

# Departmental Course Proposals for the 16 October 2007 Meeting

## A. Departmental Proposals upon which action was postponed earlier

### 2007 - 73a Proposal to Change PSYC 205

1. Date: October 8, 2007

2. Department: **Psychology**

3. Nature of Proposed Change: **Change of prerequisites from Psychology 132 or Biology 100, 102 or 107 to Psychology 132 and Biology 102 or 108; open to juniors and higher.**

4. Current Catalog Copy:

Psyc 205. Introduction to Behavioral Genetics First Semester. Three Credits. Prerequisites: PSYC 132 or BIOL 102, 103, 107 or 108; ENGL 110 or 111 or 250. Open to juniors or higher. Methods, concepts and findings of behavioral genetics in animals and humans.

### 5. Proposed Catalog Copy:

Psyc 205. Introduction to Behavioral Genetics First Semester. Three Credits. Prerequisites: PSYC 132 and BIOL 102 or 107 and 108; ENGL 110 or 111 or 250. Open to juniors and seniors. Methods, concepts and findings of behavioral genetics in animals and humans.

6. Effective Date (Spring, 2008 --

### Justification

1. Reasons for changing this course: Students who do not have Psyc 132 are at a disadvantage in the behavioral part 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): Dave Knecht of Biology and I exchanged Emails regarding the biology prerequisites.

On 9/24/07, Dave wrote, "The question was more specific. I can see why you would suggest a biology class. What was curious that you listed both majors courses (107, 108) and non-majors courses (102, 103). I just wanted to make sure that it was intentional and not an oversight. The audience and sophistication of the two sets of courses is quite different."

On 9/24/07, I responded, "Thanks for the clarification. Students who take Biol 102 usually do not take 107 and 108, and those who take Biol 107 and 108 usually do not take 102. By having 102 or 107 and 108 as prerequisites, both majors and non-majors could take the course. Either will adequately prepare them to take Psych 205(W)."

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 - 73b Proposal to Change PSYC 205W**

1. Date: October 8, 2007

2. Department: **Psychology**

3. Nature of Proposed Change: **Change of prerequisites for Psychology 205W from Psychology 132 or Biology 102, 103, 107 or 108; ENGL 110 or 111 or 250; open to juniors or higher to Psychology 132 and Biology 102 or 108; ENGL 110 or 111 or 250. Open to juniors and seniors.**

4. Current Catalog Copy:

Psyc 205W. Introduction to Behavioral Genetics First Semester. Three Credits. Prerequisites: PSYC 132 or BIOL 102, 103, 107 or 108; ENGL 110 or 111 or 250. Open to juniors or higher. Methods, concepts and findings of behavioral genetics in animals and humans.

**5. Proposed Catalog Copy:**

Psyc 205W. Introduction to Behavioral Genetics First Semester. Three Credits. Prerequisites: PSYC132 and BIOL 102 or 107 and 108; ENGL 110 or 111 or 250. Open to juniors and seniors. Methods, concepts and findings of behavioral genetics in animals and humans.

6. Effective Date (Spring, 2008 --

**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): Dave Knecht of Biology and I exchanged Emails regarding the biology prerequisites.

On 9/24/07, Dave wrote, "The question was more specific. I can see why you would suggest a biology class. What was curious that you listed both majors courses (107, 108) and non-majors courses (102, 103). I just wanted to make sure that it was intentional and not an oversight. The audience and sophistication of the two sets of courses is quite different."

On 9/24/07, I responded, "Thanks for the clarification. Students who take Biol 102 usually do not take 107 and 108, and those who take Biol 107 and 108 usually do not take 102. By having 102 or 107 and 108 as prerequisites, both majors and non-majors could take the course. Either will adequately prepare them to take Psych 205(W)."

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 - 98 Proposal to Change HEB 218/ HIST 218/ JUDS 218 / CAMS 256**

1. Date: 9/19/07

2. Department: **Modern and Classical Languages**

3. Nature of Proposed Change: **change from “recommended preparation” to “prerequisite”**

4. Current Catalog Copy:

**Heb 218 Palestine Under the Greeks and Romans** (Also offered as CAMS 256, HIST 218, and JUDS 218). Either semester. Three credits. Recommended preparation: HIST 213 or 214 or 216 or INTD 294 or JUDS 202. Taught in English. May not be used to meet the foreign language requirement. *Miller*  
The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

5. Proposed Catalog Copy: Changes indicated in bold:

**Heb 218 Palestine Under the Greeks and Romans** (Also offered as CAMS 256, HIST 218, and JUDS 218). Either semester. Three credits. **Prerequisite:** HIST 213 or 214 or 216 or **CAMS 101 or 102 or 253 or INTD 294 or Heb 103 or JUDS 202 or instructor consent.** Taught in English.

May not be used to meet the foreign language requirement. *Miller*

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

6. Effective Date Immediately, for Spring, 2008.

**Justification**

1. Reasons for changing this course:

This course has been offered for over a decade and has with each year attracted students who did not have the “recommended preparation.” Students taking this course must have some preparation in at least one of the following: Ancient history or civilization, Jewish history or civilization, or Biblical Studies.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: Prof. Stuart Miller has always taught this course and will continue to do so.

7. Dates approved by (see Note Q):

Department Curriculum Committee:9/28/07

Department Faculty: 9/28/07

History Dept approval (S Roe) 3 October 2007

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

Stuart S. Miller, [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu), 486 3386

**2007 - 99 Proposal to offer PRLS & SOCI 298 "Special Topics" Courses (joint proposal)**

1. Date of this proposal: 9/18/07
2. Semester and year 298 will be offered: Spring 2008
3. Department: **Sociology & Institute of Puerto Rican and Latino Studies**

4. Title of course: **Introduction to Latin@ Studies**

5. Number of Credits: 3

6. Instructor: Guillermo Rebollo-Gil

7. Instructor's position: Assistant Professor

8. Has this topic been offered before?: No

10. Short description:

This course is meant to serve as an introduction to the field of Latin@ studies. It will explore some of the most recent and important theoretical trends in the field. This course will be taught from a Critical Race and Human Rights perspective as it seeks to discuss some of the most pressing issues within and around Latin@ communities in the U.S., Latin America and the Caribbean. As such, it seeks to break with popular yet problematic notions of a monolithic "Latinidad" by focusing on several groups of Latin@ peoples with an eye to the specificity of their experiences. Additionally, the course will explore U.S. society's contradictory visions of Latin@ peoples (e.g. "The Browning of America" vs. "Latin@s as perennial foreigners") in an effort to ascertain their present social position.

11. Please attach a sample/draft syllabus to first-time proposals: Syllabus is attached.

12. Comments, if comment is called for: None.

13. Dates approved by:

PRLS Curriculum Committee: 9/18/07; Faculty: 9/18/07

SOCI Curriculum Committee: 9/26/07; Department Faculty: 10/03/07

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

Guillermo Rebollo-Gil

486-4611, Guillermo.rebollo-gil@uconn.edu

**SOCI 298**

*Introduction to Latin@ Studies*

*Draft Syllabus*

Instructor: Guillermo Rebollo-Gil, PhD

Office: 223 Manchester

Phone: 486-4611

Email: guillermo.rebollo-gil@uconn.edu

**Course Description and Objectives**

This course is meant to serve as an introduction to the field of Latin@ studies. It will explore some of the most recent and important theoretical trends in the field right now. This course will be taught from a Critical Race and Human Rights perspective as it seeks to discuss some of the most pressing issues within and around Latin@ communities in the U.S., Latin America and the Caribbean. As such, it seeks to break with popular yet problematic notions of a monolithic "Latinidad" by focusing on several groups of Latin@ peoples with an eye to the specificity of their experiences. Additionally, course will explore U.S. society's contradictory visions of Latin@ peoples (e.g. "The Browning of America" vs. "Latin@s as perennial foreigners") in an effort to ascertain their present social position.

As it pertains to the classroom dynamics, the success of this course depends on the active participation of its members. It is designed to be a space for intellectual and scholarly discussion and debate. Readings are meant to serve as a conceptual starting point for class discussion. Students are expected to bring in and contribute their own ideas, opinions etc., as well as offer constructive criticism to those of their colleagues.

**Required Readings:**

1) Brennan, Denise (2004). *What's Love Got to Do with It?: Transnational Desires and Sex Tourism in the Dominican Republic*. Duke University Press.

- 2) Dávila, Arlene (2004). *Barrio Dreams: Puerto Ricans, Latinos and the Neoliberal City*. University of California Press
- 3) Gómez-Peña, Guillermo (1996). *The New World Border: Prophecies, Poems and Loqueras for the End of the Century*. City Lights Books.
- 4) Luibhéid, Eithne and Lionel Cantú (eds). (2005). *Queer Migrations: Sexuality, U.S. Citizenship and Border Crossings*. University of Minnesota Press.
- 5) Menjívar Cecilia and Néstor Rodríguez (eds). (2005). *When States Kill: Latin America, the U.S. and Technologies of Terror*. University of Texas Press.
- 6) Rivero, Yeidy (2005). *Tuning out Blackness: Race and Nation in the History of Puerto Rican Television*. Duke University Press
- 7) U.N. Declaration of Human Rights (Available Online)

### Information for Students with Disabilities

In compliance with University of Connecticut policy and equal access laws, I am available to discuss appropriate academic accommodations that may be recommended for students with disabilities. If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact me and the Center for Students with Disabilities or University Program for Students with Learning Disabilities as soon as possible.

### Grading and Assignments:

Students are expected to adhere to the guidelines set forth in the Student Conduct Code. This course adheres to the University of Connecticut's definition of Academic misconduct and plagiarism.

Short Papers: 30%  
 Final Paper: 40%  
 Final Exam: 30%

### Short Papers:

There will be six short (2-3 pgs.) papers required for this course. Students are expected to bring them to class for discussion on the assigned dates on the schedule below. Short papers are designed to give students the opportunity to comment on, critique and/or expand on one or more aspects of weekly readings. Students are encouraged to bring in outside readings/materials into their short paper topics as well as use this particular assignment for the development of ideas/arguments for their final paper project.

### Final Paper:

Students are required to write an 8-10 page research paper on any topic/issue related to the field of Latin@ studies. Papers will be judged on the strength and quality of the topic, its relevance to class material and the clarity and correctness of the written expression. Further information about this assignment will be provided over the course of the semester.

### Final Exam:

There will be one final exam to be given on the scheduled date and time during final exam week. Exam will consist of two essay questions, which will test concepts, ideas, theories discussed over the course of the semester. More information about this assignment will be provided during the semester.

### Tentative Schedule\*:

- Week One (1/22-1/24)  
 -Course Introduction: *Critical Race, Latin@s and the U.S. Racial Imaginary*
- Week Two (1/29-1/31)  
 -**Short Paper One Due 1/31**  
 -*Minstrelsy and the Cosmic Race: Racial Constructs in Latin America/Caribbean*  
 -Rivero, pp.1-114
- Week Three (2/5-2/7)  
 -*Correspondence and Conflict: Race in the Latin America/ Race in the States*  
 -Rivero, pp. 115-197
- Week Four (2/12-2/14)  
 -**Short Paper Two Due 2/14**  
 -*Whiteness, Human Rights and State Violence*  
 -Menjívar and Rodríguez, TBA  
 -U.N. Declaration of Human Rights
- Week Five (2/19-2/21)  
 -*State Violence (cont.)*  
 -Menjívar and Rodríguez, TBA
- Week Six (2/26-2/28)  
 -**Short Paper Three Due 2/28**  
 -*Border as Lived Reality/ Border as Trope*

- Gómez-Peña, pp. 1-126
- Week Seven (3/4-3/6)
  - Hyphenate Everything!: The Fuzzy Spaces of Culture and Identity*
  - Gómez-Peña, pp. 127-239
- Week Eight (3/11-3/13)
  - Spring Break**
- Week Nine (3/18-3/20)
  - Short Paper Four Due 3/20**
  - The Sticking Points of a Transnational Space: Migration and Immobility*
  - Brennan, pp. 1-118
- Week Ten (3/25-3/27)
  - Migration and Immobility (cont.)*
  - Brennan, pp. 119-219
- Week Eleven (4/1-4/3)
  - Short Paper Five Due 4/3**
  - Sex, Race and Citizenship*
  - Luibhéid and Cantú, pp. ix-91
- Week Twelve (4/8-4/10)
  - Sex, Race and Citizenship (cont.)*
  - Luibhéid and Cantú, pp. 92-145, 161-188
- Week Thirteen (4/15-4/17)
  - Short Paper Six Due 4/17**
  - CosmoLatino: Culture, Space and Globalization*
  - Dávila, pp. 1-127
- Week Fourteen (4/22-4/24)
  - CosmoLatin Ethics: Marketing and Empowerment*
  - Dávila, pp. 128-214
- Week Fifteen (4/29-5/1)
  - Final Paper Due 5/1**
  - Course Summary
- Exam Week (5/5-5/10)
  - Final Exam**

**\*I reserve the right to make any changes to the Reading and Paper Schedule at any time.**

## B New Departmental Proposals

### 2007 - 113 Proposal to Change the STAT Major

1. Date: Oct 1, 2007
2. Department requesting this change: **Statistics**
3. Title of Major: **Statistics and Mathematics-Statistics**
4. Nature of Change: **Inclusion of the following sentence in the catalog under the Statistics program: "Stat 200 and 202W may not be counted toward the Statistics or the Mathematics-Statistics major"**.

#### 5. Current Catalog Copy:

The Department of Statistics offers work leading to degrees in theoretical and applied statistics.

At the undergraduate level, the department offers a major in statistics and a major in mathematics-statistics, the latter is offered jointly with the Mathematics Department.

The statistics major requires 24 credits at the 200 level in statistics, including [STAT 230](#) and [231](#). [MATH 215](#) or [227](#) and [CSE 110](#) or [130](#) are strongly recommended. Since [STAT 230](#) has [MATH 210](#) or 220 as a prerequisite, students should begin the calculus sequence as soon as possible.

Students without mathematical background who wish some skill in statistical methodology should take [STAT 110](#) followed by [201](#). Students interested in the statistical analysis of business and economic data should take [STAT 100](#) followed by [201](#). Students with the appropriate calculus prerequisite should take [STAT 220](#) rather than [STAT 110](#) or [100](#) and [201](#). [STAT 242](#) and [243](#) are appropriate continuations for each of these three introductory sequences. Students interested in statistics as a mathematical discipline should complete [STAT 230-231](#).

Students who complete the requirements for the statistics major will satisfy the computer technology requirement. To satisfy the information literacy competency and writing in the major requirement, statistics majors must take the [STAT 200](#) and [202W](#) sequence.

The mathematics-statistics major requires a total of 36 credits at the 200-level in mathematics and statistics (in addition to [MATH 210](#) or 220), with at least 12 credits in each department. The required courses in the mathematics-statistics concentration are [MATH 215](#) or [227](#), and [211](#) or [221](#), and [STAT 230](#) and [231](#).

Students who complete the requirements for the mathematics-statistics major will satisfy the computer technology requirement. To satisfy the information literacy competency and writing in the major requirement, mathematics-statistics majors must take one of the following courses: [MATH 201W](#), [202W](#), [242W](#), [292W](#), or the [STAT 200](#) and [202W](#) sequence.

A minor in Statistics is described in the [Minors](#) section.

#### 6. Proposed Catalog Copy:

The Department of Statistics offers work leading to degrees in theoretical and applied statistics.

At the undergraduate level, the department offers a major in statistics and a major in mathematics-statistics, the latter is offered jointly with the Mathematics Department.

The statistics major requires 24 credits at the 200 level in statistics, including [STAT 230](#) and [231](#). [MATH 215](#) or [227](#) and [CSE 110](#) or [130](#) are strongly recommended. Since [STAT 230](#) has [MATH 210](#) or 220 as a prerequisite, students should begin the calculus sequence as soon as possible.

Students without mathematical background who wish some skill in statistical methodology should take [STAT 110](#) followed by [201](#). Students interested in the statistical analysis of business and economic data should take [STAT 100](#) followed by [201](#). Students with the appropriate calculus prerequisite should take [STAT 220](#) rather than [STAT 110](#) or [100](#) and [201](#). [STAT 242](#) and [243](#) are appropriate continuations for each of these three introductory sequences. Students interested in statistics as a mathematical discipline should complete [STAT 230-231](#).

Students who complete the requirements for the statistics major will satisfy the computer technology requirement. To satisfy the information literacy competency and writing in the major requirement, statistics majors must take the [STAT 200](#) and [202W](#) sequence.

The mathematics-statistics major requires a total of 36 credits at the 200-level in mathematics and statistics (in addition to [MATH 210](#) or 220), with at least 12 credits in each department. The required

courses in the mathematics-statistics concentration are [MATH 215](#) or [227](#), and [211](#) or [221](#), and [STAT 230](#) and [231](#).

Students who complete the requirements for the mathematics-statistics major will satisfy the computer technology requirement. To satisfy the information literacy competency and writing in the major requirement, mathematics-statistics majors must take one of the following courses: [MATH 201W](#), [202W](#), [242W](#), [292W](#), or the [STAT 200](#) and [202W](#) sequence. **Stat 200 and 202W may not be counted toward the Statistics or the Mathematics-Statistics major.**

A minor in Statistics is described in the [Minors](#) section.

7. Effective Date: Fall, 2008 .

### **Justification**

1. Why is a change required?

STAT200 and 202W were included to satisfy the Writing in Major requirement, and serve very well in this regard. However, the probabilistic/statistical content in these courses is not sufficient to warrant their use by students for credits toward the major (either Statistics or Mathematics-Statistics).

2. What is the impact on students? This sentence will clarify to students the role of these two courses, specifically that ST200 and ST202W enable them to satisfy their Writing in the Major requirement. This change has been discussed with the Mathematics department.

3. What is the impact on regional campuses? None

4. Dates approved: Department Curriculum Committee: **Sep 26, 2007**  
Department Faculty: **Sep 26, 2007**

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

**Nalini Ravishanker, Undergrad. Director, 6-4760, [nalini.ravishanker@uconn.edu](mailto:nalini.ravishanker@uconn.edu)**  
**Rick Vitale, Statistics C&C Committee, 6-2008, [r.vitale@uconn.edu](mailto:r.vitale@uconn.edu)**



**2007 - 114 Proposal to Change FREN 169 [pending approval dates]**

1. Date: **September 30, 2007**
2. Department: **Modern and Classical languages**
3. Nature of Proposed Change: **Title and description**

4. Current Catalog Copy:

FREN 169. French Modernity.

Either semester. Three credits. Conducted in English.

Texts reflecting France's emergence and status as a modern nation. France as an "exceptional culture" based on principles of universalism and inclusion.

CA 1. CA 4-INT.

**5. Proposed Catalog Copy:**

**FRENCH 1169. French Modernity and its "Others."**

Either semester. Three credits. Conducted in English.

France's emergence and status as a modern nation, with a focus on the opposition between its founding universalism, and those specific individuals, movements and trends representing resistance or exceptions to this abstract notion.

**CA 1. CA 4-INT**

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

**Justification**

1. Reasons for changing this course: **To reflect more accurately actual course content and methodology.**

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: **Celestin, DalMolin**

7. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: **Roger Celestin; 6-3091; roger.celestin@aol.com**

**2007 - 115 Proposal to Add FREN 280 (3280) (Pending revision, approvals)**

1. Date: **September 30, 2007**
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: **Fall 2008**

Final catalog Listing

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **MCL**
2. Course Number (see Note B): **3280**  
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? \_\_\_ Yes **X** No
4. Semester offered (see Note C): **Both semesters**
5. Number of Credits (see Note D): **3**
6. Course description (second paragraph of catalog entry -- see Note K): **Fiction and non-fiction by French and Francophone Women.**

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G): **FREN 3261W or 3262W or consent of instructor**
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable.
12. Repetition for credit, if applicable (see Note I): **With a change in content, this course may be repeated for credit.**
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores: **Open to sophomores or higher**
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: **There is no course offered presently in the French and Francophone Studies program that deals specifically and exclusively with women's writing in the French speaking world.**
2. Academic Merit: **The course will focus on a selection of fiction and non-fiction in the French-speaking world written by women. Its objective is to familiarize students with an often-neglected body of literature in the French and Francophone traditions.**
3. Overlapping Courses: **None**
4. Number of Students Expected: **15-20**
5. Number and Size of Section: **1; 20.**
6. Effects on Other Departments: **None**
7. Effects on Regional Campuses: **None**
8. Staffing (see Note P): **DalMolin, Berthelot.**
9. Dates approved by (see Note Q):  
Department Curriculum Committee:  
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person: **Roger Celestin; 6-3091; roger.celestin@uconn.edu**

## **2007 - 116 Proposal to Change the INDS Minor**

1. Date: 10/3/07
2. Department requesting this change: **India Studies Program**, Office of International Affairs
3. Title of Minor: **India Studies**
4. Nature of Change: **Add a course option**
5. Existing catalog Description of the Minor:  
Completion of a minimum of fifteen credits at the 200 level is required, including at least 2 courses from Group A and at least two courses from Group B. In addition the India Studies minor requires the completion of INDS 296 or participation in an approved, credit-bearing Study Abroad program in India. Any remaining credits can be completed in INDS courses or an additional course from Group A or B. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program
6. **Proposed catalog Description of the Minor:**  
Completion of a minimum of fifteen credits at the 200 level is required, including at least 2 courses from Group A and at least two courses from Group B. In addition the India Studies minor requires the completion of INDS 296 or participation in an approved, credit-bearing Study Abroad program in India. Any remaining credits can be completed in INDS courses, an additional course from Group A or B, or any independent study that focuses on India (approved by coordinator of India Studies). Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program
7. Effective Date: Fall Semester 2007

### **Justification**

1. Why is a change required?  
A faculty member supervising an independent study that focuses on India may prefer that the course be listed with his/her own department number rather than INDS 299. A student who wishes to minor in India Studies should be able to count this course toward the minor.
2. What is the impact on students?  
It will make it possible for a student to focus on a wider range of topics regarding India.
3. What is the impact on regional campuses?  
It provides the same opportunity for a student at a regional campus.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).  
See attached Plan of Study

### **Approvals:**

India Studies CLAS C&C subcommittee 9/14/2007  
India Studies Board 9/18/2007

### **INDIA STUDIES MINOR College of Liberal Arts and Sciences Plan of Study**

The India Studies Minor requires the completion of a minimum of 15 credits at the 200 level, at least two courses from Group A and at least two courses from Group B. Remaining credits can be completed in INDS courses or an additional course from Group A or B. In addition the India Studies minor requires participation in an approved study abroad program that includes at least three weeks in India with the completion of at least one course, or the completion of INDS 296. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take a language course in the Critical Languages program.

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

Check courses you have completed from Group A

- HIST 277 (also AASI 277). Modern India
- POLS 279/279W. South Asia in World Politics
- SOCI 222/ (also AASI 222). Asian Indian Women: Activism and Social Change in India and the United States
- PHIL 263 - Oriental Philosophy and religion
- ENGL 218. Literature and Culture in the Third World (When regional focus is India)
- INDS 210. Ancient and Indian Classical literature in Translation
- ART 244. Indian Art and Popular Culture

Check courses you have completed from Group B

- SOCI 258/258W. The Developing World
- POLS 203/203W. Women and Development
- ECON 247/247W. Economic Development
- ARE 255. Role of Agriculture in Development
- ENG 227/227W. World Literature in English
- AH 216 (also AASI 216). Asian Medical Systems
- INDS 295
- other INDS course (list title and credits here:  
\_\_\_\_\_ )

Independent Study focusing on India from another department  
(Indicate department, title of course, and credits here)  
\_\_\_\_\_ )

Indicate whether you have completed a thesis or study abroad

- Thesis: INDS 296
- Study Abroad: INDS 293 or completion of at least one course (list title and credits here:  
\_\_\_\_\_ )

Name of Student: \_\_\_\_\_

I approve the above program for the Minor in India Studies  
(signed) \_\_\_\_\_

Coordinator of India Studies

## 2007 - 117 Proposal to Change PHYS 256

1. Date: 10-2-2007
2. Department: **Physics**
3. Nature of Proposed Change: **Change prerequisites**

### 4. Current Catalog Copy:

#### **256. Electronics**

Second semester. Three credits. Two class periods and one 3-hour laboratory period. Recommended preparation: [PHYS 132](#) or [142](#) or [152](#).

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

### 5. Proposed Catalog Copy:

#### **256. Electronics**

Second semester. Three credits. Two class periods and one 3-hour laboratory period.

Prerequisites: [PHYS 123, or 132](#), or [142](#), or [152](#) or consent of the instructor.

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

### 6. Effective Date immediately:

### Justification

1. Reasons for changing this course: If we had left the "recommended preparation" language, then with the new numbering system any student, regardless of his/her preparation, would not have been barred from taking this course. This is an advanced laboratory course, that requires a thorough understanding of the principles of electricity and magnetism. Hence the mandatory prerequisites are required.

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: no alteration required

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

Department Curriculum Committee: 9-27-07

Department Faculty: 10-5-07

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

George Rawitscher, 6-4377, [george.rawitscher@uconn.edu](mailto:george.rawitscher@uconn.edu)

## **2007 - 118 Proposal to Change PHYS 281**

1. Date: 10-2-2007
2. Department: **Physics**
3. Nature of Proposed Change: **Change prerequisites**

### 4. Current Catalog Copy:

#### **281. Optics**

First semester. Four credits. Three class periods and one 3-hour laboratory period. Recommended preparation: [PHYS 255](#).

An introduction to geometrical and physical optics. Thick lenses, stops, aberrations, interference, diffraction, polarization.

### 5. Proposed Catalog Copy:

#### **281. Optics**

First semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisites: [PHYS 209 or 255, which can be taken concurrently, or consent of the instructor](#).

An introduction to geometrical and physical optics. Thick lenses, stops, aberrations, interference, diffraction, polarization.

6. Effective Date immediately:

### **Justification**

1. Reasons for changing this course: Had left the "recommended preparation" language, then with the new numbering system any student, regardless of his/her preparation, would not have been barred from taking this course. This is an upper level course, that requires a good understanding of the principles of electricity and magnetism. Hence the mandatory prerequisites are required.

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: no alteration required

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

Department Curriculum Committee: 9-27-07

Department Faculty: 10-5-07

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

George Rawitscher, 6-4377, [george.rawitscher@uconn.edu](mailto:george.rawitscher@uconn.edu)

**Summary of Proposed DPP CLAS C&C ( Proposals nos 2007-119 to 127)  
Pending Sociology Comment**

<b>Course name and number</b>	<b>Change</b>
PP 101 and URBN 220	Modify Public Policy Minor to remove the PP 101 requirement and allow URBN 220 to meet Public Policy Minor requirements
PP 2XX Survey Research Methods	Cross list with URBN 220 Survey Research Methods
PP 370 Applied Research Design	Name change from: PP 370 Applied Research Methods I for Public Administration
PP 376 Applied Quantitative Methods	Name Change from: PP 376 Applied Research Methods II for Public Administration
PP 381 Quantitative Methods for Survey Research	Drop the course
PP 382 Advanced Quantitative Methods	Name change from: PP 382 Advanced Quantitative Methods for Survey Research
PP 3XX Information Technology Management for Public Policy(1 credit)	Create course
PP 3XX Attitude Formation	Create course
PP 3XX Qualitative Methods	Create course

**[Some of the following PP proposals remain subject to response from other departments -- 14 October 2007]**

**2007 - 119 Proposal to Change the PP Minor**

1. Date: September 28, 2007
2. Department requesting this change: **Public Policy**
3. Title of Minor: **Public Policy**
4. Nature of Change: **Drop requirement of taking PP 101 and allow URBN 220 to meet minor requirements..**

5. Existing catalog Description of the Minor:

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires 18 credits in total, consisting of one 100 level course and five 200 level courses. Students interested in the Public policy Minor are encouraged to complete Economics 112 and Statistics 101Q (or equivalent).

Requirements:

a) PP 101; b) PP 220; and PP 276; c) Students choose 9 credits of additional PP 200-level courses in consultation with their academic advisors. PP 300 level courses can be used to meet this requirement.

**6. Proposed catalog Description of the Minor:**

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires 15 credits at the 200 level or above. Students interested in the Public policy Minor are encouraged to complete Public Policy 101, Economics 112 and Statistics 101Q (or equivalent).

Requirements:

a) PP 220; and PP 276; b) Students choose 9 credits of additional PP 200-level courses in consultation with their academic advisors. URBN 220 and PP 300 level courses can be used to meet this requirement.

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

### **Justification**

1. Why is a change required?

A number of students decide to pursue a Public Policy minor during their junior and even senior year. For many of those students it is neither academically beneficial nor practical to take PP 101. PP 101 is not a prerequisite for 200 level PP courses and together PP 220 and PP 276 are sufficient to provide the core knowledge and skills that people completing the minor are expected to develop. At the Greater Hartford Campus, the primary home of the minor, 200 level courses are in relatively short supply, which makes it more challenging for students to meet minimum CLAS graduation requirements in a timely manner. Thus, some juniors and seniors may be precluded from taking a 100 level social science class by the need to fill other graduation requirements.

URBN 220 is a class in Survey Research Methods, which is typically taught by DPP faculty. Survey research methods are used extensively in public policy research, analysis and evaluation, and teaching survey research methods is a core part of the DPP mission. Thus, URBN 220 is an appropriate part of the minor. DPP has a proposal to cross-list this course under a PP number. Explicitly stating that URBN 220 can satisfy requirements for the minor will allow students who have only registered for the URBN 220 version of this course to count it towards the minor requirements.

2. What is the impact on students?

Both changes will make it easier for students to complete a minor in public policy even if they have not started coursework in Public Policy until their junior year. The requirements of PP 220 and PP 276 will ensure that all students still have an opportunity to achieve core knowledge and skills expected from minors.

3. What is the impact on regional campuses? See impacts specified in the answer to question 2.

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

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 14, 2007

Department Faculty: September 14, 2007 & reapproved with small changes, by email vote on October 2, 2007

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

Robert Bifulco [robert.bifulco@uconn.edu](mailto:robert.bifulco@uconn.edu) 860-570-9029

University of Connecticut, College of Liberal Arts and Sciences  
**Public Policy Minor Requirements Audit Sheet**

Last revised: September 27, 2007

**Instructions to students:** When you are preparing your final plan of study, you must obtain Department approval that you have satisfied requirements for the Public Policy Minor. Contact the Department at 860-570-8343 (4<sup>th</sup> Floor Library Building, Greater Hartford Campus) for information on how to locate the department head or a key adviser. Obtain either signature on this form. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. Substitutions are not possible for required courses in a minor.

Name: \_\_\_\_\_ Student ID number: \_\_\_\_\_



Signature: \_\_\_\_\_

email: \_\_\_\_\_

**REQUIREMENTS FOR THE MINOR**

A. 200 Level Required Courses

PP 220 \_\_\_\_\_(3 credits) Public Policy Research Methods I

PP 276 \_\_\_\_\_(3 credits) Public Policy

B. Additional 200 Level PP courses totaling at least 9 credits chosen in consultation with your advisor. URBN 220 and PP 300 level courses can be used to meet this requirement.

Course Number	Number of Credits	Course Name

I approve the above program for the Minor in Public Policy

(signed) \_\_\_\_\_ Dept. of Public Policy Minor Advisor

## 2007 - 120 Proposal to Cross List URBN 220 / PP 223

1. Date: September 28, 2007
2. Department initiating this proposal: **Public Policy**

### 3. Current Catalog Copy/Copies:

#### **URBN 220. Survey Research Methods**

Either semester. Three credits. Open to sophomores or higher. Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

### 4. Proposed Catalog Copy/Copies:

#### **URBN 220. Survey Research Methods**

(Also offered as PP 223). Either semester. Three credits. Open to sophomores or higher. Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

#### **PP 223. Survey Research Methods**

(Also offered as URBN 220). Either semester. Three credits. Open to sophomores or higher. Theory and practice of surveys, including overall project design, questionnaire development, sampling, methods of data collection and data analysis.

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

### **Justification**

1. Reasons for adding this course if it is a new course:
2. Reasons for cross listing this course:

The Department of Public Policy (DPP) is home to the Master of Survey Research program and has several faculty expert in social science survey research. The last two times the course has been taught it was taught by an adjunct with a long standing relationship with the Master of Survey Research program. Prior to that the course was taught under the URBN 298 designation by a graduate of the Master of Survey Research program. The course is likely to be taught by DPP faculty for the foreseeable future.

DPP is newly created department which did not exist when the URBN 220 course was created in 2004. If the department had existed at the time, the course would have been given a PP designation as well as URBN designation when it was first created.

A Public Policy minor was created by DPP and approved by CLAS on Spring 2006. This minor focuses on developing skills in public policy analysis and evaluation. Survey research methods are used extensively in public policy research, analysis and evaluation. Adding a PP course designation to this course will allow the course to count toward the requirements of the public policy minor.

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

URBN 220 was created and approved in 2004 to help Tri-Campus Urban and Community Studies (UCS) majors develop skills in social science research. It currently satisfies the methods requirement in the UCS major. Thus, an URBN number as well as a PP number remains appropriate. Given the role of survey research in public policy evaluation the course is appropriate to meet requirements of the DPP Public Policy minor.

4. Other Departments Consulted: Robert Fisher, Director of UCS, fully supports the cross-listing.
5. Effects on Regional Campuses: Cross-listing this course will make the Public Policy minor more feasible for Tri-campus students.
6. Staffing: Staffing will be provided by the Department of Public Policy.

### **Approvals**

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

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

Urban Community Studies  
Department of Public Policy

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

Department or Program Curriculum Committee:  
Approved by UCS Curriculum Committee October 6, 2006. This approval was confirmed with UCS Director on September 25, 2007.  
DPP did not have a separate undergraduate curriculum committee in fall of 2006. However, the proposal was approved by members of the current undergraduate committee on September 14, 2007.

Department or Program Faculty:  
Approved by vote of DPP Faculty October 16, 2006, and reapproved by vote of DPP faculty on September 14, 2007.

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

Robert Bifulco, 860-570-9029, robert.bifulco@uconn.edu

**2007 - 121 Proposal to Add PP 3XX**

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

**Final catalog copy****PP 3XX. Attitude Formation**

3 credits. Seminar.

Theories of attitude formation and attitude change.

**Items included in catalog Listing:****Obligatory Items**

1. Standard abbreviation for Department or Program: PP
2. Course Number: 3XX
3. Course Title: Attitude Formation
4. Course description:  
Theories of attitude formation and attitude change.
5. Number of Credits: 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
Seminar

**Optional Items**

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

**Justification**

1. Reasons for adding this course: This is a required course in the MA in Survey Research (MSR) program. It has been developed, and taught, as PP 397 Special Topics in Public Policy.
2. Academic Merit: This course is important for survey research students because individual attitude formation and change underlies responses to survey questions.
3. Overlapping Courses: None
4. Number of Students Expected: less than 20
5. Number and Size of Section: 1 section of 20 students or less
6. Effects on Other Departments: Other departments contacted are: Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by:  
Department Curriculum Committee: February 2, 2007  
Department Faculty: February 2, 2007
9. Name, Phone Number, and e-mail address of principal contact person:

Bill Simonsen  
860-570-9045  
william.simonsen@uconn.edu

**UNIVERSITY OF CONNECTICUT**  
**PP 3XX Attitude Formation**  
**Abbreviated Syllabus**

**Course Description:**

This course will examine theories of attitude formation and attitude change paying special attention to the psychology of the survey response. The course will begin with a look at the historical conundrum of Converse's (1964) Non-Attitude claim. We will investigate different models of attitude formation to explain Converse's findings (e.g., 'memory based' and 'on-line' models of the survey response). We will discuss the question where individuals get their attitudes from – parents, peers, and/or political events – and how public opinion may change over time. Over the course of the semester we will discuss a number of current issues, for example: welfare, affirmative action, abortion, race, etc. Based on our understanding of attitude formation we will discuss ways in which survey respondents may interpret the questions we as survey researchers ask of them and how this may influence the results of our research. We will investigate current public opinion polls and interpret their findings in the light of the theories encountered throughout the course.

**2007 - 122 Proposal to Add PP3XY**

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

**Final catalog copy****PP 3XY. Information Technology Management for Public Policy**

1 credit. Seminar.

Overview of practices and issues in managing using of information technology in public service organizations.

**Items included in catalog Listing:****Obligatory Items**

1. Standard abbreviation for Department or Program: PP
2. Course Number: 3XX
3. Course Title: Information Technology Management for Public Policy
4. Course description:  
Overview of practices and issues in managing using of information technology in public service organizations.
5. Number of Credits: 1
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
Seminar

**Optional Items**

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

**Justification**

1. Reasons for adding this course:

The Last accreditation report for the MPA program recommended additional information technology management in the MPA core requirements. We agreed with this recommendation. Our plan to address it includes offering this 1 credit course in information technology management. This plan was accepted by our accreditation body, National Association of Schools of Public Affairs and Administration, Commission on Peer Review and Accreditation.

2. Academic Merit: The course covers the following topics in information technology: improving customer service and enhancing organizational performance; components of information technology; applications in government; management practices; making information technology investments; and on-line government.

3. Overlapping Courses: None

4. Number of Students Expected: 30

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

6. Effects on Other Departments: Other departments contacted are: Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology

7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.

8. Dates approved by:

Department Curriculum Committee: February 2, 2007

Department Faculty: February 2, 2007

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

Bill Simonsen 860-570-9045 william.simonsen@uconn.edu

**UNIVERSITY OF CONNECTICUT**  
**PP 3XX Information Technology Management for Public Policy**  
**Abbreviated Syllabus**

This course provides students with a brief, concise overview of practices and issues in managing and leveraging the use of information technology in an organization. The purpose of the class is to provide students with the understanding and knowledge of the basic elements of managing information technology and maximizing the benefits of information technology within an organization. The course will improve students' literacy of the information technology environment, industry and applications.

*I. The Role of Information Technology: Improving Customer Service and Enhancing Organizational Performance.*

This section provides an overview of the strategic role information technology can play in improving an organization's performance and customer service. This section presents the opportunities that information technology can provide an organization and demonstrates these opportunities by examining actual information technology applications.

- Explains how the expectations of customers, employees and policy makers influence an organization's use of information technology.
- Introduces the IT Portfolio to understand how information technology investments build upon each other to provide different opportunities for an organization to leverage the benefits from these investments.

*II. Components of an Information Technology Infrastructure and Management Practices*

This section describes the various elements of information technology investments necessary to deliver upon the strategic opportunities identified in the first class.

- Presents management practices and challenges in managing and maintaining information technology investments.
- Uses discussion of e-Procurement Applications to highlight opportunities to improve customer service and organizational performance as well as the associated management issues.

*III. Basic Information Technology Applications in Government*

This section describes the various basic applications of information technology used by government.

- Demonstrates how these applications provide opportunities to enhance organizational performance and customer service and discusses the management challenges associated with these applications.
- The basic information technology components necessary to support each application are also presented.

*IV. Making and Managing IT Investments*

This section explains the various issues and challenges in decision making regarding IT purchasing decisions.

- Explores the various options for procuring IT investments and the various cost components of an IT project.
- Discusses procurement strategies and what to consider in deciding what procurement process to utilize.
- Uses discussion of enterprise application outsourcing to highlight different cost components and management decisions.

*V. The E-Government Transformation & Project Implementation*

This section includes a discussion concept of e-government and the challenges and opportunities it presents to organizations.

- Reviews the IT infrastructure that must be in place to make e-government a reality and explores the transformations that e-government ultimately could make in government by eliminating bureaucratic boundaries for service delivery.
- Presents the basic elements of successful project management in the context of the e-government discussion.

*VI. New and Emerging Issues and Technologies*

This section identifies and examines new and emerging technologies and issues for government including wireless access, electronic voting, convergence of voice and data, email as public documents, data security and the digital divide.

- Discusses the management challenges associated with each and the potential implications for organizations.

**2007 - 123 Proposal to Add PP3XZ**

1. Date: October 1, 2007
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Fall 2008

**Final catalog copy****PP 3XZ. Qualitative Methods**

3 credits. Seminar.  
Development and design of qualitative research.

**Items included in catalog Listing:****Obligatory Items**

1. Standard abbreviation for Department or Program: PP
2. Course Number: 3XX
3. Course Title: Qualitative Research
4. Course description:  
Development and design of qualitative research.
5. Number of Credits: 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
Seminar

**Optional Items**

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

**Justification**

1. Reasons for adding this course: This is a required course in the MA in Survey Research (MSR) program. It has been developed, and taught, as PP 397 Special Topics in Public Policy.
2. Academic Merit: Qualitative techniques, such as focus groups, are used to understand consumer and citizen preferences.
3. Overlapping Courses: None
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section of 20 students
6. Effects on Other Departments: Other departments contacted are: Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.
8. Dates approved by:  
Department Curriculum Committee: February 2, 2007  
Department Faculty: February 2, 2007
9. Name, Phone Number, and e-mail address of principal contact person:  
Bill Simonsen 860-570-9045 william.simonsen@uconn.edu



**UNIVERSITY OF CONNECTICUT  
PP 3XX Qualitative Methods  
Abbreviated Syllabus**

**Course Description:**

This class takes students through qualitative research projects, from development to reporting, emphasizing:

- an understanding of why one utilizes qualitative research techniques;
- how to plan and design a qualitative project, including participant selection;
- how to implement a design; and
- how to analyze and report results.

We discuss a variety of qualitative techniques, such as qualitative interviewing, but there is a heavy emphasis on the use of focus group research. Upon completion of the course, students should have a firm understanding of how to conduct a qualitative research project from beginning to end.

**2007 - 124 Proposal to Drop PP 381**

1. Date: October 1, 2007
2. Department: **Public policy**
3. current catalog Copy:  
**PP 381. Quantitative Methods for Survey Research**  
3 credits. Seminar.  
Introduction to statistics for survey research analysis.
4. Effective Date: Immediate

**Justification**

1. Reasons for dropping this course:  
The Department of Public Policy has offers a Master of Public Administration (MPA) and MA in Survey Research (MSR). This content will be provided in PP 376 for both MPA and MSR students. We are also proposing a name and description change separately for PP 376.
2. Other Departments Consulted: ): Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology
3. Effects on Other Departments: None
4. Effects on Regional Campuses: We are located at the Greater Hartford Campus
5. Dates approved by (see Note Q):  
Department Curriculum Committee: February 2, 2007  
Department Faculty: February 2, 2007
6. Name, Phone Number, and e-mail address of principal contact person:

Bill Simonsen  
860-570-9045  
william.simonsen@uconn.edu

## **2007 - 125 Proposal to Change PP382**

1. Date: October 1, 2007
2. Department: **Public Policy**
3. Nature of Proposed Change: **Change in course name and description**

4. Current Catalog Copy:  
PP 382. Advanced Quantitative Methods for Survey Research  
3 credits. Seminar.  
Advanced statistics for survey research analysis.

### **5. Proposed Catalog Copy:**

#### **382. Advanced Quantitative Methods.**

3 credits. Seminar.  
Advanced statistics, tools, and techniques for survey research, organizational management, policy analysis and evaluation.

6. Effective Date:  
Immediate

### **Justification**

1. Reasons for changing this course:  
The Department of Public Policy has offers a Master of Public Administration (MPA) and MA in Survey Research (MSR). This course is required for MSR students. PP 382 also serves as a specialization course for MPA students that pursue further training in quantitative analysis. The change in name and description change make it clear the content also applies to MPA students.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology
4. Effects on Other Departments: None
5. Effects on Regional Campuses: We are located on the Greater Hartford Campus
6. Staffing: No changes
7. Dates approved by (see Note Q):  
Department Curriculum Committee: February 2, 2007  
Department Faculty: February 2, 2007
8. Name, Phone Number, and e-mail address of principal contact person:

Bill Simonsen  
860-570-9045  
william.simonsen@uconn.edu

## **2007 - 126 Proposal to Change PP370**

1. Date: October 1, 2007
2. Department: **Public Policy**
3. Nature of Proposed Change: **Change in course name and description**

### **4. Current Catalog Copy:**

PP 370. Applied Methods I. 3 credits. Seminar.

Research design for organizational management and policy analysis and evaluation. How to communicate, execute and evaluate research. Skills in selecting appropriate analytic procedures and properly interpreting and reporting results.

### **5. Proposed Catalog Copy:**

PP 370 Applied Research Design. 3 credits. Seminar

Research design for survey research, organizational management, policy analysis and evaluation. How to communicate, execute and evaluate research. Skills in selecting appropriate analytic procedures and properly interpreting and reporting results.

### **6. Effective Date:**

Immediate

### **Justification**

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

The Department of Public Policy has offers a Master of Public Administration (MPA) and MA in Survey Research (MSR). This course has been required for MPA students for several years as the start of a two course methods sequence. Starting in Fall, 2006 this course content is also required for MSR students, but who do not follow exactly the same sequence. The name change better clarifies the course content (the focus on applied research design) and removes the "Methods I" designation.

#### **2. Effect on Department's Curriculum: None**

3. Other Departments Consulted (see Note N): Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology

#### **4. Effects on Other Departments: None**

5. Effects on Regional Campuses: We are located on the Greater Hartford Campus

#### **6. Staffing: No changes**

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

Department Curriculum Committee: February 2, 2007

Department Faculty: February 2, 2007

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

Bill Simonsen

860-570-9045

william.simonsen@uconn.edu

## **2007 - 127 Proposal to Change PP 376**

1. Date: October 1, 2007
2. Department: **Public Policy**
3. Nature of Proposed Change: **Change in course name and description**
4. Current Catalog Copy:  
PP 376. Applied Research Methods II  
3 credits. Seminar. Open only to students in the Master of Public Administration program.  
Statistical reasoning, tools, and techniques for effective public management.

5. Proposed Catalog Copy:  
PP 376 Applied Quantitative Methods.  
3 credits. Seminar.  
Statistical reasoning, tools, and techniques for survey research, organizational management, policy analysis and evaluation.

6. Effective Date:  
Immediate

### **Justification**

1. Reasons for changing this course:  
The Department of Public Policy has offers a Master of Public Administration (MPA) and MA in Survey Research (MSR). This course has been required for MPA students for several years as the second course in a two course methods sequence. Much of the same course content has also required for MSR students (PP 381 Quantitative Methods for Survey Research). Beginning in Fall 2006 the Department began offering this content for both MSR and MPA students in a combined class recognizing the substantial overlap between PP 376 and PP 381. The name change better clarifies the course content (the focus on quantitative methods) and removes the "Methods II" designation. The description change makes it clear the content applies to survey research. We are also proposing (separately) dropping PP 381, originally designed for MSR students, since they will now be taking PP 376.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): Political Science, Tri-Campus and Storrs Urban & Community Studies, Sociology, Economics, Psychology
4. Effects on Other Departments: None
5. Effects on Regional Campuses: We are located on the Greater Hartford Campus
6. Staffing: No changes
7. Dates approved by (see Note Q):  
Department Curriculum Committee: February 2, 2007  
Department Faculty: February 2, 2007
8. Name, Phone Number, and e-mail address of principal contact person:

Bill Simonsen  
860-570-9045  
william.simonsen@uconn.edu

## 2007 - 128 CHANGE the Neuroscience Minor

1. Department Name: **Psychology / Physiology & Neurobiology**
2. Title of Minor: **Neuroscience**
3. Nature of Change: **Add a new option for the lab requirement; add a new course (Drugs and Behavior, Psyc 259) to the plan of study**
4. Existing Catalogue Description of the Minor: The requirements for this minor are at least 15 credits of 200 level courses that are structured in the following manner. Required lecture courses: All students must take both [PSYC 257](#) Physiological Psychology and [PNB 251](#) Biology of the Brain. Lab requirement: Students must take at least one of the following: [PSYC 267/267W](#) Laboratory in Physiological Psychology, PSYC 263W Laboratory in Animal Behavior and Learning, or [PNB 263W](#) Investigations in Neurobiology. Additional courses, up to at least 15 credits: [PSYC 220](#), [253](#), [254](#), [259](#), [263](#); [PNB 262](#). Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisors in psychology or physiology and neurobiology. Up to 3 credits of independent study ([PNB 299](#), [PSYC 297](#)) may be counted towards the minor with permission of the neuroscience minor advisor. The minor is offered jointly by the Psychology Department and the Physiology and Neurobiology Department.
5. Proposed Catalogue Description of the Minor: The requirements for this minor are at least 15 credits of 200 level courses that are structured in the following manner. Required lecture courses: All students must take both [PSYC 257](#) Physiological Psychology and [PNB 251](#) Biology of the Brain. Lab requirement: Students must take at least one of the following: [PSYC 267/267W](#) Laboratory in Physiological Psychology, PSYC 263W Laboratory in Animal Behavior and Learning, [PSYC 252](#) Drugs and Behavior Laboratory, or [PNB 263 WQ](#) Investigations in Neurobiology. Additional courses, up to at least 15 credits: [PSYC 205](#), [220](#), [253](#), [254](#), [252](#), [263](#); [PNB 262](#). Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with neuroscience advisors in psychology or physiology and neurobiology. Up to 3 credits of independent study ([PNB 299](#), [PSYC 297](#), [PSYC 299](#)) may be counted towards the minor with permission of the neuroscience minor advisor.
6. Effective Date (semester, year): **IMMEDIATELY**
7. JUSTIFICATION: Why is a change required? The lab course, PSYC 252 (Drugs and Behavior Lab) was approved within the last year. This new course was designed so that it eventually could be a part of the neuroscience minor curriculum, and will be taught by a member of the Neuroscience faculty (Salamone). The content is highly appropriate for our lab options on the plan of study, and this proposed change will make it easier for students to schedule the lab requirement for the minor. Another addition will be PSYC 205 (Introduction to Behavioral Genetics). This course is taught by a member of the neuroscience faculty (Maxson), and the content is highly appropriate for the neuroscience minor. A new PNB course, PNB 280 (Molecular Neuroanatomy), also needs to be added. This course is taught by Rubio, who is a member of the neuroscience faculty, and the content is highly appropriate for the neuroscience minor. Another change is that PSYC 299 (Independent Study) is being added so that a student could take either PSYC 297 or PSYC 299 and still receive credit for the minor. A minor correction is that PNB 263W has been changed to PNB WQ.
8. What is the impact on students? The proposed changes will benefit the students by providing them with more options, and a broader range of content. It also will offer more options for fulfilling the laboratory requirement, which will make it easier for students to meet this requirement in terms of scheduling. Due to limited seating in lab courses, the growth of the minor has made it difficult for students to meet the laboratory requirement.
9. What is the impact on regional campuses? There will probably be little direct impact on the regional campuses.
10. Attach a revised "Minor Plan of Study" form to this proposal. This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework.

(see attached)

11. Dates approved by: The neuroscience minor has a steering committee that oversees its curriculum and planning. The members are the two Neuroscience Minor Advisors (John Salamone and Andy Moiseff) and the two Department Heads (Charles Lowe and Larry Renfro). These changes were approved unanimously by this committee 08/29/07.

Name and Phone Number and email address of Departmental Contact: John Salamone (Psychology): 6-4302, [john.salamone@uconn.edu](mailto:john.salamone@uconn.edu); Andy Moiseff (PNB): [Andrew.moiseff@uconn.edu](mailto:Andrew.moiseff@uconn.edu).

### Minor in Neuroscience Plan of Study

Consult with a Neuroscience Advisor in either Psychology, Physiology and Neurobiology, or both, before completing this plan of study: During the first four weeks of your graduating semester, three copies of your completed plan of study, approved by one of the Neuroscience Advisors, must be submitted as follows: two copies to a Neuroscience Advisor (one will be submitted to Degree Auditing), and one copy for you. Once the final plan of study has been filed with Degree Auditing, changes may be made only with the consent of a Neuroscience advisor.

Name of Student: \_\_\_\_\_ Student ID: \_\_\_\_\_

This plan of study is intended to meet the requirements of the \_\_\_\_\_ (year you entered the university) catalog.

Date you expect to complete the degree requirements: \_\_\_\_\_

**Course Requirements.** Not less than 15 credits at the 200 level, as follows:

1. PSYC 257 \_\_\_\_\_ and PNB 251 \_\_\_\_\_

2. One of the following laboratory courses:

PSYC 252 \_\_\_\_\_ PSYC 263W \_\_\_\_\_ PSYC 267/W \_\_\_\_\_ or PNB 263WQ \_\_\_\_\_

3. At least 6 additional credits from the following:

PSYC 205 \_\_\_\_\_ PNB 262 \_\_\_\_\_

PSYC 220 \_\_\_\_\_ PNB 263WQ \_\_\_\_\_ (if not used for lab requirement)

PSYC 253 \_\_\_\_\_ PNB 280 \_\_\_\_\_

PSYC 254 \_\_\_\_\_

PSYC 259 \_\_\_\_\_

PSYC 252 \_\_\_\_\_ (if not used for lab requirement)

PSYC 263W \_\_\_\_\_ (if not used for lab requirement)

PSYC 267/W \_\_\_\_\_ (if not used for lab requirement)

PSYC 297 or PSYC 299 or PNB 299 \_\_\_\_\_ (up to 3 credits may count towards minor with permission of the Neuroscience Minor Advisor).

Graduate Courses \_\_\_\_\_ (with permission of the Neuroscience Minor Advisor)

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

Neuroscience: \_\_\_\_\_  
(Neuroscience Minor Advisor) (Date)

## **2007 - 129 Proposal to Change ENGL 340**

1. Date: 27 September 2007
2. Department: **English**
3. Nature of Proposed Change: **Change description**
4. Current Catalog Copy:  
ENGL 5410 (340). American Literature I  
3 credits. Lecture. Open to graduate students in English, others with permission.

### **5. Proposed Catalog Copy:**

#### **ENGL 5410. American Literature I**

3 credits. Lecture. Open to graduate students in English, others with permission.  
A survey of American Literature from its beginnings to 1776.

6. Effective Date immediately

### **Justification**

1. Reasons for changing this course:

This course historically has covered the origins of American Literature to the late nineteenth century, a span of time that is much too broad. The graduate program is proposing a new sequence of survey courses in American Literature (revised 5410, revised 5420, new 5430 and new 5440). By breaking the surveys into four parts, our graduate students will receive a more rigorous preparation in each recognized field.

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: Franklin, Harris
7. Dates approved by (see Note Q):  
Department Curriculum Committee: (Grad Exec.) Spring 2006  
Department (graduate) Faculty: Fall 2006
8. Name, Phone Number, and e-mail address of principal contact person:  
Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)



**2007 - 130 Proposal to Change ENGL 341**

1. Date: 27 September 2007
2. Department: **English**
3. Nature of Proposed Change: **Change in description**

4. Current Catalog Copy:

ENGL 5420 (341). American Literature II

3 credits. Lecture. Open to graduate students in English, others with permission.

**5. Proposed Catalog Copy:**

**ENGL 5420. American Literature II**

3 credits. Lecture. Open to graduate students in English, others with permission.

A survey of American Literature from 1776 to 1865.

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

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

**Justification**

1. Reasons for changing this course:

This course historically has covered American Literature in the twentieth century. The graduate program is proposing a new sequence of survey courses in American Literature (revised 5410, revised 5420, new 5430 and new 5440). The twentieth century will be covered by 5430 and 5440. 5420 will now address the period from the Revolutionary War to the Civil War. By breaking the surveys into four parts, our graduate students will receive a more rigorous preparation in each fields.

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: Bercaw-Edwards, Franklin, Harris, Phillips

7. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

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

Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## **2007 - 131 Proposal to Add ENGL 5430**

1. Date: 27 September 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Second Semester 2009

### **Final catalog Listing**

#### **ENGL 5430 American Literature III**

3 credits. Lecture. Open to graduate students in English, others with permission.  
A survey of American Literature from 1865 to 1914. Writers of the Civil War era and Reconstruction, fin de siecle, and early modernism.

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

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 5430  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: American Literature III
4. Course description (if appropriate -- see Note K):  
A survey of American Literature from 1865 to 1914. Writers of the Civil War era and Reconstruction, fin de siecle, and early modernism.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

##### **Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

##### **Justification**

1. Reasons for adding this course: (see Note L)  
Historically, students were only offered two survey courses in all of American Literature, which forced instructors to cover huge periods of history and multiple literary movements in too short a period of time. By breaking the two current surveys into four parts, our graduate students will receive a more rigorous preparation in the four fields recognized by most American Literature scholars. 5430 covers material students should address in a one-semester survey.
2. Academic Merit (see Note L):  
This course is proposed as part of a new sequence of survey courses in American Literature, which includes American Literature I-IV. By focusing on literature from 1865-1914—a period recognized as distinct by American Literature scholars—students will gain a more in-depth understanding of the period's literary movements and major figures.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section, 10 students
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Bercaw-Edwards, Duane, Eby, Franklin, Harris, Makowsky, Murphy, Phillips
8. Dates approved by (see Note Q):  
Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## **2007 - 132 Proposal to Add ENGL 5440**

1. Date: 27 September 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Second semester 2010

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

Assemble this from the information listed immediately below. Use the following example or graduate catalog as a style guide:

#### **ENGL 5440 American Literature IV**

3 credits. Lecture. Open to graduate students in English, others with permission.

A survey of American Literature from 1914 to the present. Writers of the modernist movement, the World Wars and Cold War era, post-modernism, and the contemporary moment.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see [Note O](#)): ENGL
2. Course Number (see [Note B](#)): 5440  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: American Literature IV
4. Course description (if appropriate -- see [Note K](#)):  
A survey of American Literature from 1914 to the present. Writers of the modernist movement, the World Wars and Cold War era, post-modernism, and the contemporary moment.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see [Note D](#)): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see [Note F](#)):
8. Recommended Preparation, if applicable (see [Note G](#)):
9. Consent of Instructor, if applicable (see [Note T](#)):
10. Exclusions, if applicable (see [Note H](#)): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see [Note I](#)):
12. S/U grading, if applicable (see [Note X](#)):

#### **Justification**

1. Reasons for adding this course: (see [Note L](#))  
Historically, students were only offered two survey courses in all of American Literature, which forced instructors to cover huge periods of history and multiple literary movements in too short a period of time. By breaking the two current surveys into four parts, our graduate students will receive a more rigorous preparation in the four fields recognized by most American Literature scholars. 5440 covers material students should address in a one-semester survey.
2. Academic Merit (see [Note L](#)):  
This course is proposed as part of a new sequence of survey courses in American Literature, which includes American Literature I-IV. By focusing on literature from 1914 to the present, students will gain an in-depth understanding of the period's literary movements and major figures.
3. Overlapping Courses (see [Note M](#)): none
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section, 10 students
6. Effects on Other Departments (see [Note N](#)): none
7. Staffing (see [Note P](#)): Bercaw-Edwards, Bradfield, Duane, Eby, Franklin, Harris, Makowsky, Murphy, Phillips, Schlund-Vials
8. Dates approved by (see [Note Q](#)):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza,  
486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

**2007 - 133**

**Proposal to Add ENGL 6200**

1. Date: 27 September 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Second Semester 2009

**Final catalog Listing** (see Note A):

**ENGL 6200 Seminar in Children's Literature**

3 credits. Lecture. Open to graduate students in English, others with permission.

A special topics course focusing on major authors, themes, or literary movements in American or British children's 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): 6200  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Seminar in Children's Literature
4. Course description (if appropriate -- see Note K):  
A special topics course focusing on major authors, themes, or literary movements in American or British children's literature.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

**Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

**Justification**

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

This course is proposed in order to offer graduate students a special topics course in children's literature. Historically, only a children's literature survey has appeared in the catalog. By offering a special topics course, our graduate students will receive a more thorough preparation in the field.

2. Academic Merit (see Note L):

By focusing on major figures, themes, or literary movements, students will gain an in-depth understanding of children's literature as a scholarly field of literary study.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Capshaw Smith, Higonnet, Pickering
8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

2007 - 134

**Proposal to Add ENGL 6312**

1. Date: 6 October 2007
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: First Semester 2008

**Final catalog Listing**

**ENGL 6312. Seminar in Old Irish**

3 credits. Lecture. Open to graduate students in English and Medieval Studies, others with permission. A study of the language and literature of Medieval Ireland.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 6312  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Seminar in Old Irish
4. Course description (if appropriate -- see Note K): A study of Old Irish language and literature.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

**Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

**Justification**

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

The rich literature of medieval Ireland can only be approached through the original language once the students have some grounding in the grammar and phonology of Old Irish. Unfortunately, Old Irish is a very complicated language that requires much explanation as the students master its forms and begin reading major texts such as the *Tain*. Once learned, however, the language opens the door to a wide variety of literary, historical, religious, and legal texts.

2. Academic Merit (see Note L):

This course will introduce students to Old Irish. A knowledge of medieval Ireland and the ability to pursue research in its primary sources compliment the study of the other early medieval societies, particularly that of the Anglo-Saxons. Not only *Beowulf*, but also poems such as the *Dream of the Rood* have connections to the Celtic world that may be opened once the first stages of the language have been learned.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 8

5. Number and Size of Section: 1 section, 8 students

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

7. Staffing (see Note P): Biggs

8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## **2007 - 135 Proposal to Add ENGL 6313**

1. Date: 6 October 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Second semester 2009

### **Final catalog Listing**

#### **ENGL 6313. Seminar in Old Norse**

3 credits. Lecture. Open to graduate students in English and Medieval Studies, others with permission. A study of Old Norse language and 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): 6313  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Seminar in Old Norse
4. Course description (if appropriate -- see Note K):
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): A study of Old Norse language and literature.
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

#### **Justification**

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

Much of the rich literature of the medieval world can only be approached through the original language once the students have some grounding in the grammar and phonology of Old Norse. Unfortunately, Old Norse is a very complicated language that requires much explanation as the students master its forms and begin reading major texts. Once learned, however, the language opens the door to a wide variety of literary, historical, religious, and legal texts.

2. Academic Merit (see Note L):

This seminar will equip students to read Old Norse texts accurately and efficiently by giving them a thorough grounding in the phonology, morphology, and syntax of the language. After building a basis in the grammar in the first half of the course, attention will turn to the literature of Iceland and Norway in the second half. Readings will cover the most common literary types: a þáttur (short story), excerpts from a prose saga, an Eddic poem, and a few sections from the Snorra Edda (mythological writing). The course also aims to give students some knowledge of Old Norse literary history and the scholarly and critical approaches current in the field.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Biggs, Hasenfratz
8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006



Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## 2007 - 136 Proposal to Add ENGL 6360

1. Date: 6 October 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: First Semester 2008

### Final catalog Listing

#### ENGL 6360. Seminar in Irish Studies.

3 Credits. Lecture. Open to graduate students in English, others with permission.  
An analysis of major authors, movements, or themes in Irish 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): 6360  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Seminar in Irish Studies
4. Course description (if appropriate -- see Note K): An analysis of major authors, movements, or themes in Irish Literature.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

#### Justification

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

We currently offer only one graduate "Irish Literature" course, English 365, which is a general survey primarily for Master's students, attempting to cover all of Irish literature from early oral epics such as *The Tain* (dating to the 8th century) through current 21<sup>st</sup>-century writers. English 6360, "Seminar in Irish Studies," will allow us to complement the broad survey with more focused Ph.D.-level Irish courses, promoting intensive study of particular literary themes, forms, or movements.

2. Academic Merit (see Note L):

As we build an Irish Studies curriculum, such an intensive, concentrated course will encourage more graduate students to center their dissertations in Irish Studies. The seminar may focus on the development of a movement such as Irish feminism in the twentieth century (e.g. Edna O'Brien, Eavan Boland, Nuala Ni Dhomhnaill), the politics of Northern Irish poetry (e.g. Nobel Prize winner Seamus Heaney and Paul Muldoon), interdisciplinary correlations with fields such as economics (e.g. the Celtic Tiger), history ("the Troubles" and the Good Friday Peace Accord), or cinema (directors such as Neil Jordan and Jim Sheridan).

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Burke, Hufstader, Lynch, Shea,
8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza,  
486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## 2007 - 137 Proposal to Add ENGL 6400

1. Date: 27 September 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Second semester 2009

### Final catalog Listing

#### ENGL 6400 American Ethnic Literature

3 credits. Lecture. Open to graduate students in English, others with permission.

A survey of ethnic writers in the United States. The course could address African American, Asian American, Native American, Latino/a, or multiethnic American writers.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 6400  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: American Ethnic Literature
4. Course description (if appropriate -- see Note K):  
A survey of ethnic writers in the United States. The course could address African American, Asian American, Native American, Latino/a, or multiethnic American writers.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

#### Justification

1. Reasons for adding this course: (see Note L)  
This course is proposed in order to offer graduate students focused surveys in ethnic American writers. Although ethnic American writers have been a part of American Literature surveys, no single course has addressed the literary traditions and literary heritage of ethnic writers. Instructors will be able to shape the course to address specific dimensions of the ethnic American tradition, by focusing on writers of a particular ethnicity or by examining writers across ethnic groups in relationship to one another.
2. Academic Merit (see Note L):  
Students will gain an understanding of ethnic American literature. This course is part of the graduate program's effort to offer a more comprehensive and rigorous preparation in American Literature and to expand the curriculum beyond the traditional canon of Anglo-American literatures.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Capshaw Smith, Cutter, Eby, Makowsky, Schlund-Vials, Sanchez-Gonzalez
8. Dates approved by (see Note Q):  
Department Curriculum Committee: (Grad Exec.) Spring 2006  
Department (graduate) Faculty: Fall 2006
9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)



## 2007 - 138 Proposal to Add ENGL 6410

1. Date: 27 September 2007
2. Department requesting this course: English
3. Semester and year in which course will be first offered: First Semester 2008

### Final catalog Listing

#### ENGL 6410 American Literature and Culture

3 credits. Lecture. Open to graduate students in English, others with permission.

An introduction to a particular literary era and the cultural influences on its literature. The course will also consider the influence of a literary era on cultural change.

### Items included in catalog Listing:

#### Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 6410

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

3. Course Title: American Literature and Culture

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

An introduction to a particular literary era and the cultural influences on its literature. The course will also consider the influence of a literary era on cultural change.

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

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

Lecture;  Laboratory;  Seminar;  Practicum.

#### Optional Items

7. Prerequisites, if applicable (see Note F):

8. Recommended Preparation, if applicable (see Note G):

9. Consent of Instructor, if applicable (see Note T):

10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.

11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit

12. S/U grading, if applicable (see Note X):

#### Justification

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

The shift from previous course listings that were simply "Seminar in American Literature," to the development of 6410 will better prepare students for developing dissertation topics and expertise in areas that reflect the breadth of knowledge now expected of an "Americanist." Unlike the new 6420 that will focus on literary movements, 6410 will focus on analyzing literature within its specific cultural contexts.

2. Academic Merit (see Note L):

In addition to becoming well grounded in the literature of a particular era, students will also be educated in the major cultural debates shaping and shaped by the literature.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 8

5. Number and Size of Section: 1 section, 8 students

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

7. Staffing (see Note P): Bercaw-Edwards, Bradfield, Duane, Eby, Franklin, Harris, Hollenberg, Makowsky, Murphy, Phillips, Sanchez-Gonzalez, Capshaw Smith

8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)



## **2007 - 139 Proposal to Add ENGL 6429**

1. Date: 27 September 2007
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Second semester 2009

### **Final catalog Listing**

#### **ENGL 6420 American Literary Movements**

3 credits. Lecture. Open to graduate students in English, others with permission.  
An introduction to a particular American literary movement. Topics could include Sentimentalism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 6420  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: American Literary Movements
4. Course description (if appropriate -- see Note K):  
An introduction to a particular American literary movement. Topics could include Sentimentalism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit
12. S/U grading, if applicable (see Note X):

#### **Justification**

1. Reasons for adding this course: (see Note L)  
The shift from previous course listings that were simply "Seminar in American Literature," to the development of 6420 will better prepare students for developing dissertation topics and expertise in areas that reflect the breadth of knowledge now expected of an "Americanist." Unlike the new 6410 which will focus largely on cultural connections to literature, 6420 will analyze particular literary movements in depth. The tenets of a movement and its practitioners' means of shaping literary styles within the movement will be elucidated. The course will emphasize the aesthetics of particular authors within a single literary movement.
2. Academic Merit (see Note L):  
The course will enable an in-depth analysis of particular literary movements in American literature. Graduate students will benefit by close attention to the development of literary form and tradition.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Bercau-Edwards, Bradfield, Duane, Eby, Franklin, Harris, Hollenberg, Makowsky, Murphy, Phillips, Sanchez-Gonzalez, Capshaw Smith
8. Dates approved by (see Note Q):  
Department Curriculum Committee: (Grad Exec.) Spring 2006



Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza,  
486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## **2007 - 140 Proposal to Add ENGL 6450**

1. Date: 27 September 2007
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: First semester 2008

### **Final catalog Listing**

#### **ENGL 6450 Special Topics in American Literature**

3 credits. Lecture. Open to graduate students in English, others with permission.  
An analysis of major authors or themes in American 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): 6450  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Special Topics in American Literature
4. Course description (if appropriate -- see Note K):  
An analysis of major authors or themes in American Literature.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H): Open to graduate students in English, others with permission.
11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit
12. S/U grading, if applicable (see Note X):

#### **Justification**

1. Reasons for adding this course: (see Note L)  
While new courses 6400, 6410, and 6420 will help structure the study of American literary movements and eras, 6450 will allow students to analyze the work of a particular major author or authors, or to analyze literature centering on a major theme in the field.
2. Academic Merit (see Note L):  
The course will enable an in-depth analysis of particular major authors or themes in American literature. Graduate students would benefit by intensive study of these subjects.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Bercaw-Edwards, Bradfield, Duane, Eby, Franklin, Harris, Hollenberg, Makowsky, Murphy, Phillips, Sanchez-Gonzalez, Capshaw Smith
8. Dates approved by (see Note Q):  
Department Curriculum Committee: (Grad Exec.) Spring 2006  
Department (graduate) Faculty: Fall 2006
9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## **2007 - 141 Proposal to Add ENGL 6530**

1. Date: 6 October 2007
2. Department requesting this course: **ENGL**
3. Semester and year in which course will be first offered: First Semester 2008

### **Final catalog Listing**

#### **ENGL 6530. Seminar in World Literature**

3 credits. Lecture. Open to graduate students in English, others with permission.  
An analysis of major authors, movements, or themes in World Literature written in English.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 6530  
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Seminar in World Literature
4. Course description (if appropriate -- see Note K): An analysis of major authors, movements, or themes in World Literature written in English.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
 Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

#### **Justification**

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

We currently offer only one graduate "World Literature" course, which is a general survey primarily for Master's students, attempting to cover all of World literature written in English. English 6530, "Seminar in World Literature," will allow us to complement the broad survey with more focused Ph.D.-level courses, promoting intensive study of particular literary themes, forms, authors, or movements.

2. Academic Merit (see Note L):

Such an intensive, concentrated course will encourage more graduate students to center their dissertations in World Literature and Postcolonial Studies. World Literature in English represents a very large body of literature from countries that were former British colonies (excluding the USA) and where English has remained as the primary language of education. This seminar would enable students to focus on particular topics or subset literatures (African, Caribbean, South Asian etc) within the field.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 8
5. Number and Size of Section: 1 section, 8 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Coundouriotis, Hogan, Phillips
8. Dates approved by (see Note Q):

Department Curriculum Committee: (Grad Exec.) Spring 2006

Department (graduate) Faculty: Fall 2006

9. Name, Phone Number, and e-mail address of principal contact person: Gregory M. Colón Semenza, 486-4762, [Semenza@uconn.edu](mailto:Semenza@uconn.edu)

## 2007 - 142 Proposal to offer SOCI 298 "Special Topics"

1. Date of this proposal: 9/25/07
2. Semester and year 298 will be offered: Spring 2008
3. Department: **Sociology**
  
4. Title of course: **SOCI 298: Introduction to Prejudice & Discrimination**
5. Number of Credits: 3
6. Instructor: Ralph McNeal
7. Instructor's position: Associate Professor in Sociology
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3) N/A

### 10. Short description:

**Examines prejudice & discrimination across numerous domains including race/ethnicity, gender, socioeconomic status, age, religion, sexuality and disability.**

11. Please attach a sample/draft syllabus to first-time proposals.  
(see attached)

12. Comments, if comment is called for:

Sociology currently has a course titled Prejudice & Discrimination (SOCI 243) that examines prejudice and discrimination along racial and lines of inquiry. The proposed course has an introductory focus on how prejudice and discrimination are manifest across multiple attributes or statuses including race/ethnicity, gender, socioeconomic status, disability, religion, age & sexuality. The Department will request, at a later date, that the current course be re-titled to reflect its exclusive focus on ethnic and racial prejudice and discrimination.

13. Dates approved by (see Note Q):

Department Curriculum Committee: 9/26/07

Department Faculty: 10/03/07

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

Kathryn Strother Ratcliff, 486-3886, [Kathryn.ratcliff@uconn.edu](mailto:Kathryn.ratcliff@uconn.edu)

### Prejudice & Discrimination

(Ralph McNeal)

#### Course Description

Sociology helps us understand why people do what they do in everyday life by analyzing the social context within which they are embedded. "Social context" is a very broad term that encompasses a range of attitudes, values, relationships and institutions. We are each embedded in a set of relationships at both the individual and institutional level. For example, each of us has a set of peers and personal friends that we value; our behavior is, to some degree, constrained by these relationships because we want to avoid behavior that our peers find offensive or unacceptable. We are also nested within various social institutions such as school, workplace, and political system; our behavior is also constrained by our relationship to these institutions since there are often formal rules, regulations or laws that define the relationship we have with each institution.

In this course, we focus on two sociological concepts, **prejudice & discrimination**. While it may seem relatively narrow to focus on only two concepts, prejudice & discrimination are among the most powerful influences in society. If you think of the concepts from only a single perspective (e.g. gender, race & ethnicity, religion, age, etc.), they become unnecessarily restrictive. However, if you conceptualize these topics in a broader framework, they become quite powerful. For example, people have prejudiced attitudes and engage in discriminatory behavior toward the elderly, the poor, the disabled, women, racial & ethnic minorities, members of particular religions and people of "alternative" sexuality (i.e. homosexual, bisexual, trans-gendered, etc.).

Furthermore, prejudice & discrimination have particular histories & cultural variations. Prejudice & discrimination have long histories, existing in societies many thousands of years ago. Prejudice & discrimination are also very culturally rich concepts, present in every existing human society. In other words, these concepts have rich histories, are evident in various cultures and societies, and continue to be particularly relevant for contemporary societies.

This course focuses explicitly on:

- how prejudice & discrimination manifest themselves historically, contemporarily, and cross-culturally

- how prejudice and discrimination are experienced by members of various statuses or categories
- how the intersection(s) of various statuses affect, and are effected by, prejudice and discrimination

### **Objectives**

- 1) Students will understand the historical meaning & significance of prejudice & discrimination.
- 2) Students will independently explain the similarities & differences in the concepts using historical, cross-cultural &/or global examples.
- 3) Students will independently apply the concepts to contemporary examples in the United States.
- 4) Students will independently apply the concepts to contemporary cross-cultural &/or global examples.
- 5) Students will understand how prejudice and discrimination are intertwined across seven major attributes:  
(1) *race/ethnicity*, (2) *class*, (3) *gender*, (4) *sexuality*, (5) *age*, (6) *disability* and (7) *religion*.
- 6) Students will gain an understanding of how prejudice and discrimination are related to society's social institutions.

### **Learning Disabilities**

Please notify me immediately if you have a diagnosed learning disability, such as dyslexia, ADD, ADHD, testing anxiety, etc. Being aware allows planning to accommodate your disability.

### **Vista**

There are numerous aspects of Vista that we will use: (1) correspondence & announcements, (2) discussion threads (this is up to you), (3) *some* PowerPoint presentations, (4) quizzes, and (5) gradebook.

### **Quizzes**

There will be random quizzes during the semester. You are allowed to drop your two lowest quiz grades. Quizzes are 20% of your final grade.

### **Assignments**

You will have two assignments to complete this semester.

*Assignment 1:* You are to analyze/critique two articles from the assigned reading(s). There are two major components to this assignment. First, evaluate the articles for any particular theme(s) that are present in both articles. Second, critique each article & provide recommended solutions or alternatives based on your analysis.

*Assignment 2:* You are to keep a "media journal" during the semester. The journal must include one article from each substantive topic in the class (e.g. race/ethnicity, gender, sexualities, disability, etc.). You will answer the following questions for each article: (1) summarize the article, (2) discuss any bias you see in the article concerning how prejudice & discrimination may either affect the topic being reported OR in the coverage of the topic, and (3) write-up a small "response" to the author that clearly explains your concerns (e.g. like a letter to the editor in a newspaper).

I will have a question & answer session in class to help clarify the assignments.

Assignments are 20% of your final grade.

### **Exams**

There are 3 exams this semester. Each exam contains a range of question "types". There will be multiple choice, short answer, essays and "vignettes". The vignettes are individual cases or examples that demonstrate particular concept(s) or theories; your response is to identify which theory or concept most applies to the particular vignette. Think of it as a question-type that assesses your ability to apply what you have learned in a "real", albeit contrived, setting.

Exams are 60% of your final grade.

### **Grading**

Quizzes, 20%; Assignments, 20%; Exams, 60%

Grades are assigned on a fixed scale (i.e. NO CURVES), with the breakdown as follows:

A=90 +; B=80-89; C=70-79; D=65-69; F< 65.

Note: there are pluses and minuses assigned on final grades that are not reflected above.

***Please note that all assigned grades on quizzes and exams are final. Please only see me about a specific grade when there is a mathematic error or when you are confused about your answer. If I am asked to re-evaluate a question, I will re-grade the entire exam.***

## **Readings**

### **I. Introduction to Social Inequality, Prejudice & Discrimination**

Lucal, Betsy and Morten Ender. "The (Un)lucky Seven: An Introduction to Inequalities: Readings in Diversity and Social Life."  
Johnson, Allan G. "The Trouble We're In: Privilege, Power and Difference."  
Kendell, Diana Elizabeth. "Members Only: Organizational Structure and Patterns of Exclusion."  
Lemert, Charles. "The Mysterious Power of Social Structures."  
Payne, Geoff. "An Introduction to Social Divisions."  
Roy, Jody. "Us Versus Them."  
Weber, Max. "Class, Status, Party."

### **II. Race & Ethnicity**

Tatum, Beverley Daniel. "Defining Racism: Can We Talk?"  
Yamato, Gloria. "Racism: Something About the Subject Makes It Hard to Name."  
Feagin, Joe and Herman Vera. "White Racism: A Sociology of Human Waste."  
Goldscheider, Calvin. "Are American Jews Vanishing Again?"  
Portes, Alejandro. "English-Only Triumphs, But The Costs Are High."  
Shaheen, Jack G. "Hollywood's Muslim Arabs."

#### *Optional*

Betrand, Marianne and Sendhil Mullainathan. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination"  
Fong, Timothy P. "The History of Asians in America"  
Martinez, Elizabeth. "Seeing More Than Black and White."  
Moore, Robert. "Racism in the English Language"  
Staples, Brent. "Just Walk on By: A Black Man Ponders His Power to Alter Public Space."  
Langman, Peter F. "Including Jews in Multiculturalism."

### **III. Gender**

Johnson, Allan G. "Unraveling the Gender Knot."  
Sidel, Ruth. "The Enemy Within: The Demonization of Poor Women."  
Nilsen, Alleen Pace. "Sexism in English: A 1990s Update."  
Rothenberg, Paula. "A Jewish Girlhood."

#### *Optional*

Kaufman, Gayle. "The Portrayal of Men's Family Roles in Television Commercials."  
Richie, Beth E. and Valli Kanuha. "Battered Women of Color in Public Health Care Systems: Racism, Sexism and Violence."

### **IV. Social Class**

Sklar, Holly. "Imagine a Country – 2003."  
Gans, Herbert J. "Deconstructing the Underclass."  
Cox, Stan. "Wal-Mart Wages Don't Support Wal-Mart Workers."  
Perrucci, Robert and Earl Wysong. "The Global Economy and the Privileged Class."

#### *Optional*

Butsch, Richard. "A Half Century of Class and Gender in American TV Domestic Sitcoms."  
Conley, Dalton. "The Black-White Wealth Gap."

### **V. Sexualities**

Pharr, Suzanne. "Homophobia: Weapon of Sexism."  
Gomes, Charlene. "Partners as Parents: Challenges Faced by Gays Denied Marriage."  
Tolman, Deborah L. "Doing Desire: An Adolescent Girls' Struggles for/with Sexuality."  
Mernissi, Fatima. "The Muslim Concept of Active Female Sexuality."

#### *Optional*

Lee, Jee Yuen. "Why Suzy Wong is Not a Lesbian: Asian American Lesbian and Bisexual Women and Femme/Butch/Gender Identities."  
Miller, Susan L., Kay B. Forest & Nancy C. Jurik. "Diversity in Blue: Lesbian and Gay Police Officers in a Masculine Occupation."

### **VI. Age**

Butler, Robert N. "Dispelling Ageism: The Cross-Cutting Intervention."  
Stanford, E. Percil and Paula M. Usita. "Retirement: Who is at Risk?"  
Fakhouri, Hani. "Growing Old in an Arab-American Family."  
Gullette, Margaret Morganroth. "The High Costs of Middle Ageism."

### **VII. Disabilities**

Fine, Michelle and Adrienne Asch. "Disability Beyond Stigma: Social Interaction, Discrimination and Activism."  
Holden, Chris and Peter Beresford. "Globalization and Disability"  
Saxton, Marsha. "Reproductive Rights: A Disability Rights Issue."

*Optional*

Schantz, Otto J. and Keith Gilbert. "An Ideal Misconstrued: Newspaper Coverage of the Atlanta Paralympic Games in France and Germany."

Griscom, Joan L. "The Case of Sharon Kowalski and Karen Thompson: Ableism, Heterosexism, and Sexism."

### **VIII. Religion**

Thomas, George M. "Religions in Global Civil Society."

Deacon, Reverend. Dr. Jay F.. "What Does the Bible Say About Homosexuality?"

Liederman, Lina Molokotos. "Religious Diversity in Schools: The Muslim Headscarf Controversy and Beyond."

### **IX. Social Change?**

Ayvazian, Andrea. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change."

Bucher, Richard D. "Diversity Education."

Raeburn, Nicole C. "The Rise of the Workplace Movement: Fighting for Lesbian, Gay, and Bisexual Rights in Corporate America."



## **2007 - 143 Proposal to Drop LING 202**

1. Date: October 9, 2007
2. Department: **Linguistics**

3. catalog Copy:

### **LING 202. Principles of Linguistics**

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

A survey of theory, methods and findings of linguistic research: the relation between sound and meaning in human languages; social variation in language; language change over time; universals of language; the mental representation of linguistic knowledge.

4. Effective Date (semester, year -- see Note R): **Fall 2008**  
(Note that changes will be effective immediately unless a specific date is requested.)

### **Justification**

1. Reasons for dropping this course:  
Same material covered in LING 110Q.
2. Other Departments Consulted:  
None. We will notify other departments concerning change of requirements.
3. Effects on Other Departments:  
No effect. LING 110Q will become a 2000-level course (LING 2010Q) under renumbering. So, it will be an acceptable substitution in any major requirements specified by other departments.
4. Effects on Regional Campuses:  
None.
5. Dates approved by (see Note Q):  
Department Curriculum Committee: March 13, 2007  
Department Faculty: March 13, 2007
6. Name, Phone Number, and e-mail address of principal contact person:  
Co-Directors of Undergraduate Study  
Jon Gajewski 6-1584, jon.gajewski@uconn.edu  
Yael Sharvit 6-5769, yael.sharvit@uconn.edu

## **2007 - 144 Proposal to Change LING 205Q, 206Q, & 215C**

1. Date: October 9, 2007
2. Department: **Linguistics**
3. Nature of Proposed Change: **change in prerequisites**

### 4. Current Catalog Copy:

#### 205Q. Phonology

First semester. Three credits. Prerequisite: [LING 202](#). *Calabrese, van der Hulst*

The analysis of sound patterns in language within a generative framework: distinctive features, segmental and prosodic analysis, word formation, the theory of markedness.

#### 206Q. Syntax and Semantics

Second semester. Three credits. Prerequisite: [LING 101](#) or [202](#).

*Beck, Boskovic, Lasnik. Sharvit*

The analysis of form and meaning in natural languages in a Chomskyan framework: surface structures, deep structures, transformational rules, and principles of semantic interpretation.

#### 215C. Experimental Linguistics

Semester by arrangement. Three credits. Prerequisite: [PSYC 132](#) and [LING 101](#) or [202](#). *Lillo-Martin, Snyder*

Research methods and laboratory techniques for the study of language acquisition and/or sentence processing. Students design and conduct a study using a computer database of child speech.

### **5. Proposed Catalog Copy:**

#### **205Q. Phonology**

First semester. Three credits. Prerequisite: [LING 110Q](#). *Calabrese, van der Hulst, Ritter*

The analysis of sound patterns in language within a generative framework: distinctive features, segmental and prosodic analysis, word formation, the theory of markedness.

#### **206Q. Syntax and Semantics**

Second semester. Three credits. Prerequisite: [LING 110Q](#)

The analysis of form and meaning in natural languages in a Chomskyan framework: surface structures, deep structures, transformational rules, and principles of semantic interpretation.

#### **215C. Experimental Linguistics**

Semester by arrangement. Three credits. Prerequisite: [PSYC 132](#) and [LING 110Q](#). *Lillo-Martin, Snyder*

Research methods and laboratory techniques for the study of language acquisition and/or sentence processing. Students design and conduct a study using a computer database of child speech.

### 6. Effective Date (semester, year -- see [Note R](#)): **Fall 2008**

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

### **Justification**

1. Reasons for changing this course: LING 202 is being dropped. LING 110Q provides adequate background. Experience has shown LING 101 is not adequate preparation for LING 206Q or LING 215C.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see [Note N](#)): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: March 13, 2007  
Department Faculty: March 13, 2007

8. Name, Phone Number, and e-mail address of principal contact person:  
Co-Directors of Undergraduate Study  
Jon Gajewski 6-1584, jon.gajewski@uconn.edu  
Yael Sharvit 6-5769, yael.sharvit@uconn.edu

## 2007 - 145 Proposal to Change the LING Minor

1. Date: October 9, 2007
2. Department requesting this change: **Linguistics**
3. Title of Minor: **Linguistics**
4. Nature of Change: **Substitution in Requirements**

### 5. Existing catalog Description of the Minor:

This minor requires 15 credits of 200-level course work. Required courses are:

- A. Core areas of theoretical Linguistics LING 202, 205, and 206. In addition, students must take at least one course from Group B.
- B. Linguistics extensions: Any other 200's- level Linguistics course.

Finally, students must take a second course from the group in B, or one course from Group C:

- C. Linguistics in related fields ANTH 244; CDIS 202; PHIL 211Q, 241; PSYC 221; or SOCI 212
- The minor is offered by the **Linguistics Department**.

### 6. Proposed catalog Description of the Minor:

This minor requires 15 credits of 200-level course work. Required courses are:

- A. Core areas of theoretical Linguistics LING **110Q (2010Q)**, 205, and 206

In addition, students must take at least one course from Group B.

- B. Linguistics extensions: Any other 200- level Linguistics course.

Finally, students must take a second course from the group in B, or one course from Group C:

- C. Linguistics in related fields  
ANTH 244; CDIS 202; PHIL 211Q, 241; or PSYC 221

[Suggested editing of 'Finally ...': C. Either a second Linguistics extensions course (B, above), or one of the following courses in related fields: ANTH 244; CDIS 202; PHIL 211Q, 241; or PSYC 221]

The minor is offered by the **Linguistics Department**.

7. Effective Date (semester, year -- see Note R): Fall 2008

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

### Justification

1. Why is a change required? LING 202 is being dropped; Ling 110Q (2010Q) is an adequate substitute.
2. What is the impact on students? None
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). **Attached**

Name of Student: \_\_\_\_\_

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

(signed) \_\_\_\_\_ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: March 13, 2007

Department Faculty: March 13, 2007

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

Co-Directors of Undergraduate Study

Jon Gajewski 6-1584, jon.gajewski@uconn.edu

Yael Sharvit 6-5769, yael.sharvit@uconn.edu



## **2007 - 146 Proposal to Change the Linguistics & Psychology Joint Major**

1. Date: October 9, 2007
2. Department requesting this change: **Linguistics**
3. Title of Major: **Linguistics and Psychology**
4. Nature of Change: **replacement of a required course by another one**
5. Existing catalog Description of the Major:

For the **Linguistics and Psychology** joint major, specifically required linguistics courses are: LING 202 and 215C, and at least two out of the other 200 level linguistics courses; and specifically required psychology courses are: PSYC 202Q and 221, and at least two out of PSYC 210W, 215, 220, 236, 254, and 256. All students in the Linguistics/Psychology Major are strongly encouraged to take LING/PSYC 305 in their senior year. A minimum of four courses (12 credits) at the 200 level from each department is required. For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing LING 215C. The exit requirement for writing in the major will be satisfied by passing either LING 244W or PSYC 210W.

### **6. Proposed catalog Description of the Major:**

For the **Linguistics and Psychology** joint major, specifically required linguistics courses are: **LING 110Q (2010Q)** and 215C, and at least two out of the other 200 level linguistics courses; and specifically required psychology courses are: PSYC 202Q and 221, and at least two out of PSYC 210W, 215, 220, 236, 254, and 256. All students in the Linguistics/Psychology Major are strongly encouraged to take LING/PSYC 305 in their senior year. A minimum of four courses (12 credits) at the 200-level from each department is required. For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing LING 215C. The exit requirement for writing in the major will be satisfied by passing either LING 244W or PSYC 210W.

7. Effective Date (semester, year -- see Note R): Fall 2008

### **Justification**

1. Why is a change required? LING 202 is being dropped. LING 110Q (2010Q) is an adequate substitute.
2. What is the impact on students? none
3. What is the impact on regional campuses? none
4. Dates approved by (see Note Q):

Linguistics:

Department Curriculum Committee: April 4, 2006

Department Faculty: April 4, 2006

Psychology:

Department Curriculum Committee: April 4, 2006

Department Faculty: April 4, 2006

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

Co-Directors of Undergraduate Study

Jon Gajewski 6-1584, jon.gajewski@uconn.edu

Yael Sharvit 6-5769, yael.sharvit@uconn.edu

**2007 - 147**

**Proposal to Change GEOL 213**

1. Date: Oct. 9, 2007

2. Department: **Center for Integrative Geosciences**

3. Nature of Proposed Change: **Change in course description, prerequisites, and number of credits.**

4. Current Catalog Copy:

**GEOL 213. Spring Field Trip**

Second semester. Variable credits. Prerequisite: GEOL 250, 251, 252, and 253, one of which may be taken concurrently. Spring field trip during spring break, and supporting research. First 7 weeks: background readings from primary literature and secondary literature. Seven weeks following trip: supervised laboratory research using field samples. One or more short research papers and presentation to the department.

5. Proposed Catalog Copy:

**GEOL 213. Spring Field Trip**

Second semester. 3 credits. Prerequisites: GEOL 103 or 105, or BIOL 107 or 108, or consent of instructor.

A field-based introduction to the integration of geological and biological observations and processes. Field trip during and weekly meetings before and after spring break.

6. Effective Date: Immediately

**Justification**

Reasons for changing this course: The changes will make the prerequisites and course description consistent with recent practices. This change is designed to provide opportunities for more students to integrate their backgrounds in geology and biology.

Effect on Department's Curriculum: None, but this change will allow more students to fulfill their requirements more efficiently, and it will encourage students to move into a field-based learning environment earlier in their undergraduate careers. Previously, students were required to have completed four 200-level Geol courses prior to enrolling in this field-based course. Now, students will have access to this course after fewer prerequisites.

Other Departments Consulted None.

Effects on Other Departments: None

Effects on Regional Campuses: None

Staffing: No effects on staffing

Dates approved by Department Curriculum Committee: Oct. 9, 2007

Department Faculty: Oct. 9, 2007

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

Timothy Byrne Center for Integrative Geosciences 455 6291 tim.byrne@uconn.edu

## **2007 - 148 Proposal to Add POLS 2YX**

1. Date:
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2008

### **Final catalog Listing**

#### **POLS 2XX. Indigenous Peoples' Politics and Rights**

**First semester. Three credits. Recommended Preparation: POLS 121 or 143**

**Governments, political behavior, human rights, constitutional rights of indigenous peoples of North America and Latin America. Impact of international law, and globalization on indigenous peoples.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: POLS
2. Course Number (see Note B):  
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: Indigenous Peoples' Politics and Rights
4. Semester offered: First semester
5. Number of Credits: three
6. Course description:  
Governments, political behavior, human rights, constitutional rights of indigenous peoples of North America and Latin America. Impact of international law, and globalization on indigenous peoples.

#### **Optional Items**

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable (see Note F): N/A
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable (see Note T): N/A
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor names if they will appear in catalog copy:
14. Open to Sophomores (see Note U): N/A
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

### **Justification**

1. Reasons for adding this course: The Department of Political Science does not offer a course covering governments and politics of indigenous peoples in any region of the world. This course provides a global approach to understanding indigenous peoples and their relationships to modern states, with particular focus on the Western Hemisphere. This course broadens offerings in comparative politics and nonwestern politics and is one of the courses for which Professor Van Cott was hired.
2. Academic Merit: Readings are drawn from both indigenous and non-indigenous scholarship to offer students the opportunity to analyze critical political science concepts -- democracy, sovereignty, the rights of peoples -- from standard Western as well as critical perspectives. Readings and films provide greater understanding of relatively unknown cultures. Analysis of indigenous governments enables students to critique preconceived notions about the nature of government, power, and justice.
3. Overlapping Courses: The Department of Anthropology offers several courses on Native American culture, history, and ecology in the United States and South America. These courses do not employ the concepts and tools of political science to the study of native peoples, and they do not provide cross-regional comparisons. The department of Anthropology offers a course on indigenous rights in Australia, but this country is not covered in the proposed political science course.
4. Number of Students Expected: 35



5. Number and Size of Section: 1 section, 35 students
6. Effects on Other Departments: This proposal is being sent to the Department of Anthropology.
7. Effects on Regional Campuses: none
8. Staffing: Professor Van Cott
9. Dates approved by:
  - Department Head.
  - Department subfield:
  - Department Curriculum Committee:
  - Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person: Carol W. Lewis, Department of Political Science, 486-3468  
carol.Lewis@UConn.edu.

**INDIGENOUS PEOPLES POLITICS AND RIGHTS**  
Political Science 2XX

Prof. Van Cott, Donna Lee Van Cott 486 -8425

**COURSE DESCRIPTION:** This course explores the ways in which contemporary indigenous peoples organize politically and the implications of this political activity for democratic governance. Our focus will be global, with particular attention paid to the Western Hemisphere. Among the themes explored are: economic development and ethno-development; the rights of indigenous women and their mode of political expression; neoliberalism and globalization and their affect on indigenous cultures; transnational organizations and movements; constitutional reform and the multicultural state; and political representation. Students will read work by social scientists about indigenous peoples as well as writings by politically prominent indigenous leaders and scholars.

**COURSE REQUIREMENTS:**

**THREE EXAMS.** There will be two midterms and one final exam. These exams will assess students' understanding of the assigned readings for the course, the topics discussed during lectures, and the content of films. Each exam will be worth 250 points.

**ACTIVE CLASS PARTICIPATION.** The objective of class participation is to assist all students in developing critical oral analytical and listening skills and to distribute opportunities for expression equally. Participation in class discussions will constitute one quarter of the grade. Participation requires active discussion of the readings, answering questions posed by the professor and other students, and raising questions about the topics for discussion. It also involves participating in classroom activities. Listening does not constitute active class participation. Students should come to class with questions in mind as well as comments on the assigned reading. Participation is worth 250 points.

**COURSE PLAN.** The course is organized as follows.

- Part one. What is sovereignty and why does it matter to indigenous peoples?
- Part two. Introduction to Indigenous peoples of the United States, Canada, and Latin America
- Part three. Constitutional rights of indigenous peoples in the Western Hemisphere
- Part four. Gender and indigenous rights
- Part five. Indigenous peoples' economic rights, the impact of globalization
- Part six. Indigenous peoples and international law
- Part seven. Political participation and representation of indigenous peoples

**BOOKS ASSIGNED.**

- James S. Anaya. *Indigenous Peoples in International Law*. 2nd ed. Oxford Univ. Press, 2004.
- Joanne Barker. *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. University of Nebraska Press, 2005.
- Rachel Sieder, editor. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy*. London: Palgrave MacMillan, 2002.
- David E. Wilkins. *American Indian Politics and the American Political System*. 2nd edition. Roman and Littlefield 2007.

Sample of additional readings:

- "Mashantucket Pequot Tribal Nation History," at <http://www.pequotmuseum.org/tribalHistory/TribalHistoryOverview>
- Daniel McCool, Susan Olson, and Jennifer Robinson. "An Equal Opportunity: The Impact of the Voting Rights Act." *Native Vote: American Indians, the Voting Rights Act, and the Right to Vote*. Cambridge University Press, 2007, 155-75.
- US Supreme Court. Santa Clara Pueblo versus Martinez, 436 US 49 (1978).
- Bethany Berger, "Indian Policy and the Imagined Indian Woman," *14 Kansas Journal of Law and Public Policy* (2004-2005): 103-115.
- Larry J. Zimmerman, Karen P. Zimmerman and Leonard R. Bruguier, "Cyberspace Smoke Signals: New Technologies and Native American Ethnicity." In Smith and Ward, editors, *Indigenous Cultures in an Interconnected World*. Vancouver: University of British Columbia Press, 2000, 69-86.



## **2007 - 149 Proposal to Add POLS 2YY**

1. Date:
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2009

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

### **POLS 2YY. Ethnic Conflict and Democracy**

**Second semester. Three credits. Recommended preparation: POLS 121 or 143.**

**Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: POLS
2. Course Number (see [Note B](#)):  
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: Ethnic Conflict and Democracy
4. Semester offered: Second semester
5. Number of Credits: three
6. Course description (second paragraph of catalog entry -- see [Note K](#)):  
Survey of conflicts among ethno-national groups in democratic and democratizing states around the world and conflict management strategies. Theoretical approaches to understanding origin of identity conflicts.

#### **Optional Items**

7. Number of Class Periods, if not standard: N/A
8. Prerequisites, if applicable (see [Note F](#)): N/A
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable (see [Note T](#)): N/A
11. Exclusions, if applicable (see [Note H](#)): N/A
12. Repetition for credit, if applicable (see [Note I](#)): N/A
13. Instructor names if they will appear in catalog copy:
14. Open to Sophomores (see [Note U](#)): N/A
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): N/A
16. S/U grading (see [Note W](#)): N/A

#### **Justification**

1. Reasons for adding this course: The Department of Political Science does not offer a course on the origin and management of ethnic conflict around the world. This is an increasingly important issue for policymakers and citizens. This course broadens offerings in comparative politics and is one of the courses for which Professor Van Cott was hired.
2. Academic Merit: Students learn theoretical approaches to the understanding of ethnic conflict and apply them to particular cases in industrialized, post-Communist, and developing countries, including Iraq and Afghanistan. Students study mechanisms to manage conflicts, such as power-sharing, electoral engineering, and international intervention. The last four classes consist of a simulation of the Afghanistan constitutional process in which students apply what they have learned.
3. Overlapping Courses: Although some courses in anthropology focus on race and ethnicity, they do so from a cultural perspective and do not employ the concepts and tools of political science. The Department of Sociology offers a course on ethnicity and race focusing on cultures and identities that arise from social differences. This course does not focus on the political and legal issues arising from ethnonational conflict nor does it examine conflict resolution techniques.
4. Number of Students Expected: 35

5. Number and Size of Section: 1 section, 35 students
6. Effects on Other Departments: This proposal is being sent to the departments of Anthropology and Sociology.
7. Effects on Regional Campuses: none
8. Staffing: Professor Van Cott
9. Dates approved by:
  - Department head:
  - Department subfield:
  - Department Curriculum Committee:
  - Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person: Carol W. Lewis, Department of Political Science, 486-3468, carol.Lewis@UConn.edu

**ETHNIC CONFLICT AND DEMOCRACY  
POLITICAL SCIENCE 2XX – Spring 2008**

Prof. Van Cott

Donna.VanCott@UConn.edu

486-8425

**COURSE DESCRIPTION:** This course examines the impact of nationalist ideologies and conflicts among ethno-national groups on politics in democratic and democratizing states. In the first part of the course, we will study theoretical approaches developed by political scientists, sociologists and anthropologists for understanding the formation of national and ethnic identities and how such identities come to be the basis of political action. We will explore the rise of the modern state in Europe in the 17-19th centuries and the development of the idea of the nation in relation to the state as a form of political organization, and how both the nation and state were transformed by the emergence of democracy. In the second part of the course we will study particular cases of ethnic and national conflict in democratic or democratizing societies, observing the operation of the concepts and theories studied in the first part of the course. In the third part of the course we will examine strategies developed by social scientists and policy makers for the resolution or management of ethnic and national conflicts, such as power-sharing, electoral engineering, territorial and non-territorial forms of autonomy, and international intervention. The last four classes will consist of a simulation in which students will apply what they have learned.

**COURSE REQUIREMENTS**

**EXAMS.** There will be two in-class mid-terms and a final exam.

**AFGHANISTAN SIMULATION.** Students will participate in a simulation of the process of writing the constitution for Afghanistan. Attendance during all three class periods of the simulation is mandatory. Students should make sure that they do not have any prior personal, work, athletic or other commitments that would preclude their full participation in the simulation. Since the simulation involves the entire class, there is no way to make up for your absence. Alternative assignments would not replicate the interactive nature of the simulation. The three classes that began on November 8 also are crucial because in these classes we will discuss the various options from which you will choose as constitution makers. Students missing more than one of these classes will be required to write an essay on the issues discussed prior to participation in the simulation.

**CLASS PARTICIPATION.** The extent to which you participate actively in class discussions will be taken into account when the final grade is calculated. Students are expected to come to class having read assignments and prepared to discuss them thoughtfully.

**BOOKS TO BE PURCHASED**

Edward Mortimer, ed. *People, Nation and State. The Meaning of Ethnicity and Nationalism.* London: I.B. Tauris Publishers, 1999. ISBN 1-86064-401-5

Raymond C. Taras and Rajat Ganguly. *Understanding Ethnic Conflict: The International Dimension.* Longman Publishers, 2006, second edition. ISBN 0-321-08594-9.

**SAMPLE OF OTHER READINGS:**

Jamaal Benomar, "Constitution-Making after Conflict: Lessons for Iraq," *Journal of Democracy*, 15, 2 (April 2004): 82-95.

Paul Brass, "Ethnic Conflict in Multiethnic Societies: The Consociational Solution and its Critics," *Ethnicity and Nationalism: Theory and Comparison.* New Delhi: Sage Publications, 1991.

**COURSE PLAN:** The course is organized into the following sections.

Part one. Theoretical perspectives

Part two. Case studies

Ethnic conflict in post-communist societies: the former Soviet Union and Yugoslavia

Ethnic conflict in the developing world: examples from Africa and the Middle East

Part three. Strategies for ethnic conflict resolution

Part four. Afghanistan simulation

**2007 - 150 Proposal to offer MARN 298 "Special Topics"**

1. Date of this proposal: 19 August 2007
2. Semester and year 298 will be offered: Spring 2008
3. Department: **Marine Sciences** (in cooperation with History)

**4. Title of course: Historical Ecology and Marine Environmental History**

5. Number of Credits: 3 credits
6. Instructors: Peter Auster (MARN) and Matthew McKenzie (HIST)
7. Instructor's position: Associate Research Professor (PA) and Assistant Professor (MM)

Auster is the Science Director of the University's National Undersea Research Center and a member of the Graduate Faculty in the Department of Marine Sciences. His academic interests are focused on the habitat ecology of fishes, with applied studies focused on the ecological effects of fishing and the role of marine reserves as a conservation tool. Auster works in a number of management related venues where understanding historical baselines regarding the state of marine animal populations and communities is key to developing targets for recovery and implementing goals for ecosystem-based management.

McKenzie has been involved with the Census of Marine Life's interdisciplinary History of Marine Animal Populations project for the past seven years. As part of the Gulf of Maine group and the World Whaling group, he has co-authored two articles integrating maritime history with marine ecologists, fisheries managers and whale researchers. His current research traces the social, economic, and cultural impacts of perceived inshore ecological change in southern New England in the nineteenth century.

McKenzie and Auster are currently working on a project to understand the impacts of shore-based fisheries on coastal fish communities off southern Massachusetts.

8. Has this topic been offered before? No
9. If so, how many times? NA

10. Short description:

As marine environmental historians and marine ecologists are coming to realize, the diversity and composition of life in the oceans was much different in the historical past than it is today. Historical perspectives about life in the sea, the dynamics of coastal economies, and evolving human capabilities to exploit marine resources have all fostered concomitant changes in marine ecosystems. These changes have had severe consequences related to the ecological goods and services that humans derive from the ocean, in addition to directly affecting the social, economic, and cultural dynamics of fishing industries and communities. Furthermore, historically dynamic ecological baselines derived from social, ecological and temporal change present a challenge to environmental managers seeking to restore communities and functions within a context of ecosystem-based management. Ultimately, relationships between marine resources and maritime communities stand as a key question embedded within current efforts to preserve marine resources and human societies.

This course will focus on the history of exploitation of marine megafauna (i.e., marine mammals, sea turtles, finfish), how changing patterns of exploitation have impacted marine and maritime communities and ecosystems, and how the recovery and analysis of such changes offer new insights to managers and environmental historians alike. To do so, the course will provide students with tools from ecology, biology, and history as it challenges them to use and interpret different types of historical data (i.e., fishery-catch and resource survey records, archival material such as port and customs records, fishermen's logbooks, local historical accounts, cultural sources, and paleoecological data) and different ecological concepts. Drawing from a series of case studies, this course will highlight the interdisciplinary nature of historical ecology and marine environmental history, the insights that have emerged from such work, examine how these different viewpoints aid in understanding the present conditions in the sea, and how we might best manage our activities for a sustainable future. Focused on identifying the dialog between human history and marine ecological change, this course will go beyond laying ecological and historical perspectives side by side and demonstrate how ecology and history inform one another.

This class will meet once weekly for 3 hours. Class time will be structured by initial lectures on topical matter or reviews of literature (textbook or primary literature). This will be followed by a discussion of the issues at hand with a focus on results and interpretation, logical assumptions and uncertainties based on data sources, ecological paradigms, historical contexts and source criticism, and alternative interpretations. Guest lecturers will also provide perspectives from the history of science, and from the Census of Marine Life's decade-old History of Marine Animal Populations (HMAP) project.

This class is designed to accommodate Coastal Studies, American Studies, and Maritime Studies students and foster cross-disciplinary discussions and peer-teaching from diverse disciplines.

Grades will be based on: in-class discussion and writing (30%); mid-term class presentation (20%), term paper (20%), final exam (30%)

Textbook: Estes, J.A., D.P. Demaster, D.F. Doak, T.M. Williams, and R.L. Brownell, Jr. (eds) 2006. *Whales, Whaling, and Ocean Ecosystems*. University of California Press, Berkeley.

and additional readings

Tim D. Smith, "Examining Cetacean Ecology Using Historical Fisheries Data." In Holm, Smith, and Starkey (eds.), *The Exploited Seas: New Directions for Marine Environmental History* (St. John's, Newfoundland, 2001) pp. 207-214.

Lance van Sittert, "The Other Seven Tenths," *Environmental History*. vol. 10, no. 1 (2005).

Jeff Bolster, "Opportunities in Marine Environmental History." *Environmental History*, vol. 11, no. 3 (2006).

Rosenberg, Bolster et al., "The History of Ocean Resources: Modeling Cod Biomass Using Historical Records." *Frontiers in Ecology and the Environment*, vol. 3, no. 2 (2005), pp. 78-84.

Nancy Shoemaker, "Whale Meat in American History." *Environmental History*, vol. 10, no. 2 (2005).

Loren McClenachan, "Social Conflict, Overfishing, and Disease in the Florida Sponge Fishery, 1849-1929. In Starkey, Holm, and Barnard (eds.), *Oceans Past: Management Insights from the History of Marine Animal Populations* (forthcoming, 2007).

Elizabeth A. Josephson, Tim D. Smith, and Randall R. Reeves, "Depletion within a Decade: The American Nineteenth-Century North Pacific Right Whale Fishery." In Starkey, Holm, and Barnard (eds.), *Oceans Past: Management Insights from the History of Marine Animal Populations* (forthcoming, 2007).

David J. Starkey, Poul Holm, and Michaela Barnard, "Oceans Past: History Meets Marine Science." In, Starkey, Holm, and Barnard (eds.), *Oceans Past: Management Insights from the History of Marine Animal Populations*" (forthcoming).

11. Please attach a sample/draft syllabus to first-time proposals: see attachment

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: 9/21/07

Department Faculty: 10/1/07

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

Sherri Olson 860-486-3552 [sherri.olson@uconn.edu](mailto:sherri.olson@uconn.edu)

**Draft Syllabus – MARN 298/HIST 298**  
**Historical Ecology and Marine Environmental History**

Peter Auster, Associate Research Professor - Office: 860-405-9121

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

Matthew McKenzie, Assistant Professor – Office: 860-405-9270

Email: [matthew.g.mckenzie@uconn.edu](mailto:matthew.g.mckenzie@uconn.edu)

Prerequisites: BIO 102 or 108

Overexploitation of marine communities by humans has resulted in significant changes in the function of marine communities and ecosystems. However, overexploitation is not a phenomena restricted to the recent past. This course will focus on the historical impacts of humans on marine megafauna (i.e., whales, sea turtles, finfish) across time from both ecological and societal perspectives. This course will highlight the interdisciplinary nature of historical ecology, the insights that have emerged from such work, and examine how the integrated nature ecology and history can aid in understanding the present conditions in the sea and how we might best manage our activities for a sustainable future.

Week    Topic

1 Why the Past Matters: The Historical Turn in the Marine Sciences and History's Scientific Turn [Scotian Shelf Case Study, HMAP, History of Science]

Course logistics, reading assignments, grade system.

2 Whales, Interaction Webs, and Zero-Sum Ecology

3 Whales and Whaling: Dawn and Expansion of Yankee Pelagic Whaling - The Japan Grounds Case Study

4 Trophic Cascades Through Marine Mammal Communities

5 Social Systems and Ocean Ecosystems - Fewer Whales, Fewer Whalers, and the Degradation of Whalemen

6 Whaling, Law and Culture

7 Mid-term: Class presentation and paper

Spring Break

8 Linking Science to Cultural Perspectives (Guest lecturer - Nancy Shoemaker)

9 Turtles and Caribbean Cultures (or marine carrying capacities and the challenge of Caribbean plantation slavery and emancipation)

10 Coral Reefs Then and Now

11 History of Marine Animal Populations (HMAP) Guest lecturer

12 Cod and New England Communities: Commodities, Commerce and Local Utility—Why cod and not all the others

13 Fishing for cod and ecological interactions – Ecological effects of changing gear and fishing strategies.

14 Fish and Fishery Management

15 Predicting the Future from the Past: Does the Future of Georges Bank Lie in the Past?

Final Exam

**2007 - 151 Proposal to Add GEOG 3530 (cross-listed with MARN 3XXX) pending co-sponsor approvals**

1. Date: October 9, 2007
2. Department requesting this course: **Geography**, to be co-listed with **Marine Science**
3. Semester and year in which course will be first offered: Fall 2008

**Final catalog Listing:**

**GEOG 3XXX. Remote Sensing of Marine Geography**

**First semester. Three credits. Recommended Preparation: GEOG 205 or MARN 170. Introduction to physical and biological remote sensing applications in oceans and seas. Applications include image analysis of sea surface temperature, winds, altimetry, sea ice, chlorophyll, primary productivity, and bathymetry.**

**Items included in catalog Listing**

**Obligatory Items**

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 3530
3. Course Title: Remote Sensing of Marine Geography
4. Semester offered: First semester
5. Number of Credits: Three credits.
6. Course description:  
Introduction to physical and biological remote sensing applications in oceans and seas. Applications include image analysis of sea surface temperature, winds, altimetry, sea ice, chlorophyll, primary productivity, and bathymetry.

**Optional Items**

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: GEOG 205 or MARN 170
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: Dierssen
14. Open to Sophomores: No – Junior or Senior only
15. Skill Codes "W", "Q", or "C": NA
16. S/U grading: NA

**Justification**

1. Reasons for adding this course:

Currently, neither department offers a similar course. The course fills important gaps in both marine science and geography course listings. Students from coastal studies will gain knowledge of remote sensing technology specific to marine ecosystems. Students from geography and environmental studies can expand their knowledge of general remote sensing to the unique problems inherent to the ocean environment.

2. Academic Merit

This course will cover the theory and application of a variety of remote sensing applicable to marine environments. Students will gain a fundamental understanding of the types of datasets, the strengths and limitations of these datasets, and how to access, acquire, and manipulate imagery. Imagery from satellites (MODIS/SeaWiFS, Topex, Landsat, Hyperion, etc.), as well as imagery from aircraft will be analyzed. New instrument development and use of bio-optical instrumentation will also be covered. Products will include temp., chlorophyll, winds, altimetry, and benthic characterization. Students will develop a class project involving imagery obtained from their own study region or a topic of choice.



3. Overlapping Courses: None expected
4. Number of Students Expected: 20
5. Number and Size of Section: 1 section with 20 students
6. Effects on Other Departments: None
7. Effects on Regional Campuses: Course can be offered at the Avery Point campus.
8. Staffing: Heidi Dierssen

9. Dates approved by:  
Department Curriculum Committee: 10/9/2007 (GEOG? MARN?)  
Department Faculty: 10/9/2007 (GEOG?)

**[MARN approvals pending]**

10. Name, Phone Number, and e-mail address of principal contact person:  
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

## **2007 - 152 Proposal to Add HIST 207**

1. Date: October 10, 2007
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Spring 2008

### **Final catalog Listing**

#### **HIST207. Science and Social Issues in the Modern World (H3204)**

**Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Roe**

**Social context of science in the United States and Europe since 1850. Genetics and eugenics; ecology and the environment; nuclear issues; gender, race, and science. CA 4**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B):207  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?  X  Yes   No
3. Course Title: Science and Social Issues in the Modern World
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K): Social context of science in the United States and Europe since 1850. Genetics and eugenics; ecology and the environment; nuclear issues; gender, race, and science. CA 4

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): ENGL 110 or 111 or 250
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T) NA
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Roe
14. Open to Sophomores (see Note U): no
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) To allow instructors the option of teaching the course as either a W course or a regular course
2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P):Roe
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/21/07  
Department Faculty: 10/12/07
10. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 486-3552, sherri.olson@uconn.edu

