinition of course groups in Minor**

5. Existing catalog Description of the Minor:

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

- A. Two courses in Italian literature and/or cinema in English: [ILCS 255W](#), [256W](#), [258/258W](#), [260W](#)
- B. Two courses in History: [HIST 267](#), [269](#), [271](#), [297W](#)
- C. One course in Art History: [251W](#), [272](#), [273W](#)
- D. One additional 200 level course in Italian Cultural Studies or History.

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

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

Italian Literary Studies

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require [ILCS 145](#), [146](#), [147](#), [148](#), or the equivalent, as prerequisites, but those language courses do not count toward the minor. The following are the courses required for completion:

- A. One course in composition and conversation: [ILCS 239](#) or [240](#)
- B. Both of the following: [ILCS 243](#) and [244](#)
- C. Two courses from the following: [ILCS 250](#), [251-252](#), [253](#), [254](#), [261](#), [262](#)
- D. One course from the following: [ILCS 237](#), [238](#)

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

6. Proposed catalog Description of the Minor:

Italian Cultural Studies

Students electing this minor must complete 18 credits from the following:

- A. Three courses to be chosen among the following: [ILCS 255W](#), [256W](#), [258/258W](#), [260W](#)
- B. Three courses to be chosen among the following: [HIST 216](#), [267](#), [269](#), [271](#), [297](#), [ARTH 251](#), [272](#), [273](#), or [MUSI 292](#), [213](#); or [ENGL 278W](#)

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

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

Italian Literary Studies

This minor requires the completion of 18 credits in 200 level courses. All of the courses listed below require [ILCS 145](#), [146](#), [147](#), [148](#), or the equivalent, as prerequisites, but those language courses do not count toward the minor. The following are the courses required for completion:

Students electing this minor must complete 18 credits from the following:
[ILCS 237](#), [238](#), [239](#), [240](#), [243](#), [244](#), [250](#), [251-252](#), [253](#), [254](#), [259](#), [261](#), [262](#), [270](#), [289](#).

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

7. Effective Date: Immediately

Justification

1. Why is a change required? This change allows students more flexibility in their choice of courses. Courses offered under the Cultural Studies track, namely ARTH 251, 272, 273, or MUSI 292, 213 are not offered on a regular basis and therefore students must petition for substitutions to complete the program. Courses offered under the Italian Literary track, require students to take courses under 4 different categories. Since minors do not allow for substitutions, more flexibility is needed to ensure that students can take all necessary offerings.
2. What is the impact on students? None
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). 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: Attached

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):

Department Curriculum Committee: 2/15/07

Department Faculty: 2/15/07

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

Norma Bouchard

Norma.bouchard@uconn.edu, normabouchard60@hotmail.com

Tel: 486-3313

Italian Literary Studies Minor
College of Liberal Arts and Sciences
Minor Requirements -Audit Check List (2007-)
Italian Cultural Studies Minor

NOTE: Completion of the Italian Literary Studies 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.

Italian Cultural Studies Minor

The following are the courses a student pursuing the Minor concentration in Italian Literary Studies is required to complete:

A. Three 200 level courses to be chosen among the following:

ILCS 255W _____

ILCS 256W _____

ILCS 258/258W _____

ILCS 260W _____

B. Four courses to be chosen among the following:

HIST 216 _____

HIS 267 _____

HIS 269 _____

HIS 271 _____

HIS 297 _____

ARTH 251 _____
ARTH 272 _____
ARTH 273 _____
MUSI 292 _____
MUSI 213 _____
ENGL 278W _____

Students must demonstrate proficiency in Italian at a level equivalent to [ILCS 147](#).

Name of Student (please print): _____

I approve the above program for the B.A. Minor in Italian Literary Studies

(signed) _____ Department of Modern and Classical Languages
(Italian Literary Studies Minor Key Advisor)

(Major Department Head) (Major Key Advisor)
(signed) _____ or _____

The Minor is offered by the Department of Modern and Classical Languages

**Italian Literary Studies Minor
College of Liberal Arts and Sciences
Minor Requirements -Audit Check List (2007-)**

NOTE: Completion of the Italian Literary Studies 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.

Minor in Italian Literary Studies

Students must complete a minimum of six courses (the equivalent of 18 credits) to be chosen among the following:

ILCS 237 _____

ILCS 238 _____

ILCS 239 _____

ILCS 240 _____

ILCS 243 _____

ILCS 244 _____

ILCS 250 _____

ILCS 251-252 _____

ILCS 253 _____

ILCS 254 _____

ILCS 259 _____

ILCS 261 _____

ILCS 262 _____

ILCS 270 _____

ILCS 289 _____

Name of Student (please print): _____

I approve the above program for the B.A. Minor in Italian Literary Studies

(signed) _____ Department of Modern and Classical Languages
(Italian Literary Studies Minor Key Advisor)

(signed) _____ or _____

(Major Department Head) (Major Key Advisor)

The Minor is offered by the Department of Modern and Classical Languages

2007 - 40 Proposal to Change the Film Studies Minor

1. Date: February 12, 2007
2. Department requesting this change: **Modern and Classical Languages**
3. Title of Minor: **Film Studies**
4. Nature of Change: **Add CLCS 297: Special Topics to all three groups A, B, and C.**
5. Existing catalog Description of the Minor:

The Film Studies Minor is an interdepartmental and interdisciplinary course of study. Its basis is an understanding of film as a unique and powerful art form with its own cinematic conventions, history, and traditions. Students receive instruction in film history, film theory and critical analysis, genre study, national and world cinemas, and cinema in relation to other arts and academic fields.

Courses listed under **Group A: Core Courses**, introduce students to film theory and aesthetics and survey the major phases of international film history in World, European, and Third World Cinema. Courses listed under **Group B: National Cinemas**, survey national cinemas in their cultural and intellectual contexts. Courses listed under **Group C: Interdisciplinary Courses**, treat film in relation to wider social and cultural issues, including other arts and fields.

Requirements

The Film Studies Minor requires 18 credits of course work at the 200-level. Students take six credits from **Group A: Core Courses**; six credits from **Group B: National Cinemas**; and six credits from **Group C: Interdisciplinary Courses**

For Further Information

Contact:

Norma Bouchard: Italian Lit. and Cultural Studies bouchard@uconnvm.uconn.edu Tel: 486-3292

Friedeman Weidauer: German Studies weidauer@uconnvm.uconn.edu Tel: 486 1533

Group A: Core Courses

CLCS 214: "Intro to World Cinema and Comparative Film Theory"

CLCS 207: "Film Genres"

CLCS 208: "Studies in Film History"

DRAM 252: "World Film"

Group B: National Cinemas

DRAM 251: "The American Film"

GER 281: "German Film and Culture" (taught in GER)

GER 284: "German Cinema in Cross Cultural Perspective" (taught in ENGL)

FRENC 223: "French Film and Theory" (taught in FR/ENGL)

FRENC 226: "French and Francophone Cinema" (taught in ENGL)

ILCS 260W: "Italian Cinema" (taught in ENGL)

SPAN 219: "Spanish Film" (taught in SPAN)

SPAN 209 "Latin American Film" (taught in SPAN)

SPAN 250: "Film in Spain and Latin America" (taught in ENGL)

SPAN 254: "Special Topics in Latin American National Cinemas" (taught in ENGL)

Group C: Interdisciplinary Courses

CLCS 201: "Comparative Literary and Cultural Studies"

CAMS 245: "Ancient World in Cinema"

WS 217/ENGL 217: "Studies in Literature and Culture"

POL 208: "Politics, Propaganda, and Cinema"

ENGL 291: "Literature and Other Disciplines"

LAMS 275: "Cinema and Society in Latin America"

SOCI 226/226W: "Modern Africa"

ILCS 258/258W: "Cinematic Representations of Italian Americans"

ENGL 274 AASI 274/: "Asian American Literature"

COMM 232/PRLS 260: "Media and Special Audiences"

6. Proposed catalog Description of the Minor:

The Film Studies Minor is an interdepartmental and interdisciplinary course of study. Its basis is an understanding of film as a unique and powerful art form with its own cinematic conventions, history, and traditions. Students receive instruction in film history, film theory and critical analysis, genre study, national and world cinemas, and cinema in relation to other arts and academic fields.

Courses listed under **Group A: Core Courses**, introduce students to film theory and aesthetics and survey the major phases of international film history in World, European, and Third World Cinema.

Courses listed under **Group B: National Cinemas**, survey national cinemas in their cultural and intellectual contexts. Courses listed under **Group C: Interdisciplinary Courses**, treat film in relation to wider social and cultural issues, including other arts and fields.

Requirements

The Film Studies Minor requires 18 credits of course work at the 200-level. Students take six credits from **Group A: Core Courses**; six credits from **Group B: National Cinemas**; and six credits from **Group C: Interdisciplinary Courses**

For Further Information

Contact:

Jacqueline Loss: Spanish. Jacqueline.loss@uconn.edu. Tel: 486-2529

Gustavo Nanclares: Spanish. Gustavo.nanclares@uconn.edu. Tel: 486-9261.

Group A: Core Courses

CLCS 214: "Intro to World Cinema and Comparative Film Theory"

CLCS 207: "Film Genres"

CLCS 208: "Studies in Film History"

DRAM 252: "World Film"

CLCS 297: "Variable Topics"*

Group B: National Cinemas

DRAM 251: "The American Film"

GER 281: "German Film and Culture" (taught in GER)

GER 284: "German Cinema in Cross Cultural Perspective" (taught in ENGL)
FRENC 223: "French Film and Theory" (taught in FR/ENGL)
FRENC 226: "French and Francophone Cinema" (taught in ENGL)
ILCS 260W: "Italian Cinema" (taught in ENGL)
SPAN 219: "Spanish Film" (taught in SPAN)
SPAN 209 "Latin American Film" (taught in SPAN)
SPAN 250: "Film in Spain and Latin America" (taught in ENGL)
SPAN 254: "Special Topics in Latin American National Cinemas" (taught in ENGL)
CLCS 297: "Variable Topics"*

Group C: Interdisciplinary Courses

CLCS 201: "Comparative Literary and Cultural Studies"
CAMS 245: "Ancient World in Cinema"
WS 217/ENGL 217: "Studies in Literature and Culture"
POL 208: "Politics, Propaganda, and Cinema"
ENGL 291: "Literature and Other Disciplines"
LAMS 275: "Cinema and Society in Latin America"
SOCL 226/226W: "Modern Africa"
ILCS 258/258W: "Cinematic Representations of Italian Americans"
ENGL 274 AASI 274/: "Asian American Literature"
COMM 232/PRLS 260: "Media and Special Audiences"
CLCS 297: "Variable Topics"

* With consent of advisor

7. Effective Date (semester, year -- see Note R): May term, 2007.
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?

Due to faculty limitations, it is difficult for the program to include permanent new courses to be taught on a regular basis. A "Special Topics" course like CLCS 297 allows us to offer a variety of one-time courses in different areas related to film.

2. What is the impact on students?

Students will have a wider variety of courses available for their Film Minor.

3. What is the impact on regional campuses? N/A

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):

Department Curriculum Committee: 2/12/07

Department Faculty: 2/12/07

6. Name, Phone Number, and e-mail address of principal contact person:
Gustavo Nanclares, 486-9261, Gustavo.nanclares@uconn.edu

**College of Liberal Arts and Sciences
Minor Requirements - Audit Check List (2003-)**

The Film Studies Minor requires the completion of 18 credits in 200-level courses. Students electing this minor must take two courses from each of the following three Distribution Groups:

Group A: Core Courses

- ___ CLCS 214: "Intro to World Cinema and Comparative Film Theory"
- ___ CLCS 207: "Film Genres"
- ___ CLCS 208: "Studies in Film History"
- ___ DRAM 252: "World Film"
- ___ CLCS 297: "Variable Topics"*

Group B: National Cinemas

- ___ DRAM 251: "The American Film"
- ___ GER 281: "German Film and Culture"
- ___ GER 284: "German Cinema in Cross Cultural Perspective"
- ___ FRENC 223: "French Film and Theory"
- ___ FRENC 226: "French and Francophone Cinema"
- ___ ILCS 260W: "Italian Cinema"
- ___ SPAN 219: "Spanish Film"
- ___ SPAN 209: "Latin American Film"
- ___ SPAN 250: "Film in Spain and Latin America"
- ___ SPAN 254: "Special Topics in Latin American National Cinemas"
- ___ CLCS 297: "Variable Topics"*

Group C: Interdisciplinary Courses

- ___ CLCS 201: "Comparative Literary and Cultural Studies"
- ___ WS 217/ENGL 217: "Studies in Literature and Culture"
- ___ POL 208: "Politics, Propaganda, and Cinema"
- ___ ENGL 291: "Literature and Other Disciplines"
- ___ LAMS 275: "Cinema and Society in Latin America"
- ___ SOCI 226/226W: "Modern Africa"
- ___ ILCS 258/258W: "Cinematic Representations of Italian Americans"
- ___ ENGL 274 AASI 274/: "Asian American Literature"
- ___ COMM 232/PRLS 260: "Media and Special Audiences"
- ___ CLCS 297: "Variable Topics"*

*With advisor's consent

Name of Student (please print): _____

I approve the above program for the B.A. Minor in Film Studies

(signed) _____ Department of Modern and Classical Languages
(Film Studies Minor Key Advisor)

(signed) _____ or _____
(Major Department Head) (Major Key Advisor)

2007 - 41 Add HIST 228/228W and 229/229W to CLAS Groups 1 & 4 Text pending revision

2007 - 42 Proposal to Add HIST 2XY (Cuba) and add to CLAS groups 1 & 4

1. Date: April 4, 2007
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

HIST 2XY Cuba from Local and Global Perspective

Either semester. Three credits. Recommended preparation: HIST 280, 281, 282, 283, 285. Open to juniors and seniors. Major themes in Cuban politics and culture and specifically examining local and global perspectives of national issues. Key topics and analytics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

Instructor: Pappademos

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): HIST
2. Course Number (see [Note B](#)): 2XX
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: CUBA FROM LOCAL AND GLOBAL PERSPECTIVE
4. Semester offered (see [Note C](#)): EITHER
5. Number of Credits (see [Note D](#)): 3
6. Course description (second paragraph of catalog entry -- see [Note K](#)): Examines major themes in recent scholarship of Cuban politics and culture from local, national, and international perspective using several, key topics and analytics including race, gender, class, cultural movements and practices, slavery, political economy, and political movements.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): None
9. Recommended Preparation, if applicable (see [Note G](#)): HIST 280, 281, 282, 283, 285
10. Consent of Instructor, if applicable (see [Note T](#)): NO
11. Exclusions, if applicable (see [Note H](#)): None
12. Repetition for credit, if applicable (see [Note I](#)): NO
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Pappademos
14. Open to Sophomores (see [Note U](#)): No
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): None
16. S/U grading (see [Note W](#)): NO

Justification

1. Reasons for adding this course: The University currently does not have any courses that situate Cuba specifically in the modern period or, that aid students in exploring Cuban history simultaneously from local, national, and global perspectives.

2. Justification: Combined, the island of Cuba has been part of the North American, European, and Latin American imaginaries for more than five centuries. And in recent history, it has become an integral part of African and Asian histories. From imperial Spain and the former Soviet Union to China and Angola, Cuba has played key roles in global politics while also serving as a critical national case. This course provides students with a unique opportunity to address issues of primary concern to historians (colonialism and decolonization, slavery and political economy, intellectual and cultural developments, revolution, nationalism, political culture, art in politics, occupation) and to map their effects on societal development. The course also examines questions posed by social scientists more generally, and includes methods and readings that engage political science, sociology, and anthropology literatures.

Given the complexity of issues addressed in this course, previous preparation from the level of sophomore and higher is required for student participation.

3. There is currently a course on the Caribbean (History 285), which focuses on the legacy of Spanish colonialism in the region but not one that seeks to develop student understandings of local and global ties and bridge these two types of historical inquiry in order to enhance their understanding of national histories using the Cuban national case.

4. 40

5. 2 Sections (lecture and discussion), 40 students

6. Effects on Other Departments: The content of this course will enhance other university center/departmental offerings, as it is appropriate for the university's LAMS and IAAS programs and might also be utilized by HRTS or as preparation for study abroad programming in Cuba. Finally, this course will complement history departmental offerings which seek to enhance its Latin American/Caribbean courses and to encourage interdisciplinary and cross-thematic offerings.

7. Effects on Regional Campuses: None

8. Staffing (see [Note P](#)):

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

Department Curriculum Committee: 3-12-07

Department Faculty: 3-20-07

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

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

2007 - 43 Proposal to Add HIST 355

1. Date: **December 11, 2006**

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

Final catalog Listing

HIST 355, Social Change in 19th Century America. Either semester. 3 credits. Seminar. Open only with consent of instructor. *Clark*.

Major issues in 19th-century U.S. social history.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **HIST**

2. Course Number (see [Note B](#)): **355**

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

3. Course Title: **Social Change in 19th Century America**

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

Major sources of social change in 19th-century United States, including legacy of the American Revolution; fate of Native America; rural society; slavery; industrialization; immigration; class formation; race; the impact of Civil War and Reconstruction.

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

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: **Seminar**

"GRAD 496. Full-Time Doctoral Research. 3 credits.")

Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see [Note F](#)): **n/a**

8. Recommended Preparation, if applicable (see [Note G](#)): **n/a**

9. Consent of Instructor, if applicable (see [Note T](#)): **Open only with consent of instructor**

10. Exclusions, if applicable (see [Note H](#)): **n/a**

11. Repetition for credit, if applicable (see [Note I](#)): **n/a**

12. S/U grading, if applicable (see [Note X](#)): **n/a**

Justification

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

This adds to the Department's offerings in early American and U.S. history a course that will introduce graduate students to a major subject area in the field and to a variety of approaches to explaining historical processes of social change.

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

The course has already been taught twice as a "Special Topics" seminar in History. It fosters a range of necessary academic skills, has produced some written work of high quality, and provides a basis for MA and PhD examination preparation for students in early American and U.S. history.

3. Overlapping Courses (see [Note M](#)): **No other course covers the same ground. There is some overlap with HIST 337 American Social and Cultural History, 1600-1876, but the two courses will usually be offered in different years. HIST 335 Society and Culture in the Civil War Era also overlaps part of HIST 355, but the focus and purposes of the two courses are different, and students taking both would find them complementary, not repetitive.**

4. Number of Students Expected: **10**

5. Number and Size of Section: **10**

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

7. Staffing (see [Note P](#)): **Christopher Clark**

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

Department Curriculum Committee: 3/12/07

Department Faculty: 3/26/07

9. Name, Phone Number, and e-mail address of principal contact person: **Christopher Clark, 6-6277, c.clark@uconn.edu**

2007 - 44 Proposal to Add a New Undergraduate Course

1. Date: [March 12, 2007](#)

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

3. Semester and year in which course will be first offered: [Fall, 2007](#)

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

INTD XXX Alcohol and Drugs on Campus: Exploring the College Culture

Fall semester. Three credits. Prerequisite: None. Open to sophomores.

Sherry Bassi (Nursing), Thomas Szigethy (Alcohol and Other Drug Services, Division of Student Affairs).

Carolyn Lin (Communication Sciences) and Patricia Neafsey (Nursing).

Interdisciplinary examination of how alcohol and other drug (AOD) issues are of social concern for college students, the institution, the campus community and society. Discussions of controversial issues and service learning skills will be emphasized.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): [INTD](#)

2. Course Number (see [Note B](#)): [INTD XXX](#)

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: [INTD XXX Alcohol and Drugs on Campus: Exploring the College Culture.](#)

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

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

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

To provide students with an understanding of the causes for risk behavior and rationales behind risk reduction strategies, this course will address behavioral, personality and persuasion theories. Discussion of controversial issues concerning alcohol consumption will include concepts of abuse, the effects of college drinking on academic success, blood alcohol limits for driving, minimum drinking age limits, treatment and punishment of DWI offenders, alcohol testing in work and sports contexts, and restrictions on advertising, etc. Selected examples of improper college drug use will include misuse of Benadryl to get to sleep (esp. after a night of partying), sharing medications with friends that were prescribed for Attention Deficit Disorder, and mixing illegal drugs with prescribed medications.

Optional Items

7. Number of Class Periods, if not standard (see Note E): N/A.
8. Prerequisites, if applicable (see Note F): N/A.
9. Recommended Preparation, if applicable (see Note G): N/A.
10. Consent of Instructor, if applicable (see Note T): N/A.
11. Exclusions, if applicable (see Note H): N/A.
12. Repetition for credit, if applicable (see Note I): N/A.
13. Instructor(s) names if they will appear in catalog copy (see Note J): N/A.
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)

Underage drinking, binge drinking, driving under the influence and improper use of prescription drugs are all serious public health concerns for UConn students. This course will prepare students to identify high-risk behaviors related to improper alcohol and prescription drug use that potentially can impede their own and their peers' ability to succeed in college and society.

2. Academic Merit (see Note L):

This course will provide students with a thorough understanding of the causes and effects of improper alcohol and prescription drug use as well as the social and legal consequences on themselves, their peers and society as a whole. Combined with the course components that allow students to create and evaluate prevention and harm-reduction strategies as well as participating in a service learning project, this course will offer them the opportunity to help themselves and their peers to avoid and reduce the negative consequences of alcohol- and drug-related risk behavior. The course brings together an interdisciplinary synergy between social scientific perspectives as well as clinical prevention practices to address the most serious public health issues on college campuses across this country.

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

The only UConn course that is somewhat similar to the presently proposed course is SOCI 219 (Drugs and Society). SOCI 219 examines the social problems surrounding the use of illegal drugs—including abuse, prevention, education, treatment, the drug market and the “war” on drugs—from a sociological perspective. Its emphasis is on illegal drug abuse at the societal level instead of legal substance misuse (i.e., alcohol and prescription drugs) at the university level.

4. Number of Students Expected: 30 students
5. Number and Size of Section: 30 Students.
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: None.
8. Staffing (see Note P): No new staff required.
9. Dates approved by (see Note Q):
Department Curriculum Committee: March 26, 2007

Department Faculty: [March 26, 2007](#)

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

Addendum by chair:

----- Original Message -----

From: "Carolyn A. Lin" <carolyn.lin@uconn.edu>

To: <manning_john_j@sbcglobal.net>

Cc: "Lin, Carolyn" <carolyn.lin@uconn.edu>; "Buck, Ross" <ross.buck@uconn.edu>

Sent: Monday, March 26, 2007 3:08 PM

Subject: Re:

> Hi Jack:

> Please note that this course has been approved by the C&CC of GEOC, > INTD and Nursing.

> Due to the shifting rules of approval for this first-of-its-kind > interdisciplinary course, this

> proposal is being sent to you on such a late date.

>

> As Ross indicated, this course is slated to be offered Fall 2 007. If > the committee could

> expedite its approval of the April meeting minutes, it would allow us > to put the course

> in the PeopleSoft system to enroll students.

>

> Thanks for your consideration and kind attention to this> matter. Regrads, ~Carolyn

2007 - 45 Proposal to Change MATH 369

1. Date: February 2, 2007

2. Department: **Mathematics**

3. Nature of Proposed Change: **change the credits and description**

4. Current Catalog Copy:

MATH 369. Financial Mathematics II

3 credits. Lecture. Not open to students who have passed MATH 289

The continuation of MATH 365. Measurement of financial risk, the mathematics of capital budgeting, mathematical analysis of financial decisions and capital structure, and option pricing theory.

5. Proposed Catalog Copy:

MATH 369. Financial Mathematics II

4 credits. Lecture. Not open to students who have passed MATH 289

The continuation of MATH 365. Theory and practice of mathematical models applied to corporate finance. Satisfies Society of Actuaries' learning objectives for Validation by Educational Experience in Corporate Finance subject area.

6. Effective Date: Fall semester 2007

Justification

1. Reasons for changing this course:

Change in credits: Align catalog with actual instructional practice. Since fall semester of 2005 the existing 3 credit course has been supplemented on a mandatory basis with a 1 credit readings course to provide adequate time and work to cover all topics (especially an introduction to option pricing theory) in depth sufficient to satisfy emerging expectations of the actuarial and financial engineering professions and the learning objectives of the new Society of Actuaries Validation by Educational Experience program. Scheduling confusion will be reduced if the catalog aligns with the practice. (The undergraduate catalog already has been changed to address the issue for the corresponding undergraduate course (MATH 289) by introducing a new 3 credit course (MATH 284) in part to help absorb the additional depth of material. We expect graduate students to be able to absorb the required additional material with 4 credits of work.)

Wording change: Clarify for students that the course in fact qualifies for the new Society of Actuaries Validation by Educational Experience program. Streamline the topical description.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: Mathematics department staff, no change
7. Dates approved by:
Department Graduate Program Committee: 2-27-2007
Department Faculty: 3-22-2007
8. Name, Phone Number, and e-mail address of principal contact person:
Jim Bridgeman, course instructor, 486-8382, bridgeman@math.uconn.edu

2007 - 46 Proposal to Change MATH 387

1. Date: February 2, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **change the credits**

4. Current Catalog Copy:

MATH 387. Actuarial Mathematics I

3 credits. Lecture. Prerequisite: MATH 285 or MATH 365, which may be taken concurrently. Not open to students who have passed MATH 287.

Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

5. Proposed Catalog Copy:

MATH 387. Actuarial Mathematics I

4 credits. Lecture. Prerequisite: MATH 285 or MATH 365, which may be taken concurrently. Not open to students who have passed MATH 287.

Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

6. Effective Date: Fall semester 2007

Justification

1. Reasons for changing this course:

Change in credits: Align catalog with actual instructional practice. For at least 7 years the existing 3 credit course has been supplemented on a mandatory basis with a 1 credit readings course to provide adequate time and work to cover all topics in depth sufficient to satisfy emerging expectations of the actuarial profession and the learning objectives of the corresponding Society of Actuaries examination. Scheduling confusion will be reduced if the catalog aligns with the practice. (The corresponding change in credits has already been made in the undergraduate catalog for the corresponding undergraduate course (MATH 287)).

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: Mathematics department staff, no change
7. Dates approved by:
Department Graduate Program Committee: 2-27-2007
Department Faculty: 3-22-2007
8. Name, Phone Number, and e-mail address of principal contact person:

Jim Bridgeman, coordinating, 486-8382, bridgeman@math.uconn.edu
Jay Vadiveloo, course instructor, 486-3818, vadiveloo@math.uconn.edu

2007 - 47 Proposal to Change MATH 388

1. Date: February 2, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **change the credits**

4. Current Catalog Copy:

MATH 388. Actuarial Mathematics II

3 credits. Lecture. Prerequisite: MATH 387 Not open to students who have passed MATH 288. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

5. Proposed Catalog Copy:

MATH 388. Actuarial Mathematics II

4 credits. Lecture. Prerequisite: MATH 387 Not open to students who have passed MATH 288. Survival distributions, claim frequency and severity distributions, life tables, life insurance, life annuities, net premiums, net premium reserves, multiple life functions, and multiple decrement models.

6. Effective Date: Fall semester 2007

Justification

1. Reasons for changing this course:

Change in credits: Align catalog with actual instructional practice. For at least 7 years the existing 3 credit course has been supplemented on a mandatory basis with a 1 credit readings course to provide adequate time and work to cover all topics in depth sufficient to satisfy emerging expectations of the actuarial profession and the learning objectives of the corresponding Society of Actuaries examination. Scheduling confusion will be reduced if the catalog aligns with the practice. (The corresponding change in credits has already been made in the undergraduate catalog for the corresponding undergraduate course (MATH 288)).

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: Mathematics department staff, no change

7. Dates approved by:

Department Graduate Program Committee: 2-27-2007

Department Faculty: 3-22-2007

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

Jim Bridgeman, coordinating, 486-8382, bridgeman@math.uconn.edu

Jay Vadiveloo, course instructor, 486-3818, vadiveloo@math.uconn.edu

2007 - 48 Proposal to Add ECON 222

1. Date: ~~January 30th~~ March 22, 2007
2. Department requesting this course: ECONOMICS
3. Semester and year in which course will be first offered: FALL 2007

Final Catalog Listing

ECON 222 (2240), Economics of the Global Economy

Either semester. Three credits. Prerequisite: ECON 102 (1200) or both ECON 111 and 112 (1201 and 1202).

The causes and consequences for the USA of increasing economic integration of the global economy. Topics include global public goods, economics of international treaty formation, international outsourcing of jobs, the global corporation, deindustrialization, trade policy, the US in international finance, global wealth distribution, world environmental issues, and international economic cooperation.

Items Included in Catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON

2. Course Number: 222 (2240)

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

3. Course Title: ECONOMICS OF THE GLOBAL ECONOMY

4. Semester offered: EITHER SEMESTER

5. Number of Credits: THREE

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

The causes and consequences for the USA of increasing economic integration of the global economy. Topics include global public goods, economics of international treaty formation, international outsourcing of jobs, the global corporation, deindustrialization, trade policy, the US in international finance, global wealth distribution, world environmental issues, and international economic cooperation.

Optional Items

7. Number of Class Periods, if not standard: STANDARD

8. Prerequisites, if applicable: ECO

N 102 (1200) or both 111 and 112 (1201 and 1202).

9. Recommended Preparation, if applicable:

10. Consent of Instructor, if applicable. NOT APPLICABLE

11. Exclusions, if applicable: Open to sophomores or higher. OPEN TO SOPHOMORES

12. Repetition for credit, if applicable: NO

13. Instructor(s) names if they will appear in catalog copy: HALLWOOD

14. Open to Sophomores: YES

15. Skill Codes "W", "Q", or "C" : NOT APPLICABLE

16. S/U grading : NO

Justification

1. Reasons for adding this course:

This course would fill an important gap in our curriculum. The University of Connecticut currently does not offer an undergraduate economics course in the economics of the global economy. The proposed course will bring various sub-specialties of economics to the analysis of the global economy. Courses already offered by the Economics Department, such as international trade (ECON 242/3421) and international finance (ECON 243/3422), do not address the global economy as a whole. For example, trade theory courses typically ignore balance of payments deficits and their financing, and the role of the US dollar in financing international trade and balance of payments deficits. Similarly, courses in international finance focus on financial markets and largely ignore issues relating to dynamic comparative advantage, the basis for trade and ongoing changes in the terms of trade. The proposed course will examine the whole elephant, as it were, not just somewhat disconnected (though important) subsets of it. Political economy aspects of the economics of globalization will also be addressed: for example how does US deindustrialization relate to the USA as a political hegemon?

In addition, the proposed course would be at the 2000-level (open to sophomores), whereas our existing trade courses are at the 3000-level (not open to sophomores and requiring intermediate theory as a prerequisite. Thus the proposed course would potentially serve students outside the economics major in a number of related disciplines. Many universities offer such a course.

2. Academic Merit:

This proposal was originated by Professor Paul Hallwood, who has written books and papers published in leading economic journals in several of the main sub-parts of the proposed course – international trade theory and policy, international finance (theory, policy, institutions and empirical evidence), economics of the multinational corporation (theory and empirical evidence), and the political economy of the international oil industry. His book, *International Money and Finance* (Blackwell, 2000), is used around the world (38 countries at last count) in both undergraduate and postgraduate courses, including at some Ivy Leagues.

Various books are available on which to ground the course. For example:

- Thomas Friedman, *The World is Flat*, Farrar, Straus and Giroux, New York, 2005.
- Inge Kaul et al, *Providing Global Public Goods: Managing Globalization*, Oxford University Press, 2003.
- Clayton Brown, *Globalization and America Since 1945*, S.R. Brooks, 2003.
- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Paperback), Princeton University Press, 2001.
- Joseph Stiglitz, *Globalization and Its Discontents*, Norton, 2003.
- Jagdish Bhagwati, *In Defense of Globalization*, Oxford University Press, 2005

3. Overlapping Courses: Econ 242/3421 (International Trade) and Econ 243/3422 (International Finance). But these courses are narrower than the proposed course, and they require intermediate theory as a prerequisite.

4. Number of Students Expected: 35 per semester taught.

5. Number and Size of Section: One section of 35 students when offered at Storrs. One smaller section if offered at regional campuses.

6. Effects on Other Departments: As the position of the USA in the global economy is emphasized, this course could be included in the American Studies program. Also, Program Director of Maritime Studies, Helen Rozwadowski, says that it could also be a 'related course' in the Maritime Studies Degree. The course may be of interest to Political Science, Sociology, and Geography majors among others.

7 Effects on Regional Campuses: The course could be offered at any UConn campus. An attraction at the regional campuses is that it can be included in the American Studies program. It would be one of only two economics courses (without 200-level prerequisites) that presently could be included in American Studies – the other is Econ 203/2102 (American Economic History). It should be noted that the intermediate theory prerequisites for ECON 268/3468 (Economics of the Law), somewhat restricts non-economic majors from taking that course.

8. Staffing: Professor Paul Hallwood at Avery Point. Various other economics department faculty members also have some background in this subject area, and a number have expressed interest in offering it.

9. Dates approved by:

Department Curriculum Committee: February 5, 2007

Department Faculty: February 23, 2007.

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

Richard Langlois, Director of Undergraduate Studies,
Richard.Langlois@uconn.edu Tel: 860 486-3472

2007 - 49 Proposal to Add ECON 222W

1. Date: ~~January 30th~~ March 22, 2007

2. Department requesting this course: ECONOMICS

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

Final Catalog Listing

ECON 222W (2240W), Economics of the Global Economy.

Either semester. Three credits. Prerequisite: ECON 102 (1200) or both ECON 111 and 112 (1201 and 1202).

The causes and consequences for the US of increasing economic integration of the global economy. Topics include global public goods, economics of international treaty formation, international outsourcing of jobs, the global corporation, deindustrialization, trade policy, the US in international finance, global wealth distribution, world environmental issues, and international economic cooperation.

Items Included in Catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON
2. Course Number: 222W (2240W)
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes No
3. Course Title: ECONOMICS OF THE GLOBAL ECONOMY
- 4 Semester offered: EITHER SEMESTER
5. Number of Credits: THREE
6. Course description (second paragraph of catalog entry):
The causes and consequences for the USA of increasing economic integration of the global economy. Topics include global public goods, economics of international treaty formation, international outsourcing of jobs, the global corporation, deindustrialization, trade policy, the US in international finance, global wealth distribution, world environmental issues, and international economic cooperation.

Optional Items

7. Number of Class Periods, if not standard: STANDARD
8. Prerequisites, if applicable: ECON 102 (1200) or both 111 and 112 (1201 and 1202).
9. Recommended Preparation, if applicable:
10. Consent of Instructor, if applicable. NOT APPLICABLE
11. Exclusions, if applicable: Open to sophomores or higher. OPEN TO SOPHOMORES
12. Repetition for credit, if applicable: NO
13. Instructor(s) names if they will appear in catalog copy: HALLWOOD
14. Open to Sophomores: YES
15. Skill Codes "W", "Q", or "C": W
16. S/U grading : NO

Justification

1. Reasons for adding this course:
This course would fill an important gap in our curriculum. The University of Connecticut currently does not offer an undergraduate economics course in the economics of the global economy. The proposed course will bring various sub-specialties of economics to the analysis of the global economy. Courses already offered by the Economics Department, such as international trade (ECON 242/3421) and international finance (ECON 243/3422), do not address the global economy as a whole. For example, trade theory courses typically ignore balance of payments deficits and their financing, and the role of the US dollar in financing international trade and balance of payments deficits. Similarly, courses in international finance focus on financial markets and largely ignore issues relating to dynamic comparative advantage, the basis for trade and ongoing changes in the terms of trade. The proposed course will examine the whole elephant, as it were, not just somewhat disconnected (though important) subsets of it. Political economy aspects of the economics of globalization will also be addressed: for example how does US deindustrialization relate to the USA as a political hegemon?

In addition, the proposed course would be at the 2000-level (open to sophomores), whereas our existing trade courses are at the 3000-level (not open to sophomores and requiring intermediate theory as a prerequisite. Thus the proposed course would potentially serve students outside the economics major in a number of related disciplines. Many universities offer such a course.

The W version of this course would also provide students with another option for fulfilling College and University writing requirements.

2. Academic Merit:

This proposal was originated by Professor Paul Hallwood, who has written books and papers published in leading economic journals in several of the main sub-parts of the proposed course – international trade theory and policy, international finance (theory, policy, institutions and empirical evidence), economics of the multinational corporation (theory and empirical evidence), and the political economy of the international oil industry. His book, *International Money and Finance* (Blackwell, 2000), is used around the world (38 countries at last count) in both undergraduate and postgraduate courses, including at some Ivy Leagues.

Various books are available on which to ground the course. For example:

- Thomas Friedman, *The World is Flat*, Farrar, Straus and Giroux, New York, 2005.
- Inge Kaul et al, *Providing Global Public Goods: Managing Globalization*, Oxford University Press, 2003.
- Clayton Brown, *Globalization and America Since 1945*, S.R. Brooks, 2003.
- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Paperback), Princeton University Press, 2001.
- Joseph Stiglitz, *Globalization and Its Discontents*, Norton, 2003.
- Jagdish Bhagwati, *In Defense of Globalization*, Oxford University Press, 2005

The W version of the course will be taught in accordance with GEOC guidelines for W courses. Students will be assigned a major (15-page or more) paper on a topic related to the course. Various sections of the paper will be due throughout the course of the semester. There will be multiple revisions required, and instruction in writing will also be provided in various ways. Students cannot pass the course without passing the writing portion of the course.

3. Overlapping Courses: Econ 242/3421 (International Trade) and Econ 243/3422 (International Finance). But these courses are narrower than the proposed course, and they require intermediate theory as a prerequisite.

4. Number of Students Expected: 19 per semester taught.

5. Number and Size of Section: One section of 19.

6. Effects on Other Departments: As the position of the USA in the global economy is emphasized, this course could be included in the American Studies program. Also, Program Director of Maritime Studies, Helen Rozwadowski, says that it could also be a 'related course' in the Maritime Studies Degree. The course may be of interest to Political Science, Sociology, and Geography majors among others.

7. Effects on Regional Campuses: The course could be offered at any UConn campus. An attraction at the regional campuses is that it can be included in the American Studies program. It would be one of only two economics courses (without 200-level prerequisites) that presently could be included in American Studies – the other is Econ 203/2102 (American Economic History). It should be noted that the intermediate theory prerequisites for ECON 268/3468 (Economics of the Law), somewhat restricts non-economic majors from taking that course.

8. Staffing: Professor Paul Hallwood at Avery Point. Various other economics department faculty members also have some background in this subject area, and a number have expressed interest in offering it.

9. Dates approved by:

Department Curriculum Committee: February 5, 2007

Department Faculty: February 23, 2007.

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

Richard Langlois, Director of Undergraduate Studies,

Richard.Langlois@uconn.edu Tel: 860 486-3472

2007 - 50 Proposal to Add the COGS Minor

1. Date: 2/17/07

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

3. Title of Minor: **Cognitive Science**

3. Does this Minor have the same name as the Department or a Major within this Department (see Note S)? X Yes

4. Catalog Description of the Minor:

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

Cognitive Science

Cognitive Science is the interdisciplinary study of mind and intelligence, bringing together course content from Psychology, Linguistics, Artificial Intelligence, Anthropology, Communication Disorders, Neuroscience, and Philosophy. While available with any undergraduate major, the minor in Cognitive Science is especially appropriate for majors in the fields listed above.

Requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 200 level. COGS 201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

A. Cognition: ANTH 232, CSE 282, PHIL 250/250W, PHIL 247/247W, PSYC 220, PSYC 256

B. Language: ANTH 244 OR LING 244W, LING 202, PHIL 241, PSYC 221

C. Perception: PHIL 256/256W, PSYC 206, PSYC 254

D. Development: CDIS 202/202W OR PSYC 239/239W, CDIS 253, PSYC 236

E. Neuroscience: CDIS 244/244W, PHIL 249/249W, PNB 251, PSYC 257

F. Formal Systems: CSE 237, CSE 254, LING 205Q, LING 206Q, PHIL 211Q, PHIL 214Q

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

Justification

1. Identify the core concepts and questions considered integral to the discipline:

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

Central questions concern how the mind/brain processes information: Is it a serial computer, or massively parallel? Is cognitive architecture highly modular, or do various subsystems interact in more complex ways? Are cognitive processes innate? If not, how are they acquired? How does the structure of language relate to cognitive structure? How is information processed within communities? What can we learn about the structure of cognition from evidence regarding the effects of brain injuries and other? How can cognitive processes be implemented in artificial systems?

2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The proposed minor is derived from the existing major in Cognitive Science. It includes the same required course (COGS 201, Foundations of Cognitive Science) and a similar (though slimmer) list of advanced courses. As with the major, students completing the minor will need to take courses from several different departments.

However, the organization of the minor differs from that of the major in two ways. First, the minor omits courses in research methods and statistics that are necessary primarily for those intending to pursue cognitive science at the graduate level. Second, the minor is organized topically, requiring students to

take courses in at least three of six central areas studied by cognitive science: cognition, perception, language, development, neuroscience, and formal systems. Since these areas are each studied by several different traditional academic fields, students are able satisfy each area with courses from two or more different departments.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor (see Note S).

N/A

4. Attach a "Minor Plan of Study" form to this proposal (see an example on our forms page). 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:

See attached.

5. Dates approved by (see Note Q):

Department Curriculum Committee: March 14, 2007

Department Faculty: March 14, 2007

Note: Cognitive Science is an interdisciplinary program within CLAS. The program is administered by the Director of Cognitive Science (appointed by the Dean of CLAS) and the Cognitive Science Steering Committee, which consists of representatives from the participating departments. The Steering Committee also functions as the program's curriculum committee. All participating departments were consulted in the preparation of this proposal. (The Math Department was also consulted, although none of their courses are involved in the minor.)

Approval from the heads of the participating departments:

Charles Lowe, Psychology: 3/15/07

Crawford Elder, Philosophy: 3/14/07

Diane Lilo-Martin, Linguistics:

John Manning, Anthropology: 3/30/07

Carl Coelho, CDIS: 3/14/07

Angel de Blas, PNB:

Reda Ammar, CSE: 3/14/07

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

Thomas Bontly, Associate Professor of Philosophy
Director of Cognitive Science and Chair of the Steering Committee
Philosophy Department, U-2054

Thomas.bontly@uconn.edu or 486-3822

Letitia Naigles, Associate Professor of Psychology
Director of Undergraduate Studies in Cognitive Science
Psychology Department, U-1020

Letitia.naigles@uconn.edu or 486-4942

College of Liberal Arts and Sciences – Plan of Study for Cognitive Science MINORS

A final plan of study for the minor, signed by the Director of Undergraduate Studies in Cognitive Science, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate, along with the final plan of study for his/her major. Another copy of the signed form should go the student's major advisor. Once filed with the Registrar, changes in the plan may be made only with the consent of the Director of Undergraduate Studies.

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

Course requirements

To earn a minor in Cognitive Science, students must complete 15 credits at the 200 level. COGS 201 is required, plus four additional courses coming from at least three areas (A through F). No more than 6 credits may be counted from any one department.

- A. Cognition: ANTH 232, CSE 282, PHIL 250/250W, PHIL 247/247W, PSYC 220, PSYC 256
- B. Language: ANTH 244 OR LING 244W, LING 202, PHIL 241, PSYC 221
- C. Perception: PHIL 256/256W, PSYC 206, PSYC 254
- D. Development: CDIS 202/202W OR PSYC 239/239W, CDIS 253, PSYC 236
- E. Neuroscience: CDIS 244/244W, PHIL 249/249W, PNB 251, PSYC 257
- F. Formal Systems: CSE 237, CSE 254, LING 205Q, LING 206Q, PHIL 211Q, PHIL 214Q

1. List semester in which COGS 201 was taken: _____
2. For three of the above areas (A – F), list one course taken from each:

3. List one additional course taken from any of areas A – F: _____

Name of student: _____ PeopleSoft ID#: _____

Date by which minor requirements will be met: _____

This plan of study is for the _____ catalog.

I approve the above program for the Minor in Cognitive Science:

(signed) _____ (date) _____
Director of Undergraduate Studies in Cognitive Science

2007 - 51 Proposal to Cross List HIST 280 & LAMS 280

1. Date: **January 24, 2007**
2. Department initiating this proposal: **History**
3. Current Catalog Copy/Copies: **280. Mexico in the Nineteenth and Twentieth Centuries Either semester. Three credits. Prerequisite ENGL 110 or 111 or 250. Recommended preparation: HIST 281. The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. Overmyer-Velázquez**
4. Proposed Catalog Copy/Copies: **280. Mexico in the Nineteenth and Twentieth Centuries (Also offered as LAMS 280.) Either semester. Three credits. Prerequisite ENGL 110 or 111 or 250. Recommended preparation: HIST 281. The emergence of modern Mexico from independence to the present with emphasis on the Revolution of 1910. Overmyer-Velázquez**
5. Effective Date (semester, year): **Fall, I 2007**

Justification

1. Reasons for adding this course if it is a new course: **NA**
2. Reasons for cross listing this course: **Course content directly examines the history of Latin America.**
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes ___ No
4. Other Departments Consulted: **LAMS**
5. Effects on Regional Campuses: **NA**

6. Staffing: **Mark Overmyer-Velázquez (history)**

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. **HIST, LAMS**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process ([see Note Q](#)):

HISTORY

Department or Program Curriculum Committee: 3/12/07

Department or Program Faculty: 3/20/07

Department or Program Head: **Shirley Roe**

LAMS

Department or Program Curriculum Committee: 1/18/07

Department or Program Faculty: 1/18/07

Department or Program Head: **Tricia Gabany-Guerrero**

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

Mark Overmyer-Velázquez, 6-5571, mark.velazquez@uconn.edu

2007 - 52 Proposal to Cross-List HIST 281 & LAMS 281

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

2. Department initiating this proposal: **History**

3. Current Catalog Copy/Copies:

281. Latin America in the Colonial Period

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

Pre-Columbian Civilization in America, the epoch of conquest and settlement, together with a study of the Ibero-Indian cultural synthesis which forms the basis of modern Latin American civilization. Faculty.

4. Proposed Catalog Copy/Copies:

281. Latin America in the Colonial Period (Also offered as LAMS 281.) First semester. Three credits. Open to sophomores or higher.

Pre-Columbian Civilization in America, the epoch of conquest and settlement, together with a study of the Ibero-Indian cultural synthesis which forms the basis of modern Latin American civilization. Faculty.

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

Justification

1. Reasons for adding this course if it is a new course: **NA**

2. Reasons for cross listing this course: **Course content directly examines the history of Latin America.**

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

4. Other Departments Consulted: **LAMS**

5. Effects on Regional Campuses: **NA**

6. Staffing: **History Faculty**

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. **HIST, LAMS**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see [Note Q](#)):

HISTORY

Department or Program Curriculum Committee: 3/12/07
Department or Program Faculty: 3/20/07
Department or Program Head: **Shirley Roe**

LAMS

Department or Program Curriculum Committee: 1/18/07
Department or Program Faculty: 1/18/07
Department or Program Head: **Tricia Gabany-Guerrero**

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

2007 - 53 Proposal to Cross List HIST 282 & LAMS 282

1. Date: **January 24, 2007**
2. Department initiating this proposal: **History**

3. Current Catalog Copy/Copies:

282. Latin America in the National Period

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

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems.
Faculty

4. Proposed Catalog Copy/Copies:

282. Latin America in the National Period

(Also offered as LAMS 282.) Either semester. Three credits. Open to sophomores or higher.

Representative countries in North, Central, and South America and the Caribbean together with the historic development of inter-American relations and contemporary Latin American problems.
Faculty

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

Justification

1. Reasons for adding this course if it is a new course: **NA**
2. Reasons for cross listing this course: **Course content directly examines the history of Latin America.**
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes ___ No
4. Other Departments Consulted: **LAMS**
5. Effects on Regional Campuses: **NA**
6. Staffing: **History Faculty**

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. **HIST, LAMS**
2. For each department or program, list the dates of approval by the appropriate departmental or program review process (see [Note Q](#)):

HISTORY

Department or Program Curriculum Committee: 3/12/07

Department or Program Faculty: 3/20/07

Department or Program Head: **Shirley Roe**

LAMS

Department or Program Curriculum Committee: 1/18/07

Department or Program Faculty: 1/18/07

Department or Program Head: **Tricia Gabany-Guerrero**

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

Mark Overmyer-Velázquez, 6-5571, mark.velazquez@uconn.edu

2007 - 54 Proposal to Cross List HIST 266 & AFAM 266

1. Date: March 8, 2007
2. Department initiating this proposal: **History**
3. Current Catalog Copy/Copies:

HIST 266 Black Experience in the Americas

Either semester. Three Credits. Recommended preparation: HIST 238, 246, 282 or 285. *PAPPADEMOS*

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

4. Proposed Catalog Copy/Copies:

HIST 266 (Also offered as AFAM 266.) Black Experience in the Americas

Either semester. Three Credits. Recommended preparation: HIST 238, 246, 282 or 285. *PAPPADEMOS*

Major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries; race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

5. Effective Date (Fall 2007) -- see [Note R](#)): Immediately

Justification

1. Reasons for adding this course if it is a new course: This is not a new course in History. It has been taught in recent years by a joint-appointed professor with African American Studies. It is an important course to the AFAM curriculum.
2. Reasons for cross listing this course: HIST 266: Black Experience in the Americas is an important part of the African American Studies curriculum. It is an essential part of the African Diaspora component to the field.
3. Other Departments Consulted (see [Note N](#)): Institute for African American Studies
4. Effects on Regional Campuses: no
5. Staffing: Melina Pappademos
- 6 Email support for the cross-listing: [Note from chair: both HIST and AFAM heads have sent emails confirming their approval to cross-list this course.]

Approvals

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

HIST: Shirley Roe, Department Head, Shirley.roe@uconn.edu

AFAM: Jeffrey O. G. Ogbar, Director, ogbar@uconn.edu

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

Department Chair: 3/21/07

Department C&CC: 3/27

Department Faculty: 3/27

CLAS C&CC:

HIST: 3/27

AFAM: February 6, 2007

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

Sherri Olson, Chair, History Department C&CC 860 486-3552 Fax 486-0641

3 iv 07

2007 - 55 Proposal to Change the COMM Minor

1. Date: April 2, 2007

2. Department requesting this change: Communication Sciences

3. Title of Minor: **Communication**

4. Nature of Change: **Change in wording describing requirements, and adding a requirement for an additional COMM course if a methods course outside the major is taken.**

5. Existing catalog Description of the Minor:

Communication

Students wishing to complete this minor must take at least 15 200-level credits in COMM courses.

Selected courses must include:

1. COMM 200Q or an equivalent course in research methods
2. At least two from Core Courses COMM 210, 220 and 230.
3. At least one from COMM 205, 211, 215, 225W, 226, 232, 241, 242W, 243, 245, 250, 251, 255, 260, 262, 264, 270W, 271, 272, 273W, and with COMM advisor's permission, 297 and 298.
4. Not more than one from COMM 280, 282, 288, 290 and 291.

The minor is offered by the Communication Sciences Department

6. Proposed catalog Description of the Minor:

Communication

Students wishing to complete this minor must take at least 15 200-level credits in COMM courses.

Selected courses must include:

1. **COMM 200Q or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 200-level COMM courses are required.**
2. **AT LEAST two from the following Core Courses: COMM 210, 220 and 230.**
3. **ONLY ONE (3 credits) can be an Applied course from the following list: COMM 280, 282, 288, 290 and 291. The remaining must be Theory courses.**
4. **IF COMM 200Q plus ALL THREE Core Courses are taken: ANY one additional 200-level COMM course must be taken. Without 200Q, two more 200-level COMM courses are required.**
5. **IF COMM 200Q plus ONLY TWO Core Courses are selected: two more 200-level COMM courses must be taken. Without 200Q, three more 200-level COMM courses are required.**
6. **The COMM Advisor's permission is needed for COMM 297 and 298.**

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

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

Justification

1. Why is a change required?

This change is meant to address two problems with the COMM Minor Plan of Study. First, the list of Communication Theory courses that students need to choose from does not include new courses, including COMM 232, 234, 293. When students have included such courses on their POS, they've been initially denied the Minor because substitutions are not allowed. And, anytime a course is added, we need to change the catalog copy. We present here a generic statement that states that any course NOT on our list of Applied courses is a Theory course. The second problem is that if an equivalent research methods course were to be used, only 12 credits in 200-level COMM courses would be required, which is too few for the minor.

2. What is the impact on students? This change is meant to clarify requirements, as well as to insure that students take sufficient 200-level COMM courses for the minor.

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):

Department Curriculum Committee: March 14, 2007

Department Faculty: March 14, 2007

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

Ross Buck. 6-4494. ross.buck@uconn.edu

Department of Communication Sciences
Minor in Communication Processes
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.

Students wishing to complete this minor must take at least 15 200-level credits in COMM courses. Selected courses must include:

1. COMM 200Q or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 200-level COMM courses are required.
2. AT LEAST two from the following Core Courses: COMM 210, 220 and 230.
3. ONLY ONE (3 credits) can be an Applied course from the following list: COMM 280, 282, 288, 290 and 291. The remaining must be Theory courses.
4. IF COMM 200Q plus ALL THREE Core Courses are taken: ANY one additional 200-level COMM course must be taken. Without 200Q, two more 200-level COMM courses are required.
5. IF COMM 200Q plus ONLY TWO Core Courses are selected: two more 200-level COMM courses must be taken. Without 200Q, three more 200-level COMM courses are required.
6. The COMM Advisor's permission is needed for COMM 297 and 298.

Courses taken to fulfill Departmental Minor requirements:

GRADE
COMM 200Q or equivalent (_____) _____
Additional COMM Courses:

_____	_____
_____	_____
_____	_____
_____	_____

Name: _____ PeopleSoft #: _____

Major: _____ Expected Graduation Date: _____

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

(Signed) _____ Dept. of Communication
COMM Department Key Advisor

2007 - 56 Proposal to Add PHIL/HRTS 2xxx W(or 1xx)

1. Date: April 3, 2007
2. Department requesting this course: **Philosophy and the Human Rights Institute**
3. Semester and year in which course will be first offered:
Spring, 2008

This course is being proposed as a general education Content Area 1 and 4 W-skill course.

Final catalog Listing

PHIL/HRTS 2xxx W or (1xx in old numbering system) Bioethics and Human Rights in Cross-Cultural Perspectives.

Either semester. Three credits. Open to sophomores. A. Hiskes, S. Parekh.

Philosophical examination of the ethical and human rights implications of recent advances in the life and biomedical sciences from multiple religious and cultural perspectives.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PHIL and HRTS 2. Course Number 2xxx (new numbering system) or 1xx (Old numbering system)
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Bioethics and Human Rights in Cross-Cultural Perspectives
4. Semester offered: Either semester
5. Number of Credits: Three credits
6. Course description : Philosophical examination of the ethical and human rights implications of recent advances in the life and biomedical sciences from multiple religious and cultural perspectives.

Optional Items

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable: N/A
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: N/A
11. Exclusions, if applicable: N/A:
12. Repetition for credit, if applicable: N/A
13. Instructor(s) names if they will appear in catalog copy: A. Hiskes, Parekh.
14. Open to Sophomores: Yes

- 15. Skill Codes: W
- 16. S/U grading: N/A

Justification

1. Reasons for adding this course: Development of this course has been funded by a General Education Course Development Grant given to Anne Hiskes and Serena Parekh. It is proposed as a W course at the level normally appropriate for sophomores in satisfaction of Content Area 1 (Arts and Humanities) and Content Area 4 (Diversity and Multiculturalism).

This course is unique to the University of Connecticut in its subject matter. No other course is devoted to a philosophical examination of ethical issues raised by the life sciences from a human rights perspective. No other course examines these issues from a variety of religious and cultural perspectives. Given the potential impact of advances in the life sciences on the nature and quality of human life, and issues of justice associated with these advances, a course dealing with bioethics and human rights is an appropriate addition to our College's curriculum.

2. Academic Merit. In this course students will gain an understanding of the basic concepts and approaches of different moral theories and the philosophical foundations of human rights. Using these analytical tools, students will address issues of the interaction of human rights and human rights concepts with recent advances in areas such as evolutionary biology, stem cell research, the human genome project, genetic testing, and genetic engineering. Readings will examine issues of cultural and religious variation in concepts of human nature, human dignity, autonomy, identity, and quality of life and disability as they arise in connection with advances in the life and biomedical sciences.

Students will develop critical reasoning and writing skills through the application of the case method of teaching in analyzing cases, identifying cases in the media, and writing their own cases for presentation to the class, as well as through more traditional writing assignments.

3. Overlapping Courses. Philosophy 104 (Social and Political Philosophy) may often overlap with the proposed course in the areas of basic Kantian and consequentialist approaches to ethics. Phil. 104 is taught by a majority of philosophy faculty who select their own subject matter. They are not likely to select the readings and issues covered by the proposed course. Philosophy 175 deals primarily with issues of medical ethics that this course intentionally does not cover. Philosophy 219 may overlap slightly with the proposed course in the area of philosophical foundations of human rights which is taught by Dr. Parekh. None of these courses are W courses.

4. Number of Students Expected: 38 students during Spring 2008 as a team-taught course with Hiskes and Parekh. Enrollment will be divided among two concurrent sections.

5. Number and Size of Section: 2 sections, 19 students each.

6. Effects on Other Departments: Will help with the growing number of human rights minors and ease the demand on W courses in other departments.

7. Effects on Regional Campuses: None

8. Staffing: Existing Faculty are already assigned to the course.

9. Dates approved by:

Philosophy Department Curriculum Committee: Pending at time of submission

Philosophy Department Faculty: Pending at time of submission
Human Rights Curriculum Committee:

10. Name, Phone Number, and e-mail address of principal contact person: Anne Hiskes; 486-2215; anne.hiskes@uconn.edu

**Draft Syllabus. Anne Hiskes and Serena Parekh.
PHIL/HRTS 2xxx W. [or 1xx W]
Bioethics and Human Rights in Cross-Cultural Perspectives**

Development of this course is still a work in progress. Drs. Hiskes and Parekh look forward to further developing the material during the summer of 2007.

Written Work:

Ungraded in-class writing prompts will be provided throughout the semester to engage the students with the material and provide writing experience and feedback.

Required, graded written work for the W-component of the course:

1. Three two-page editorial-style papers on bioethical or human rights issues. Peer-review and instructor feedback will provide a basis for revising and editing for the second draft.
2. One four-page analysis of a given bioethical-human rights issue presented to the students in a case-method format. Students will be asked to characterize the problem(s), identify relevant factors, and defend a position using assigned philosophical, and cultural or religious perspectives. Students will be required to revise and edit the paper..
3. One five- six page paper on a current issue or case identified by the student from the media or popular publication. Students will be asked to present the issue or case in the paper, and then identify the relevant factors and defend a position using assigned philosophical, and cultural or religious perspectives. Students will be required to revise and edit the paper.

Students will be given a passing grade for the course only if they have a passing grade in the writing component of the course.

Course Topics and Outline:

I. Theoretical Foundations and Cultural Contexts (5 weeks)

Case Study – TBD. Example of an Issue of Current Media Interest

A. Introduction – Human Rights, Bioethics, and Multiculturalism

Topics and issues addressed: How are bioethics and human rights related? How does, and should, cultural context affect views about ethics and human rights? What is the relation between religion, bioethics and human rights?

Readings:

1. Universal Declaration of Human Rights; Universal Declaration on Bioethics and Human Rights
2. Brian Orend, Chapter 1, "Basic Vocabulary and Core Concepts" in *Human Rights: Concept and Context* (p. 15-36)
3. Segun Gbadegesin, "Bioethics and Cultural Diversity" in *A Companion to Bioethics* (Kuhse and Singer eds) p. 24-31
4. James Rachels, "The Challenge of Cultural Relativism"

B. Foundations of Ethics and Human Rights

Topics and issues addressed: What are the basic frameworks and concepts for ethical decision-making in Western philosophical thought? How are Western human rights concepts and theories grounded in ethical and political theory? How are Western human rights concepts challenged or supported by other cultural or religious traditions? To what extent do non-Western cultural and religious traditions diverge or converge?

Readings:

1. Kant, *Groundwork for the Metaphysics of Morals*, Part II
2. Mill, *Utilitarianism*, chapter 2
3. Locke, *The Treatise of Government*, excerpts
4. Rawls, *Theory of Justice*, Section 3.
5. TBD A reading on democracy and human rights
6. Abdullahi Ahmed An-Na'im, "Human Rights in the Muslim World" in *The Philosophy of Human Rights*, Hayden
7. Arvind Sharma, Chapter 1, "The Basis of Human Rights in Hinduism" in *Hinduism and Human Rights: A Conceptual Approach* (Oxford: OUP, 2003)
8. Robert Traer, "Buddhist Affirmations of Human Rights" in *Buddhist-Christian Studies*, Vol 8. (1988) pp. 13-19

9. Kwasi Wiredu, "An Akan Perspective on Human Rights" in *The Philosophy of Human Rights*, Hayden
10. James W. Zion, "North American Indian Perspectives on Human Rights" in *Human Rights in Cross-Cultural Perspectives: A Quest for Consensus* edited by An'Naim. (Philadelphia: University of Pennsylvania Press, 1992).

II. Human Value and Human Dignity (5 weeks)

C. Human Dignity, Personhood, and the Human Embryonic Stem Cell Debate

Topics and issues addressed: What is the meaning of "Human Dignity"? Does it provide an adequate basis for human rights? What is a person? How do concepts of human dignity and persons vary across cultures and with religious traditions? How do concepts about human dignity and persons play out in the debates about the ethics of human embryonic stem cell research?

Readings:

1. Walters, Leroy. "Human Embryonic Stem Cell Research: An Intercultural Perspective".
2. Selections from Holland, Lebacqz, and Zoloth, eds. *The Human Embryonic Stem Cell Debate: Science, Ethics, and Public Policy*. (MIT Press, 2001)

D. Human Value and New Reproductive Technologies

Topics and issues: What reproductive choices are currently available to parents in having, choosing, or designing their children? What is a disability? What is a life not worth living? Does genetic selection for or against specific traits undermine the inherent worth of all human individuals? How do reproductive choices and practices reflect cultural, religious, and gender perspectives?

Readings:

1. Jonathan Glover, *Choosing Our Children: The Ethical Dilemmas of Genetic Intervention* (Clarendon Press, 2006)
2. Michael Sandel, "Against Perfection"
3. Perhaps selected readings on the recruitment of egg and sperm donors.
4. A reading on sex selection of embryos.
5. A reading that provides a feminist ethical critique of reproductive technologies

E. Human Enhancement and Autonomy

Topics and issues: What is the "Good Life"? What are the norms for human achievement, happiness, and perfection? How do they reflect and vary with cultural, religious, and gender perspectives? What does it mean to make autonomous choices? What are the social justice risks posed by enhancement technologies? Should the future of the human genome be a matter of individual or community choice?

Readings:

1. Margaret Olivia Little, "Cosmetic Surgery, Suspect Norms, and the Ethics of Complicity", in *Enhancing Human Traits*, Eric Parens ed.
2. Carl Elliot, "The Tyranny of Happiness Ethics and Cosmetic Psychopharmacology", In Parens, op cit.
3. Selections from Francis Fukuyama, *Our Posthuman Future: Consequences of the Biotechnology Revolution*.

III. Justice and the Life Sciences (4 weeks)

F. Race, Genes, and Human Identity

Topics and issues: What are the social and personal risks of genetic determinism? How does genetic knowledge affect our sense of personal and group identity? What are some of the ethical, human rights, and social implications of the human genome project? Can theoretical and conceptual advances in the life science be used to promote justice?

Readings and Movies: (TBD)

1. *Race: The Illusion of Power*. Movie.
2. Selections from materials generated by philosophers in response to the Ethical, Legal, and Social Implications of the Human Genome Project
3. Sections from the race and genomics forum of the Social Sciences Research Council

G. Human Rights and Food

Topics and issues: Is the right to food a genuine human right? Is there a human right to the benefits of science? How do intellectual property rights and patents interact with human rights? How do differing international attitudes towards genetically modified foods reflect cultural values about nature and the environment? How do these debates reflect power relationships?

Readings:

1. Thomas Pogge, "Two Reflections on the First United Nations Millennium Development Goal"
2. Selected readings on economics rights, duties to poor individuals and developing nations.
3. Selected readings on issues of informed consent in the use of genetically modified foods, and on the economic, cultural, and social impacts of agri-business.

2007 - 57 NEW PROGRAM PROPOSAL Stamford Regional Campus (Preliminary)

[Furnished as received for preliminary review to guide the department toward executing this proposal in standard form.]

1. Objectives

We propose to offer a new concentration within the Communication Sciences major in order to expand the offerings of the University at large and to broaden the opportunities available to the local service area. The proposed concentration in Informatics has been designed to leverage the Stamford Regional Campus's identification as the center for the application of information technology within the University of Connecticut with the professional opportunities available in the Fairfield county area serviced by the Stamford Regional Campus in order to create a program tailored to local students interested in pursuing studies in the Communication Sciences. The proposed concentration will prepare students for a wide variety of professional activities within the fields of advertising, public relations and Internet-based media, as well as graduate work in any of these areas.

2. Educational Planning Statement

A: The proposed concentration is related to the existing concentration in Communication within the department of Communication Sciences. It is informed by the overarching policy of the department that communication is to be treated as a social science very much like psychology or sociology. Unlike the Communication concentration, however, the proposed concentration in Informatics is narrowly focused on the examination of information and how it is transmitted, and is highly structured in terms of organization. Being located at the Stamford Regional Campus will allow students to draw upon the Information Technology resources located there, including the Connecticut Information Technology Initiative (CITI) and GE's edgelab facility, as well as the local business community.

Discussions about offering a Communication Sciences concentration program at the Stamford Regional Campus date to 1994, when the Communication Sciences department prepared the Skeleton Academic Plan for Communication Processes at the Stamford Campus as a response to the Downstate Initiative. Additional faculty lines in Communication were added at the Stamford Regional Campus in 1998 and 1999 to facilitate completion of the Skeleton Academic Plan.

B: There are few similar programs elsewhere in the area that are comparable to the proposed concentration in Informatics in this area. The large public universities such as Western Connecticut State and Southern Connecticut State offer programs that focus on the media and broadcasting industries. Southern Connecticut also offers a program in Information and Library Sciences, but its focus is on their Masters of Library Science graduate degree without the social science perspective characteristic of the University of Connecticut proposed concentration in Informatics. Eastern Connecticut State is concerned with media more broadly, including public relations and advertising (similar to our track in marketing communication), but it, too, takes a mass media/media industry perspective.

C: Communication programs are generally very popular among students. The Communication concentration program in Storrs has had to adopt a GPA cut off for admission in order to have sufficient seating available to meet demand. At least 33 students in the last five years have completed the requirements for a degree in Communication Sciences at the Stamford Regional Campus despite the fact that there is no Communication Sciences degree program currently offered there.

The proposed concentration in Informatics, being tied to the ideas of information and information technology, is designed specifically to anticipate future trends in the communication field, specifically the convergence of older communication media with Internet-based synergies or delivery. Key trends in the field include the ability to design and deliver content electronically, and training for this is explicitly part of the proposed concentration in informatics.

D: Transfer equivalencies for the University of Connecticut are established by the Office of Undergraduate Transfer Admissions. Equivalencies for courses from 37 other Connecticut institutions of higher learning are currently available. Equivalencies for out-of-state transfers are handled on a case-by-case basis.

E. Circulation for comments. Done by someone else.

3. Administration

A: The proposed concentration in Informatics will be a standard four-year degree program.

B: The Department of Communication Sciences is currently administered as a dual department with two formal governing structures and a single chairperson. The two internal parts are the Communication section and the Communication Disorders section. The proposed concentration will be governed under the auspices of the Communication section. The Department Chairperson for Communication Sciences is Prof. Carl Coelho, and the section head for the Communication section is Prof. Mark Hamilton. Each has multiple years of experience in educational administration.

C: The proposed concentration in Informatics will be subject to periodic review in conjunction with all reviews conducted of the Communication section of the Communication Sciences department.

D: The proposed concentration in Informatics will be evaluated by the Communication section as well as the full Communications Sciences department. Key criteria for evaluation will be: 1) Quality of concentration as an academic program of study; 2) Viability of concentration at current personnel levels and identities; 3) Attractiveness of concentration to students; 4) Attractiveness of program to potential employers and 5) Goodness of fit between proposed concentration, the Stamford Regional campus and the greater Fairfield county region.

4. Finance

A: The proposed concentration in Informatics was constructed specifically around the assumption that it would need to be delivered at current staffing and funding.

B: See attached Resource Summary.

5. Faculty

Full time:

Paul Jalbert, Associate Professor of Communication Sciences. PhD, Cultural Anthropology, Boston University. 20 years experience at University of Connecticut. Areas of specialization: Mass Media Discourse Analysis, Practical Reasoning, Interpersonal Communication, Propaganda. Proposed course assignments: Process of Communication, Mass Media Effects, Media State and Society, Mass Media and Political Process, Seminar in Communication.

Dave D'Alessio, Associate Professor of Communication Science. PhD, Communication, Michigan State University. Areas of Specialization: New Communication Technologies, Mass Media Systems, Political Communication. Proposed course assignments: Television Production, Communication and the Internet, Design of Human Communication Systems, Mass Communication Systems, Visual Communication, New Communication Technologies, Research Methods in Communication Science.

Alex Wang, Assistant Professor of Communication Sciences. PhD, Advertising, University of Texas. Areas of specialization: Advertising processes, information processing, public relations. Proposed course assignments: Communication and Information, Process of Communication, Persuasion, Advertising Processes in Communication, Seminar in Communication.

Part time

Donald Smith, Professor and Chair, Department of Communication, University of New Haven. PhD, Communication, University of Massachusetts, Amherst. 20 years experience, University of New Haven, 10 years adjunct faculty, University of Connecticut. Areas of specialization: Intercultural communication, corporate communication, persuasion.

Proposed course assignments: Process of Communication, Intercultural Communication, Communication and Gender.

Michael Pagano, Adjunct Professor of Communication Sciences, University of Connecticut. PhD, University of Oklahoma. Four years adjunct faculty, University of Connecticut, 22 years total teaching experience, including Cornell University, Chicago Medical School and University of Oklahoma. Areas of specialization: Interpersonal communication, health communication. Proposed course assignments: Public speaking, small group communication.

Tara Peterson, Adjunct Professor of Communication Sciences, University of Connecticut. MA Fordham University. Two years adjunct faculty, University of Connecticut. Ten years involvement with theater and performing arts. Area of specialization: Communication and theater; performance issues. Proposed course assignment: Process of Communication.

Martin Arnold, Adjunct Professor of Communication Sciences, University of Connecticut. MA, Fairfield University. 10 years adjunct faculty, University of Connecticut. 30 years experience, corporate communications at Rayonier, Inc, Stamford, CT. Areas of specialization: Corporate communication, public relations. Proposed course assignments: Public relations, process of communication, public speaking.

B: No positions are currently vacant or proposed.

6. Curricula and Instruction

A: **Major:** 40 Credits

Core classes: (15 credits) All students take these

Communication 100: The Process of Communication
Communication 105: Principles of Public Speaking
Communication 200Q: Research Methods in Communication
Communication 230: Mass Media Effects
Communication 260: Information and Communication

Track Prerequisites: (3 credits) Students select between the Communication Design and Marketing Communication tracks, then take the appropriate track prerequisite course.

Communication Design
Communication 264: Design of Human Communication Systems

Or

Marketing Communication
Communication 210: Persuasion

Track Electives: (9 credits) Students take three classes from the set appropriate to the track they have selected

Communication Design
Communication 212: Visual Communication
Communication 241: Mass Media and Political Process
Communication 262: New Communication Technologies
Communication 266W: Computer-Mediated Communication*
Communication 280: Communication Processes in Advertising
Communication 288: Television Production

* approved for 2007

Marketing Communication
Communication 225: Small Group Communication
Communication 226: Organizational Communication
Communication 262: New Communication Technologies

Communication 273: Media, State and Society
Communication 280: Communication Processes in Advertising
Communication 282: Public Relations

Capstone: (3 credits) All students take one of

Communication 290: Research Practicum in Communication
Communication 291: Internship in Communication
Communication 298: Special Topics

Related classes: (12 credits)

Students take four related classes from outside the department of Communication Sciences. Approval of these classes as germane to the Informatics concentration in the Communication Sciences major will be left to the discretion of the student's advisor.

General Studies: (39-60 credits)

Students complete the University-wide General Studies requirements for the B.A. degree. The exact number of credits is dependent on how much preparation the student arrives at the University with and the choices they make in terms of selecting courses to fulfill the requirements.

Electives: (18-39 credits)

Students complete additional coursework in accord with their interests and desires, in consultation with their advisors.

Total: 120 credits

B: Course descriptions:

COMM 100 - Process of Communication

A study of modern communication theories and principles useful in understanding how people affect and are affected by others through communication. Emphasis is upon analysis of communication and communication research rather than upon communication performance.

COMM 105 - Public Speaking

Theory and practice in the principles of public communication: identification of purpose, organization, evidence, audience analysis, language and presentation. COMM 105 is a basic public speaking course. Each student gives five or six speeches of about five to seven minute duration.

COMM 200Q - Research Methods in Communication

The scientific approach as it specifically applies to communication (Prerequisite: COMM 100 or consent of instructor.)

COMM 210 - Persuasion

Introduction to theories of attitude formation, change and reinforcement. Research is used to evaluate past and present models of persuasion. (Prerequisite: COMM 100 or consent of instructor.)

COMM 212 – Visual Communication

Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications. (Prerequisite: COMM 100 and completion of at least one C course, or consent of instructor.)

COMM 225W - Small Group Communication

Approaches, methods and findings of research in small group communication and development of an ability to engage effectively in small group situations. (Required Preparation: COMM 220, ENGL 105, 110, 111 or 250, or consent of instructor.)

COMM 226 - Organizational Communication

Communication in formal organizations; horizontal and vertical communication; effectiveness of different organizational structures and channels; feedback; networks, norms and roles. (Prerequisite: COMM 220 and COMM 200Q or consent of instructor.)

COMM 230 - Effects of Mass Media

An analysis of the roles of the mass media and of the effects they exert on individuals and society (Prerequisites: COMM 100 or consent of instructor.)

COMM 241 - Mass Media and Political Process

An introduction to the role of the mass media in the American political process. Topics include the relationships among the media, major political institutions and citizenry; the interplay of the media, interest groups and policy making process; and the role of the media in elections and international crises. (Prerequisites: COMM 130, COMM 210 and COMM 230, or consent of instructor.)

COMM 260 - Information and Communication

Approaches to studying communication including cybernetics, general systems theory, information theory and human information processing. (Prerequisite: COMM 200Q or consent of instructor.)

COMM 262 - New Communication Technologies

An overview of new communication technologies, their operation, future potential, dangers, and effects on social structure. (Prerequisites: COMM 130 or consent of instructor.)

COMM 264 - Design of Human Communication Systems

Application of communication theory and principles of information science to the design of modern systems of communication, with consideration given to the physical and social settings in which they will be used. (Prerequisites: COMM 130 or consent of instructor.)

COMM 266W – Computer-Mediated Communication

How computer media increasingly influence communication processes and how computer media are changing society. Students will examine critically both exposure to and use of computer media with particular attention to how people use computer media and the effects of this use. (Prerequisites: COMM 100 or consent of instructor.)

COMM 273W - Media, State and Society

Forms of, rationales for, and effects of state involvement in mass media. Cultural implications of transnational media influences. (Prerequisites: COMM 130 and COMM 230, or consent of instructor.)

COMM 280 - Communication Processes in Advertising

Covers communication theory relevant to advertising with specific application to the creative elements of art and copy. Students create actual print advertisements and radio commercials. (Prerequisites: COMM 130, COMM 210 and COMM 230, or consent of instructor.)

COMM 282 - Public Relations

Practical application of major theories of communication and mass media to public relations practiced by organizations. Based on readings, student research and case histories. (Prerequisites: COMM 130, COMM 200Q and COMM 230, or consent of instructor.)

COMM 288 - Television Production

This course provides the student with hands-on broadcast and industrial video production. The students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project. (Prerequisites: COMM 100 and COMM 130 or consent of instructor.)

COMM 290 - Practicum in Communication

Both semesters. Credits and hours by arrangement, with a maximum of three credits per semester. May be repeated once for credit. (Prerequisites: at least 12 credits of 200-level communication sciences courses which must include COMM 200Q and consent of instructor. Should be taken during the senior year.)

COMM 291 - Internship in Communication

Both semesters. Credits and hours by arrangement, with a maximum of three credits per semester. May be repeated once for credit. (Prerequisites: at least 12 credits of 200-level communication sciences courses and consent of instructor. Should be taken during the senior year.)

COMM 298 - Variable Topics

Topic announced before registration.

C: The two primary program models consulted in development of the proposed concentration in Informatics were the Communication concentration of the Communication Sciences major at the University of Connecticut and the PhD program in Informatics at Indiana University. The utility of the first is to ensure that the social science orientation of the proposed concentration would be maintained consistently in the proposed concentration, while the second was consulted for input into the types of academic fields and coursework appropriate to the study of informatics.

D: There are no clinical requirements in the proposed concentration in Informatics, although students will be highly encouraged to avail themselves of the numerous internship opportunities in the area.

1. Appropriate credit

Internships are typically three credits and students are typically limited to a maximum of two internships. This ensure both that the student is academically prepared to be placed in a work site and also ensures that the students theoretical training is not neglected.

2. Structured work activities

Internship sites are expected to provide substantive professional or preprofessional level work for interns. This is monitored by the student and the professor overseeing the internship, and at the Stamford Regional campus by the campus Career Center/Internship Coordinator, Halina Hollyway. Sites which fail to provide appropriate internship activities are barred from receiving interns. Students also complete an academic paper relating their on-site experiences to their theoretical training as part of their requirements.

3. Agreements and contracts

All agreements and contracts are handled on a case by case basis regardless of whether a given site has had interns before. Students are not permitted to enroll in the internship until the agreements and contracts are in place.

7. Resource centers and libraries

A: The Jeremy Richard library at the Stamford regional campus contains the following relevant volumes in the major and cognate areas:

BF1+:	General psychology	Aprox 1500	
HM251+:	Social psychology, including advertising and PR		Aprox 400
P87+:	General Communication theory	Aprox 200	
PN4700+:	News, journalism, broadcasting	Aprox 300	

All students have access to all the volumes of the entire University of Connecticut system via Intra-Library Loan.

B: Representative periodicals available:

Title	Holdings
ACM Transactions on Computer Human Interface	June 2003 – current
Advertising Age	Jan 1996 – current
American Sociological Review	July 1994 – current
Brandweek	Nov 1993 – current
Broadcasting and Cable	May 1991 – current
Communication Arts	April 1969 – current
Communication Monographs	Dec 1990 – current
Communication Quarterly	Winter 1991 – current
Computerworld	June 1992 – current
Direct Marketing	Dec 1981 – current
Ethics	Jan 1995 – current
Journal of Advertising Research	Feb 1980 – current
Journal of Broadcasting	Winter 1976 – current
Journal of Communication	Spring 1976 – current
Journal of Experimental Social Psychology	Jan 1974 – current
Journal of Marketing	Jan 1975 – current
Journal of Personality and Social Psychology	Jan 1984 – current
Journal of Psychology	Jan 1974 – current
Journalism and Mass Communication Quarterly	Spring 1992 – current
Operations Research	March 1956 – current
Psychological Reports	Feb 1985 – current
Social Forces	June 1980 – current

Students have access to all periodicals in the University of Connecticut system through Intra-Library Loan. Additionally, they have access to over 40,000 journals electronically through subscriptions to on-line databases including SCOPUS, LexisNexis Academic and Academic Search Premier. This includes the journals available through the Communication Institute for Online Studies (CIOS), which makes all major communication journals available to subscribers.

C: There is no requirement for the addition of new materials to library or resource facilities projected at this time.

8. Admission policies

There will be no additions to or variances from the general admission requirements of the institution required by the proposed concentration in Informatics at its inception. The Communication concentration of the Communication Sciences major currently has a minimum GPA requirement for admission in order to maintain enrollments at manageable numbers, and the Informatics concentration will adopt a similar measure in the event that it becomes necessary to do so.

9. Facilities and equipment

The Visual Communication (COMM 212) class requires the use of Adobe PageMaker™ software installed in a computer lab equipped with either PC or Macintosh computers. The Television Production (COMM 288) class requires video editing software installed in a Macintosh-equipped lab, plus cameras and ancillary equipment (lights, tripods, batteries, etc) suitable for gathering moving imagery.

Both of these laboratory spaces are currently installed and running at the Stamford Regional campus.

2007 - 58 Proposal to Change LING 304

1. Date: 4/2/07

2. Department: **Linguistics**

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

4. Current Catalog Copy:

LING 304. Investigation of Special Topics. 1-6 credits. Instructor consent required.
Independent study.

5. Proposed Catalog Copy:

LING 304. Independent Study in Linguistics. 1-6 credits. Instructor consent required.
Independent study.

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

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

Justification

1. Reasons for changing this course: To avoid conflating "special topics" with "independent study", two categories that are distinguished in the Graduate Catalog.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee: 4/3/07

Department Faculty:

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

William Snyder, 6-0157, william.snyder@uconn.edu