

Departmental Course Proposals for the 30 October 2007 Meeting

A. Proposals upon which action was postponed earlier

Note: proposals postponed earlier for which revisions remain pending at press time appear below in *italics*. Action thereon in this session is unlikely. They will remain provisionally docketed for reference only until revised or withdrawn.

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 - 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 - 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 - 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

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2007 - 128 CHANGE the Neuroscience Minor (Revised version 27 October)

1. Department Name: Depts. of **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 required to satisfy the 15 credit requirement may include: [PSYC 205](#), [220](#), [253](#), [254](#), [252](#), [263/W](#), [267/W](#); [PNB 262](#), [PNB263WQ](#), [PNB 280](#). 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, and may include a lab course that was not used to fulfill the lab requirement. 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 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. In the current catalog and plan of study, PNB 299 would count, but PSYC 299 would not. 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; Andy Moiseff (PNB): 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 & 130 (Proposals to Change ENGL 340 & 341) and 2007 - 131 through 141 (Proposals to Add certain gradate courses): Revisions to these submissions follow; some course numbers have been changed from what was proposed earlier.)

2007 - 129 Proposal to Change ENGL 340 (5410) - Revised 10/18/07

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.

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

2007 - 130 Proposal to Change ENGL 341 (5420) – Revised 10/18/07

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.
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 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: 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

2007 - 131 Proposal to Add ENGL 5430 – Revised 10/18/07

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.
Survey of American Literature from 1865 to 1914. Writers of the Civil War era and Reconstruction, fin de siècle, and early modernism.

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):
Survey of American Literature from 1865 to 1914. Writers of the Civil War era and Reconstruction, fin de siècle, 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

2007 - 132 Proposal to Add ENGL 5440 – Revised 10/18/07

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):

ENGL 5440 American Literature IV

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

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.

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):
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

2007 - 133 Proposal to Add ENGL 6295 - Revised 10/18/07

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 6295 Special Topics in Children's Literature

3 credits. Seminar. Open to graduate students in English, others with permission. With a change in content, this course may be repeated for credit.

Major authors, themes, or literary movements in American or British children's literature.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): **6295**
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 Children's Literature**
4. Course description (if appropriate -- see Note K):
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): 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)
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, Higonet, 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

2007 - 134 Proposal to Add ENGL 6384 – Revised 10/18/07

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 6384. Seminar in Old Irish

3 credits. Seminar. Open to graduate students in English and Medieval Studies, others with permission. 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): **6384**
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): Language and literature of Medieval Ireland.
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 and Medieval Studies, 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)

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 complement 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

2007 - 135 Proposal to Add ENGL 6394 – Revised 10/18/07

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 6394. Seminar in Old Norse

3 credits. Seminar. Open to graduate students in English and Medieval Studies, others with permission. Old Norse language and literature.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): **6394**
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) 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): Open to graduate students in English and Medieval Studies, 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)

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 þátrr (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

2007 - 136 Proposal to Add ENGL 6484- Revised 10/18/07

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 6484. Seminar in Irish Studies.

3 Credits. Seminar. Open to graduate students in English, others with permission. With a change in content, this course may be repeated for credit.
Major authors, movements, or themes in Irish Literature.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): **6484**
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: 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): 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)

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 21st-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

2007 - 137 Proposal to Add ENGL 6400 – Revised 10/18/07

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

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):
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

2007 - 138 Proposal to Add ENGL 6410 – Withdrawn 10/18/07

2007 - 139 Proposal to Add ENGL 6420- Revised 10/18/07

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. With a change in content, this course may be repeated for credit.

Introduction to a particular American literary movement. Topics could include Sentimentalism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism, and Postmodernism.

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):
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. ENGL 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): 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

2007 - 140 Proposal to Add ENGL 6495 – Revised 10/18/07

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 6495 Special Topics in American Literature

3 credits. Seminar. Open to graduate students in English, others with permission. With a change in content, this course may be repeated for credit.

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): **6495**
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 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

2007 - 141 Proposal to Add ENGL 6584- Revised 10/18/07

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 6584. Seminar in World Literature

3 credits. Seminar. Open to graduate students in English, others with permission. With a change in content, this course may be repeated for credit.

Analysis of major authors, movements, or themes in World Literature written in English.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): **6584**
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): 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): 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)

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.

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

B New Departmental Proposals

2007 - 153 Proposal to Add HIST 298 Special Topics (Approved by chair)

1. Date of this proposal: October 2, 2007
2. Semester and year 298 will be offered: Spring 2008
3. Department: **HIST**

4. Title of course: **Modern Japan**

5. Number of Credits: 3
6. Instructor: Alexis Dudden
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? n/a
10. Short description: This course examines the intellectual, economic, social, and cultural underpinnings of modern Japan.
11. Please attach a sample/draft syllabus to first-time proposals. (See attached)
12. Comments, if comment is called for: to be proposed as a regular course next year, under the course number H3832.
13. Dates approved by (see Note Q):
Department Curriculum Committee: 10/12/07
Department Faculty: 10/15/07
14. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 486-3552
Sherri.olson@uconn.edu

**Modern Japan (H298)Special Topics/H3832
Spring 2008
Alexis Dudden**

This course examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging."

There is an in-class mid-term and a take-home final, and there are two quizzes during the semester. Class attendance and active participation are required.

Required Books (All paperback)

Andrew Gordon, *A Modern History of Japan: From Tokugawa Times to the Present* (2003)
David Lu, *A Documentary History*
Natsume Soseki, *Kokoro* (1914)
Mikiso Hane, *Peasants, Rebels, Women, and Outcastes in Modern Japan* (2003)
John Dower, *War Without Mercy* (1990)
Oe Kenzaburo, *Teach Us to Outgrow Our Madness* (1977)
Norma Field, *In the Realm of The Dying Emperor* (1990)

There is a packet of handouts that is on reserve.

Introduction Jan. 22

- Maps and history and nations (Japan in the middle of a larger world)

In-class reading from the Chinese history, *History of the Kingdom of Wei* (297ce)[packet]

Order over nature Jan. 24

-

Map

-

Gordon, *Japan*, pp. 1-7

o

Conrad Totman, "The Rise of Early Agricultural Regimes (to 700CE)" from Totman, *Pre-industrial Korea and Japan in Environmental Perspective* (2004) [packet]

Jan 28 Readings from the *Kojiki* (712), the *Nihon Shoki* (720) and the *Man'yoshu* (late 700s) [packet]

o

Gary Ebersole, "Mythohistory, Ritual, and Poetry in Early Japan" from Ebersole, *Ritual Poetry and the Politics of Death in Early Japan* (1992) [packet]

Jan 30

Readings from Prince Shotoku's Declaration [packet]

o

William Coaldrake, "Great Halls of Religion and State: Architecture and the Creation of the Nara Imperial Order" from Coaldrake, *Architecture and Authority in Japan* (1996) [packet]

Feb 5

Coaldrake, "Heian Palaces and Kamakura Temples" *Architecture and Authority* [packet]

- Readings from Murasaki Shikibu, *The Tale of Genji* [packet]
- Readings from *The Tale of the Heike* [packet]
- Kenko, *Tsurezuregusa* (Tales of Idleness) [packet]
- MOVIE – KUROSAWA, *SEVENSAMURAI*
- Feb 7 Gordon, pp. 9-45
- Ogyu Sorai, *Bendo* [packet]
- Dazai Shundai, *Keizai Roku Shui* [packet]
- Chikamatsu, *Five Women Who Loved Love* [packet]
- Feb 12 Gordon, pp. 46-59
- Aizawa Seishisai, *Shinron* [packet]
- Feb. 14 QUIZ
- Feb. 19 Gordon, pp. 61-76
- David Lu, *Documents*, pp. 280-303; 314-326
- Feb, 21 Gordon, pp. 77-93
- *Documents*, pp. 305-311; 326-344
- Feb 26 Gordon, 94-114; 115-137
- Feb. 28 *Documents*, pp. 345-373
- March 4 Soseki, *Kokoro* (ENTIRE BOOK)
- Study questions
- March 6 MID-TERM
- March 18 - Hane, *Peasants, Rebels, Women, and Outcastes*, pp. xi-xv; 2-27; 139-203
- Gordon, 139-160; 182-203
- March 20 - Hane, 78-101; 206-225; 226-245; 246-292
- *Documents*, pp. 375-408
- FILMS
- Frank Capra, *Know Your Enemy* (read also, Dower, pp. 15-32)
- Nancy Tong, *In the Name of the Emperor*
- March 25 Dower, *War Without Mercy*, 3-14; 77-180
- Gordon, 161-18
- March 27 Dower, pp. 203-290
- *Documents*, pp. 409-458
- In class reading, Cook and Cook, *Japan at War* [packet]
- April 1 - Gordon, pp. 226-243
- Kojima Nobuo, *The American School* (1954) [packet]
- *Documents*, pp. pp. 459-504
- April 3 QUIZ
- April 8 - Gordon, 245-269
- Documents*, pp. 505-524
- MOVIE – OZU, *GOOD MORNING* (1959)
- April 10 - Gordon, 270-290
- *Documents*, pp. 525-562
- April 15 - In *Teach Us to Outgrow Our Madness*, John Nathan's introduction
- Oe, *Teach Us To Outgrow Our Madness* (in *Teach Us To Outgrow Our Madness*)
- April 17 Oe, pick one other in collection
- Oe, Nobel Laureate Speech [packet]
- April 22 Gordon, 291-310
- *Documents*, 563-604
- MOVIE: MORITA, *FAMILY GAME* (1983)
- April 24 - Norma Field, *In the Realm of A Dying Emperor*
(An Okinawan Supermarket Owner)
- April 28 - Norma Field, one other essay from volume
Pak Poe, *Utaitai Uta ga Aru* (2004)
- April 30
- TAKE-HOME FINAL EXAM

2007 - 154 Proposal to Change the Marine Biology Minor

1. Date: 20 September 2007
2. Department requesting this change: **Marine Sciences**
3. Title of Minor: **Marine Biology**
4. Nature of Change: remove MARN 293 from electives list (Group B), add a statement that this course and several others require approval of Dept. Head, and reword the description to eliminate A and B headings

5. Existing catalog Description of the Minor:

Marine Biology

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

A. Core courses: MARN 260*, MARN 294/EEB 294

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

B. Electives: MARN 236 or 282/382, MARN 241, MARN240, MARN 242, MARN 265/365, MARN267/333, MARN 331, MARN 332, MARN293; EEB 200, EEB 275**

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

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

The minor is offered by the Marine Science Department.

6. Proposed catalog Description of the Minor: (changes in **bold**)

Marine Biology

This minor requires at least 15 credits of 200's level course work.

Required courses are MARN 260*, MARN 294/EEB 294

In addition, students must take at least three of the following courses**:

MARN 236 or 282/382, 240, 241, 242, 265/365, 267/333, 331, 332, EEB 200, 275. **Students may be able to use MARN 298, MARN 293 or other MARN courses towards one or more of these electives with prior approval of Department Head.**

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

** **Coastal Studies majors may use only one 200-level MARN elective course to count for both the major and Marine Biology minor.**

The minor is offered by the Department of Marine Sciences.

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

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

Justification

1. Why is a change required? Add courses to the electives list, and simplify the text describing core courses and electives.
2. What is the impact on students? The students have a broader range of courses from which to choose as electives.
3. What is the impact on regional campuses? This should result in a slight increase in the size of some 200 and 300 level courses offered at Avery Point by the Department of Marine Sciences.
4. Attach a revised "Minor Plan of Study" form to this proposal (**see below**).
5. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 11 October, 2007
Department Faculty: 12 October, 2007
6. Name, Phone Number, and e-mail address of principal contact person: Patricia Kremer
860-405-9140 pkremer@uconn.edu

Instructions to students: When you are preparing your final plan of study, you must obtain department approval that you have satisfied requirements for the Marine Biology minor. Obtain a signature on this form from your Marine Sciences advisor or the Coastal Studies Co-ordinator. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

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

A. Required Courses:

MARN 260: _____ (3 cr.) Biological Oceanography
 MARN 294 _____
 or EEB 294: _____ (3 cr.) Marine Biology

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

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

MARN 236**: _____ (3 cr.) Marine Microbiology
 or MARN 282: _____ (3 cr.) Pollution and Bioremediation
 MARN 240: _____ (3 cr.) Marine Mammals
 MARN 241: _____ (3 cr.) Marine Invertebrate Biology
 MARN 242: _____ (3 cr.) Environmental Physiology
 MARN 265/365: _____ (3 cr.) Molecular Approaches
 MARN 267/333: _____ (3 cr.) Plankton Ecology
 MARN 331: _____ (3 cr.) Marine Phytoplankton
 MARN 332: _____ (3 cr.) Marine Zooplankton
 MARN 293: _____ (cr.) Foreign Study (prior approval necessary)
 MARN 298 _____ (3 cr.) Special Topics (prior approval necessary)
MARN _____ (3 cr.) other course with biological emphasis (prior approval necessary)

** Coastal Studies majors may use only one 200-level MARN elective course to count for both the major and Marine Biology minor.

Student Name: _____ Student ID number: _____

Signature: _____ E-mail: _____

I approve the above program for the Minor in Marine Biology:

(print name) _____ (title) _____

(signed) _____ (date) _____

2007 - 155 Proposal to Change the Coastal Studies Major

1. Date: 13 September 2007
2. Department requesting this change: **Marine Sciences**
3. Title of Major: **Coastal Studies**
4. Nature of Change: **Add some additional courses to the approved list of upper division electives and make some courses acceptable with approval of the Dept. Head. Small wording changes to clarify and correct errors in the current copy (29 credits for B.S. rather than 28; add W to MARN 275 and 280, etc.).**

5. Existing catalog Description of the Major:

Bachelor of Science in Coastal Studies:

The B.S. in Coastal Studies requires a foundation of courses including 28 credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies majors must pass the following courses.

- I. 100's Level:** BIOL 107, 108; CHEM 127Q-128Q or CHEM124Q, 125Q and 126Q; MATH 115Q, 116Q or MATH112Q, 113Q and 114Q; PHYS 131Q, 132Q or PHYS 121Q, 122Q and 123Q; MARN 170 or 171

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT110Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices:

HIST 206/SCI206; and either ECON 112 or ARE 150

II. Coastal Studies B.S. Major Requirements

The following courses constitute the major requirements: MARN 210, 211, 212C, 220Q, 255W, 256, and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from each of the following groups:

Group 1: MARN 230, 270;

Group 2: MARN 236, 282, 294, 241, 242;

Group 3: MARN 236, 282, 275, 280.

Note: only one of MARN 236 and 282 may be counted as an elective. It can satisfy either the Group 2 or 3 requirement, but not both.

III. Coastal Studies B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Coastal Studies: The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study allows interested students to take additional social science courses. Coastal Studies majors must pass the following courses.

- I. 100's Level:** BIOL 107, 108; CHEM 127Q, 128Q or CHEM 124Q, 125Q and 126Q; MATH 109Q and 118Q or 106Q, or MATH112Q and 113Q; PHYS 121Q, 122Q or PHYS131Q, 132Q; MARN 170 or 171

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT110Q or another approved course. Students are encouraged to fulfill some of their

General Education requirements with the following choices: HIST 206/SCI206; and either ECON 112 or ARE 150.

II. Coastal Studies B.A. Major Requirements

The following courses constitute the major requirements: MARN 210, 211, 212C, 255W, 256, and 3 electives. The electives are: MARN 220Q, 230, 235, 236 or 282, 241, 242, 267, 270, 275, 280, 294.

III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the major requirements above, in particular MARN 210, 211, 212C for computer technology, and 211, 255W and 256 for information literacy. The writing in the major requirement will be satisfied by MARN 255W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this *Catalog*.

Both a minor in Marine Biology and a minor in Oceanography are described in the *Minors* section.

6. Proposed catalog Description of the Major: (changes in bold)

Bachelor of Science in Coastal Studies:

The B.S. in Coastal Studies requires a foundation of courses including **29** credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies majors must pass the following courses.

I. 100's Level: BIOL 107, 108; **either** CHEM 127Q and 128Q, or CHEM 124Q, 125Q and 126Q; **either** MATH 115Q and 116Q, or MATH 112Q, 113Q and 114Q; **either** PHYS 131Q and 132Q, or PHYS 121Q, 122Q and 123Q; MARN 170 or 171.

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT110Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST 206/SCI206; and either ECON 112 or ARE 150.

II. Coastal Studies B.S. Major Requirements

The following courses constitute the major requirements: MARN 210, 211, 212C, 220Q, 255W, 256, and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from each of the following groups:

Group 1: MARN 230, **235**, 270

Group 2: MARN 236, 282, 294, 241, 242, **265, 267**

Group 3: MARN 236, 282, **275W**, 280W.

Note: **MARN 236 and 282 may be used to fulfill only one requirement, either Group 2 or 3. Students may be able to use MARN 298, MARN 293 or other MARN courses towards one or more of these electives with prior approval of Department Head.**

III. Coastal Studies B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Coastal Studies: The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study **requires** additional social science courses. Coastal Studies majors must pass the following courses:

I. 100's Level: BIOL 107, 108; **either** CHEM 127Q and 128Q, or CHEM 124Q, 125Q and 126Q; **either** MATH 109Q and 118Q, or MATH 109Q and 106Q, or MATH 112Q and 113Q; **either** PHYS 121Q and 122Q, or PHYS 131Q and 132Q; MARN 170 or 171

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 110Q or another approved course. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST 206/SCI 206; either ECON 112 or ARE 150.

II. Coastal Studies B.A. Major Requirements

The following courses constitute the major requirements: MARN 210, 211, 212C, 255W, 256, and 3 electives. The electives are: MARN **200, 203, 220Q, 230, 235, 236** or 282, 241, 242, **265, 267, 270, 275W, 280W, 294**. **Students may be able to use MARN 298, MARN 293 or other MARN courses towards one or more of these electives with prior approval of Department Head.**

III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The Department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General Education competency requirements for computer technology and information literacy will be satisfied by completing the major requirements above, in particular MARN 210, 211, 212C for computer technology, and 211, 255W and 256 for information literacy. The writing in the major requirement will be satisfied by MARN 255W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this *Catalog*.

Both a minor in Marine Biology and a minor in Oceanography are described in the *Minors* section.

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

Justification

1. Why is a change required?

a) There are more 200 level MARN courses that are relevant for the major

b) Some (but not all) courses offered as MARN 298 (Special Topics), MARN 293 (Foreign Study) or other MARN courses are appropriate as upper division electives

2. What is the impact on students?

Students will have more choice and flexibility in what classes they take as upper division electives for the major

4. Dates approved by (see Note Q):

Department Curriculum Committee: 11 October, 2007

Department Faculty: 12 October, 2007

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

Dr. Patricia Kremer

860-405-9140

pkremer@uconn.edu

2007 - 156 Proposal to restore certain MATH courses to the B S options list.

The Undergraduate Program Committee of the Department of Mathematics proposes that the calculus requirement tracks for the Bachelor of Science in CLAS be restored to what they were in the 2006-07 catalog.

The UPC is studying the roles of MATH 1122Q (114Q) in the curriculum. While discussion continues on whether MATH 114 should be restored as a prerequisite for certain Mathematics courses, the UPC agreed unanimously on October 15, 2007 that the sequence MATH 1120-1121-1122 is an appropriate option for satisfying the first-year calculus requirement for the BS degree. Contact Jerry Leibowitz, MATH

Current copy in the printed 2007-08 catalog (2008-09 catalog galley proofs in arenttheses):

Bachelor of Science only, All of the following:

One of the Chemistry Sequences:

- CHEM 124Q, 125Q, 126Q (CHEM 1124Q, 1125Q, 1126Q)
- CHEM 127Q, 128Q (CHEM 1127Q, 1128Q)
- CHEM 129Q, 130Q (CHEM 1147Q, 1148Q)
- CHEM 137Q, 138Q (CHEM 1137Q, 1138Q)

One of the Mathematics Sequences:

- MATH 112Q, 113Q, 116Q (MATH 1120Q, 1121Q, 1132Q)
- MATH 115Q (or 135Q), 116Q (or 136Q) (MATH 1131Q (or 1151Q), 1132Q (or 1152Q))
- MATH 243Q, 244Q (MATH 2141Q, 2142Q)

One of the following:

- BIOL 107, 108, 110 (BIOL 1107, 1108, 1110) *

One of the Physics Sequences:

- PHYS 121Q, 122Q (PHYS 1201Q, 1202Q)
- PHYS 131Q, 132Q (PHYS 1401Q, 1402Q)
- PHYS 141Q, 142Q (PHYS 1601Q, 1602Q)
- PHYS 151Q, 152Q (PHYS 1501Q, 1502Q)

*NOTE -- Inclusion of BIOL 110 is an error, since the CLAS CCC approved deleting that biology option from the BS list at the request of biologists on the Committee. Apparently, the catalog editor was not informed of this change.

Proposed catalog copy

Bachelor of Science only, All of the following:

One of the Chemistry Sequences:

- CHEM 124Q, 125Q, 126Q (CHEM 1124Q, 1125Q, 1126Q)**
- CHEM 127Q, 128Q (CHEM 1127Q, 1128Q)**
- CHEM 129Q, 130Q (CHEM 1147Q, 1148Q)**
- CHEM 137Q, 138Q (CHEM 1137Q, 1138Q)**

One of the Mathematics Sequences:

- MATH 112Q, 113Q, and either 114Q or 116Q (MATH 1120Q, 1121Q, and either 1122Q or 1132Q)**
- MATH 115Q (or 135Q), 116Q (or 136Q) (MATH 1131Q (or 1151Q), 1132Q (or 1152Q))**
- MATH 243Q, 244Q (MATH 2141Q, 2142Q)**

One of the following:

- BIOL 107, 108 (BIOL 1107, 1108)**

One of the Physics Sequences:

- PHYS 121Q, 122Q (PHYS 1201Q, 1202Q)**
- PHYS 131Q, 132Q (PHYS 1401Q, 1402Q)**
- PHYS 141Q, 142Q (PHYS 1601Q, 1602Q)**
- PHYS 151Q, 152Q (PHYS 1501Q, 1502Q)**

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2007 - 157 Proposal to Drop STAT 272Q

1. Date: Oct 10, 2007
2. Department: **Statistics**
3. Catalog Copy:

272Q. Introduction to Biostatistics

Either semester. Three credits. Prerequisite: [STAT 220](#) or an applied statistics course along with either [STAT 230](#) or [MATH 231](#) or instructor consent.

4. Effective Date (asap):

Justification

1. Reason for dropping this course: entries for ST272 and ST272Q both appear in the catalog, the latter entry simply because of an administrative error. We plan to continue to offer ST272 (next offered Spring 2008).

272. Introduction to Biostatistics

Either semester. Three credits. Prerequisite: [STAT 220](#) or consent of instructor.

Rates and proportions, sensitivity, specificity, two-way tables, odd ratios, relative risk, ordered and non-ordered classifications, trends, case-control studies, elements of regression including logistic and Poisson, additivity and interaction, combination of studies and meta-analysis.

2. Other Departments Consulted: None.
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: Feb 14, 2007
Department Faculty: Feb 14, 2007
6. Name, Phone Number, and e-mail address of principal contact person: Nalini Ravishanker, 6-4760; nalini.ravishanker@uconn.edu

2007 - 158 Proposal to Add EEB XX94

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

Final catalog Listing (see Note A):

†EEB XX94. Seminar in Bryology.

Either semester. One credit. Seminar. Open to graduate students, others with consent of instructor. May be repeated for a maximum of 8 credits. *Goffinet*.

Analysis and discussion of current literature pertaining to the biology of bryophytes.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
 2. Course Number (see Note B): XX94
- Have you verified with the Registrar that this number is available for use? No
3. Course Title: Seminar in Bryology
 4. Course description, if appropriate (see Note K):
Analysis and discussion of current literature pertaining to the biology of bryophytes.
 5. Number of Credits: 1
 6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable (see Note F): consent of instructor
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): required
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): May be repeated for a maximum of 8 credits.
12. S/U grading, if applicable (see Note X): Yes

Justification

1. Reasons for adding this course: (see Note L): This seminar has been offered – in some semesters informally – since 2000.
2. Academic Merit (see Note L):
Encourages graduate students to become acquainted with and stay informed about research projects in bryology not directly pertinent to their dissertation projects.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 3-6
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Bernard Goffinet
8. Dates approved by (see Note Q):

Department Curriculum Committee: October 9, 2007

Department Faculty: October 10, 2007

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

Dr. Bernard Goffinet
Ph: 1-860-486-5290
bernard.goffinet@uconn.edu

2007 - 159 Proposal to change HRTS/POLS 390 (Cross-list HRTS/POLS 390 as ECON 390) See docket no. 2007 - 97

1. Date: October 9, 2007
2. Departments requesting this change: **Economics, Political Science & Human Rights Program**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing:

POLS 390/HRTS 390/ECON 390 (ECON 5128). Economic Rights

3 credits. Seminar. Instructor consent required. Also offered as HRTS 390.

Economic Rights include the right to an adequate standard of living, the right to work, and the right to basic income guarantees for those unable to work. These rights are grounded in international law - particularly in the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. This class will explore the conceptual bases, measurement, and policy applications of economic rights. Specific topics will include: child labor, the right to development, non-governmental initiatives, and the institutionalization of economic rights (e.g., constitutionalization versus statutory implementation versus discretionary policies).

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ECON

2. Course Number: Requested 390 (5128)

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

3. Course Title: ECONOMIC RIGHTS

4. Course description

Economic Rights include the right to an adequate standard of living, the right to work, and the right to basic income guarantees for those unable to work. These rights are grounded in international law - particularly in the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. This class will explore the conceptual bases, measurement, and policy applications of economic rights. Specific topics will include: child labor, the right to development, non-governmental initiatives, and the institutionalization of economic rights (e.g., constitutionalization versus statutory implementation versus discretionary policies).

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 301. Full-Time Doctoral Research. 3 credits.

Seminar

Optional Items

7. Prerequisites, if applicable: None

8. Recommended Preparation, if applicable: NA

9. Consent of Instructor, if applicable: Required

10. Exclusions, if applicable (see Note H): None

11. Repetition for credit, if applicable (see Note I): No

12. S/U grading, if applicable (see Note X): A-F Grading

Justification

1. Reasons for adding this course:

There is no course in the course catalog which introduces graduate students to the key contemporary debates in the field of economic rights. This course will provide the tools needed to critically evaluate recent attempts to conceptualize economic rights and measure their existence, or lack

thereof. It will also include a policy component and examine recent economic rights policies pursued by states, Non-governmental institutions and multilateral agencies of United Nations system. The proposed cross-listing (i.e., HRTS, POLS, ECON) is aimed at enhancing the graduate-level offerings in all three fields through a course developed in an explicitly interdisciplinary manner. Moreover, this course would be open to graduate students completing a "concentration" in Human Rights, offered through the HR Institute and open to students in CLAS and the Law School. Human rights is a strength area for the POLS department, and economic rights is one of the most cutting-edge parts of the human rights field – hence, the interest in offering this course as a cross-listed one.

2. Academic Merit (see Note L): economic rights are intrinsically important yet understudied part of human rights discourse and practice. Students in this course will be exposed to cutting-edge academic literature on the topic and will develop the capacity to apply related concepts across multiple policy areas.
3. Overlapping Courses: None
4. Number of Students Expected: 20
5. Number and Size of Section: 20 per offering
6. Effects on Other Departments: HRTS has already received approval for an HRTS 390 designation for cross-listing purposes, and and the October 9, 2007 meeting of the College C&C Committee, POLS received approval to cross-list the course as POLS 390. ECON has dedicated a staff member to teach the course jointly with a member of the POLS faculty for the Spring 2008 semester.
7. Staffing: Lanse Minkler [ECON] and Shareen Hertel [POLS]
8. Date approved by Economics Department: April 20, 2007.
9. Name, Phone Number, and e-mail address of principal contact person:
Lanse Minkler, 486-4070, alanson.minkler@uconn.edu

2007 - 160 Proposal to Change MCB 229

1. Date: 9/24/2007
2. Department: **MCB**
3. Nature of Proposed Change: **Change prerequisites**

4. Current Catalog Copy:

MCB 229 (2610). Fundamentals of Microbiology

Either semester. Four credits. Three lecture periods and one 2-1/2-hour laboratory period. Prerequisite or corequisite: [CHEM 141](#) or [243](#). Recommended preparation: [BIOL 107](#) or equivalent. Open to sophomores or higher. *Aggison, Gage*

Biology of microorganisms, especially bacteria. Cellular structure, physiology, genetics, and interactions with higher forms of life. Laboratory familiarizes students with methodology of microbiology and aseptic techniques. A fee of \$20 is charged for this course.

5. Proposed Catalog Copy:

MCB 229 (2610). Fundamentals of Microbiology

Either semester. Four credits. Three lecture periods and one 2-1/2-hour laboratory period. Prerequisite: BIOL107; Prerequisite or corequisite: [CHEM 141](#) or [243](#). Open to sophomores or higher. *Aggison, Gage*

Biology of microorganisms, especially bacteria. Cellular structure, physiology, genetics, and interactions with higher forms of life. Laboratory familiarizes students with methodology of microbiology and aseptic techniques. A fee of \$20 is charged for this course.

6. Effective Date: Fall, 2008

Justification

1. Reasons for changing this course:

Material in 229 requires knowledge of the basic molecular biology taught in BIOL_107. Brings 229 in line with other 200 level MCB courses.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted :None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing:

7. Dates approved:

Department Curriculum Committee:

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Daniel Gage, 6-3092, daniel.gage@uconn.edu

2007 - 161 Proposal to Change the MCB Major

1. Date: October 12, 2007
2. Department requesting this change: **Molecular and Cell Biology**
3. Title of Major: **Molecular and Cell Biology**
4. Nature of Change: **Remove Physics 123 (1300) as a requirement**

5. Existing catalog Description of the Major:

Molecular and Cell Biology

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

The following 100's level courses are required: BIOL 1107; CHEM 1127Q, 1128Q or 1124Q, 1125Q, 1126Q; MATH 1131Q, 1132Q or 1120Q, 1121Q, 1122Q; and PHYS 1401Q, 1402Q or 1201Q, 1202Q, 1230. Courses required for the major: at least 24 credits in MCB courses, including:

Group 1: At least 3 of the following core courses

MCB 2410 (Note: MCB 2413 may be substituted for MCB 2410), 3010, 2210, 2610

Group 2: CHEM 2443 and 2444

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

MCB 2000, 3010, 2413, 3414, 4415, 2225W, 4026W, 2610, 3633, 3635, 3640W, 3899 Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses). For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. Majors must complete at least 24 credits in MCB courses at the 200-level or above.

Where appropriate, a course may fulfill more than one requirement; e.g., MCB 3010 and 2610 count towards the Group 1 requirement as well as the Group 3 Laboratory requirement. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3022W, 2225W, 4026W, 3640W, 3841W, 4997W; EEB 2244W or 2245W; or any 200-level W course approved for this major.

A minor in Molecular and Cell Biology is described in the "Minors" section of this Catalog.

6. Proposed catalog Description of the Major:

Molecular and Cell Biology

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

The following 1000's level courses are required: BIOL 1107; CHEM 1127Q, 1128Q or 1124Q, 1125Q, 1126Q; MATH 1131Q, 1132Q or 1120Q, 1121Q, 1122Q; and PHYS 1401Q, 1402Q or 1201Q, 1202Q. Courses required for the major: at least 24 credits in MCB courses, including:

Group 1: At least 3 of the following core courses

MCB 2410 (Note: MCB 2413 may be substituted for MCB 2410), 3010, 2210, 2610

Group 2: CHEM 2443 and 2444

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

MCB 2000, 3010, 2413, 3414, 4415, 2225W, 4026W, 2610, 3633, 3640W, 3899 Independent Study (may be repeated, but only 3 credits may count toward the 24 credits of required MCB courses). For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. Majors must complete at least 24 credits in MCB courses at the 2000-level or above.

Where appropriate, a course may fulfill more than one requirement; e.g., MCB 3010 and 2610 count towards the Group 1 requirement as well as the Group 3 Laboratory requirement. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3022W, 2225W, 4026W, 3640W, 3841W, 4997W; EEB 2244W or 2245W; or any 2000-level W course approved for this major.

A minor in Molecular and Cell Biology is described in the "Minors" section of this Catalog.

7. Effective Date: Spring 2008 upon final approval

Justification

1. Why is a change required? CLAS has removed Physics 123 as a required course for the BS major and MCB is bringing the major in line with this policy.

2. What is the impact on students? This will give more flexibility in taking MCB courses for the major.

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

4. Dates approved by:

Department Curriculum Committee: 10/11/07

Department Faculty: 10/12/07

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

David Knecht, Tele. 6-2200, david.knecht@uconn.edu

2007 - 162 Proposal to Add AMST 1XXX

1. Date: Oct 11, 2007
2. Department requesting this course: **American Studies Program**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

AMST 1XXX. Honors Core: American Landscapes.

Either semester. Three credits. Open to first- and second-year honors students.

Real and imagined landscapes in American life, as seen through the history of the land and its uses and through changing representations of those landscapes in art, literature, science, and popular culture.

Items included in catalog Listing:

Obligatory Items

1. Four-letter abbreviation for Department or Program: AMST
2. Course Number: 1xxx (We have checked with the Registrar and this number is available for use.)
3. Course Title: Honors Core: American Landscapes
4. Semester offered: either semester
5. Number of Credits: three
6. Course description (second paragraph of catalog):
Real and imagined landscapes in American life, as seen through the history of the land and its uses and through changing representations of those landscapes in art, literature, science, and popular culture.

Optional Items

7. Number of Class Periods, if not standard: n.a.
8. Prerequisites, if applicable: none
9. Recommended Preparation, if applicable: n.a.
10. Consent of Instructor, if applicable: not required
11. Exclusions, if applicable: n.a.
12. Repetition for credit, if applicable: n.a.
13. Instructor(s) names if they will appear in catalog copy: Gross, Pritchard, Thorson
14. Open to Sophomores (see [Note U](#)):
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: To provide an introduction to American Studies for first- and second-year honors students on an interdisciplinary theme central to the study of American literature, history, and culture.
2. Academic Merit: This course will be taught collaboratively by faculty from different departments with expertise in the fields (e.g., history, literature, art and photography, geology) pertinent to the syllabus. It will thereby put into practice the interdisciplinary approach of American Studies. The course will combine lectures and presentations with meetings in discussion sections. Each faculty member on the course staff will be responsible for his or her own section. Through these small groups students will gain experience in discussing and evaluating the approaches, sources, and methods employed by practitioners of different disciplines in the study of American landscapes.
3. Overlapping Courses: none
4. Number of Students Expected: 40
5. Number and Size of Section: 13
6. Effects on Other Departments: no such course currently exists in other departments; English, History, and Political Science (the three departments most closely related to AMST) have been consulted and have assented to this new offering.

7. Effects on Regional Campuses: this course may be offered for honors students at the regional campuses
8. Staffing: varies
9. Dates approved by (see Note Q):
Department Curriculum Committee: October 17, 2007
Department Faculty: October 17, 2007
10. Name, Phone Number, and e-mail address of principal contact person: Wayne Franklin, Director of American Studies, wayne.franklin@uconn.edu

2007 - 163 Proposal to Change the Asian American Studies Minor

1. Date: 10/09/07
2. Department requesting this change: **Asian American Studies Institute**
3. Title of Minor: Asian American Studies
4. Nature of Change: **Add 298 course to minor**
5. Existing catalog Description of the Minor: Asian American Studies
Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.
Students are required to complete eighteen credits at the 200-level by completion of Sections A, B, C, and D:

Three credits from Section A: AASI 201.

Six credits from Section B: [AASI 215](#), [AASI/ARTH 220](#), [AASI/ENGL 274](#), [AASI/HIST 268](#), [AASI/HIST 294](#), [AASI/HRTS/SOCI 221](#)

Six credits from Section C: [AASI 214](#), [AASI 216](#), [AASI/HRTS/SOCI 222](#), [AASI/HIST 277](#), [AASI/HIST 287](#), [AASI/HIST 288](#), [HIST 221](#); [POLS 279](#); and

Three credits from Section D: [AFAM/ENGL 276W](#); [AFAM/HIST/HRTS 238](#); [ANTH/PRLS 241](#); [AFAM/HRTS/SOCI 235](#), [236](#); [COMM 232/PRLS 260](#); [DRAM 213](#); [AFAM/HIST 246](#); [HIST/ WS 215](#); [PRLS 295](#).

Additionally with the approval of the Minor Advisor, a three-credit independent study course with substantial Asian American or Asian content may also be counted towards the minor in lieu of a course in either section B and or C.

This minor is offered by the [Asian American Studies](#) Minor Advisor, Director, Asian American Studies Institute, 422 Beach Hall, Rm. 417. For more information, e-mail Asiadm01@uconnvm.uconn.edu or phone (860) 486-4751.

6. Proposed catalog Description of the Minor:

Asian American Studies

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Students are required to complete eighteen credits at the 200-level by completion of Sections A, B, C, and D:

Three credits from Section A: [AASI 201](#).

***AASI 298**

***Must be approved by the Asian American Studies Minor Advisor**

Six credits from Section B: [AASI 215](#), [AASI/ARTH 220](#), [AASI/ENGL 274](#), [AASI/HIST 268](#), [AASI/HIST 294](#), [AASI/HRTS/SOCI 221](#)

Six credits from Section C: [AASI 214](#), [AASI 216](#), [AASI/HRTS/SOCI 222](#), [AASI/HIST 277](#), [AASI/HIST 287](#), [AASI/HIST 288](#), [HIST 221](#); [POLS 279](#); and

Three credits from Section D: [AFAM/ENGL 276W](#); [AFAM/HIST/HRTS 238](#); [ANTH/PRLS 241](#); [AFAM/HRTS/SOCI 235](#), [236](#); [COMM 232/PRLS 260](#); [DRAM 213](#); [AFAM/HIST 246](#); [HIST/ WS 215](#); [PRLS 295](#).

Additionally with the approval of the Minor Advisor, a three-credit independent study course with substantial Asian American or Asian content may also be counted towards the minor in lieu of a course in either section B and or C.

Additionally with the approval of the Minor Advisor, a three-credit independent study course with substantial Asian American or Asian content may also be counted towards the minor in lieu of a course in either section B and or C.

*AASI 298 must be approved by the Asian American Studies Minor Advisor.

This minor is offered by the [Asian American Studies](#) Minor Advisor, Director, Asian American Studies Institute, Beach Hall, and Rm. 417. For more information, e-mail Roger.Buckley@uconn.edu or phone (860) 486-4751.

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

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

Justification

1. Why is a change required? We would like to add an option to take a AASI 298 course with the approval of the Minor Advisor. We have two new faculty members who will be developing new courses as well as current faculty members who will be developing new courses.
 2. What is the impact on students? It will make it possible for students have a wider range of courses to choose from.
 3. What is the impact on regional campuses? It will provide the same opportunity for students at a regional campus.
 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:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Roger N. Buckley 486-4751 Roger.Buckley@uconn.edu

[Attach Minor Plan Here]

2007 - 164 Proposal to Change the ENGL Major

1. Date: Oct. 22, 2007

2. Department requesting this change: **English**

3. Title of Major: English

4. Nature of Change:

- a) A new gateway course required of all majors has been added.
- b) The required courses based on literary history have been reduced from five to three and include expanded opportunities for ethnic or multicultural study. The number of required courses focusing on literature written before 1800 has been reduced from three to two.
- c) The Shakespeare requirement has been converted to a major author requirement.
- d) Two categories of requirements in the existing major (pre-1800 literature and literature focusing on the formation of diverse cultural identities) listed courses that might “occasionally” count toward satisfaction of the requirement. Whether a specific section of such a course counted required a cumbersome committee decision rendered unnecessary by the revised major. This change was realized by creating two new variable topics courses for pre-1800 literature. The requirement for a course on “the formation of diverse cultural identities” is changed to a requirement for a course on “ethnic or postcolonial literatures in English.” The result is that two courses on women’s literature and one on LGBT literature are dropped from the category.
- e) The notice of opportunities for study abroad in London at the end of the description has been altered to delete reference to the London Program and to add two other options for study in London.

5. Existing catalog Description of the Major:

English

To satisfy the English major, the student must present for the degree ten 200-level three-credit courses in this department. Courses elected in satisfaction of one of the following requirements will also satisfy one or more others, when course content warrants.

Five courses (Group A) must be 200-level English courses whose organizing principle is the study of literary works within a specific historical period: [205](#), [206](#), [220](#), [221](#), [222](#), [223](#), [226](#), [270](#), [271](#).

Four courses (Group B) must be 200-level English courses whose organizing principle is the sharply focused study of a literary genre, theme, movement, topic, school, or author: [200](#), [204](#), [210](#), [211](#), [212](#), [216](#), [217](#), [218](#), [219](#), [227](#), [230](#), [231](#), [232](#), [233](#), [234](#), [236](#), [237](#), [238](#), [239](#), [240](#), [242](#), [244](#), [261](#), [262](#), [264](#), [265W](#), [266](#), [267](#), [268W](#), [272](#), [274](#), [276](#), [277W](#), [278](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#), [291](#), [293](#), [295](#), [298](#), [299](#).

One course must be in Shakespeare.

At least three courses must focus upon literature written before 1800: [204](#), [205](#), [220](#), [221](#), [222](#), [230](#), [231](#), [232](#), [244](#). Others, such as [217](#), [219](#), [240](#), [264](#), [265W](#), [266](#), [267](#), [268W](#), [279](#), [280](#), [281](#), [282](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

One course must focus upon literature that expresses the formation of diverse cultural identities: [218](#), [227](#), [233](#), [234](#), [261](#), [262](#), [269](#), [272](#), [274](#), [276](#), [277W](#), [278](#), [285](#), [286](#), [287](#), [288](#), [289](#), [290](#). Others, such as [217](#), [264](#), [265W](#), [267](#), [268W](#), [283](#), [284](#), [291](#), [293](#), [295](#), [298](#), [299](#) may occasionally apply as approved by the Department.

Any 200-level English course will count as the tenth course to fulfill the major.

To satisfy both the general education requirement for writing in the major and for information literacy in the major at the same time, students must pass one of the following English courses: [268W](#), [279W](#), [280W](#), [281W](#), [282W](#), [283W](#), [284W](#), [287W](#), [288W](#), [289W](#), [290W](#).

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

Concentration in Irish Literature. English majors may choose to pursue a concentration in [Irish Literature](#). Within the requirements for all English majors, these students will select four courses

in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

Study Abroad in London. The University sponsors an academic program at The [City University in London](#). Students take university-level courses in the history of London, British art history, British history, English literature and other subjects in the humanities.

6. Proposed catalog Description of the Major:

English

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

- A. Introduction to Literary Studies (3 credits): ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.
- B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3 below:
 - 1) Survey and period courses before 1800:
2100, 3111, 3113, 3115, 3805W, 3807W.
 - 2) Survey and period courses after 1800:
2101, 2201, 2203, 2301, 3117, 3118, 3119, 3801W, 3803W, 3809W, 3811W.
 - 3) Multi-period, multicultural, and ethnic lit courses:
3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.
- C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:
 - 1) 2401, 2405, 2407, 2409, 2420, 3240, 3265W, 3318, 3403, 3406, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.
 - 2) 3003W, 3003WC, 3701, 3703, 3705, 3707, 3709.
- D. Major Author (3 credits). One course from the following:
3501, 3503, 3505, 3507, 3509.
- E. Advanced Study (3 credits). One from the following. These courses satisfy the departmental requirements for Writing in the Major and Information Literacy:
4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4695W.
- F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements:

- 1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are
2100, 3111, 3113, 3115, 3301, 3501, 3503, 3505, 3507, 3695, 3805W, 3807W, 4695W.
- 2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are
2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, 3605, 3607, 4203W, 4301W, 4302W.

3) No more than three credits from the following courses may count toward the English major: 3003W, 3003WC, 3011C, 3011W, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

A minor in English is described in the "Minors" section.

Concentration in Irish Literature. English majors may choose to pursue a concentration in [Irish Literature](#). Within the requirements for all English majors, these students will select four courses in Irish literature approved by their advisors in Irish literature and by the Irish Literature Coordinator.

Study Abroad in London: The Department of English sponsors programs in London occurring on an as-offered basis. These include the UConn Summer in London program and ENGL 3193, a spring course that includes a trip to London during the winter break.

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

Justification

1. Why is a change required?

The changes in the English major result from a two-year departmental deliberation stemming in part from discussions about a strategic plan and assessment priorities. The itemized reasons below correspond with their counterparts under "Nature of change" above:

- a) The addition of a gateway course reflects a departmental concern that majors lack a common foundation in the concepts and terminology required of an English major.
- b) The shift of emphasis from canonical works considered in a historical context to postcolonial and ethnic literatures reflects a recent trend in the discipline and in faculty expertise and interest.
- c) The shift from a Shakespeare requirement to a major author requirement is based on repeated votes in department meetings. To propose reasons for the votes would be speculative.
- d) The elimination of courses that "occasionally" count toward a category is aimed at eliminating the need for judgment calls. The restriction of the diversity category to ethnic and postcolonial literatures is related to item b above.
- e) The University is making plans to remove the London Program from the sponsorship of the English Department and initiate a more comprehensive program more amenable to students in the professional schools.

2. What is the impact on students? The change reconfigures curricular emphases but retains the same number of requirements.

3. What is the impact on regional campuses? They will have to offer the gateway course regularly. Regional faculty were fully involved both in the planning of the gateway course and the reconfiguration of the major.

4. Dates approved by:

Department Curriculum Committee: 9/12/07

Department Faculty: 10/17/07

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

A. Harris Fairbanks, 487-2376, albert.fairbanks@uconn.edu

2007 - 165 Proposal to Add HIST 2XX

1. Date: July 26, 2007
2. Department requesting this course: **HIST**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

HIST 2XX Topics in Public History

Either semester. Three credits. Prerequisite: ?. With a change in content, this course may be repeated for credit. *Rozwadowski, Woodward, Forbes.*

Introduces the field of public history and provides in-depth study and practice of one selected topic in public history, such as exhibit design, oral history, institutional history, or archive management.

Items included in catalog Listing:

Obligatory Items

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

If 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: Topics in Public History
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Introduces the field of public history and provides in-depth study and practice of one selected topic in public history, such as exhibit design, oral history, institutional history, or archive management.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): With a change in content, this course may be repeated for credit.
13. Instructor(s) names if they will appear in catalog copy (see Note J): *Rozwadowski, Woodward, Forbes.*
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)

No existing History course exposes students to the area of public history. Although individual faculty might discuss public history within other courses, public history is a growing and vital sub-field of history and is most appropriately taught by professional historians with training or experience in the field. As a public university, UConn is an appropriate institution to offer coursework in public history. The department now has several faculty members with public history experience and/or training.

2. Academic Merit (see Note L):

Public history is important to the discipline of history as a application of scholarly historical knowledge and also as a source of critical societal questions for historical inquiry. Public history refers to the presentation of historical knowledge to a general public audience, to the employment of historians in history-related work outside of academia, and also to the way public historians work with and for the public, including their role in collecting, preserving, and disseminating information about the past. Public historians work not only in museums, but also for historical societies, parks, documentary films, memorials, private organizations, consulting firms, web site development, schools, newspapers, businesses, trade and labor organizations, and in all levels of

government. As an academic discipline, public history focuses on the efficient and ethical management of our nation's historical heritage and collective memories.

It would serve history majors well to become aware of the vast number of practicing historians who are not university researchers and teachers, and to become acquainted with this possible avenue for graduate study and realistic career option. There are over 100 graduate programs in public history, plus opportunities to study related fields such as museum studies, archive management, or historic preservation. This course introduces upper level students to the field of public history, which has its own historiography, professional societies, and journal, and gives them in-depth exposure to one topic or area within the field. For all students, regardless of whether they pursue a career in public history, the course equips them to become critical users of public history products in their life.

The course begins with an overview of public history, to give students a sense of its scope and historiography. But most of the course focuses on one selected topic, giving students the opportunity to learn about and practice that aspect of public history. Examples of topics might include: exhibit design (see sample syllabus), oral history, institutional history, or archive management.

3. Overlapping Courses (see Note M): None.
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: Could be offered at any campus.
8. Staffing (see Note P): Rozwadowski, Woodward, Forbes
9. Dates approved by (see Note Q):
Department Curriculum Committee: 9/24/07
Department Faculty: 10/15/07
10. Name, Phone Number, and e-mail address of principal contact person: Sherri Olson, 486-3552, sherri.olson@uconn.edu

HIST 2XX Topics in Public History: Exhibit Development

Spring 2008

Professor Helen Rozwadowski

Class hours: once/week for three hours

Class location: Avery Point campus and Mystic Seaport

Office hours:

helen.rozwadowski@uconn.edu

860-405-9120

This seminar introduces students to the field of public history through the process of designing an exhibit proposal titled "Fathoming the Ocean," which deals with the human relationship with the deep sea. Students will gain an overview of public history (described briefly below), plus in-depth experience in one aspect of museum studies, namely researching and writing an exhibit proposal. This proposal will begin with content from one book, Rozwadowski's *Fathoming the Ocean*, and will expand outward to present various aspects of the human relationship with the deep sea over time. Students will examine a case study of a similar project that created the "Black Hands, Blue Seas" exhibit at Mystic Seaport from Jeffrey Bolster's *Black Jacks*. Using that exhibit and other similar exhibit designs as models, students will work with the instructor and Mystic Seaport curators, designers, and other museum professionals throughout the semester to plan the exhibit content, identify artifacts, conduct background research, and draft an exhibit proposal. This course is part of a cooperative relationship between UConn and Mystic Seaport and is made possible through support from both institutions. The resulting exhibit script will be considered for possible use by the Seaport in a future museum exhibit.

This course includes development of skills including research, oral presentation, writing in several genres relevant to the discipline of history and public history, revision of writing, working in groups, oral presentation, and development of sensitivity to different audiences for history.

What is public history?

Public history refers to the presentation of historical knowledge to a general public audience, to the employment of historians in history-related work outside of academia, and also to the way public historians work with and for the public, including their role in collecting, preserving, and disseminating information about the past. Public historians work not only in museums, but also for historical societies, parks, documentary films, memorials, private organizations, consulting firms, web site

development, schools, newspapers, businesses, trade and labor organizations, and in all levels of government. As an academic discipline, public history focuses on the efficient and ethical management of our nation's historical heritage and collective memories.

Research Log

Students are required to keep a research and writing log to help you keep track of work you have done and also so I can see where you have looked for, and found, information. This log must be turned in at the end of the semester with the final portfolio.

Academic Integrity

Appropriate academic and social behavior are expected. Plagiarism or cheating will result in failing grade for the specific assignment or for the course. Students are responsible for reading and understanding the code available on-line at: <http://vm.uconn.edu/~dosa8/code2/html>.

Grades

Class participation 30%
Fathoming chapter review and evaluation (3 pages) 15%
Seaport exhibit review 15%
Main individual 10-page paper 15%
Log recording your research and selection of artifacts and images 10%
Contribution to final product of group-authored exhibit proposal 15%

At the end of the semester, students are required to turn in a final portfolio containing the all completed work (with grades and comments). You must also include a copy of those parts of the final proposal to which you contributed significantly (include a short cover letter/paragraph outlining your contributions). You must also submit your research log. Your class participation grade will be influenced by your contributions to class discussion, in-class writing, and your formal presentations.

Required Texts

Helen M. Rozwadowski, *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*. Cambridge, MA: Harvard University Press, 2005.

W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail*. Cambridge, MA: Harvard University Press, 1997.

Beverly Sorrell, *Writing Exhibit Labels*.

Michael Wallace, *Mickey Mouse History*.

HuskyCT

Many course readings will be found on HuskyCT.

Students are required to use HuskyCT to turn in most writing assignments and especially any written material that needs to be reviewed or used by the entire class.

Online resources:

Public History Resource Center: <http://www.publichistory.org/index.asp>

National Council on Public History: <http://www.ncph.org/>

American Association of Museums: <http://www.aam-us.org/>

New England Museum Association: <http://www.nemanet.org/>

WEEK 1

January 22 What is Public History?

Students registered for the course will be sent readings before the semester starts to read for first class meeting.

Reading:

Debra DeRuyver, "The History of Public History," http://www.publichistory.org/what_is/history_of.html.

Stephen L. Recken, "Doing Public History: A Look at the How, but Especially the Why," *American Quarterly*, Vol. 45, No. 1 (March 1993).

Goal of the class meeting:

Gain an understanding of the breadth of public history.

WEEK 2

January 29 Exploring Museums

Reading:

Harold K. Skramstad, "Essay Review: The Exhibiting Dilemma, David Dernie, *Exhibition Design*," *Technology and Culture* 48(3)(July 2007) [<http://www.historyoftechnology.org/eTC/v48no3/skramstad.html>]

Assign one of Dernie's case studies referred to in the review.

And, begin reading for next week!!!!

Goal of the class meeting:

Learn about the field of museum studies and about museums themselves, one of the major sites of public history. Discuss the reading assignment.

For next week: We'll discuss and assign the chapters on which your draft papers will focus next week.

WEEK 3

February 5 Fathoming the Ocean: Mastering the Content

Reading:

Helen M. Rozwadowski, *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*. Cambridge, MA: Harvard University Press, 2005.

Goal of the class meeting:

Discuss the book to master the argument and become very comfortable with the supporting evidence.

Assignment:

Short (at least 3 page) review and evaluation of one chapter. Post your paper to HuskyCT by 9am Tuesday morning. Here are the things this paper must do:

- Articulate the main ideas of the chapter and articulate the argument of the chapter;
- Address how the argument and main ideas of the chapter fit with the book as a whole;
- Identify evidence that supports that argument;
- Suggest objects or images that would translate the argument in an exhibit setting.

WEEK 4

February 12 Broadening out...First visit to Mystic Seaport

Reading:

Mystic Seaport mission statement.

Several examples of exhibit reviews will be handed out in class during Week 3 and/or posted on HuskyCT. Students are also expected to search public history and history journals to find two exhibit reviews to bring to class and report on to the class.

Assignments due:

1. Several hours spent researching to generate ideas of other topics related to the human relationship with the deep sea for possible inclusion in class research toward the exhibit script. Examples: giant squid; technology as mediating our knowledge of the depths; dreams of living in the sea; underwater archaeology; etc.... Write a 1 to 2-page summary about the topic(s) you researched, including an analysis of how its story fits with the argument of the book and the developing argument/main themes of the exhibit. This research should be helping you think about what topic you will choose for your background research project and paper. Post your paper to HuskyCT by 9am Tuesday morning. This working paper will not be revised.

Activities:

- Class first meets with Susan Funk, Vice-President of [Education?] to learn about the future development of Mystic Seaport in order to understand the institutional goals for exhibits such as the one we are developing.
- meet as a group to report, from your research time, on ideas for broadening the exhibit beyond the time period of Rozwadowski's book.
- Choose an exhibit to visit and study carefully. For next week, you will write an exhibit review (3-4 pages), using the reviews you read for this week as models.

Goal of the class meeting:

The goals for today are two-fold and interconnected. We will begin to study and review specific exhibits while brainstorming about possible topics, arguments, big ideas, objects, focuses, etc., for the Fathoming the Ocean exhibit. We will not yet be concerned with paring down, but rather with multiplying options, keeping the big ideas/arguments in mind.

WEEK 5

February 19 Introduction to Exhibit Design

Guest instructor: Elysa Engelman

Reading:

Fred Schroeder, "Designing Your Exhibit: Seven Ways to Look at an Artifact," AASLH Technical Leaflet 91, Vol. 31, o.11, 11/1976.

Part of Michael Wallace, *Mickey Mouse History*.

And start Bolster's book...!

Assignment due:

Exhibit review from Seaport visit (3-4 pages), using last week's reading assignment reviews as models. Post your paper to HuskyCT by 9am Tuesday morning.

Goal of the class meeting:

Learn about the theory and practice of exhibit design.

WEEK 6

February 26 Case Study: Black Hands, Blue Seas exhibit as model

Reading:

W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail*. Cambridge, MA: Harvard University Press, 1997.

Also, read over the Seaport's script for the Black Hands, Blue Seas exhibit.

Assignment due:

Write a two-page paper identifying the argument of the book and analyzing the themes and aspects of this book that you would consider including in an exhibit. Post your two-page summary to HuskyCT by 9am Tuesday morning.

Activity:

Meet at Seaport to see the Black Hands, Blue Seas exhibit and to learn about the transformation of this book into an exhibit. Meet with Jonathan Shay and other members of the curatorial/exhibits staff.

Goal of the class meeting:

To study the process of exhibit development from a book, which is similar to our task. Think about what to emulate and what to avoid.

WEEK 7

March 4 Main messages of the exhibit

Assignment:

For class, research and thinking to identify five objects or images that you think would contribute to the exhibit. For each, write a paragraph or two to explain why that object should be part of the exhibit and how you think it conveys a main message that they exhibit should present. You should also include one or two bibliographic citations that provide information or context for the object or image you suggest (and explain briefly what these sources offer). Post this assignment to HuskyCT by 9am Tuesday morning.

Activity:

Whiteboard session to develop/identify 3-5 main messages of the exhibit and to discuss approaches (chronological, thematic, or narrative? People-focused or vessel-focused? 19th century or also beyond? Visual or hands-on? Etc.). We will brainstorm about topics, subtopics, stories, and types of objects that will support and convey the main messages.

We will also discuss and choose/assign individual topics for your major individual paper (see below, week 10). Here is a description of the paper:

For this main individual paper, each student will choose an element of the exhibit proposal to research and write about. The content of these papers will inform the final group exhibit proposal, but these papers will also include an academic element in which students investigate public history theory and practice as it applies to the topic they have chosen. The bibliography will, therefore, include works both related to the content of the exhibit and the particular subject, subtopic, artifacts, and/or stories you focus upon, and also works in the field of public history. The bibliography must be annotated. Examples of paper topics might include:

- Background research on a potential section of the exhibit
- The task of articulating the learning objectives for each artifact and/or section
- Devising the plan to evaluate how to measure success of the exhibit
- The narrative description of the exhibit

SPRING BREAK – March 9 - 15

Be working on researching and drafting your 10-page paper!!!

WEEK 8

March 18 Artifacts, images and exhibit labels

Reading:

Excerpt from Beverly Sorrell, *Exhibit Labels: An Integrative Approach* (1996).

Assignment:

Continue with your research...

Activity:

Seaport staff will talk about searching for potential objects and images, resources available within the museum world (could meet in a Avery Point computer classroom for on-line instruction). Instructor and Seaport staff will provide sample artifacts and give students in-class practice at writing labels. After time in small breakout groups (pairs), the class will convene to discuss and critique each others' labels.

Be working on researching and drafting your 10-page paper!!!

WEEK 9

March 25 Interactives and Comber exhibit study

Reading:

Proposal for Comber exhibit.

Excerpts from Jeff Kennedy, *User Friendly: Hands-On Exhibits That Work* (Association of Science Technology Centers, 1990).

Assignment:

Continue with your research...

Activity:

Seaport staff (Fred Calebretta) will talk about the development of the Comber exhibit and students will discuss the proposal as a model of the final document the course will produce. Seaport staff will discuss interactive exhibits in general and plans for interactive elements of the Comber exhibit. Discussion of possible interactives for the Fathoming exhibit might end the class session.

Be working on researching and drafting your 10-page paper!!!

WEEK 10

April 1 Elements of the exhibit proposal

Reading:

Read everyone's HuskyCT postings.

Assignment due:

10-page paper draft due. Post paper to HuskyCT by 9am Tuesday. Email copy to peer partner; electronic and hard copy to instructor. Short (5-minute) presentations of topic/findings, with discussion of how your piece will contribute to the class exhibit proposal.

For this main individual paper, each student will choose an element of the exhibit proposal to research and write about. The content of these papers will inform the final group exhibit proposal, but these papers will also include an academic element in which students investigate public history theory and practice as it applies to the topic they have chosen. The bibliography will, therefore, include works both related to the content of the exhibit and the particular subject, subtopic, artifacts, and/or stories you focus upon, and also works in the field of public history. The bibliography must be annotated. Examples of paper topics might include:

- Background research on a potential section of the exhibit
- The task of articulating the learning objectives for each artifact and/or section
- Devising the plan to evaluate how to measure success of the exhibit
- The narrative description of the exhibit

Activities:

After presentations, directed discussion about each piece and about how the whole proposal looks to be taking shape. What is still missing?

Discuss exhibit proposal...

WEEK 11

April 8 No class meeting. Individual meetings with instructor to discuss your paper and group meetings as needed to work on sections of the proposal. Continue research on artifacts, drafting labels, and drafting parts of the proposal that might be missing.

WEEK 12

April 15 Working session to assemble relevant parts of student papers into a draft exhibit proposal. In-class review and revision. Class will meet in a computer classroom. At the end of the session, the draft proposal will be posted to HuskyCT.

Come to class with any additional writing/drafting that you have been assigned.

After the class meeting, all students read and comment on entire script draft. Groups of students will be responsible for meeting and finalizing sections of the proposal in preparation for next week's presentation. **LEAVE TIME TO PRACTICE YOUR PRESENTATIONS!**

WEEK 13

April 22 Practice presentation of script to Avery Point community.

Revise exhibit proposal based on feedback. **PRACTICE YOUR PRESENTATIONS!!**

Goal for the class session (and next week's):

Become sensitive to the two different types of audience for the proposal, the specialist audience represented by academic and the non-specialist audience represented by the museum/public presentation.

WEEK 14

April 29 Presentation of exhibit proposal to Mystic Seaport staff.

Due Monday, May 2nd by NOON: Final Portfolio, consisting of all written work (with grades and instructor comments), along with a copy of those parts of the final proposal to which you contributed heavily. You must also submit your research and writing log.

2007 - 166 Proposal to Add LING 250 (3850)

1. Date: Oct. 18, 2007
2. Department requesting this course: **Linguistics**
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

LING 250[3850]. Cultural and Linguistic Variation in the Deaf Community

Second semester. Three credits. Prerequisite: LING 150[2850]. Open to sophomores.

Language and cultural models used in the Deaf community. Critical examination of demographic subgroups of the Deaf community and their linguistic background.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LING
 2. Course Number (see Note B): 250 / 3850
- 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: Cultural and Linguistic Variation in the Deaf Community
4. Semester offered (see Note C): Second
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Language and cultural models used in the Deaf community. Critical examination of demographic subgroups of the Deaf community and their linguistic background.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): Ling 150 / 2850
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): **YES**
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) This course is part of the expansion of American Sign Language Studies at UConn, made possible by the hiring of a full-time instructor, Doreen Simons-Marques, a member of the Deaf community and sign language instructor for many years. A number of students have become very interested in ASL, Deaf culture, and related topics through her courses. Some are designing individualized majors to pursue this interest. Others are simply motivated by the discovery of the Deaf community as a cultural and linguistic minority rather than a pathology. This course permits students to investigate this cultural-linguistic group in more depth. In addition, the course examines not only the culture and language of white Deaf males, but also how Deaf culture interacts with the cultures of African-Americans, Asian-Americans, Latino/a-Americans, and other populations.
2. Academic Merit (see Note L): The course builds on Ling 2850 (150), Introduction to Sociolinguistics of the Deaf Community. The introductory course can be used toward satisfying the diversity requirement of general education. This course continues the investigation of linguistic and cultural features of ethnic and racial subgroups within the Deaf community. The different varieties of languages used by different subgroups are examined together with the relation between language and culture or identity.

3. Overlapping Courses (see Note M): The course builds on Ling 2850 as described in the previous paragraph. No other courses with substantial overlap are offered in the Linguistics department or in other departments.
4. Number of Students Expected: 20
5. Number and Size of Section: One section, maximum 25 students
6. Effects on Other Departments (see Note N): No effects on any other departments are anticipated. Students from departments including Sociology, Psychology, Communication Disorders, Anthropology, African-American Studies, Asian-American Studies, Puerto Rican and Latino Studies, etc. may be interested in taking the course. The proposed course has been distributed to members of the departments of Anthropology, Communication Disorders, and Sociology.
7. Effects on Regional Campuses: None
8. Staffing (see Note P): Doreen Simons-Marques
9. Dates approved by (see Note Q):
Department Curriculum Committee: Oct. 3, 2006
Department Faculty: Oct. 3, 2006
10. Name, Phone Number, and e-mail address of principal contact person: Diane Lillo-Martin, 486-0155, lillo.martin@uconn.edu

2007 - 167 Proposal to Add a New Graduate Course

1. Date: Oct. 25, 2007
2. Department requesting this course: **Philosophy**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing

PHIL 355. Seminar in Philosophy of Human Rights

3 credits. Seminar. Open to graduate students in philosophy, others with permission. May be repeated for credit.

Topics may include theories of human rights, human rights politics or law, current human rights issues, or the foundations of human rights.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PHIL
2. Course Number (see Note B): 355
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Seminar in Philosophy of Human Rights
4. Course description (if appropriate -- see Note K):
The focus of inquiry might be theories of human rights, human politics or law, current human rights issues, or the foundations of human rights.
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): none
8. Recommended Preparation, if applicable (see Note G): N/A
9. Consent of Instructor, if applicable (see Note T): Open to philosophy graduate students, others with permission
10. Exclusions, if applicable (see Note H): N/A
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): N/A

Justification

1. Reasons for adding this course: (see Note L) No other philosophy seminar can accommodate philosophical scholarship on human rights. Several of our faculty members are actively engaged in human rights research and could teach the course. Moreover, it is hoped that this seminar will eventually be included in the electives available to students who are pursuing the Graduate Certificate in Human Rights.
2. Academic Merit (see Note L): There is a lively and important philosophical literature on human rights. The Philosophy Department is convinced that it needs to make this field of inquiry available to its graduate students.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 6-10
5. Number and Size of Section: 001, 6-10
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): No new staffing will be needed for this course.
8. Dates approved by (see Note Q):
Department Curriculum Committee: 10/10/2007

Department Faculty: 10/17/2007

9. Name, Phone Number, and e-mail address of principal contact person:
Diana Tietjens Meyers, 486-3587, Diana.meyers@uconn.edu

2007 - 168 Proposal to Change ANTH 215 (add W variant)

1. Date: 18 October 2007
2. Department: **Anthropology**
3. Nature of Proposed Change: **add "W" as variant version of existing course**
4. Current Catalog Copy:

215. Migration

Either semester. Three credits. Recommended preparation: ANTH 100 or ANTH 106.

The social, cultural and economic causes and consequences of internal and international migration in the modern era. Topics include migrant selection, social adaptation, effects on home and host societies, and cultural identity. CA 4.

5. Proposed Catalog Copy:

215. Migration

Either semester. Three credits. Recommended preparation: ANTH 100 or ANTH 106.

The social, cultural and economic causes and consequences of internal and international migration in the modern era. Topics include migrant selection, social adaptation, effects on home and host societies, and cultural identity. CA 4.

215W. Migration

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250. Recommended preparation: ANTH 100 or ANTH 106.

The social, cultural and economic causes and consequences of internal and international migration in the modern era. Topics include migrant selection, social adaptation, effects on home and host societies, and cultural identity. CA 4.

6. Effective Date: Immediately

Justification

1. Reasons for changing this course: Teaching this course as a "W" would fit well with the course's existing pedagogical aim of helping students link their own experiences and family histories of migration with theoretical and case study material, presented in readings, lecture and discussion across the course as a whole. While students have been encouraged to collect histories or recount personal experiences of migration, or gather secondary source narratives of migration that relate directly to their own backgrounds, their term papers have generally fallen short in the area of making connections with theories of human migration and the cross-cultural generalizations drawn from case studies. Taking writing instruction as a central focus of the course would provide an opportunity for the instructor to work with the students at various points in the term project preparation process with the particular aim of helping them develop more and better linkages between their paper topics and particular theories and findings of migration studies. Instruction in discipline-specific writing conventions would thus go hand-in-hand with course-specific learning goals.
2. Effect on Department's Curriculum: The Anthropology Department is in need of more varied W offerings, to respond better to existing demand from across the University.
3. Other Departments Consulted: Sociology, History and Geography
4. Effects on Other Departments: None

5. Effects on Regional Campuses: None
6. Staffing: Samuel Martínez, Associate Professor of Anthropology at the Storrs campus will teach the course every other year. It should be easy to find adjunct faculty to teach this course if he is not available to do so.
7. Dates approved by
Department Curriculum Committee:
Department Faculty:
8. Name, Phone Number, and e-mail address of principal contact person:
Samuel Martínez, 6-4515, Samuel.martinez@uconn.edu

2007 - 169 Change the ANTH Major

1. Date: 15 October 2007
2. Department requesting this change: **Anthropology**
3. Title of Major: **Anthropology**
4. Nature of Change: **Clarify descriptive language**

5. Existing catalog Description of the Major:

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective—which stresses writing, critical thinking and social analysis—anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University's liberal arts program.

All majors must take either ANTH 100 or 106, as well as ANTH 214, 220, 233 and 244. Students must take at least one course in an ethnographic area (ANTH 221, 222, 223, 225, 226, 227, 228, 229, 230, 238, 241, 270). To satisfy the writing in the major competency, all majors must pass at least one of ANTH 212W, 288W or any 200-level W course approved for this major.

To fulfill the information literacy requirement, Anthropology majors must take either ANTH 249 or ANTH 268.

In addition, majors must take at least three 200-level anthropology courses, two of which are not ethnographic area courses. We strongly recommend that majors take ANTH 212 and a course in research methods (ANTH 249 or 268). These courses should be taken during the student's senior year, if possible.

A minor in Anthropology is described in the "Minors" section.

6. Proposed catalog Description of the Major: (Revisions and relocations in **bold**):

Anthropology studies human beings of all times and places. It examines human biological, cultural and social similarities and differences, and tries to explain them. Because of its broad perspective—which stresses writing, critical thinking and social analysis—anthropology provides an excellent preparation for a variety of professional and business careers. Anthropology can also be an integral part of the training for life that is the goal of the University's liberal arts program.

All must take the following major courses:

- A. Anth 100 or 106
- B. Anth 214, 220, 233 and 244.
- C. At least one course in an ethnographic area (Anth 221, 222, 223, 225, 226, 227, 228, 229, 230, 238, 241, 270).
- D. At least three additional anthropology courses at the 2-4000-level, two of which may not be ethnographic area courses. We strongly recommend that majors take ANTH 212W (4001W) in the senior year, if possible.**

To satisfy the writing in the major competency, all majors must pass at least one 2-4000-level ANTH W course approved for the major.

To fulfill the information literacy requirement, all majors must pass one of: ANTH 249 (3003), 236 (3200), 262W (3506W) or 268 (3004).

Related courses must be approved by the major advisor.

Minors in Anthropology and Native American Studies are described in the "Minors" section.

7. Effective Date : Fall 2008

Justification

1. Why is a change required? Additions to catalogue texts make piecemeal in recent years resulted in a text both ambiguous and oddly sequenced. The changes proposed for the most part offer the

same information in clearer form. It also records the addition of two additional information literacy options.

2. What is the impact on students? Clearer guidance about major requirements.
3. What is the impact on regional campuses? Ditto
4. Dates approved by : Department Curriculum Committee: 15 October 2007
Department Head 23 October 2007
5. Name, Phone Number, and e-mail address of principal contact persons:
Assoc Prof Natalie D. Munro, 486 0090 natalie.munro@uconn.edu
Terese Andrews, 486-2137 Terese.andrews@uconn.edu

2007 - 170 Proposal to Cross-list MARN 3009 with GEOG 3530 (latter approved previous meeting)

1. Date: September 24, 2007
2. Department requesting this course: **Marine Science**, co-listed with Geography
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

MARN 3009. Also offered as GEOG 3530. 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: MARN
2. Course Number: 3009
3. Course Title: Remote Sensing Technology for Marine Geography
4. Semester offered: First semester
5. Number of Credits: Three credits.
6. Course description:

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.

Optional Items

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable: NA
9. Recommended Preparation, if applicable: GEOG 205, 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: NA
14. Open to Sophomores: NA
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: 15
 5. Number and Size of Section: 1 section with 15 students
 6. Effects on Other Departments: Both Department Heads have agreed to supply the necessary resources for teaching this course (computer laboratory, software, technical support, etc.).
 7. Effects on Regional Campuses: None
 8. Staffing: Heidi Dierssen
9. Dates approved by:
Department Curriculum Committee: 11 Sept. 2007
Department Faculty: 12 Sept. 2007
10. Name, Phone Number, and e-mail address of principal contact person:
Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

2007 - 171 Proposal to Change MATH 315

1. Date: October 17, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change in Course Description**

4. Current Catalog Copy:

Math 315. Abstract Algebra I

3 credits. Lecture.

A study of the fundamental concepts of modern algebra: groups, rings, fields. Also selected topics in linear algebra.

5. Proposed Catalog Copy:

Math 315. Abstract Algebra I

3 credits. Lecture.

Group theory, ring theory and modules, and universal mapping properties.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

Description changes: The new description is a more accurate reflection of the topics covered in this course.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted ([see Note N](#)): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Math Department staff. No changes from present.
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: 2 March 2007
Department Faculty: 19 April 2007
8. Name, Phone Number, and e-mail address of principal contact person: : David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 172 Proposal to Change MATH 316

1. Date: October 17, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change in Course Description**

4. Current Catalog Copy:

Math 316. Abstract Algebra II

3 credits. Prerequisite: MATH 315.

A study of the fundamental concepts of modern algebra: groups, rings, fields. Also selected topics in linear algebra.

5. Proposed Catalog Copy:

Math 316. Abstract Algebra II

3 credits. Prerequisite: MATH 315.

Linear and multilinear algebra, Galois theory, category theory, and commutative algebra.

Justification

1. Reasons for changing this course:

Description changes: The new description is a more accurate reflection of the topics to be covered in this course.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted ([see Note N](#)): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Math Department staff. No changes from present.
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: March 2, 2007
Department Faculty: April 19, 2007
8. Name, Phone Number, and e-mail address of principal contact person: : David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 173 Proposal to Change MATH 321

1. Date: October 17, 2007
2. Department: **Mathematics**
3. **Nature of Proposed Change: Change** in Course Description

4. Current Catalog Copy:

Math 321. Topics in Algebra

3 credits. Lecture. Prerequisite: MATH 316.

Advanced topics from group theory, abelian groups, rings and homological algebra, Lie algebras, algebraic groups, group rings, combinatorics.

5. Proposed Catalog Copy:

Math 321. Topics in Algebra

3 credits. Lecture. Prerequisite: MATH 316.

Topics chosen from group theory, ring theory, number theory, Lie theory, combinatorics, commutative algebra, algebraic geometry, homological algebra, and representation theory.

Justification

1. Reasons for changing this course:

Description changes: This is a course with a rotating schedule of topics, depending on faculty interest.

The new description includes some new topics to be covered by recently hired faculty. To accommodate the new topics in the list without lengthening the course description too much, some old topics have been consolidated (abelian groups, algebraic groups, and group rings all fall under the title of group theory or ring theory).

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: Math Department staff. No changes from present.
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: March 2, 2007
Department Faculty: April 19, 2007
8. Name, Phone Number, and e-mail address of principal contact person: : David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 174 Proposal to Proposal to Change MATH 330

1. Date: October 17, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change in Course Description**
4. Current Catalog Copy:

Math 330. Algebraic Number Theory

3 credits. Lecture. Prerequisite: MATH 316.

Valuations, p -adic and local fields, ideal theory of Dedekind domains, cyclotomic extensions, units in algebraic number fields.

5. Proposed Catalog Copy:

Math 330. Algebraic Number Theory

3 credits. Lecture. Prerequisite: MATH 316.

Algebraic integers, ideal class group, ramification, Frobenius elements in Galois groups, Dirichlet's unit theorem, localization, and completion. Further topics (zeta-functions, function fields, non-maximal orders) as time permits.

Justification

1. Reasons for changing this course:

Description changes: The new description is a more accurate reflection of the topics to be covered by the current faculty, including recent hires.

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: Math Department staff. No changes from present.
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: March 2, 2007
Department Faculty: April 19, 2007
8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu