

## Departmental Course Proposals for the 24 April 2007 Meeting

### A. Departmental Proposals Postponed From Previous Meetings:

**2007 - 13 Proposal to Change the Diversity Studies Minor (Revised for 24 April) Withdrawn, thus leaving in place the prohibition 'No more than two courses may be taken within a single department,' on which action concerning deletion had been deferred.**

#### **2007 - 37 Proposal to Add PHYS 240 (postponed for consultation with MATH)**

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](mailto: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](mailto:Norma.bouchard@uconn.edu), [normabouchard60@hotmail.com](mailto: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](mailto:Norma.bouchard@uconn.edu), [normabouchard60@hotmail.com](mailto: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](mailto:bouchard@uconnvm.uconn.edu) Tel: 486-3292

Friedeman Weidauer: German Studies [weidauer@uconnvm.uconn.edu](mailto: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](mailto:Jacqueline.loss@uconn.edu). Tel: 486-2529

Gustavo Nanclares: Spanish. [Gustavo.nanclares@uconn.edu](mailto: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"

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 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](mailto: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](mailto: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 19<sup>th</sup> Century America. Either semester. 3 credits. Seminar. Open only with consent of instructor. *Clark*.

Major issues in 19<sup>th</sup>-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 19<sup>th</sup> Century America**
4. Course description (if appropriate -- see Note K):  
**Major sources of social change in 19<sup>th</sup>-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 - 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](mailto:bridgeman@math.uconn.edu)

Jay Vadiveloo, course instructor, 486-3818, [vadiveloo@math.uconn.edu](mailto: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](mailto:bridgeman@math.uconn.edu)

Jay Vadiveloo, course instructor, 486-3818, [vadiveloo@math.uconn.edu](mailto:vadiveloo@math.uconn.edu)

## 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](mailto: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

## **2007 - 55 Proposal to Change the COMM Minor (Revised for 24 April)**

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.**
4. **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.
4. 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) Postponed as defective**

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 additions 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, Revised)**

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

**The following proposed catalogue copy was prepared for the 24 April meeting:**

**Informatics.** *The concentration in Informatics is designed to prepare students 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. It is 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. The Informatics concentration is only offered at the Stamford Regional Campus.*

*A: Required courses in Informatics: COMM 100, 105, 200Q, 230, 260.*

*B Track Requirements: Students must complete a track prerequisite followed by three elective courses appropriate to their track.*

**Marketing Communication.** *Track prerequisite: COMM 210. Elective courses: COMM225W, COMM 226, COMM 262, COMM 273W, COMM 280, COMM 282.*

**Communication Design.** *Track Prerequisite: COMM 264. Elective courses: COMM 212, COMM241, COMM 262, COMM 266W, COMM 280, COMM 288.*

*C: Capstone: All students in either track must complete one of the following: COMM 290, COMM 291, COMM 298.*

*To satisfy the information literacy competency, all students must pass COMM 100, 105 and 200Q. Other courses that will further enhance competency in information literacy include COMM 130, 210, 212, 230, 262, 266 and 273W. To satisfy the writing in the major requirement, students must pass at least one course from COMM 225W, 266W, 273W or any other 200-level W course approved for this major.*

### 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 - 59 Proposal to Add MARN 298**

1. Date of this proposal: 19 February 2007
2. Semester and year 298 will be offered: Fall 2007
3. Department: **Marine Sciences**

4. Title of course: **Marine Conservation Biology**
5. Number of Credits: 3 credits
6. Instructor: Peter Auster
7. Instructor's position: Associate Research Professor

I am the Science Director of the University's National Undersea Research Center and a member of the Graduate Faculty in the Department of Marine Sciences. My academic interests are focused on the habitat ecology of fishes, with applied studies focused on the ecological effects of fishing and the role of marine reserves as a conservation tool. My graduate students and I are actively involved in marine conservation research and management issues at both regional and global scales. I work actively with the New England Fishery Management Council, Stellwagen Bank National Marine Sanctuary Advisory Council, IUCN World Commission on Protected Areas, and the Census of Marine Life Gulf of Maine Program. I am a Pew Fellow in Marine Conservation and have received honors from other organizations and agencies. I currently have a temporary appointment to teach a series of elective courses for the undergraduate Coastal Studies program. The long term goal is that the course can ultimately be approved to meet General Education requirements for Coastal Studies and Maritime Studies students. However, before I submit a proposal for this class to be assigned a unique number and listing in the course catalog, issues regarding longer term funding for my position need to be resolved.

8. Has this topic been offered before? Yes
9. If so, how many times? Once

#### 10. Short description:

Conservation biology emerged as a scholarly discipline over 25 years ago when biologists became cognizant of an ongoing planetary extinction event equal to those that defined past geological epochs. The focus of this attention was primarily on terrestrial systems. Few people at the time recognized that many of the same issues that were defined by events on land were also taking place in the sea. Today there is a tacit goal in all management arenas calling for both the conservation and sustainable use of marine biological diversity. If and how we can attain such a goal is the great challenge for biologists, environmental managers, governments, and citizens. This class will provide an overview of the field of marine conservation biology, link ecological processes to threats and solutions, and define the human and legal dimensions of marine conservation. The class will consist of a series of lectures with homework focused on readings from both textbook and primary literature. Each student will develop a class presentation based on defining a conservation issue and developing a range of potential management solutions. A take-home mid-term and final exam will focus on understanding linkages between ecological systems and human uses. Graduate credit can be obtained with the addition of a paper focused on development of adaptive management strategies for a conservation problem of choice.

11. Please attach a sample/draft syllabus to first-time proposals: see attachment; this syllabus is modified from the previously submitted draft based on implementation of the course during spring 2006

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: Feb 16<sup>th</sup>, 2007

Department Faculty: November, Feb 16<sup>th</sup> 2007.

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

Peter J. Auster 860-405-9121 [auster@uconn.edu](mailto:auster@uconn.edu)

[Instructor CV on file with chair]

**2007 - 60 Proposal to Change the Marine Biology Minor  
Proposal to Change an existing Minor**

1. Date: 26 March 2007
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Marine Biology**
4. Nature of Change: **update list of courses qualifying for electives (Group B)**

5. Existing catalog Description of the Minor (as approved by CLAS C&C in 10/06):

**Marine Biology**

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

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

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

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

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

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

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

6. Proposed catalog Description of the Minor:

**Marine Biology**

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

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

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

B. Electives: [MARN 236](#) or [282/382](#), [MARN 241\\*\\*](#), [MARN240](#), [MARN 242](#), [MARN265/365](#), [MARN267/333](#), [MARN 331](#), [MARN 332](#), [MARN293](#), [EEB 200](#), [EEB 275](#), or with the permission of the Head of the Dept., any one other 3 credit MARN course with a biological emphasis at the 200 level or higher.

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

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

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

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

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

**Justification**

1. Why is a change required? New courses have been added in Marine Sciences and existing courses have been re-evaluated for appropriateness. Appropriate courses for this minor are regularly offered as MARN 298 that do not have approved permanent course numbers. Approval by the Head provides sufficient quality control on these courses.

2. What is the impact on students? The students have a broader range of courses from which to choose, enriching the offerings of their Marine Biology minor.

3. What is the impact on regional campuses? This should result in a slight increase in the size of some upper division courses level offered at Avery Point by the Department of Marine Sciences. As the enrolment for these courses is often small, these changes will not result in having to add courses to respond to the additional enrolment.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

University of Connecticut , College of Liberal Arts and Sciences  
**Marine Biology Minor Audit Sheet** (Last revised: Sept 2006)

**Instructions to students:** When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Marine Biology minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Co-ordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. A maximum of 3 credits towards the

minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

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

**A. Required Courses:**

MARN 260: \_\_\_\_\_ (3 cr.) Biological Oceanography  
MARN 294

or EEB 294: \_\_\_\_\_ (3 cr.) Marine Biology

\* Students who have taken both MARN 210 and 211 may substitute these for MARN 260 in Group A.

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

MARN 236\*\* \_\_\_\_\_ (3 cr.) Marine Microbiology  
or MARN 282: \_\_\_\_\_ (3 cr.) Pollution and Bioremediation  
MARN 240: \_\_\_\_\_ (3 cr.) Marine Mammals  
MARN 241: \_\_\_\_\_ (3 cr.) Marine Invertebrate Biology  
MARN 242: \_\_\_\_\_ (3 cr.) Environmental Physiology  
MARN 265/365: \_\_\_\_\_ (3 cr.) Molecular Approaches  
MARN 267/333: \_\_\_\_\_ (3 cr.) Plankton Ecology  
MARN 331: \_\_\_\_\_ (3 cr.) Marine Phytoplankton  
MARN 332: \_\_\_\_\_ (3 cr.) Marine Zooplankton  
MARN 293: \_\_\_\_\_ (3 cr.) Foreign Study  
MARN 298 \_\_\_\_\_ (3 cr.) Special Topics\*\*

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

\*\* With permission of the Dept. Head

Student Name: \_\_\_\_\_ Student ID number: \_\_\_\_\_  
Signature: \_\_\_\_\_ E-mail: \_\_\_\_\_

I approve the above program for the Minor in Marine Biology:  
(print name) \_\_\_\_\_ (title) \_\_\_\_\_  
(signed) \_\_\_\_\_ (date) \_\_\_\_\_

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

Department Curriculum Committee: April 6<sup>th</sup>, 2006

Department Faculty: April 6<sup>th</sup>, 2006

6. Name, Phone Number, and e-mail address of principal contact person: James O'Donnell, James.ODonnell@uconn.edu



**2007 - 61 Proposal to offer COMM298/PRLS 298 Special Topics Course: Telenovela; Second authorization**

UPDATED INFORMATION

1. Date of this proposal: April 2007
2. Semester and year 298 will be offered: Fall 2007
3. Department: **Puerto Rican and Latino Studies Institute (PRLS)/Communication Science (COMM)**
  
4. Title of course: Soap Opera-Telenovela
5. Number of Credits: 3
  
6. Instructor: Diana Rios
7. Instructor's position: Associate Professor of Communication Science and Puerto Rican & Latino Studies
  
8. Has this topic been offered before? Yes
9. If so, how many times? Once

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OLD PROPOSAL

1. Date of this proposal: Aug. 18, 2005
2. Semester and year 298 will be offered: Spring 2006
3. Department: Puerto Rican and Latino Studies Institute (PRLS)/Communication Science (COMM)
4. Title of course: Soap Opera-Telenovela
5. Number of Credits: 3
6. Instructor: Diana Rios
7. Instructor's position: Associate Professor of Communication Science and Puerto Rican & Latino Studies
8. Has this topic been offered before? NO
9. If so, how many times? N/A
10. Short description:

Suggested Preparation: COMM 100. The objectives of this course are to examine the socio-cultural functions of soap operas-telenovelas as mediated serials that are constructed by commercial organizations and consumed by audiences in the U.S. and around the globe. These dramatic serials have witnessed successful reception in their countries of origin (e.g. US, Mexico, Brazil), as well as wide-ranging export value to foreign audiences. Popular value in the domestic and international realms can be attributed to accessible formulas that allegedly mirror aspects of everyday life and human struggle, such as: family conflicts, wealth and poverty, power and subordination, emotional struggles, courtship and marriage. Research on soaps and other gendered media (romance novels) have challenged common assumptions that audiences are mindless. There is evidence that serials have potential to function as tools for female empowerment in the US. There is also further evidence that some content from programs may serve an assimilation function for ethnic Americans in the US. However, concerns continue. Soaps overall appear to reinforce ideas about long-established hierarchies regarding social class, ethnic/racial groups, gender/sexuality.

11. Please attach a sample/draft syllabus to first-time proposals: (see below)
12. Comments, if comment is called for: Course would be cross-listed
13. Dates approved by:  
Department Curriculum Committee:  
Aug.22,'05 Institute for Puerto Rican & Latino Studies  
Sept.5, 2005 COMM  
Department Faculty:  
Aug.22,'05 Institute for Puerto Rican & Latino Studies  
Sept.5, 2005 COMM

Dept. Head:  
Aug.22,'05 Assoc.Vice Provost for Multicultural & Int. Affairs,Cathleen Love (PRLS)

Sept. 5, 2005 COMM

14. Name, Phone Number, and e-mail address of principal contact person:  
Diana Rios diana.rios@uconn.edu

#### Sample Syllabus

Puerto Rican & Latino Studies Institute (PRLS) and Communication Science (COMM)  
PRLS/COMM 298: Soap Opera-Telenovela

*Objectives:* The objectives of the course are to examine the socio-cultural, and other functions of soap operas and "telenovelas." What we call soaps are mediated serials that are constructed by commercial organizations and consumed by audiences in the U.S. and around the globe. These dramas have witnessed wide-ranging success in their countries of origin such as in the U.S., Mexico, and Brazil, and have gained important export value to countries such as Germany and Russia, and France, and England.

Popular value in the domestic and international realms can be attributed to accessible formulas that allegedly mirror aspects of everyday life and human struggle, such as: family conflicts, wealth and poverty, power and subordination, emotional struggles, courtship and marriage. Research on soaps and other gendered media (romance novels) have challenged common assumptions that audiences are mindless. There is evidence that serials have potential to function as tools for female empowerment in the US. There is also further evidence that some content from programs may serve an assimilation function for ethnic Americans in the US. However, concerns continue. Soaps overall appear to reinforce ideas about long-established hierarchies regarding social class, ethnic/racial groups, and gender/sexuality.

*Texts:*

[Robert C. Allen](#) (Ed.) (1995). *To Be Continued....: Soap Operas Around the World*. NY: Routledge.

*Articles:*

[Biltereyst D.](#) and [Meers P.](#) (2000). The international telenovela debate and the contra-flow argument: a reappraisal. *Media Culture & Society* 22 (4): 393-400.

La Pastina, A. C. (2001). Product placement in Brazilian prime time television: The case of the reception of a telenovela. *Journal of Broadcasting and Electronic Media*.

Minu Lee & Chong Heup Cho, (xxx). Women watching together: An ethnographic study of Korean soap opera fans in the United States," *Gender, Race and Class in Media*, 482-487.

Pngree, S. and xxx (2001). If College Students Are Appointment Television Viewers ... *Journal of Broadcasting & Electronic Media*

Rios, D. I. (2003). U.S. Latino audiences of telenovelas. *Journal of Latinos in Education*, 2, 1, 59-65.

*Class Format:* The course consists of lecture, class experiential learning, and informed class discussion based on course materials. The course will make use of topical texts, articles, in-class visuals, out of class visual exposure (watching television or film individually or in groups). Grading will be based on completed, quality work: assignments on webct, in-class discussion-participation, a midterm and final. The examinations will consist of subjective and objective sections.

*Instructional Goal:* For the student to become a more discerning media consumer and/or responsible media creator, keeping in mind potential social, cultural, economic, political influences.

*Proportion of Work*

Midterm 35%

WebCT assignments 15%

In-class Discussion-Participation 15%

Final 35%

## 2007 - 62 Proposal to Change MCB 224

1. Date: 04/04/07
2. Department: **MCB**
3. Nature of Proposed Change: **Change course description and prerequisite/corequisites.**

### 4. Current Catalog Copy:

#### **MCB224 Experiments in Bacterial Genetics**

Second semester. Three credits. Two 3 1/2 hour laboratory/lecture periods. Prerequisite: MCB 213. Prerequisite or corequisite: MCB 217 or 229. Open only with consent of instructor. Experiments in bacterial genetics, emphasizing genetic manipulations using modern techniques for mutant isolation, DNA characterization and cloning. These include the use of transposons, DNA isolation, restriction analysis, gel electrophoresis, PCR and DNA sequencing.

### 5. Proposed Catalog Copy:

#### **MCB224 (MCB3624) Experiments in Bacterial Genetics**

Second semester. Three credits. Two 3 1/2 hour laboratory/lecture periods. Prerequisite: MCB 229. Suggested preparation: MCB 217. Open only with consent of instructor. Experiments in bacterial genetics, emphasizing genetic manipulations and analyses using modern biological techniques including transposon mutagenesis, DNA isolation, PCR, DNA sequencing and phenotypic analysis.

### 6. Effective Date (semester, year): Spring 2008

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

## **Justification**

1. Reasons for changing this course: This class has not been offered recently so subsequent changes in the topics of other MCB classes necessitated a change in the prerequisites. The new course description more adequately reflects the updated course content.
2. Effect on Department's Curriculum: Offering this class will provide MCB majors with a much needed laboratory course. This laboratory class will complement MCB 217, a lecture- and discussion-based course covering similar topics, by providing students with practical lab experience.
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Profs. J. Graf and D. Gage and graduate assistants
7. Dates approved by:
  - Department Curriculum Committee: April 6, 2007
  - Department Faculty: April 6, 2007
8. Name, Phone Number, and e-mail address of principal contact person:  
Joerg Graf, 860-486-9284, Joerg.graf@uconn.edu  
Daniel Gage, 860-486-3092, Dan.gage@uconn.edu

## Syllabus - Marine Conservation Biology MARN 298

Peter Auster, Associate Research Professor

Office: 860-405-9121

Email: [auster@uconn.edu](mailto:auster@uconn.edu)

Conservation biology emerged as a scholarly discipline over 25 years ago when biologists became cognizant of an ongoing planetary extinction event equal to those that defined past geological epochs. The focus of this attention was primarily on terrestrial systems. Few people at the time recognized that many of the same issues that were defined by events on land were also taking place in the sea. Today there is a tacit goal in all management arenas calling for both the conservation and sustainable use of marine biological diversity. If and how we can attain such a goal is the great challenge for biologists, environmental managers, governments, and citizens. This class will provide an overview of the field of marine conservation biology, link ecological processes to threats and solutions, and define the human and legal dimensions of marine conservation. The class will consist of a series of lectures with homework focused on readings from both textbook and primary literature. Each student will develop a class presentation based on defining a conservation issue and developing a range of potential management solutions. A take-home mid-term and final exam will focus on understanding linkages between ecological systems and human uses. Graduate credit can be obtained with the addition of a paper focused on development of adaptive management strategies for a conservation problem of choice.

Text: Marine Conservation Biology: The Science of Maintaining the Sea's Biodiversity. E.A. Norse and L.B. Crowder (eds.). Island Press (2005).

Prerequisites: BIO 107, or another introductory biology course with permission.

### Lectures

- 1 What is marine conservation biology?
- 2 Ecological goods and services: linking science to policy
- 3 Human values in marine conservation
- 4 Legal regimes and issues
- 5 Marine populations and communities
- 6 Biological diversity
- 7 Fishing overfishing and bycatch
- 8 Effects of fishing on marine habitats
- 9 Long lived marine species
- 10 Climate change
- 11 Trophic interactions and cascades
- 12 Evolutionary effects of exploitation
- Mid-term (take-home)
- 13 Extinction in the sea
- 14 Mid-term student presentations on conservation science and policy issues
- 15 Invasive species
- 16 Field trip – Marine mammals and conservation issues
- 17 Translating science for the public – film and discussion
- 18 Field trip – Fishing methods and conservation issues
- 19 Deep sea conservation issues
- 20 Management of the high seas
- 21 Place-based management (MPAs)
- 22 Ecosystem approaches to management
- 23 Science and advocacy
- 24 Translating science: Communicating with the public and press
- 25-27 Class presentations - 20 minutes each (2 lecture periods – 8 students/3 lecture periods – 12 students)
- Final exam (take-home)

## **2007 - 63 Proposal to Add MCB 2XX**

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

### **Final catalog Listing:**

#### **MCB2XX (MCB2994) Honors Seminar**

Either semester. One credit. Open to honors students and, with consent of instructor, non-honors students. May be repeated for credit to a maximum of two credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Introduction to research in molecular and cellular biology by attending seminars presented by graduate students.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: MCB
2. Course Number: 2XX (2994)  
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 X
3. Course Title: Honors Seminar
4. Semester offered: either
5. Number of Credits: One credit
6. Course description (second paragraph of catalog entry):  
Introduction to research in molecular and cellular biology by attending seminars in Molecular and Cell Biology.

#### **Optional Items**

7. Number of Class Periods, if not standard: One
8. Prerequisites, if applicable: None
9. Recommended Preparation, if applicable: None
10. Consent of Instructor, if applicable: Consent required of non-honors students
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: One repetition allowed.
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C":
16. S/U grading: Yes

### **Justification**

1. Reasons for adding this course: Students can receive honors credit for enrolling in MCB374, our graduate seminar course. However, they can only enroll in this course in their seventh or eighth semester. We would like to allow honors students to enroll earlier to help them learn about research opportunities in the department.
2. Academic Merit: We would like to encourage honors students at an early stage of their education to observe how research questions are addressed and laboratory data are presented. This course will also provide those students with first-hand information about the research opportunities available for their thesis research in the department. Students will attend the seminars and complete a worksheet for each seminar that asks them to describe what they learned from the presentation (see attachment).
3. Overlapping Courses: MCB4994W Honors Undergraduate Seminar also meets during one of its two weekly sessions at these seminars. This course can also be taken by honors students if they want to receive W credit and in so doing explore the subjects of the seminars in more detail. That course, however, is intended for honors students in their final year of study.
4. Number of Students Expected: 10-15

5. Number and Size of Section: up to twenty
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: MCB faculty
9. Dates approved by:  
Department Curriculum Committee: March 12, 2007  
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person: Kenneth Noll, 6-4688, kenneth.noll@uconn.edu

**MCB 2XX Honors Seminar  
Seminar Report**

Title of Seminar:

Date:

Three sentence summary of presentation:

One thing I learned that I did not know prior to the talk:

One question I would like to ask the speaker:

## 2007 - 64 Proposal to Change ENGL 130

1. Date: April 14, 2007
2. Department: **English**
3. Nature of Proposed Change: **Change prerequisite and credit restriction**
4. Current Catalog Copy:

### **130. Introduction to Shakespeare**

Either semester. Three credits. Prerequisite: [ENGL 105 or 110](#) or [111](#) or [250](#). Students may not receive credit for both ENGL 130 and [230](#) or [230W](#).

Introductory survey of representative Shakespeare plays and poetry. CA 1.

### 5. Proposed Catalog Copy:

#### **130. Introduction to Shakespeare**

Either semester. Three credits. Prerequisite: [ENGL 110](#), [111](#) or [250](#).

Introductory survey of representative Shakespeare plays and poetry. CA 1.

### 6. Effective Date Immediately

## **Justification**

### 1. Reasons for changing this course:

We ask to drop ENGL 105 from the prerequisites because it no longer exists.

As for dropping the credit restriction, until a few years ago, ENGL 230/W, Shakespeare I, was required of all English majors and was also a popular choice to satisfy the gen ed CA 1 requirement. The combination of these two very different audiences made the course difficult to teach, and so the English Department created ENGL 130, another introductory Shakespeare course designed for non-majors, and removed 230/W from the gen ed curriculum. At the same time it envisioned that the two courses would be so much alike that students should not be permitted to take both for credit.

However, a number of students who take ENGL 130 decide to become English majors and are therefore required to take either ENGL 230/W or 231 (Shakespeare II). Because of the present credit restriction, they cannot take 230/W for credit. The prerequisite for ENGL 231, their other means to satisfy the major requirement, is either 230/W or instructor consent, and some instructors of 231 are unwilling to grant consent to any student who has not passed 230/W. One reason they give is that 230/W, although it may cover some of the same plays as 130, provides more sophisticated instruction in generic development essential to the understanding of Shakespeare's experimental plays read in 231. Moreover, a substantial part of 130 is devoted to Shakespeare's poetry and therefore less extended attention to the plays. Thus at present some students who have passed 130 would be forced to take 230/W for no credit in order to meet their degree requirements. The English Department considers this an unwarranted hardship.

The English Department has considered three options to resolve this problem: to drop 130, to extend the prerequisite of 231 from 230/W to 230/W or 130, and to permit students to take 230/W for credit after passing 130. The Shakespeare teaching staff has generally preferred the third option as presented here, and the very refusal of some 231 instructors to accept 130 as a prerequisite seems evidence enough that 130 and 230 differ enough to warrant credit for both.

2. Effect on Department's Curriculum: It would permit students to take Shakespeare courses at both the 100 and 200 levels for credit.
3. Other Departments Consulted ([see Note N](#)): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: Same as at Storrs
6. Staffing: The number of students affected would not influence staffing
7. Dates approved by ([see Note Q](#)):  
Department Curriculum Committee: 4/4/07  
Department Faculty: 4/11/07
8. Name, Phone Number, and e-mail address of principal contact person:  
A. Harris Fairbanks 486-2376 [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@uconn.edu)

## **2007 -65 Proposal to Change ENGL 230/230W**

1. Date: April 14, 2007
2. Department: **English**
3. Nature of Proposed Change: Change **prerequisite and credit restriction**
4. Current Catalog Copy:

### **230. Shakespeare I**

Either semester. Three credits. Prerequisite: ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#). Open to sophomores or higher. Students may not receive credit for both ENGL [130](#) and [230](#) or [230W](#).

Romantic comedies and principal tragedies.

### **230W. Shakespeare I**

Prerequisite: ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#). Open to sophomores or higher. Students may not receive credit for both ENGL [130](#) and [230](#) or [230W](#).

5. Proposed Catalog Copy:

### **230. Shakespeare I**

**Either semester. Three credits. Prerequisite: ENGL [110](#) or [111](#) or [250](#). Open to sophomores or higher.**

**Romantic comedies and principal tragedies.**

### **230W. Shakespeare I**

**Prerequisite: ENGL [110](#) or [111](#) or [250](#). Open to sophomores or higher.**

6. Effective Date Immediately.

## **Justification**

1. Reasons for changing this course:

We ask to drop ENGL 105 and 109 from the prerequisites because they no longer exist.

As for dropping the credit restriction, until a few years ago, ENGL 230/W, Shakespeare I, was required of all English majors and was also a popular choice to satisfy the gen ed CA 1 requirement. The combination of these two very different audiences made the course difficult to teach, and so the English Department created ENGL 130, another introductory Shakespeare course designed for non-majors, and removed 230/W from the gen ed curriculum. At the same time it envisioned that the two courses would be so much alike that students should not be permitted to take both for credit.

However, a number of students who take ENGL 130 decide to become English majors and are therefore required to take either ENGL 230/W or 231 (Shakespeare II). Because of the present credit restriction, they cannot take 230/W for credit. The prerequisite for ENGL 231, their other means to satisfy the major requirement, is either 230/W or instructor consent, and some instructors of 231 are unwilling to grant consent to any student who has not passed 230/W. One reason they give is that 230/W, although it may cover some of the same plays as 130, provides more sophisticated instruction in generic development essential to the understanding of Shakespeare's experimental plays read in 231. Moreover, a substantial part of 130 is devoted to Shakespeare's poetry and therefore less extended attention to the plays. Thus at present some students who have passed 130 would be forced to take 230/W for no credit in order to meet their degree requirements. The English Department considers this an unwarranted hardship.

The English Department has considered three options to resolve this problem: to drop 130, to extend the prerequisite of 231 from 230/W to 230/W or 130, and to permit students to take 230/W for credit after passing 130. The Shakespeare teaching staff has generally preferred the third option as presented here, and the very refusal of some 231 instructors to accept 130 as a prerequisite seems evidence enough that 130 and 230 differ enough to warrant credit for both.

2. Effect on Department's Curriculum: It would permit students to take Shakespeare courses at both the 100 and 200 levels for credit.
3. Other Departments Consulted (see [Note N](#)):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: Same as at Storrs



6. Staffing: The number of students affected would not influence staffing

7. Dates approved by

Department Curriculum Committee: 4/4/07

Department Faculty: 4/11/07

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

A. Harris Fairbanks

486-2376

albert.fairbanks@uconn.edu

## **2007 - 66 Proposal to Change MISI 146**

1. Date: Feb 15, 2007
2. Department: **Military Science**
3. Nature of Proposed Change: **Change in credits**
  
4. Current Catalog Copy:  
MISI 146. General Military Science II  
Either semester. **One credit**. One class period and leadership laboratory.  
Map reading, mountaineering, principles of war.
  
5. Proposed Catalog Copy:  
MISI 146. General Military Science II  
Either semester. **Two credit**. One class period and leadership laboratory.  
Map reading, mountaineering, principles of war.
  
6. Effective Date: Fall, 2007

### **Justification**

1. Reasons for changing this course: In order to comply with The United States Cadet Command increase in required instruction. Previous instruction was suitable to one 50-minute lecture. Current requirements have increased from 12 topics of instruction to 24 topics of instruction, now requiring two 50-minute lectures. Request to increase credits in support of increased course material provided to students.
  
2. Effect on Department's Curriculum: Significantly improves the quality of the curriculum and better prepares all cadets for transition from the Basic ROTC course during their sophomore year, into the Senior ROTC program during their Junior year.
  
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Military Science Staff. No changes from present.
7. Dates approved by  
Department Curriculum Committee: 1/29/07  
Department Faculty: 1/29/07
8. Name, Phone Number, and e-mail address of principal contact person:
  - (a) Christine Harvey, Department Head, 486-6075, [christine.harvey@uconn.edu](mailto:christine.harvey@uconn.edu)
  - (b) Anthony Esposito, Course Instructor, 486-6082, [tony.esposito@uconn.edu](mailto:tony.esposito@uconn.edu)

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