

Departmental Course Proposals for the 18 September 2007 Meeting

A. New Departmental Proposals

2007 - 67 Proposal to offer PRLS 298 "Special Topics"

1. Date of this proposal: May 3, 2007
2. Semester and year 298 will be offered: Spring, 2008
3. Department: **Puerto Rican Latino Studies**
4. Title of course: Latino/Latin American Performance
5. Number of Credits: 3
6. Primary Instructor: Suki John; Teaching Coordinator: Guillermo Irizarry
7. Instructor's position: PhD (see attached c.v., defending July 2007)

8. Has this topic been offered before? No
Justification: This course will complement the Humanities offerings, and be one of the few W courses offered through PRLS.
9. If so, how many times? never

10. Short description:
This course will examine Latino and Latin American performance, focusing on dance, theater, comedy, poetry slams, and adapted fiction, in addition to transformations of native practices into new, syncretic forms. Performances will include those in the theater, in everyday life, and those enacted as political manifestations. Rapid cultural changes are reflected in the forms of these different modes, making performance an important vehicle of cultural identity. Students will view, discuss and critique classical and contemporary examples both in and out of the United States, using literary and performance theory to contextualize the material.

11. Attached please find a sample/draft syllabus.

12. Comments
Class will meet twice weekly to include showings, discussion, and lecture. The class will include substantial written assignments and will fulfill requirements to be listed as a W class. The submission of one-page reaction papers early in the semester will help students become aware of writing guidelines which will apply to their mid-term and final papers.

13. Date approved by Director: 3/12/07, Guillermo Irizarry, Director, Puerto Rican Latino Studies Institute
14. Name, Phone Number, and e-mail address of principal contact person:
Guillermo Irizarry, Director, PRLS, 486-3318 or 486-7993 , Guillermo.irizarry@uconn.edu

SUKI JOHN
Curriculum Vitae

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Tel: (860) 429-7883
Cell: (917) 523-9985

EDUCATION

Ph.D. program in Comparative Literary and Cultural Studies

University of Connecticut, began fall 2002
Teaching Assistantships in Art and Architectural History; Film
Research Assistant: Institute for Puerto Rican and Latino Studies
ABD, Dissertation topic: Cuban Modern Dance, Defense July 30, 2007

M.A. Dance History and Choreography

New York University; Gallatin Division, 1991

B.F.A. Theater Arts

University of New Mexico, 1980

Dean's List, Faculty Search Committee, Dancer of the Year 1980

TEACHING EXPERIENCE

Springfield College: Jazz Dance in Theory and Practice. Fall 2006.

American Ballet Theater: Guest lecturer on Dance History. Summer 2006.

University of Connecticut: Film Genres, undergraduate seminar, Comparative Literary and Cultural Studies Department. Spring 2005.

Middlebury College Guest Artist: Lecture on Cuban dance, Cuban Modern Technique class, choreography/improv workshop, and salsa workshop. Sept. 2004.

Arts at the Capitol Theater: Magnet high school. Founding Faculty in Dance (Ballet, Modern, Social Dance); Critical Writing teacher, Windham, CT. 2003 - present.

University of Connecticut: Pedagogical Intensive: Creative Movement for Music Teachers; Modern Dance, 2002 - 2004.

East Harlem Senior Coalition: Developed cultural immersion/dance program. 1996-2001.

Adelphi University: Dance History, Dance Appreciation, Dance Technique. NY; 1999 – 2001.

School for Film & Television: Movement for Actors. Helped design curriculum; Instructor for full time professional program. NYC; 1998 – 2001.

Narciso Medina Dance Company and Academy: Guest teacher. Havana, Cuba, 1992 - present.

Northside Center for Child Development: Movement Specialist for emotionally disturbed children. NYC; 1999-2000

Young Audiences NY: Designed and conducted public school workshops in dance, theater and conflict resolution; Choreographed shows, 1995-98.

Atlantic Theater Company (professional program): Movement for Actors. NYC 1997-98.

Cuban National Ballet: Modern dance coaching while setting original commissioned choreography for 14th International Ballet Festival of Havana. Havana, 1994.

Gallup Arts Council: Worked with Native American youth on traditional dances. Gallup 1996.

Danza Contemporánea de Cuba: Guest modern dance teacher. Havana, Cuba; 1992.

College of Santa Fe: Master Classes, modern dance. Santa Fe, NM; 1992.

SUNY Purchase: Jazz in summer program; 1990.

People's Theater of Yugoslavia: Daily company class during four-month rehearsal process. Novi Sad, Yugoslavia 1990.

Columbia Presbyterian Hospital Therapeutic Nursery: Movement therapist. NYC; 1987-89.

Staten Island Center for the Performing Arts: Movement for Actors; Yoga. NY; 1990-1996

Bank Street School: Creative movement. NYC; 1985-1988.

Marymount School: Creative movement, modern dance. NYC; 1985-1987.

University of New Mexico: Beginning ballet. 1980.

LANGUAGES

Read and write fluent Spanish, French, and English.

PROFESSIONAL ASSOCIATIONS

Society of Dance History Scholars; National Advisory Group for Cultural Exchange; New York Foundation for the Arts sponsored artist; American Culture Association.

PAPERS PRESENTED/PEER REVIEWED

"La Tecnica Cubana: Modern Dance and Cuban Identity" Popular Culture Association/ American Culture Association Conference, Boston, April 2007.

"Tropical Bolshoi? The Soviet Influence on Cuban Ballet." Cuba-USSR and the Post-Soviet Experience Conference, University of Connecticut, February 2007.

"Cuban Dance and National Identity." Springfield College, Guest Lecture Series, Fall 2006.

"Bread and Blackouts: Cuban Modern Dance in Castro's Special Period." Panel presentation at the Society of Dance History Scholars, BANFF, Canada, June 2006.

"Orishas to Swans." Latin American Studies Speakers Series. Univ. of Connecticut, Fall 2004.

GRANTS AND FELLOWSHIPS

Doctoral Thesis Research (A Revolution in Dance) - April 2006

Graduate Travel Grant (presentation of paper - Society of Dance History Scholars 29th Annual Conference) - June 2006

Doctoral Dissertation Fellowship - January 2006

Doctoral Research Fellowships - Summer 2004, 2005

ADMINISTRATIVE EXPERIENCE

Research Assistant, Institute for Puerto Rican and Latino Studies, University of Connecticut.

Responsibilities include editing yearly newsletter *Reporter(o)*, scholarly research, conference planning, mailings, preparing archives for submission to Thomas J. Dodd Research Center, 2006-present.

International Representative, Dance Company Narciso Medina. Arranged with Cuban Artists Fund and Guggenheim Museum for company to travel from Cuba to perform in Guggenheim Works and Process. Served as translator and moderator for that event, May, 2002.

Producer, fundraiser, grant writer, choreographer, and public relations director for SH'MA, evening-length production with 13 dancers, 2 actors and 1 singer. Shown at 92nd St. Y, US Army Communications Command, and Washington Irving High School, NYC. As part of an inter-disciplinary approach to teaching about the Holocaust, High School performances included student performers, 1997-1999.

Founder of ANDANDO, international inter-cultural exchange. Fundraiser, producer of benefit concerts, artistic director, 1998-present.

Co-founder, Rt. 66 Dance Company with Ninotchka Bennahum. Co-produced and co-directed fundraising events and performances; Nahan Galleries & Dia Art Fdn., 1992-1995.

WRITING AND EDITORIAL EXPERIENCE

Associate Editor of *Reportero*, Puerto Rican Latino Studies Institute newsletter, 2006-present.

Associate Editor of *New York Family Magazine*, Monthly publication, Aug. 2001 to Oct. 2002.

BOOK AND JOURNAL CHAPTERS

Review of *National Rhythms, African Roots: The Deep History of Latin American Popular Dance* by John Charles Chasteen, 2004; and *Tango: the Art History of Love* By Robert Farris Thompson, 2005. *Dance Research Journal*, 2007 upcoming Fall/Winter.

"La Técnica Cubana", in *Caribbean Dance, From Abakuá to Zouk: How Movement Shapes Identity*, Edited by Susanna Sloat, University of Florida Press, 2002.

"Modern Dance in Contemporary Cuba," *Dance Research Journal*. V. 33/1, Summer, 2001.

"Cuban Modern Dance," *The International Encyclopedia of Dance*, Oxford University Press, 1998.

"Bread and Blackouts: Cuban Modern Dance in Castro's Special Period." Published in SDHS conference proceedings, *Grounding Moves: Landscapes for Dance*. 2006.

ARTICLES

"The Artist at the Barre," *Pointe Magazine*, April/ May, 2006.

"On Separate Coasts, A Sisterly Pas de Deux," *New York Times* Arts and Leisure feature. October 9, 2005.

Aspen Santa Fe Ballet souvenir program notes, Winter Season, 2004-05.

"Cuba's Fabulous Feijóo Sisters," Cover story, *Pointe Magazine*, August/September 2004.

"Movin' Out Not Up," *Ballet/Tanz International*, March 2003.

"Susan Jaffe," Strong Dancer series, *Ballet/Tanz International*, December 2002.

"Carlos Acosta, Ballet's New Cuban Crush," Cover story, *Pointe Magazine*, Fall, 2002

"Giving a Lift to Dancers Moving on After Dance", Arts & Leisure, *The New York Times*, Nov. 25, 2001.

"From Louis XIV to Le Hip Hop," *The Village Voice* feature, April 16, 2001.

"Ethan Steifl," Strong Dancer series, *Ballet/Tanz International*, January 2001.

"ABT's New Stars," *Pointe Magazine*, Fall 2000.

"Tango in New York," and "Salsa Havana," *Ballet/Tanz International*, June 2000.

"On A Mission to Cuba, Bearing Balanchine", Arts & Leisure feature, *The New York Times* June 11, 2000.

"Breaking the Mold," *Pointe Magazine*, Spring 2000, Premiere issue.

"Making the Holocaust Real for Inner-City Teens," Arts & Leisure feature, *The New York Times* September 5, 1999.

"Dancing Away the Havana Blues," feature story, Arts and Leisure feature, *The New York Times*, October 18, 1988.

"José Carreño: Raising the Temperature at ABT" Cover story, *Dance Magazine*, July 1997.

2007 - 68 Proposal to Add POLS 3XXXW

1. Date: August 7, 2007
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

POLS 3XXXW. Politics and Ethics

First semester. Three credits.

Analysis of relationship between power and ethics in political life. Examination of ethical perspectives on political decisions and issues.

Items included in catalog Listing

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 3XXXW
3. Course Title: Politics and Ethics
4. Semester offered: First semester
5. Number of Credits: Three credits.
6. Course description:

Analysis of relationship between power and ethics in political life. Examination of ethical perspectives on political decisions and issues.

Optional Items

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

15. Skill Codes "W", "Q", or "C": W
16. S/U grading: NA

Justification

1. Reasons for adding this course:
 - a. The Political Science Department offers no course devoted to this topic. The topic is important for understanding contemporary political phenomena. A narrower version of this proposed course was taught in Fall 2006 as an experimental course (POLS 296W) devoted largely to ethics in bureaucratic politics.
 - b. The department is trying to offer more W courses in order to meet the GEOC requirement of an upper division W in the major. This course is designed to meet W requirement and is being developed under a Provost's course development grant. Learning assessment and feedback tools specific to the proposed course have been developed with the assistance of the Institute for Teaching and Learning.
2. Academic Merit

This course is designed to develop students' understanding of and critical thinking about ethical aspects of contemporary political issues, processes, and institutions through written assignments and their engagement in class discussions and exercises. The role, meaning, and political and ethical implications of the concepts of public interest and individual and institutional accountability in a democracy are highlighted. Sample concepts specifically relating ethics and politics include: appearance of impropriety; public interest; delegate vs. trustee representation; accountability; conflict

of interest; codes of conduct; public stewardship; civil disobedience. Sample ethics concepts include: deontology, teleology, responsibility, duty, and virtue. Students learn how to access and read data about ethics and politics (e.g., public opinion polls, Transparency International). Qualitative, quantitative, subjective, and objective data are used.

Course material includes (1) decision making and incidence data in political institutions such as legislatures, (2) electoral politics such as survey research on individual and institutional ethics, and (3) a challenging case study on a political dilemma that is critical to the synthesis/evaluation learning objective and appropriate for an undergraduate "W" course. The case is being written by Professor Carol W. Lewis under a Provost's course development grant. She is author of numerous scholarly articles on ethics and politics and ethics in public service and co-author of *The Ethics Challenge in Public Service*, published by Jossey-Bass in 2005. Her article on the public interest in the leading journal, *Public Administration Review*, won a national prize in 2006.

3. Overlapping Courses: Although some courses in philosophy address ethics and some courses in psychology address decision making, no course uses concepts from the discipline of political science to address both ethics and decision making in the political domain.

4. Number of Students Expected: 19

5. Number and Size of Section: 1 section with 19 students

6. Effects on Other Departments: This proposal is being sent to the departments of Philosophy, Psychology, and Sociology.

7. Effects on Regional Campuses: none

8. Staffing: Carol W. Lewis

9. Dates approved by:
Department Head—Fall 2005
Department Subfield Committee—Fall 2005
Department Curriculum Committee: Fall 2005
Department Faculty: April 18, 2007

10. Name, Phone Number, and e-mail address of principal contact person:
Carol W. Lewis, 486-3468, carol.lewis@uconn.edu

POLITICS AND ETHICS—Sample Abbreviated Syllabus

POLS 3XXXW Spring 2008
Professor Lewis Office: HRM 220 Tel. 486-3468 CAROL.LEWIS@UCONN.EDU
Office hours:

COURSE DESCRIPTION. Analysis of relationship between power and ethics in political life. Examination of ethical perspectives on political decisions and issues.

ACCOMMODATION. Students with disabilities and special needs are encouraged to discuss appropriate accommodation immediately. (It is too late to leave the matter until the exams or due dates.)

STUDENT CODE, at http://www.dosa.uconn.edu/student_code_appendixa.html

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

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

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

COURSE REQUIREMENTS

A minimum of 17 pages of written and revised material is required to pass the course. Writing assignments include 3 essays (5-7 pages plus formal bibliography) and a memorandum (2 pages). Each assignment is graded 50% upon writing skills and written assignments constitute at least 50% of the course grade.

I. Quality participation and case presentation (20%)

Informed, prepared (readings, videos, exercises, cases, and other required assignments), substantively valuable (thoughtful, relevant), and constructive contributions. *All class members will prepare each case and topic scheduled for discussion.* Discussion per se is ungraded.

II. Drafts and revisions of two critical analyses written individually (40%)

- Compare/critique/analyze by using **as many course tools and materials as possible**. Briefly lay out your observations, concerns, and reasoning; probe, dig, analyze, use logic, ask why; assertion of belief or preference is **not** analysis.

- Draw specifically upon the readings *via* citation, but do **not** repeat or extensively quote readings.

- Submit 5-7 pages of text, plus cover page, exhibits, bibliography, footnotes, and other material as needed.

III. Draft and revision of case study written individually (20%)

- Submit 5-7 pages of text, plus cover page, exhibits, bibliography, footnotes, and other material as needed.

IV. Draft and revision of memorandum (10%)—2 pages of text

V. Final Exam (10%) including assessment of writing skills

VI. Formative and Summary Assessments on Husky CT

SAMPLE REQUIRED READINGS

1. *Antigone* by Sophocles

2. Oscar Wilde's *Picture of Dorian Grey* or Kurt Vonnegut's *Welcome to the Monkey House*

3. Case study written by Professor Lewis

4. Lewis and Gilman, *The Ethics Challenge*

5. S. Bok, *Lying* (excerpts)

6. U. S. Constitution

8. Reserve readings available on Husky CT, including encyclopedia entries and journal articles on ethics and politics.

9. Internet resources such as Transparency International and Gallup Poll.

Sample Class Topics

1. Introduction to course and syllabus. Overview of concepts and issues. What is ethics? Why is it important to politics? Public service values and principles; in-class exercise, moral character and personal integrity; ethical choice, ethical judgment

Readings: US Constitution (Why is the Constitution the first reading assignment and which at values does it incorporate?)

2. Is public life special, and why? Power and dependency, stewardship, obligation of legal compliance, "dirty hands" problem, difference between law and morality

Is there *any* instance in which an elected or appointed official is justified in pursuing illegal activity? May an elected or appointed official ethically engage in civil disobedience outside his or her office? What do you think, and why?

Assigned reading: *Antigone*

Assignment: Prepare to discuss Antigone and submit discussion questions (graded pass/fail)

3. Public interest, conflict of interest; corruption; public vs. private domains; impartiality, and appearance of impropriety. Should there be there be limits to public accountability and/or disclosure? Does public service mean sacrificing privacy?

Readings: D. Thompson, *Private Lives* (electronic reserve)

Assignment: Prepare to discuss assigned case in *The Ethics Challenge*

4. Individual responsibility, obedience, authority, dissent, and obligation. According to Lord Acton, "power corrupts and absolute power corrupts absolutely." Do you agree or disagree and what does your answer imply for political power and institutions?

Video on organizational obedience and dissent

Readings: S. Milgram, *The Dilemma of Obedience* (electronic reserve)

Assignment: Prepare to discuss the difference between loyalty and obedience.

5. Discussion of deception and accountability in public service and politics. In a democracy, is there **any** instance in which lying to the public is ethically justified? Distinguishing and aligning means and ends in decision making; stakeholder analysis, moral imagination, video on lying

Readings: Bok, *Lying*

Assignment: Prepare to discuss assigned case

Critical Analysis on accountability in democratic politics

What is a critical analysis?

You probe, dig, analyze, use logic, and ask why. Assertion of belief or preference is **not** analysis. You lay out your observations, concerns, and reasoning.

- Case studies or practical examples may **not** be used, even for illustrative purposes.
- Compare/critique/analyze by using **as many course materials specific to this course**. Draw specifically upon the readings *via* citation, but do **not** repeat or extensively quote readings. Extensive quotes means someone else is doing the writing. Repetition of the source's argument means someone else is doing the critique.
- For example, perhaps you analyze Wilde's *Picture of Dorian Grey* by examining the idea of individual responsibility and second-party pressure (hero, peer pressure, role model, etc.) You define your terms, select your concept, question, or theme for analysis, reference the text, and apply the relevant tools. You do **not** retell the story, use a case from the reading or text, or include long quotes.

I. Title page

1. name
2. date
3. course
4. title of paper
5. contact information (email)
6. signature per student code

II. Text (minimum = 5 pages, 1" margins, double space)

- A. Begin
 1. Choose significant theme
 2. Check directions (see syllabus)
 3. Outline paper = outline main thread of argument
- B. Organization
 1. Opening paragraph states main theme/issue
 2. Each succeeding paragraph builds argument
 3. Each paragraph starts with topic sentence (= entry from outline)
 4. Each paragraph includes only materials (such as evidence) related to topic sentence
 5. Closing paragraph states conclusion and why (findings, main thread, major evidence)
 6. Number your pages in upper right-hand corner
 - (a) not title page, not first text page
 - (b) start with second page of text as page 2

III. Proofing Steps

- A. Check spelling
- B. Check sentence structure
 1. avoid complex structure
 2. use simple declarative sentences
 3. use grammar manual if you are unsure
- C. Check for dangling participles (phrases that are out of place)
- D. Check for agreement of noun and pronoun (number, gender, animate/inanimate)
- E. Check for excessive/missing capitalization
- F. Mentally underline each topic sentence—should duplicate your outline
- G. Check for excessive quotation
- H. Check that quotes have citations
- I. Check citations
- J. Check for compliance with directions (see syllabus)

IV. Footnotes, Bibliography, Attachments

1. Place all footnotes after text (not on bottom of page), starting on new page (Notes)
2. Next comes bibliography (References)
 - a. formal and complete
 - b. consistently use any single standard style
 - c. for on-line sources
 - (1) include title of source
 - (2) include name of author, title of article/book, and page number if available
 - (3) include date published or updated if available
 - (4) include date accessed URL
 3. now come charts, tables, tools or other attachments
 - a. use titles or numbers for attachments and refer to them by title or number in text
 - b. show source for each one on page, with formal and complete citation

- V. Staple all pages together and sign title page to indicate that you did not give or get assistance on this assignment and used only materials cited in your references.

Sample Resources

citations in political science, http://www.wisc.edu/writing/Handbook/DocAPSA_PC.html
writing in political science, <http://dept.lamar.edu/polisci/DRURY/drury.html>

Learning Objectives		Assessment Techniques
Knowledge	Students identify/label concepts in moral reasoning and behavior in assigned readings, exercises, case studies, and videos. Sample concepts specifically relating ethics and politics: appearance of impropriety; public interest; delegate vs. trustee representation; accountability; conflict of interest; codes of conduct; public stewardship; civil disobedience. Sample social science concepts: qualitative, quantitative, normative, and objective data. Sample ethics concepts: deontology, teleology, fiduciary responsibility, obligation, duty, virtue. Students identify/label writing problems (syntax, grammar, organization). Students learn how to write an essay and memorandum.	Ungraded discussion Graded writing and editing essays and other assignments, and final examination A minimum of 17 pages of written and revised material is required from each student in order to pass the course.
Comprehension	Students use knowledge to explain and illustrate political ethics and practice in discussion and description of case studies, news stories, exercises, and videos. Students learn how to access and read data about ethics and politics (e.g., public opinion polls, Transparency International).	Students are required to submit questions on selected assigned readings (graded pass/fail) and ungraded discussion. Graded written and revised assignments and final examination
Application	Students construct ethical arguments and apply their knowledge and comprehension to case studies, literary and video excerpts, and political statements and behaviors. Students use knowledge to edit writing.	Ungraded discussion Graded written assignments and final examination
Analysis	Using tools of ethical analysis from readings, students compare and contrast alternative resolutions to ethical dilemmas in political contexts.	Ungraded discussion (e.g., opinion poll analysis Graded written critical analyses and team presentation of case study
Synthesis	Students design preferred resolutions to ethical dilemmas in political contexts.	Ungraded discussion Graded written critical analyses and team presentation of case study
Evaluation	Students critique the development of their writing skills. Using "moral imagination" and moral reasoning, students develop ethical justification of their recommended resolution.	Graded written assignments and team presentation of case study

Formative Survey

Designed by Instructional Design and Development, University of Connecticut

1. Information Sheet for GEOC Course Surveys

Principal Investigator: Desmond McCaffrey, Assistant Director, Instructional Design and Development

Title of Study: Summative Course Survey

You are invited to participate in this focus group/survey for General Education Courses. I am interested in gathering information that will help us evaluate the course you enrolled in. Your participation in this study will involve 1 survey that will take approximately 5 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future. You will not be paid for being in this study. This survey does not involve any risk to you. Your participation may improve the quality of this course and later General Education courses. You do not have to be in this study if you do not want to be. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, Desmond McCaffrey, at 486-3121. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. An IRB is a group of people that reviews research studies to make sure they are safe for participants. Thank you in advance for your participation in this study. If you agree to take this survey, please check TRUE. If you prefer not to take this survey, please check FALSE and exit the survey.

- a. True, I will participate
- b. False, I will not participate

Answer: _____

2. I am likely to raise ethical concerns about politics in conversation with my peers or in class.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Answer: _____

3. I am comfortable and confident about raising ethical concerns about politics in conversation with my peers or in class.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

4. I feel confident in my ability to analyze the ethical aspects of political behavior and issues.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

5. I believe I am skilled in communicating in writing about the ethical aspects of political behavior and issues.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

Summary Survey

Designed by Instructional Design and Development, University of Connecticut

1. Information Sheet for GEOC Course Surveys

Principal Investigator: Desmond McCaffrey, Assistant Director, Instructional Design and Development

Title of Study: Summative Course Survey

You are invited to participate in this focus group/survey for General Education Courses. I am interested in gathering information that will help us evaluate the course you enrolled in. Your participation in this study will involve 1 survey that will take approximately 5 minutes of your time. Your participation will be anonymous and you will not be contacted again in the future. You will not be paid for being in this study. This survey does not involve any risk to you. Your participation may improve the quality of this course and later General Education courses. You do not have to be in this study if you do not want to be. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, Desmond McCaffrey, at 486-3121. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. An IRB is a group of people that reviews research studies to make sure they are safe for participants. Thank you in advance for your participation in this study. If you agree to take this survey, please check TRUE. If you prefer not to take this survey, please check FALSE and exit the survey.

- a. True, I will participate
- b. False, I will not participate

Answer: _____

2. As a result of this course, I am more likely to raise ethical concerns about politics with my peers or in class.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

3. As a result of this course, I am more comfortable and confident about raising ethical concerns about politics in conversation with my peers or in class.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

4. I will use the ideas and tools from this course in future classes or at work.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

5. This course increased my skill in analyzing the ethical aspects of political behavior and issues.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

6. This course increased my skill to communicate in writing about ethical issues in political behavior and issues.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Answer: _____

7. Considering the papers you wrote for this course, what writing problem has most improved?
- a. sentence structure
 - b. use of subordinate phrases
 - c. punctuation
 - d. citation
 - e. agreement of nouns and pronouns
 - f. organization of paragraphs
 - g. capitalization
 - h. spelling
 - i. organization of argument (whole paper)

Answer: _____

8. Use the space below to mention any OTHER areas of your writing that have improved that were not listed in the prior question.

9. Considering the papers you wrote for this course, what writing problems still need attention?

- a. sentence structure
- b. use of subordinate phrases
- c. punctuation
- d. citation
- e. agreement of nouns and pronouns
- f. organization of paragraphs
- g. capitalization
- h. spelling
- i. organization of argument (whole paper)

Answer: _____

10. Use the space below to mention any OTHER areas of your writing needing improvement that were not listed in the prior question.

2007 - 69 Proposal to Add GEOG 1302

1. Date: 8/9/07
2. Department requesting this course: **Geography**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

GEOG 1302. GIS Modeling of Environmental Change

Fall semester. Four credits. Three class periods and one 3-hour laboratory period

An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using GPS technology and aerial photographs, collect field data on various environmental systems, and build and test a GIS-based environmental model.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program : GEOG
2. Course Number: 1302
3. Course Title: GIS Modeling of Environmental Change
4. Semester offered: Fall Semester
5. Number of Credits: **Four credits**
6. Course description:

An introduction to environmental processes and patterns, especially assessing change in environmental systems using spatial analysis techniques. Students will map field sites using GPS technology and aerial photographs, collect field data on various environmental systems, and build and test a GIS-based environmental model.

Optional Items

7. Number of Class Periods, if not standard : Three class periods and one three-hour laboratory period.
8. Prerequisites, if applicable: None
9. Recommended Preparation, if applicable: None
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable : None
12. Repetition for credit, if applicable: None
13. Instructor(s) names if they will appear in catalog copy (see Note J): R. Cromley
14. Open to Sophomores:
15. Skill Codes "W", "Q", or "C": None
- . S/U grading (see Note W):

Justification

1. Reasons for adding this course:

There is a shortage of courses for scientific inquiry into environmental processes at the freshman level and the modern technologies used in the investigation of these processes. Students who complete this course will be better prepared for the intellectual rigor required of them at the junior and senior levels. The course will also acquaint students with modern methods of investigation used in geography and broaden their appreciation of this discipline.

2. Academic Merit:

The course will introduce students to a range of topics and techniques at a basic level that have only been available currently at the upper divisional level. This course will develop the critical skill of *spatial literacy* and its role in scientific investigation. It will help students understand geography as a basis for organizing and discovering information. Students will acquire the concepts of spatial thinking and reasoning and a better understanding of how humans visualize and interpret the world around them. The course brings together two distinct fields in Geography—physical geography and geographic techniques—and introduces students to how both fields may be integrated and *applied* to current scientific problems. In particular, the applied, hands-on component of the course involves learning outcomes that have typically been limited to upper-division courses in GIScience and physical geography.

3. Overlapping Courses: None
4. Number of Students Expected: 100
5. Number and Size of Section: 25 per section
6. Effects on Other Departments: This course will increase the number of introductory environmental courses available to students of any department.
7. Effects on Regional Campuses:
This course could be offered at any of the regional campuses.
8. Staffing:
9. Dates approved by:
Department Curriculum Committee: 8/1/08
Department Faculty: 8/8/08
10. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley Phone: x-2059 e-mail: robert.cromley@uconn.edu

Course Outline:

GIS Modeling of Environmental Change

Topics

Systems Approach to Environmental Change
Introduction to Mapping Environmental Systems
Basic GIS Concepts
Examining/Mapping Microclimate and Topography
Examining/Mapping Vegetation Systems
Examining/Mapping Soils
Examining/Mapping Hydrologic Systems
Examining/Mapping Land Use/Land Cover
Air Photo Interpretation
Documentary/Archival Evidence of Environmental Change
GIS Synthesis

Labs

Introduction to Map Reading, Topographic Maps
Compass Use and Basic Field Mapping/Orienteering
GPS Field Mapping
Data collection: Field mapping of microclimates related to topography
Data collection: Field mapping of vegetation cover
Data collection: Field mapping of soil properties
Data collection: Field mapping of hydrologic features
Data collection: Field mapping of land use/land cover
Historic analysis: Air photo interpretation
Historic analysis: Analysis of Archival/documentary records
Data analysis: Inputting data into GIS, parts I-II
Data synthesis and interpretation of environmental change

2007 - 70 Proposal to Add MCB 298

1. Date: May 16, 2007
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: First semester, 2007

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

MCB298. Documenting Venture Smith. First Semester. One credit. Open only to freshmen in the Honors Program concurrently taking INTD 198 *Genetic legacies: a Connecticut slave's story*. R. O'Neill. This course offers an additional second credit for INTD 198: *Genetic legacies: a Connecticut slave's story*. Students will attend the "Documenting Venture Smith" conference to be held at UCONN in September 2007. In addition to the lectures required for INTD 198, students will participate in open discussion after the conference and in a short lecture in preparation for the topics covered in the conference.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): MCB
2. Course Number (see [Note B](#)): 298
3. Course Title: Documenting Venture Smith
4. Semester offered (see [Note C](#)): First semester
5. Number of Credits (see [Note D](#)): 1 credit
6. Course description (second paragraph of catalog entry -- see [Note K](#)):

This course offers an additional second credit for INTD 198: *Genetic legacies: a Connecticut slave's story*. Students will attend the "Documenting Venture Smith" conference to be held at UCONN in September 2007. In addition to the lectures required for INTD 198, students will participate in open discussion after the conference and in a short lecture in preparation for the topics covered in the conference.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Conference attendance in its entirety, one hour preparation the week before and one hour of discussion the week after the conference.
8. Prerequisites, if applicable (see [Note F](#)): Must take INTD 198 concurrently.
9. Recommended Preparation, if applicable (see [Note G](#)): none
10. Consent of Instructor, if applicable (see [Note T](#)): Open only to freshmen in the Honors Program.
11. Exclusions, if applicable (see [Note H](#)): NA
12. Repetition for credit, if applicable (see [Note I](#)): NA
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): R. O'Neill.
14. Open to Sophomores (see [Note U](#)): See above
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): NA

Justification

1. Reasons for adding this course: (see [Note L](#)): This course will add a second credit to the INTD course, *Genetic legacies: a Connecticut slave's story*, which students must take concurrently. The conference required for this second credit under MCB 298 will allow students to attend seminars from local, national and international scholars and will expose them to topics from fields as diverse as archaeology, genetics, sociology and political science. The focus of this conference is the life and genetic history of Venture Smith, one of the most well documented survivors of the North Atlantic slave trade and a Connecticut entrepreneur.

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

Venture Smith remains the most well documented survivor of the North Atlantic slave trade; his published narrative speaks to us across the centuries to tell his remarkable story first hand. The son of an African king, he was captured and sold as a slave through several prominent families in New England. After purchasing his own freedom, and that of his family, Venture Smith lived on his farm in Haddam Neck and became an entrepreneur eventually leaving a remarkable economic and genetic legacy. In this

seminar class, the story of Venture Smith will form the framework for a truly interdisciplinary examination of the man and his times. A new book documenting the life of Venture Smith will be available for use as a text. Moreover, we propose to tape all presentations by guests and develop, in collaboration with the Beecher House Society, a fully supported curriculum for use in future years here and across the world.

Course design for INTD 198: This course will include a series of guest lectures from the President of the Beecher House Society, forensic DNA experts, archaeologists and anthropologists, historians, cultural experts, as well as film clips, poetry readings, and a site visit to the home of Venture Smith (see table 1).

Table 1. The one-hour guest units are outlined below, not necessarily in the order they will occur (speakers in italics have already agreed to participate; we await word from the others).

Guest speaker	Department/Field	Topic
<i>Chandler Saint</i> President, Beecher House Society	History Human Rights and Equality	Overview: The Atlantic Slave Trade and UNESCO World Heritage Sites
<i>Dr. Robert Forbes</i> Associate Research Scholar, Yale Univ., former Assoc. Dir. Gilder Lehrman Center	Religious Studies; State and Local History / Museums; U.S. History and Culture; African-American Studies	The life and times of Venture Smith: a glimpse of colonial New England
Dr Robert Hall Chair, African- American Studies, Northeastern Univ.	History African-American Studies Drama	In his own words: readings from the narrative of Venture Smith
<i>Dr. Anna Mae Duane</i> Professor Torrington Campus	English and American Studies	Venture Smith and Frederick Douglass-- Money, Manhood and Mythology
<i>Dr. Marilyn Nelson</i> Professor Emeritus, Poet Laureate, CT.	English	In her own words: poetry inspired by the life of Venture Smith
<i>Dr. Nicholas Bellantoni</i> Professor, UConn and State Archaeologist, CT	Forensic Anthropology Archaeology	Archaeological investigations of the Venture Smith sites
<i>Dr. Sally McBrearty</i> Professor, UConn	Anthropology	Early human evolution and migrations
<i>Dr. Rachel O'Neill</i> Professor, UConn	Genetics and Genomics	Genetics and Race
<i>Josh Suhl & Craig O'Connor</i> , UConn CAGT	Population and Forensic Genetics	Maternal and Paternal Ancestry by DNA
<i>Dr. Linda Strausbaugh</i> Professor & Director CAGT	Genetics and Genomics	The Genetic Landscape arising from Venture Smith and his contemporaries
<i>Dr. Linda Strausbaugh</i> Dr. Jeffrey Ogbar Professor & Director, Institute for African American Studies, UConn	Forensic Genetics History African American Studies	Analysis of DNA from remains The Venture Smith story: Why it matters today.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 16

5. Number and Size of Section: 1 section, 16 students

6. Effects on Other Departments (see [Note N](#)): Honors Program will be affected by the addition of this course to their INTD curriculum. Lynne Goodstein, Director, has been consulted on this course.

7. Effects on Regional Campuses: none

8. Staffing (see [Note P](#)): R. O'Neill and guest speakers.

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

Department Curriculum Committee:

Department Faculty:

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

Rachel O'Neill, 486-6031, rachel.oneill@uconn.edu

Supplement: GEOC required items (see geoc.uconn.edu for online form).

II. Specific Line Instructions (not covered above):

F. Content Area: Group Three, science and technology

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

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

III. Course Justification: Guidelines and Criteria:

Course Information

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

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

c. Major themes, topics etc:

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

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

Film:

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

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

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

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

Literature:

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

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

Non fiction works (excerpts):

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

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

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

Art:

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

Goals of General Education

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

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

Goals met by this course include:

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

Specific Criteria for Content Area

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

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

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

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

2007 - 71 Proposal to Add PSYC 4XX/5300

1. Date: 11/12/06
2. Department requesting this course: **PSYCHOLOGY**
3. Semester and year in which course will be first offered: FALL 2007

Final catalog Listing

PSYC †4XX/5300. RESEARCH SEMINAR IN CLINICAL PSYCHOLOGY

1 credit, seminar. Open to graduate students in Clinical Psychology, others with permission. May be repeated for credit. Advanced seminar presentations by faculty, graduate students, and visiting speakers on current theoretical developments and empirical research in clinical psychology.

Justification

1. Reasons for adding this course:

In the past, clinical psychology graduate students have attended this weekly seminar but without obtaining credit. The purpose of the seminar is to provide students access to cutting-edge research developments by others, as well as to provide a forum for informal oral presentations by students (as preparation for job and conference presentations, for example). The Clinical Division is requesting the new course in order to provide a mechanism for recognizing student participation.

Grades will be determined by attendance, participation, and presentation of one's own research.

2. Academic Merit

Clinical psychology is a rapidly developing field, and this seminar provides students with current theories and research through presentations by prominent clinical psychologists, by both researchers from within the University and by invited speakers.

3. Overlapping Courses: None.
4. Number of Students Expected: Approx. 10
5. Number and Size of Section: 1 section per semester
6. Effects on Other Departments: None
7. Staffing: Michelle Williams, Head of Clinical Division

8. Dates approved by

Department Curriculum Committee: November 13, 2006

Department Faculty: September 12, 2006

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

Inge-Marie Eigsti 486-6061 inge-marie.eigsti@uconn.edu

2007 - 72 Proposal to Add JOUR 2XXW

1. Date: June 12, 2007
2. Department requesting this course: **Journalism**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

JOUR2XXW. Public Affairs Reporting

Either semester. Three credits. Prerequisite: JOUR201W and ENGL105 or 110 or 111 or 250.

In-depth reporting on state and local government — municipal agencies, boards, commissions, courts, public safety, schools. Field Trips required.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: JOUR
2. Course Number (JOUR2XXw):
3. Course Title: Public Affairs Reporting
4. Semester offered: Either
5. Number of Credits: 3
6. Course description: In-depth reporting on state and local government — municipal agencies, boards, commissions, public safety, courts, schools. Field Trips required.

Optional Items

7. Number of Class Periods: Standard
8. Prerequisites: JOUR201W and ENGL105 or 110 or 111 or 250.
9. Recommended Preparation: N/A
10. Consent of Instructor: N/A
11. Exclusions: N/A
12. Repetition for credit: N/A
13. Instructor(s) names: N/A
14. Open to Sophomores: No
15. Skill Code: "W"
16. S/U grading: N/A

Justification

1. Reasons for adding this course: Parts of the proposed course have been gradually displaced by progressive and necessary changes in the department's two-semester foundation news writing courses, JOUR200w, Newswriting I, and JOUR201W, Newswriting II, in particular, the latter. Students need a more sophisticated understanding of the daily workings of state and municipal government in order to fairly, accurately and effectively report stories of importance to the community.

2. Academic Merit: JOUR2XXW uses and further advances the knowledge and skills developed in JOUR200W and JOUR201W. The course will provide greater exposure, experience and instruction in advanced reporting and writing techniques that are integral to daily coverage of local and state government. The course also will include more field trips.

3. Overlapping Courses: None

4. Number of Students Expected: 16 per semester

5. Number and Size of Section: One section; 16 students.

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing: Staff

9. Dates approved by:

Department Curriculum Committee: April 25, 2007

Department Faculty: April 25, 2007

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

Wayne Worcester, 486-1550; Wayne.Worcester@Uconn.edu.

JOURNALISM 2XXW – PUBLIC AFFAIRS REPORTING

ABOUT JOUR2XXW

This course is exclusively for journalism majors. To be eligible, you must already have taken JOUR201W; you may not take the two courses concurrently. The course has three primary goals:

To increase your understanding of state and local government, the courts and legal system so that you may cover those areas as a knowledgeable reporter, regardless of the medium.

To teach you how to gather information through interviews, public records and other government sources and use it as the backbone of your own original, hard-news and feature stories.

To further develop and sharpen your reporting and writing skills so that you may work without partiality to gender, race, ethnicity, socio-economic status, physical or mental impairment, religious or political belief.

MEETINGS

Your work schedule for the semester must permit you enough flexibility to cover meetings that are held at night.

SUMMARY OF MAJOR WORK AND GRADE BREAKDOWN

Exams	20 percent
Writing Assignments	60 percent
In-depth Story	20 percent

REQUIRED TEXTS AND READINGS

Getting the Story: An Advanced Reporting Guide to Beats, Records and Sources

by Henry H. Schulte and Marcel Dufresne (1994, MacMillan)

The Associated Press Stylebook and Briefing on Libel Law (2006, Perseus).

The Hartford Courant.

COURSE POLICIES

Public Affairs Reporting carries with it a “W” designation, meaning that you *must* pass the writing component in order to pass the course. If you do not, you will be given a failing grade— regardless of how well you do on any of the tests.

Students will write and rewrite six assigned stories of at least three pages each as well as in-depth story of six pages. All writing assignments must be turned in on deadline unless emergency arrangements have been made with the lab instructor at least 24 hours prior.

Otherwise, stories filed after deadline will not be accepted; a grade of zero will be recorded. For class purposes, deadline is the minute the class begins on the day the assigned story is due. Do not arrive late.

REWRITES:

All stories will be rewritten and turned in within one week of receipt of the edited, graded original. Late rewrites will not be accepted. Period. If you must miss a lab and need to turn in a rewrite, arrange to have it delivered on time. An effective rewrite may improve your score by up to two letter grades, but there are no guarantees. A weak or poorly executed rewrite may lower your grade.

The properly rewritten story goes well beyond small changes and corrections of errors in punctuation, style, verbiage, word choice and grammar. A good rewrite addresses questions and problems noted in the editing of the original, and most often reflects additional research, more reporting and tighter, better focused and more graceful writing.

SUBSTITUTE ASSIGNMENTS:

If you have a legitimate conflict or difficulty in covering an assigned meeting, the instructor may approve alternate coverage, but permission must be given well in advance.

The story will be due at 3 p.m. the day after the meeting, and must include the meeting agenda.

STYLE:

Students are expected to follow AP style. You are free to use your stylebooks on all stories and assignments, but if you fail to follow style and consistently make careless mistakes your final grade will suffer.

SOURCE LIST: Each outside writing assignment and in-depth story must be accompanied by a list of all of your sources, including the names and titles of all persons interviewed and quoted. Phone numbers must be provided for each source. Your instructors may require further fact-checking.

PLAGIARISM: In general, plagiarism is passing off someone’s words or ideas as your own. Plagiarism is unacceptable and evidence of plagiarism may be grounds for failing the assignment or the course. The Student Conduct Code was recently revised including the section on academic misconduct. Portions of the University Policy on Cheating are being distributed along with this syllabus. Please review it. The complete code is available at <http://vm.uconn.edu/~dosa8/code2.html>.

—Class Schedule—

Public Affairs Reporting

Class 1 Lecture – Introduction to public affairs reporting.

Read Ch. 1 The Changing Face of News and
Ch. 2 The Working Journalist

Class 2 Lecture - How to cover a beat.
Read Ch 19 The Press as Watchdog

Local Government

Class 3 Lecture - Observing and covering a meeting, taking effective notes.
Read Ch. 4 Covering Municipal Government

Class 4 Lab - Write the meeting story from prepared notes.
Assignment 1 due at end of class on lab meeting story.
Read Ch. 5 Covering the County.

Class 5 Field Trip - Attend a meeting of the Windham Board of Selectmen.

Class 6 Lecture/Lab – Discuss the meeting, how to write the story, begin writing.
Read Ch. 7 Authorities and Other Special Districts.

Class 7 Lecture - Discuss how to develop a bigger story.
Assignment 2 is due – the Windham meeting story.

Class 8 Lecture/Lab - Review Assignment 2, discuss the developed story.

Class 9 Discussion – Students decide on the subject of their in-depth story.

Class 10 Lecture - Covering the education beat
Assignment 3 is due – the Windham developed story.
Read Ch. 13 The Education Beat.

Class 11 Lab – write the education story.
Assignment 4 is due at end of class – the education story.

Class 12 **Exam one** on local government.

State Government

Class 13 Lecture - What to expect from state government.
Read Ch. 6 Reporting on State Government.

Class 14 Lecture - How to handle a press conference.
Read Ch. 14 Politics and the Reporter.

Class 15 Field Trip - Attend a press conference with the Governor of Connecticut.
Assignment – Student notes for in-depth story are due to instructor.

Class 16 Lecture/Lab - Discussion of the Connecticut legislature
Assignment 4 is due – the press conference story.

Class 17 Discussion of in-depth stories.

Class 18 Field Trip - Attend the Connecticut General Assembly;
cover a legislative hearing.

Class 19 Lecture/Lab - Discuss the legislative hearing; begin story on the hearing.

Class 20 **Exam Two** on State Government
Assignment 5 is due – the legislative hearing story.

Law Enforcement and the Courts

Class 21 Lecture/Lab – Discuss the in-depth stories, begin writing.

Class 22 Lecture – the basics of covering the courts.
Read Ch. 9 The Judicial Process and

Ch. 12 Covering the Criminal Courts.

Class 23 Field Trip – Hartford criminal courts, cover a trial.
Draft of the in-depth is due.

Class 24 Lecture/Lab – Discuss the criminal trial, begin writing story.

Class 25 Lecture – covering civil cases, appeals.
Read Ch. 10 Covering Civil Actions.
Assignment 6 is due – the trial story.

Class 26 Lecture – the basics of police reporting.
Read Ch. 11 Law Enforcement.

Class 27 Lab – Work on the revised in-depth story

Class 28 Lab – Final draft of the in-depth story is due.

Final Exam **Exam 3** on law enforcement and the courts.

2007 - 73 Proposal to Change PSYC 205/205W

1. Date: May 14, 2007
2. Department: **Psychology**
3. Nature of Proposed Change: Change of prerequisites for Psychology 205 from Psychology 132 or Biology 100, 102 or 107; open to juniors or higher to Psychology 132 and Biology 102 or 108; open to juniors or higher.
4. **Current Catalog Copy:** Psyc 205 Introduction to Behavioral Genetics: Methods, concepts and findings of behavioral genetics in animals and humans. Fall Semester. Three Credits. Prerequisites: Psychology 132 or Biology 100, 102 or 107; open to juniors or higher. Maxson
5. **Proposed Catalog Copy:** Psyc 205 Introduction to Behavioral Genetics: Methods, concepts and findings of behavioral genetics in animals and humans. Fall Semester. Three Credits. Prerequisites: Psychology 132 and Biology 102 or 108; open to juniors or higher. Maxson
6. Effective Date (Fall, 2007 -- see Note R):

Justification

1. Reasons for changing this course: Students who do not have Psyc 132 are at a disadvantage in the behavioral parts of the course, and students who do not have one of the Biology courses have difficulties with the genetic aspects of this course.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Stephen C. Maxson
7. Dates approved by (see Note Q):
Department Curriculum Committee: Approved 2/23/07
Department Faculty: CC gives Department Faculty approval.
8. Name, Phone Number, and e-mail address of principal contact person: Stephen C. Maxson, 486-2510, Stephen.Maxson@Uconn.Edu

2007 - 74 Proposal to Add GEOL 290W

1. Date: 4 September 2007
2. Department requesting this course: Center for Integrative Geosciences
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

GEOL 290W; 4050W. Geoscience and Society

Second semester. Three credits. Prerequisite: GEOL 103 or 105; ENGL 110, 111, or 250; or consent of instructor.

Application of fundamental geological principles to issues of concern to society. Topics may include global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOL
2. Course Number (see Note B): 290W; 4050W
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: Geoscience and Society
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Application of fundamental geological principles to issues of concern to society. Topics may include global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes.

Optional Items

7. Number of Class Periods, if not standard (see Note E): Not applicable.
8. Prerequisites, if applicable (see Note F): GEOL 103 or 105; ENGL 110, 111, or 250; or consent of instructor.
9. Recommended Preparation, if applicable (see Note G): Not applicable.
10. Consent of Instructor, if applicable (see Note T): See prerequisites.
11. Exclusions, if applicable (see Note H): Not applicable.
12. Repetition for credit, if applicable (see Note I): Not applicable.
13. Instructor(s) names if they will appear in catalog copy (see Note J): Not applicable.
14. Open to Sophomores (see Note U): Not applicable.
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): Not applicable.

Justification

1. Reasons for adding this course: (see Note L) A major in geoscience is currently offered as a structured individualized major through the Individualized & Interdisciplinary Studies Program. The individualized major requires a capstone course and, like other majors at the university, writing within the major. When the structured individualized major was approved, the director of the Individualized & Interdisciplinary Studies Program asked that a separate capstone be created because INTD 295W is typically at capacity. The proposed course will fulfill the capstone and W requirements and will allow the first students to pursue a structured individualized major in geoscience to graduate in a timely manner.
2. Academic Merit (see Note L): The proposed course will allow students to take the basic scientific concepts that they have learned in the major and apply them to the solution of problems of importance to society. This approach will sharpen students' understanding of a wide range of geological principles and processes, and it will create a venue in which they can integrate material learned in different courses in the major. Potential topics include global climate change; wildfires; drought and water resources; earthquake, volcano, and tsunami hazards; medical geology; energy resources; sustainability; and coastal processes. Only some of these topics will be offered in any given semester to allow the material

to be explored in depth; to be responsive to student interest; and to take advantage of current events of local, national, and international significance.

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

4. Number of Students Expected: 5 to 10.

5. Number and Size of Section: 1 section, 19 students.

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

7. Effects on Regional Campuses: None.

8. Staffing (see Note P): No specific instructor is identified because course will rotate through faculty responsible for GEOL curriculum.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 29 August 2007

Department Faculty: 4 September 2007

10. Name, Phone Number, and e-mail address of principal contact person: Jean Crespi, 6-0601, jean.crespi@uconn.edu

GEOL 290W (4050W)
Geoscience and Society
Generic syllabus

Course objective: To learn how to integrate knowledge obtained within courses in the major. This will be accomplished through reading and writing assignments, oral presentations, and group discussions designed to address how geological principles and processes relate to the solution of problems of concern to society.

Week 1 Background – topic 1

Week 2 Background – topic 1

Week 3 Identification and assignment of questions – topic 1

Week 4 Background – topic 2

Week 5 Background – topic 2; Topic 1 Q&A first draft DUE

Week 6 Writing workshops and individual meetings

Week 7 Identification and assignment of questions – topic 2; Topic 1 Q&A final draft DUE

Week 8 Background – topic 1; Topic 1 R first draft DUE

Week 9 Background – topic 1; Topic 2 Q&A first draft DUE

Week 10 Writing workshops and individual meetings; Topic 1 R final draft DUE

Week 11 Background – topic 2; Topic 2 Q&A final draft DUE

Week 12 Background – topic 2; Topic 2 R first draft DUE; Forum presentations DUE

Week 13 Forum presentations

Week 14 Follow-up of forum presentations; Topic 2 R final draft DUE

Grading:

Topic 1 Q&A first draft – 5 pts

Topic 1 Q&A final draft – 20 pts

Topic 1 R first draft – 5 pts

Topic 1 R final draft – 10 pts

Topic 2 Q&A first draft – 5 pts

Topic 2 Q&A final draft – 20 pts

Topic 2 R first draft – 5 pts

Topic 2 R final draft – 10 pts

Forum presentations – 10 pts

Final exam – 10 pts

Total – 100 pts

This document provides a generic syllabus for GEOL 290W (4050W) Geoscience and Society for the case in which two topics are covered. For each topic, the students will work together to formulate fundamental questions about the topic. The number of questions they come up with will be the same as the number of students enrolled in the course. Each student will be assigned or can choose one of these questions. Each student will write a 5-page paper addressing his or her question (noted as Q&A above). In addition, each student will be given another student's 5-page paper from which they must write a 3-page paper presenting an opposing viewpoint (noted as R above). A student does not necessarily need to agree with the opposing viewpoint he or she crafts. The total amount of writing will be 16 pages and a first draft will be critiqued for all writing assignments.

Scientific concepts relevant to the selected topics will be presented in lecture format during weeks denoted as background above.

There will be weekly reading assignments, which will provide the content for seminar-style discussions of the different topics. Reading assignments will be taken from sources such as *GSA Today* (a publication of the Geological Society of America), *Eos* (a publication of the American Geophysical Union), *Elements* (a joint publication of thirteen mineralogical/geochemical societies), *Scientific American*, and the primary literature.

The students will present their work in a forum to which geoscience faculty, graduate students, and undergraduate students will be invited. Each student will prepare 15 minutes of material for each of the two topics (10 minutes for his or her Q&A and 5 minutes for his or her R).

2007 - 75 Proposal to Change MATH 213

1. Date: 04/11/2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Removal of a restriction**

4. Current Catalog Copy for Math 213

Either semester. Three credits. Prerequisite: MATH 210 or 220 or instructor consent. Open to sophomores or higher. Not open for credit to students who have passed MATH 214 or CSE 254. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

5. Proposed Catalog Copy: _

Either semester. Three credits. Prerequisite: MATH 210 or 220 or instructor consent. **Open to sophomores or higher.** Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

6. Effective Date:

Justification

1. Reasons for changing this course:

Math 214 no longer exists and has not been taught for at least 13 years. Although there is some overlap with the material in CSE 254, we feel that the overlap has lessened over the years and students should not be penalized for wanting to take Math 213 as preparation for the later proof oriented mathematics courses.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: Computer Science, Reda Ammar, Dept Head

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No additional staff required

7. Dates approved by: _ Department Curriculum Committee:

4/18/2007_ Department

Faculty: 05/02/2007

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

David Gross, david.gross@uconn.edu, 486-1292

2007 - 76 Proposal to Add ENGL 2600

1. Date: September 7, 2007
2. Department requesting this course: **English Department**
3. Semester and year in which course will be first offered: **Fall 2008**

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

ENGL 2600. Introduction to Literary Studies.

Either semester. Three credits. Prerequisite: ENGL 110, 111, or 250. Open to English majors, others with instructor's consent.

Skills essential for the successful pursuit of a degree in English: textual analysis (close reading of poetry and prose), literary criticism and theory, research and citation methods, and critical writing about literature.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): **ENGL**
2. Course Number (see [Note B](#)): **2600**
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: **Introduction to Literary Studies**
4. Semester offered (see [Note C](#)): **Either.**
5. Number of Credits (see [Note D](#)): **03**
6. Course description **Skills essential for the successful pursuit of a degree in English: textual analysis (close reading of verse and prose), literary criticism and theory, research and citation methods, and critical writing about literature.**

Optional Items

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

Justification

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

This new course is designed specifically as a required entry-level course for English majors in a list of newly designed major requirements. Its purpose is to equip English majors with the skills and knowledge necessary for success in their studies including research techniques and proper citation method; the course will also introduce them to the vocabulary of scholarship, literary theory, and criticism and train them extensively in textual analysis. Through advising and explicit advise on the audit sheet students will be directed to take the course as soon as they declare as English majors or, if not offered that semester, at its first offering on the student's home campus. Many of our peer institutions have such a course, which would address weaknesses the faculty in the English Department has found in our undergraduate majors. (These weaknesses and the remedies for them have been discussed extensively in faculty meetings).

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

The need for this course grew out of discussions in department meetings resulting in part from recent efforts at assessment that included identification of weak areas in our majors' preparation.

The course will have the following units: A definition of literary history and a survey of the history of the discipline of English studies (2-4 weeks), techniques of textual analysis and close reading (4-6 weeks), methods of literary research (including basic research tools and databases) (2 weeks), a brief introduction to literary theory and writing about literature (2-4 weeks), understanding scholarship (close reading of research articles, with the aid of a book on literary terms) (2 weeks)

These units will help our students acquire an overview of the main aims and purposes of literary studies as well as a sense of the history of English studies as an academic discipline. The course will then turn to fostering essential skills such as careful textual analysis, the ability to undertake independent research, cite scholarship, write effectively about literature, and understand scholarship and criticism in the field.

3. Overlapping Courses (see Note M):

ENGL 114 would overlap, but will be dropped from the catalog if ENGL 2600 is approved.

ENGL 266, Studies in Criticism. This course represents a full-fledged and rigorous examination of literary theory, which contrasts with the introductory nature of the instruction envisioned for the proposed course. Ideally, however, Introduction to Literary Studies should point students towards 266 for further study.

4. Number of Students Expected: **90 per semester**
5. Number and Size of Section: **3 sections of 30 students**
6. Effects on Other Departments (see Note N): **None.**
7. Effects on Regional Campuses:

Any faculty member at a regional campus is qualified to teach this course. The committee that designed the course has several members from the regional campuses, and we ascertained that this course is manageable at the regionals.

8. Staffing (see Note P): 9. Dates approved by (see Note Q): **The committee that developed this course has agreed to staff it. As a required course in our reconfigured major, it will demand regular staffing, but this required course displaces other requirements in our previous major and so will represent a redistribution rather than addition of major seats required.**

Department Curriculum Committee:4/4/07

Department Faculty:4/11/07

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

2007 - 77 Proposal to Add ENGL 4695W

1. Date: September 7, 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing (see Note A):

ENGL 4695W. Advanced Studies in Early Literature

Either semester. Three credits. Prerequisites: ENGL 110, 111, or 250.

Advanced studies in literature written before 1800.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 4695W
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: Advanced Studies in Early Literature
4. Semester offered: Either
5. Number of Credits: 03
6. Course description: Advanced studies in literature written before 1800.

Optional Items

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

Justification

1. Reasons for adding this course: The English Department requires that students pass two courses with an exclusive focus on literature written before 1800. The department teaches a number of variable topics courses that may or may not focus on pre-1800 literature, or may partly focus on it, and in the past our description of the major has referred to courses that may "occasionally" meet this requirement depending on the topic. These sections have required a committee to decide in individual cases whether they qualify, and the department has been troubled by students seeking retrospectively to have such courses certified as meeting the requirement. ENGL 4695W can be listed in the catalog as always counting toward the pre-1800 requirement and eliminate the need for clumsy case-by-case consideration.
2. Academic Merit: Substantial experience with earlier literature provides cultural, literary, and linguistic perspectives necessary to the proper preparation of English majors. ENGL 4695, if approved, will join other capstone courses identified in their course titles as "Advanced Study" and satisfying general education requirements concerning both Information Literacy and Writing in the Major.
3. Overlapping Courses (see Note M): As usual, there may be some overlap with material covered in less advanced surveys of the medieval period (220), Renaissance (221), and Restoration/18th Century (222).
4. Number of Students Expected: 19 per year
5. Number and Size of Section: one section, capacity 19.
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: May be offered on regional campuses where qualified faculty are present.
8. Staffing (see Note P): Unchanged from present.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 4/4/07

Department Faculty: 4/11/07

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

2007 - 78 Proposal to Add ENGL 3695

1. Date: September 7, 2007
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

ENGL 3695. Studies in Early Literature

Either semester. Three credits. Prerequisites: ENGL 110, 111, or 250.

Studies in literature written before 1800.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3695
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: Studies in Early Literature
4. Semester offered: Either
5. Number of Credits: 03
6. Course description: Studies in literature written before 1800.

Optional Items

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

Justification

1. Reasons for adding this course: The English Department requires that students pass two courses with an exclusive focus on literature written before 1800. The department teaches a number of variable topics courses that may or may not focus on pre-1800 literature, or may partly focus on it, and in the past our description of the major has referred to courses that may "occasionally" meet this requirement depending on the topic. These sections have required a committee to decide in individual cases whether they qualify, and the department has been troubled by students seeking retrospectively to have such courses certified as meeting the requirement. ENGL 3695 (along with 4695W, a more advanced counterpart meeting the requirements for Writing in the Major and Information Literacy) can be listed in the catalog as always counting toward the pre-1800 requirement and eliminate the need for clumsy case-by-case consideration.
2. Academic Merit: Substantial experience with earlier literature provides cultural, literary, and linguistic perspectives necessary to the proper preparation of English majors.
3. Overlapping Courses (see [Note M](#)): As usual, there may be some overlap with material covered in less advanced surveys of the medieval period (220), Renaissance (221), and Restoration/18th Century (222).
4. Number of Students Expected: 30 per year
5. Number and Size of Section: one section, capacity 35.
6. Effects on Other Departments (see [Note N](#)): None.
7. Effects on Regional Campuses: May be offered on regional campuses where qualified faculty are present.
8. Staffing (see [Note P](#)): Unchanged from present.
9. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: 4/4/07

Department Faculty: 4/11/07

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

2007 - 79 Proposal to Change LING 322

1. Date: 7 Sep 2007
2. Department: **Linguistics**
3. Nature of Proposed Change: **Reduction in credits**

4. Current Catalog Copy:

LING 322. Syntax II

3 credits. Seminar. Prerequisite: LING 321.

Transformational analysis within a Chomskyan framework; deep structure, surface structure, universal conditions on the form and application of transformational rules.

4a. Special note: the following Catalog copy was approved by CLAS C&CC October 25, 2005, but was never incorporated into the catalog. The current proposal is to undo this change and revert to the number of credits in the existing Catalog copy.

[LING 322. Syntax II

5 credits. Seminar. Prerequisite: LING 321.

Transformational analysis within a Chomskyan framework; deep structure, surface structure, universal conditions on the form and application of transformational rules.]

5. Proposed Catalog Copy:

LING 322. Syntax II

3 credits. Seminar. Prerequisite: LING 321.

Transformational analysis within a Chomskyan framework; deep structure, surface structure, universal conditions on the form and application of transformational rules.

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

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

Justification

1. Reasons for changing this course:

Harmonize this discipline area with other "core" areas in our curriculum, each of which will now have a basic sequence of two three-credit courses.

2. Effect on Department's Curriculum: See preceding point. In addition, this will allow students to complete courses in all four core areas in their first year. The 5-credit syntax course made this impossible.

3. Other Departments Consulted (see Note N): n/a

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: unchanged

7. Dates approved by (see Note Q):

Department Curriculum Committee: 23 Aug 2007

Department Faculty: 23 Aug 2007

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

Jonathan Bobaljik, 6-1053, jonathan.bobaljik@uconn.edu

(Director of Graduate Studies)

2007 - 80 Proposal to Add PSYC 4XX/5300

1. Date: 11/12/06
2. Department requesting this course: **PSYCHOLOGY**
3. Semester and year in which course will be first offered: FALL 2007

Final catalog Listing

PSYC †4XX/5300. RESEARCH SEMINAR IN CLINICAL PSYCHOLOGY

1 credit, seminar. Open to graduate students in Clinical Psychology, others with permission. May be repeated for credit.

Advanced seminar presentations by faculty, graduate students, and visiting speakers on current theoretical developments and empirical research in clinical psychology.

Justification

1. Reasons for adding this course:

In the past, clinical psychology graduate students have attended this weekly seminar but without obtaining credit. The purpose of the seminar is to provide students access to cutting-edge research developments by others, as well as to provide a forum for informal oral presentations by students (as preparation for job and conference presentations, for example). The Clinical Division is requesting the new course in order to provide a mechanism for recognizing student participation.

Grades will be determined by attendance, participation, and presentation of one's own research.

2. Academic Merit

Clinical psychology is a rapidly developing field, and this seminar provides students with current theories and research through presentations by prominent clinical psychologists, by both researchers from within the University and by invited speakers.

3. Overlapping Courses: None.
4. Number of Students Expected: Approx. 10
5. Number and Size of Section: 1 section per semester
6. Effects on Other Departments: None
7. Staffing: Michelle Williams, Head of Clinical Division

8. Dates approved by

Department Curriculum Committee: November 13, 2006

Department Faculty: September 12, 2006

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

Inge-Marie Eigsti

486-6061

inge-marie.eigsti@uconn.edu

November 16, 2006

To Members of the Executive Committee of the Graduate Faculty:

I am coordinating an effort to establish a new graduate course for the clinical division of the Psychology Department, and as such, am submitting a proposal to the CLAS C&C committee. Before their review, I would like to request from your committee permission to grade this course on a Satisfactory/Unsatisfactory (S/U) basis.

This 1-credit course, to be named "Research Seminar In Clinical Psychology," is based on the clinical division's weekly colloquium series. Talks are presented by faculty from within the Psychology Department, other relevant departments within UConn, visiting faculty from nearby colleges (recent talks have including speakers from Yale, Brown, and Wesleyan), as well as by graduate students from the department. The purpose of this seminar is multi-fold: to give students (and faculty) exposure with current hot research topics, and to clinically-oriented research talk styles; and to provide a forum for students to give presentations themselves, in preparation for conference or job talks. One important reason for incorporating this talk series as a course is to provide students with the formal recognition on their transcripts that they are attending these talks, which do require time on their part.

Course grades will be based on student participation, as demonstrated by writing brief response papers about the presentations or by giving a talk themselves. Our expectation is that students will be motivated to attend these talks, even in the absence of an

external motivator of receiving a course grade. Indeed, as of this Fall semester series, attendance has been high and students have been actively participating in the Q&A.

The fine gradations of a letter-grade system would be inappropriate for the structure of this course, and would impose an inappropriate burden on the faculty member responsible for organizing this course (who will receive no teaching credit/relief for this activity). Based on our experiences at other universities, it is common to have a simple S/U grading system for this kind of low-demand course.

Please feel free to contact me if I can provide any clarification. Many thanks for considering this request.

Sincerely,

Inge-Marie Eigsti, Ph.D.
Assistant Professor
Department of Psychology, University of Connecticut
Unit 1020
Voice: 6-6021
Email: inge-marie.eigsti@uconn.edu

2007 - 81 Proposal to Change LING 360

1. Date: 4 Sep 2007
2. Department: **Linguistics**
3. Nature of Proposed Change: **Title Change**

4. Current Catalog Copy:

LING 360. Seminar in General Linguistics

3 credits. Seminar. Prerequisites: LING 308 and LING 321.
Topics in general linguistics at an advanced level.

5. Proposed Catalog Copy:

LING 360. Special Topics in Linguistics

3 credits. Seminar. Prerequisites: LING 308 and LING 321.
Topics in general linguistics at an advanced level.

6. Effective Date

Justification

1. Reasons for changing this course:
More consistent with course naming policy across the graduate school
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): n/a
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: unchanged
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4 Sep 2007
Department Faculty: 4 Sep 2007
8. Name, Phone Number, and e-mail address of principal contact person:
Jonathan Bobaljik, 6-1053, jonathan.bobaljik@uconn.edu
(Director of Graduate Studies)

2007 - 82 Proposal to Change CDIS 374

1. Date: September 6, 2007

2. Department: **Communication Sciences – Disorders (CDIS)**

3. Nature of Proposed Change: **change from 1 to 3 credits.**

4. Current Catalog Copy:

CDIS 374. Clinical Project in Speech-Language Pathology One credit. Independent Study. Written report and oral presentation on a client's clinical intervention. The clinical project must be successfully completed to graduate with an M.A. in speech-language pathology via the non-thesis track.

5. Proposed Catalog Copy:

CDIS 374. Clinical Project in Speech-Language Pathology Three credits. Independent Study. Written report and oral presentation on a client's clinical intervention. The clinical project must be successfully completed to graduate with an M.A. in speech-language pathology via the non-thesis track.

6. Effective Date: Spring semester 2008

Justification

1. Reasons for changing this course:

Description Change: This course was created three years ago for MA students who are in the final stages of their clinical training. Students are required to complete an extensive written description and oral presentation of a clinical intervention program they have managed. This capstone project requires the students to critically evaluate current literature, and to integrate and synthesize knowledge that they have obtained during this two year MA program. After several years of offering this as a one credit course, the faculty has agreed that the scope of the project is similar to a masters' level thesis. Therefore, we are requesting that course be increased from one to three credits.

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: CDIS staffing. No changes from present.

7. Dates approved by:

Department Curriculum Committee: 8/28/07

Department Faculty: 8/28/07

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

a) Bernard Grela, Graduate Committee Chair, 486-3394, Bernard.grela@uconn.edu

b) Carl Coelho, Chair, CDIS C&C committee, 486-4482, carl.coelho@uconn.edu