

Departmental Course Proposals for the 9 October 2007 Meeting

[Version Revised 8 October]

A. Departmental Proposals upon which action was postponed earlier

2007 - 75 Proposal to Change MATH 213 (resubmitted; revised 26 September)

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

4. Current Catalog Copy for Math 213

213. Transition to Advanced Mathematics

Either semester. Three credits. Prerequisite: MATH 210 or 220 or instructor consent. Open to sophomores or higher. Not open for credit to students who have passed MATH 214 or CSE 254. Students intending to major in mathematics should ordinarily take this course during the third or fourth semester. Basic concepts, principles, and techniques of mathematical proof common to higher mathematics. Logic, set theory, counting principles, mathematical induction, relations, functions. Concepts from abstract algebra and analysis.

5. Proposed Catalog Copy:

2710. Transition to Advanced Mathematics

(213) Either semester. Three credits. Prerequisite: MATH 2110 (formerly 210) or 220 or 2130 (formerly 230). Students intending to major in mathematics should ordinarily take this course during the third or fourth semester.

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

6. Effective Date: Justification

1. Reasons for changing this course:

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

(ii) Keeping the reference to MATH 220, a course that has been dropped: Students who have passed MATH 220 but have not yet taken MATH 213 should be eligible to take the latter; under the seven year rule, they are permitted to do so.

In an E-mail on September 25, 2007, David Gross, Undergraduate Coordinator, Mathematics Department writes: "For those new to this discussion, I just spoke with Jerry about the reference to Math 220 in the prerequisite structure for Math 213. The CLAS CCC kicked it back to us because they did not want to list a dead course as a prerequisite.

I just checked with Kim Page in the registrar's office and she said that since the course, Math 220, is now an inactive course number, to not give it a new 4 digit number, but to leave it in the prerequisite statement in Math 213 (soon to be Math 2710) as the 3 digit number 220. So the general rule of the day is: all inactive 3 digit course numbers that are listed as prerequisites should remain as 3 digit course numbers in the appropriate prerequisite paragraphs so as to allow students who took the inactive course in the past to register for the subsequent course in the future.

By "inactive", Kim means a course number that no longer exists in the catalog and of course is no longer taught in any UConn venue. For Math 2710 (213) the prerequisite should be: Math 2110 or 220 or 2130; where 2130 means Honors Multivariate Calculus (230) and 2110 means Multivar. Calculus (210)."

(iii) Deleting "Open to sophomores or higher": Such references will no longer appear in the undergraduate catalog, as a result of the renumbering. However, since the new number is in the 2000 range, the Senate C&C will retain authority over this course.

(iv) Keeping the advisory statement, "Students intending to major in mathematics should ordinarily take this course during the third or fourth semester:" Several mathematics course descriptions in the catalog contain advisory information for the benefit of students and academic advisers.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No additional staff required

7. Dates approved by:

Department Curriculum Committee: 4/18/2007

Department Faculty: 05/02/2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross,
david.gross@uconn.edu, 486-1292

B. New Departmental Proposals

2007 - 83 Proposal to add CHEM 3xx.

1. Date: Tuesday, September 18, 2007
2. Department requesting this course: **Chemistry**
3. Semester and year in which course will be first offered: Fall 2008

4. Final catalog Listing

CHEM 3xx. Advanced Physical Chemistry I

3 credits, Instructor consent required. Prerequisite: Chem 263 and Chem 264 or equivalent.

Thermodynamics, quantum mechanics and reaction dynamics, including enthalpy, entropy, free energy, equilibrium, quantum behavior of electrons and molecules, atomic and molecular spectroscopy, and theories of reaction rates.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CHEM
2. Course Number (see Note B): requested **3xx**
3. Course Title: Advanced Physical Chemistry I
4. Course description (if appropriate -- see Note K): Thermodynamics, quantum mechanics and reaction dynamics. These including enthalpy, entropy, free energy, equilibrium, quantum behavior of electrons and molecules, atomic and molecular spectroscopy, and theories of reaction rates
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.") Chem **3xx**, Lecture

Optional Items

7. Prerequisites, if applicable (see Note F): Chem 263/Chem 264 or equivalent.
8. Recommended Preparation, if applicable (see Note G): Six credits of undergraduate level Physical Chemistry or equivalent.
9. Consent of Instructor, if applicable (see Note T): Required
10. Exclusions, if applicable (see Note H): Not open to students who passed Chem 351/352/353/355/356.
11. Repetition for credit, if applicable (see Note I): No
12. S/U grading, if applicable (see Note X): A-F Graded

Justification

1. Reasons for adding this course: (see Note L) This is a graduate level review course designed specifically to serve as one of the review courses in the area of Physical Chemistry, at the graduate level. Currently, there is no such review course in the catalog. Entering graduate students in Chemistry have greater and greater need for a comprehensive review course in Physical Chemistry. The proposed course is designed to satisfy this important need. Currently, only courses in specialized areas of Physical Chemistry are offered. Given that the research in chemistry is becoming increasingly interdisciplinary within and outside Chemistry, a strong background in the general area of Physical Chemistry with emphasis on quantitative conceptual treatment is urgently needed.

2. Academic Merit (see Note L): The techniques and course content, which the proposed course will follow, are elaborated in the attached syllabus from Chem 393/01 (special topics in Physical Chemistry), which Dr Kumar has taught for several years. Such an overarching course is of high academic merit for graduate training in chemistry. Students who passed this course have been familiarized with key quantitative concepts in Physical Chemistry.

3. Overlapping Courses (see Note M): Some overlap with specialized courses such as Chem 351, 352, 353 and 355 exists. Each of these courses focuses on one particular area while the proposed course is a review of several of these areas. Students who need a broader application of Physical Chemistry will benefit from the proposed course.

4. Number of Students Expected: 20 per offering

5. Number and Size of Section: 25

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

7. Staffing (see Note P): Challa V. Kumar

8. Dates approved by (see Note Q):

Department Graduate Committee: March 21, 2007

Department Faculty: April 27, 2007

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

Challa V. Kumar, Ph.D.

Phone: 860-486-3213

E-mail: Challa.Kumar@uconn.edu

2007 - 84 Proposal to Change MCB 336

1. Date: June 22, 2007

2. Department: MCB

3. Nature of Proposed Change: Remove the laboratory portion of the course and revise the course description.

4. Current Catalog Copy:

336. Industrial Microbiology

3 credits. Lecture/Laboratory.

Biology of industrial microorganisms, including their physiology, selection, and biochemical and genetic manipulation. Primary and secondary metabolite biosynthesis and production. Pollution microbiology and biodegradation.

5. Proposed Catalog Copy:

336. Industrial Microbiology

3 credits. Lecture.

A study of the biology, physiology, and genetics of microorganisms useful in industry, agriculture, and selected environmental processes.

6. Effective Date: Spring 2008 **Justification** 1. Reasons for changing this course:

Instructor has recently become Department Head and cannot devote sufficient attention to the laboratory portion.

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: The course will continue to be taught by Dr. Benson.

7. Dates approved by: Department Curriculum Committee: 9/11/07

Department Faculty: 9/14/07

8. Name, Phone Number, and e-mail address of principal contact person: David Benson;
david.benson@uconn.edu; 486-4258

2007 - 85

Proposal to Add COGS 295

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

Final catalog Listing

COGS 295 (new numbering, 3584), Seminar in Cognitive Science

Either semester. One to three credits. Hours by arrangement. Prerequisite: COGS 201/2201. Open only with consent of instructor. With a change of content, may be repeated for credit.

This course covers recent developments in Cognitive Science. Topics vary with each offering.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: COGS
2. Course Number (see Note B): 295 (new numbering: 3584)
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
X__ Yes __ No
3. Course Title: Seminar in Cognitive Science
4. Semester offered: Both semesters
5. Number of Credits: One to three
6. Course description (second paragraph of catalog entry -- see Note K): This course covers recent developments in Cognitive Science. Topics vary with each offering.

Optional Items

7. Number of Class Periods, if not standard: Hours by arrangement
8. Prerequisites, if applicable: COGS 201/2201
9. Recommended Preparation, if applicable: At least two of ANTH 244, CSE 282, LING 202, PHIL 250, PSYC 256.
10. Consent of Instructor, if applicable: Consent of instructor required.
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: With a change of content, may be repeated for credit.
13. Instructor(s) names if they will appear in catalog copy: Staff
14. Open to Sophomores: Not open to sophomores.
15. Skill Codes "W", "Q", or "C": None.
16. S/U grading: No

Justification

1. Reasons for adding this course:

This course provides a venue for Cognitive Science majors and minors to learn about recent developments in the field. The course might serve to provide students with a venue for presenting and discussing their own research projects, or as a reading course in conjunction with the Cognitive Science colloquium series. There currently exists no such course for students majoring or minoring in Cognitive Science.

2. Academic Merit:

Students will be given a series of reading assignments consistent with the credit-level offered. The readings will be discussed during weekly or bi-weekly meetings. Position papers related to the readings and/or the students' own research will be assigned.

3. Overlapping Courses:

None. There is no venue for Cognitive Science majors to meet as a group to discuss the most recent developments and/or their own research.

4. Number of Students Expected: Given an annual census of approximately 10 Cognitive Science majors, and the expectation that this course will be offered semi-annually, we expect 10 students/offering.

5. Number and Size of Section: Expected 1 section semi-annually, with 10 registered students.

6. Effects on Other Departments: Negligible.

7. Effects on Regional Campuses: None. Until more Cognitive Science-related faculty are hired at the Regional Campuses, it is not expected that students at these campuses will major in Cognitive Science.

8. Staffing: Any professor affiliated with the Cognitive Science program may serve as instructor.

9. Dates approved by:

Department Curriculum Committee: __Sept. 10, 2007____

Department Faculty: __ Sept. 10, 2007____

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

Dr. Letitia Naigles

6-4942

Letitia.naigles@uconn.edu

2007 - 86 Proposal to Add COGS 296W

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

Final catalog Listing

COGS 296W (new numbering, 4597W), Senior Thesis in Cognitive Science
Both semesters. Three credits. Hours by arrangement. Prerequisites: ENGL 110 or 111 or 250, COGS 201, COGS 299/3599). Open only with consent of instructor and director of undergraduate studies.
Preparation of a research thesis.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: COGS
2. Course Number (see Note B): 296W (new numbering 4597W)
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
X__ Yes __ No
3. Course Title: Senior Thesis in Cognitive Science
4. Semester offered: Both semesters
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry): Preparation of a research thesis.

Optional Items

7. Number of Class Periods, if not standard: Hours by arrangement
8. Prerequisites, if applicable: COGS 201/2201, COGS 299/3599
9. Recommended Preparation: At least two of ANTH 244, CSE 282, LING 202, PHIL 250, PSYC 256.
10. Consent of Instructor, if applicable: Consent of instructor and Department Head required.
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: None
13. Instructor(s) names if they will appear in catalog copy
14. Open to Sophomores: Not open to sophomores.
15. Skill Codes "W", "Q", or "C" : W
16. S/U grading: No

Justification

1. Reasons for adding this course:

This course provides the preparation for Honors students to conduct their Honors thesis, in conjunction with COG 299/3599 (Independent Research). There currently exists no such course for Honors students majoring in Cognitive Science.

2. Academic Merit:

The conduct of the Honors Thesis for Cognitive Science majors involves two courses taken during two semesters: During the preceding course, 299/3599, students will have done the necessary background reading and designed their honors research. During the current course, 296W/4597W students will carry out research that is empirical, analytical, or computational, including statistical analyses if relevant. Students will also write a thesis that conforms to the standards of the field of research.

3. Overlapping Courses: None; prior to this submission, Cognitive Science majors who are Honors students have had to double major, and do their Honors thesis via that second major.

4. Number of Students Expected: Given an annual census of approximately 10 Cognitive Science majors, we expect 1-2 will be Honors students.

5. Number and Size of Section: Expected 1-2 sections per semester, with 1-2 students per section (i.e., each with his/her own research advisor/professor).

6. Effects on Other Departments: Negligible.

7. Effects on Regional Campuses: None. Until more Cognitive Science-related faculty are hired at the Regional Campuses, it is not expected that students at these campuses will major in Cognitive Science.

8. Staffing: Any professor affiliated with the Cognitive Science program may serve as instructor.

9. Dates approved by:

Department Curriculum Committee: __Sept. 10, 2007_____

Department Faculty: _____Sept. 10, 2007_____

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

Dr. Letitia Naigles

6-4942

Letitia.naigles@uconn.edu

2007 - 87 Proposal to Add COGS 297

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

Final catalog Listing:

COGS 297 (new numbering: 3589), Undergraduate Research Both semesters. Credits not to exceed six per semester. Hours by arrangement. Prerequisites: COGS 201/2201. Open only to students with consent of instructor and program director of undergraduate studies. With a change of content, may be repeated for credit.

Students participate in activities related to cognitive science research.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: COGS
2. Course Number (see Note B): 297 (new numbering: 3589)
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
X Yes No
3. Course Title: Undergraduate Research
4. Semester offered: Both semesters
5. Number of Credits: Not to exceed six per semester.
6. Course description: Students participate in activities related to cognitive science research

Optional Items

7. Number of Class Periods, if not standard: Hours by arrangement
8. Prerequisites, if applicable: COGS 201
9. Recommended Preparation: At least two of ANTH 244, CSE 282, LING 202, PHIL 250, PSYC 256.
10. Consent of Instructor, if applicable: Consent of instructor required.
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: With a change of content, may be repeated for credit.
13. Instructor(s) names if they will appear in catalog copy
14. Open to Sophomores: Not open to sophomores.
15. Skill Codes "W", "Q", or "C" : None
16. S/U grading: No

Justification

1. Reasons for adding this course:

This course provides opportunities for Cognitive Science majors to receive credit for participating in cognitive science research. There currently exists no such course for undergraduates majoring in Cognitive Science.

2. Academic Merit:

Cognitive science is an interdisciplinary field bringing together scientists and scholars who share the assumption that the operation of the mind is open to empirical investigation. The Cognitive Science major emphasizes the crucial role of such investigations in furthering our understanding of the human mind; however, there is currently no venue for students to participate in such investigations, themselves. The current course would enable Cognitive Science majors to join the research teams of professors affiliated with the Cognitive Science program and learn how they approach understanding the human mind. Students would engage in at least some of the following activities: Reading original research articles, attending regular meetings with the professor and/or research team, designing empirical studies and/or

computational models, collecting/entering data, assisting in research presentations. The course would be graded based on student engagement and/or products such as short papers or presentations.

3. Overlapping Courses: None; prior to this submission, Cognitive Science majors who desire research experience have had to double major, and get their research experience via that second major.

4. Number of Students Expected: Given an annual census of approximately 10 Cognitive Science majors, we expect that at least half will take advantage of the 297 course at least once during their undergraduate career.

5. Number and Size of Section: Expected 5-6 sections per semester, with 1-2 students per section (i.e., each with his/her own professor).

6. Effects on Other Departments: Negligible.

7. Effects on Regional Campuses: None. Until more Cognitive Science-related faculty are hired at the Regional Campuses, it is not expected that students at these campuses will major in Cognitive Science.

8. Staffing: Any professor affiliated with the Cognitive Science program may serve as instructor.

9. Dates approved by:

Department Curriculum Committee: ___Sept. 10, 2007_____

Department Faculty: ___ Sept. 10, 2007_____

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

Dr. Letitia Naigles

6-4942

Letitia.naigles@uconn.edu

2007 - 88 Proposal to Add COGS 299

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

Final catalog Listing

COGS 299 (new numbering: 3599), Independent Study

Either semester. Three credits. Hours by arrangement. Prerequisite: COGS 201/2201. Open only with consent of instructor. With a change of content, may be repeated for credit.

This course exposes the student to the knowledge and skills necessary to perform a research project, ending in a senior thesis.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: COGS
2. Course Number (see Note B): 299 (new numbering: 3599)
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?
X__ Yes __ No
3. Course Title: Independent Study
4. Semester offered: Both semesters
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry -- see Note K): This course exposes the student to the knowledge and skills necessary to perform a research project.

Optional Items

7. Number of Class Periods, if not standard: Hours by arrangement
8. Prerequisites, if applicable: COGS 201/2201
9. Recommended Preparation, if applicable: At least two of ANTH 244, CSE 282, LING 202, PHIL 250, PSYC 256.
10. Consent of Instructor, if applicable: Consent of instructor required.
11. Exclusions, if applicable: None
12. Repetition for credit, if applicable: With a change of content, may be repeated for credit.
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: Not open to sophomores.
15. Skill Codes "W", "Q", or "C": None.
16. S/U grading: No

Justification

1. Reasons for adding this course:

This course provides the preparation for Honors students to conduct their Honors thesis, in conjunction with COG 296W/4597 (Senior Thesis in Cognitive Science). There currently exists no such course for Honors students majoring in Cognitive Science.

2. Academic Merit:

The conduct of the Honors Thesis for Cognitive Science majors involves two courses taken during two semesters: During the current course, 299, students will read intensively in their chosen topic in consultation with their research advisor, design their research (including any necessary IRB submissions and certifications), and engage in pilot work. During the subsequent course, 296W, students will carry out the research and write the thesis.

3. Overlapping Courses: None; prior to this submission, Cognitive Science majors who are Honors students have had to double major, and do their Honors thesis via that second major.

4. Number of Students Expected: Given an annual census of approximately 10 Cognitive Science majors, we expect 1-2 will be Honors students.

5. Number and Size of Section: Expected 1-2 sections per semester, with 1-2 students per section (i.e., each with his/her own research advisor/professor).

6. Effects on Other Departments: Negligible.

7. Effects on Regional Campuses: None. Until more Cognitive Science-related faculty are hired at the Regional Campuses, it is not expected that students at these campuses will major in Cognitive Science.

8. Staffing:

Any professor affiliated with the Cognitive Science program may serve as instructor.

9. Dates approved by:

Department Curriculum Committee: ___Sept. 10, 2007_____

Department Faculty: _____Sept. 10, 2007_____

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

Dr. Letitia Naigles

6-4942

Letitia.naigles@uconn.edu

2007 - 89 Proposal to Change MATH 200

1. Date: May 2, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change prerequisites, course description, and number of credits**

4. Current Catalog Copy:

Math 200. Undergraduate Seminar I.

Either semester. One credit. Prerequisite: Either MATH 210, 220, 230, or 245; and either MATH 211, 221, or 246. Open to sophomores or higher.

The student will attend 6-8 seminars per semester and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

5. Proposed Catalog Copy:

Math 200. Undergraduate Seminar I.

Either semester. Two credits. Prerequisite: Either MATH 210, 220, 230, or 245; and either MATH 211, 221, or 246; and either ENGL 110 or 111 or 250.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion.

6. Effective Date Spring 2008

Justification

1. Reasons for changing this course:

Prerequisites: We are adding an English prerequisite so students have some academic writing experience before taking MATH 200.

Description changes: Rather than putting in the course catalog description both upper and lower bounds on the number of talks for students to attend, it will now be expected that students regularly attend all talks during the semester.

Number of credits: As a one-credit course currently, the students meet 2 or 3 times with the instructor to discuss their written paper (in addition to attending the math talks). Making the course two credits will allow the instructor to require a regular second meeting each week to discuss mathematical writing in more depth.

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: No changes from present

7. Dates approved by:

Department Curriculum Committee: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 90 Proposal to Change MATH 201W

1. Date: May 2, 2007

2. Department: **Mathematics**

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

4. Current Catalog Copy:

Math 201W. Undergraduate Seminar II

Either semester. One credit. Prerequisite: Either MATH 200; ENGL 110 or 111 or 250. Open to sophomores or higher.

The student will attend 6-8 seminars per semester and choose one mathematical topic to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 200.

5. Proposed Catalog Copy:

Math 201W. Undergraduate Seminar II

Either semester. Two credits. Prerequisite: MATH 200 and either ENGL 110 or 111 or 250.

The student will attend talks during the semester and choose a mathematical topic from one of them to investigate in detail. The student will write a well-revised, comprehensive paper on this topic, including a literature review, description of technical details, and a summary and discussion, building upon the writing experience in MATH 200.

6. Effective Date: Spring 2008

Justification

1. Reasons for changing this course:

Description changes: Rather than putting in the course catalog description both upper and lower bounds on the number of talks for students to attend, it will now be expected that students regularly attend all talks during the semester.

Number of credits: As a one-credit course currently, the students meet 2 or 3 times with the instructor to discuss their written paper (in addition to attending the math talks). Making the course two credits will allow the instructor to require a regular second meeting each week to discuss mathematical writing in more depth.

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: No changes from present

7. Dates approved by:

Department Curriculum Committee: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 91 Proposal to Change MATH 216

1. Date: May 2, 2007

2. **Department: Mathematics**

3. Nature of Proposed Change: **Change in Recommended Preparation and Course Description**

4. Current Catalog Copy:

Math 216. Abstract Algebra I

Either semester. Three credits. Prerequisite: MATH 213 or 244. Recommended preparation: MATH 215 or 227 or 246.

The fundamental topics of modern algebra including elementary number theory, groups, rings, polynomials and fields.

5. Proposed Catalog Copy:

Math 216. Abstract Algebra I

Either semester. Three credits. Prerequisite: MATH 213 or 244. Recommended preparation: MATH 227 or 246.

An introduction to group theory and, time permitting, ring theory.

6. Effective Date: Spring 2008

Justification

1. Reasons for changing this course:

Recommended Preparation changes: The recommended preparation of Math 215 or Math 227 should have been changed two years ago to Math 227 only, since just one of Math 215 or 227 is needed for Math 216 and two years ago Math 227 became a prerequisite for Math 215.

Description changes: Topics from the current catalog copy are taught in other courses (e.g., in Math 258) and do not properly belong in Math 216.

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: Math Department staff. No changes from present.

7. Dates approved by:

Department Curriculum Committee: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 92 Proposal to Change MATH 217

1. Date: May 2, 2007

2. Department: **Mathematics**

3. Nature of Proposed Change: **Change in Recommended Preparation and Course Description**

4. Current Catalog Copy:

Math 217. Abstract Algebra II

Either semester. Three credits. Prerequisite: MATH 216.

Topics chosen from modules, linear algebra, geometric algebra, extension fields, algebraic coding, algebraic combinatorics.

5. Proposed Catalog Copy:

Math 217. Abstract Algebra II

Either semester. Three credits. Prerequisite: MATH 216.

Topics chosen from ring theory, Galois theory, linear and multilinear algebra, and algebraic geometry.

6. Effective Date: Spring 2008

Justification

1. Reasons for changing this course:

Recommended course changes: Math 215 would be good to take before this course.

Description changes: This course has not been offered in many years, and will now be regularly taught.

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: 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:

Department Curriculum Committee: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 93 Proposal to Change MATH 258

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

4. Current Catalog Copy:

Math 258. Introduction to Number Theory

Either semester, alternate years. Three credits. Prerequisite: MATH 213 or 244.

Congruences, unique factorization, primitive roots, numerical functions, quadratic reciprocity and other selected topics, with emphasis on problem solving.

5. Proposed Catalog Copy:

Math 258. Introduction to Number Theory

Either semester. Three credits. Prerequisite: MATH 213 or 244.

Euclid's algorithm, modular arithmetic, Diophantine equations, analogies between integers and polynomials, and quadratic reciprocity, with emphasis on developing both conjectures and their proofs.

6. Effective Date: Spring 2008

Justification

1. Reasons for changing this course:

Description changes: This course was rarely offered before 2004, but is now taught regularly. The new catalog copy more accurately reflects the syllabus of the course.

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: Math Department staff. No changes from present.

7. Dates approved by:

Department Curriculum Committee: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 94 Proposal to Change MATH 265

1. Date: May 2, 2007
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change Title and Course Description**

4. Current Catalog Copy:

Math 265. Abstract Algebra I

(Also offered as MATH 315.) First semester. Three credits. Prerequisite: Consent of instructor. Not open for credit to students who have passed 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 265. Abstract Algebra I (Graduate Level)

(Also offered as MATH 315.) First semester. Three credits. Prerequisite: Consent of instructor. Not open for credit to students who have passed MATH 315.

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

Justification

1. Reasons for changing this course:

Course Title: Currently our courses Math 216 and Math 265 have the same name: Abstract Algebra I. The second one is the undergraduate course number for Math 315, also called Abstract Algebra I, so by appending "(Graduate Level)" to the title of Math 265 we will distinguish between 216 and 265 in the undergraduate catalog.

Description changes: This new course description reflects the new course description in the catalog copy for Math 315 (which is the graduate course for which Math 265 is an undergraduate course number, so they should match).

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: April 18, 2007

Department Faculty: May 2, 2007

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2007 - 95 Proposal to Change ECON 414

1. Date: 9/26/07
2. Department: **Economics**
3. Nature of Proposed Change: **Change in Catalog Copy ONLY**

4. Current Catalog Copy:

ECON 414. Advanced Mathematical Economics I

3 credits. Lecture.

The application of matrix algebra and differential and integral calculus to statics, comparative statics, and optimization problems in economics.

5. Proposed Catalog Copy:

ECON 414 Advanced Mathematical Economics I

3 credits. Lecture. First semester of a two-semester sequence. An introduction to advanced mathematical topics with applications to economics. Topics and applications may include set theory, logic, topology, difference and differential equations, game theory, preference theory and matching models.

6. Effective Date (semester, year -- see Note R): Spring 2008

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

Justification

1. Reasons for changing this course: update catalog copy to reflect advanced applications in course.
2. Effect on Department's Curriculum:
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/7/07
Department Faculty: 9/21/07
8. Name, Phone Number, and e-mail address of principal contact person: Thomas Miceli, Director of Graduate Studies, 486-5810, Thomas.miceli@uconn.edu

2007 - 96 Proposal to Change ECON 415

1. Date: 9/26/07
2. Department: **Economics**
3. Nature of Proposed Change: **Change in Catalog Copy ONLY**

4. Current Catalog Copy:

ECON 415. Advanced Mathematical Economics II

3 credits. Lecture. Prerequisite: Completion of ECON 414 with a grade of B- or better.

The application of integral calculus, differential equations, difference equations, and convex sets to economic dynamics, linear programming, and non-linear programming.

5. Proposed Catalog Copy:

ECON 415 Advanced Mathematical Economics II

3 credits. Lecture. Second semester of a two-semester sequence. Topics and applications may include dynamic programming, fixed-point theorems, measure theory, Markov chains and processes, functional analysis, and advanced optimization.

6. Effective Date (semester, year -- see Note R): Spring 2008

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

Justification

1. Reasons for changing this course: update catalog copy to reflect advanced applications in course.
2. Effect on Department's Curriculum:
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments:
5. Effects on Regional Campuses:
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 9/7/07
Department Faculty: 9/21/07
8. Name, Phone Number, and e-mail address of principal contact person: Thomas Miceli, Director of Graduate Studies, 486-5810, Thomas.miceli@uconn.edu

2007 - 97 Proposal to change HRTS 390 (Cross-list HRTS 390 as POLS 390

1. Date: September 18, 2007
2. Departments requesting this change: **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. 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: POLS

2. Course Number: Requested 390

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. ECON has no objections to POLS offering this course, and 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. Dates approved by:

Comparative Politics subfield (October 2007)

Department Head (March 2007)

Department Instruction Committee (March 2007)

Political Science Faculty: March 21, 2007

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

Carol Lewis carol.lewis@uconn.edu

2007 - 98 Proposal to Change HEB 218 [provisional listing: other dept approvals required]

1. Date: 9/19/07
2. Department: **Modern and Classical Languages**
3. Nature of Proposed Change: **change from “recommended preparation” to “prerequisite”**
4. Current Catalog Copy:

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

5. Proposed Catalog Copy: Changes indicated in bold:

Heb 218 Palestine Under the Greeks and Romans (Also offered as CAMS 256, HIST 218, and JUDS 218). Either semester. Three credits. **Prerequisite:** HIST 213 or 214 or 216 or **CAMS 101 or 102 or 253** or INTD 294 or **Heb 103** or JUDS 202 or **instructor consent**. Taught in English.
May not be used to meet the foreign language requirement. *Miller*
The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts; sectarian developments, the rise of Christianity and the Talmudic academies.

6. Effective Date Immediately, for Spring, 2008.

Justification

1. Reasons for changing this course:

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

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): JUDS
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Prof. Stuart Miller has always taught this course and will continue to do so.
7. Dates approved by (see Note Q):

Department Curriculum Committee:9/28/07

Department Faculty: 9/28/07

8. Name, Phone Number, and e-mail address of principal contact person:
Stuart S. Miller, stuart.miller@uconn.edu, 486 3386

2007 - 99

Proposal to offer PRLS 298 'Special Topics' [provisional listing]

1. Date of this proposal: 9/21/07
2. Semester and year 298 will be offered: Spring 2008
3. Department: **Institute of Puerto Rican and Latino Studies (will meet with Sociology)**

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

5. Number of Credits: 3

6. Instructor: Guillermo Rebollo-Gil

7. Instructor's position: Assistant Professor

8. Has this topic been offered before?: No

10. Short description:

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

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

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

13. Dates approved by: Pending Approval
Department Curriculum Committee: 9/18/07
Department Faculty: 9/18/07

14. Name, Phone Number, and e-mail address of principal contact person:
Guillermo Rebollo-Gil
486-4611, Guillermo.rebollo-gil@uconn.edu

2007 - 100 Proposal to Add ENGL 3118/3118W

1. Date: 9/23/07
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

ENGL 3118. Victorian British Literature

Either semester. Three credits. ENGL [110](#) or [111](#) or [250](#).
British literature from 1832 to 1900.

ENGL 229W/3118W. Victorian British Literature

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3118/W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X_ Yes ___ No
3. Course Title: Victorian British Literature
4. Semester offered: Either
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)): British literature from 1832 to 1900.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): . ENGL [110](#) or [111](#) or [250](#).
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)): Yes.
15. Skill Codes "W", "Q", or "C": W for 3118W
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: The English Department wishes to divide an existing course, ENGL 223, Romantic and Victorian English Literature, into two courses, this one and ENGL 3117/W on the Romantic Period. Instructors have found that attempting to cover over 100 years of English Literature in a single course inevitably results either in superficial coverage of many writers or a more thorough coverage of a sample that omits important writers.

2. Academic Merit (see [Note L](#)): Writers typically covered in this course such as Arnold, Dickens, George Eliot, the Brontes, Tennyson, and Wilde are among the most important in the canon of English literature.

3. Overlapping Courses (see [Note M](#)): Specific writers or topics included in this survey of the period may be studied in greater depth in courses on individual authors (264) or in our Advanced Study capstone courses.

4. Number of Students Expected: ca. 65

5. Number and Size of Section: 19 in W sections (ca. 2/year), 35 in non-W sections (ca. 1 per year).

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

7. Effects on Regional Campuses: Same as Storrs
8. Staffing (see Note P): Current 223 staff
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/21/07
 - Department Faculty: 9/19/07
10. Name, Phone Number, and e-mail address of principal contact person: A. Harris Fairbanks, 486-2376, albert.fairbanks@uconn.edu

2007 - 101 Proposal to Add ENGL 3117/3117W

1. Date: 9/23/07
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

ENGL 3117. Romantic British Literature

Either semester. Three credits. Prerequisite: ENGL [110](#) or [111](#) or [250](#).
British literature from 1790 to 1832.

ENGL 3117W. Romantic British Literature

Prerequisite: ENGL [110](#) or [111](#) or [250](#).

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3117/W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X_ Yes ___ No ***Important: the 4-digit 3117 had previously been reserved for ENGL 223/W, a course which is being dropped. Ms. Buck agreed to let us use this number for the new course 3117/W.
3. Course Title: Romantic British Literature
4. Semester offered: Either
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)): British literature from 1790 to 1832.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): . ENGL [110](#) or [111](#) or [250](#).
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)): Yes.
15. Skill Codes "W", "Q", or "C": W for 3117W
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: The English Department wishes to divide an existing course, ENGL 223, Romantic and Victorian English Literature, into two courses, this one and ENGL 3118/W on the Victorian Period. Instructors have found that attempting to cover over 100 years of English Literature in a single course inevitably results either in superficial coverage of many writers or a more thorough coverage of a sample that omits important writers.
2. Academic Merit (see [Note L](#)): Writers typically covered in this course such as Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Keats, Shelley, and Byron, are among the most important in the canon of English literature.
3. Overlapping Courses (see [Note M](#)): Specific writers or topics included in this survey of the period may be studied in greater depth in courses on individual authors (264) or in our Advanced Study capstone courses.
4. Number of Students Expected: ca. 65
5. Number and Size of Section: 19 in W sections (ca. 2/year), 35 in non-W sections (ca. 1 per year).
6. Effects on Other Departments (see [Note N](#)): None

7. Effects on Regional Campuses: Same as Storrs
8. Staffing (see Note P): Current 223 staff
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 3/21/07
 - Department Faculty: 9/19/07
10. Name, Phone Number, and e-mail address of principal contact person: A. Harris Fairbanks, 486-2376, albert.fairbanks@uconn.edu

2007 - 102 Proposal to Drop ENGL 223/223W

1. Date: 9/23/07
2. Department: **English**

3. catalog Copy:

223/3117. Romantic and Victorian English Literature

Either semester. Three credits. ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#). Open to sophomores or higher.

Includes such writers as Austen, Wordsworth, Coleridge, Keats, Tennyson, Browning, the Brontes, G. Eliot, and Arnold.

223W/3117W. Romantic and Victorian English Literature

Prerequisite: ENGL [110](#) or [111](#) or [250](#) or both [105](#) and [109](#). Open to sophomores or higher.

4. Effective Date: Fall 2008

Justification

1. Reasons for dropping this course: The English Department wishes to divide this course into two courses, ENGL 3117/W on the Romantic Period and ENGL 3118/W on the Victorian Period. Instructors have found that attempting to cover over 100 years of English Literature in a single course inevitably results either in superficial coverage of many writers or a more thoughtful sampling that omits important writers. CARs to add ENGL 225/W and 229/W accompany this request.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: Same as Storrs

5. Dates approved by (see Note Q):

Department Curriculum Committee: 3/21/07

Department Faculty: 9/19/07

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

A. Harris Fairbanks, 486-2376, albert.fairbanks@uconn.edu

2007 - 103 Proposal to Add POLS 2XX/2XXW

Date: September 2006

Department: **Political Science**

Abbreviated Title: Congress in Theory and Practice

Final catalog Listing

POLS 2XX. Congress in Theory and Practice

Either semester. Three credits.

In-depth analysis of the U.S. Congress, including representation, elections, policy formation, law making, and organization.

POLS 2XXW. Congress in Theory and Practice

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Open only with consent of instructor.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): **2XX and 2XXW**
3. Course Title: Congress in Theory and Practice
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): three
6. Course description (second paragraph of catalog entry -- see Note K): An in-depth analysis of the U.S. Congress, including, representation, elections, policy formation, law making, and organization.

Optional Items

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): NA
9. Recommended Preparation, if applicable (see Note G): NA
10. Consent of Instructor, if applicable (see Note T) 2XXW requires instructor's consent.
11. Exclusions, if applicable (see Note H): NA
12. Repetition for credit, if applicable (see Note I): NA
13. Instructor(s) names if they will appear in catalog copy (see Note J): NA
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): NA

Justification

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

This course is focused on the U.S. Congress. The scholarly literature that addresses congressional issues is rich, complicated and sophisticated. This course, then, is meant to investigate this literature in order to provide students with a deeper analysis and understanding of the processes and institutions of the Congress as well as congressional representation and elections. This type of class is typical at most major research universities, but the University of Connecticut has not offered it. The most comparable course, POLS 275, divides the semester between the presidency and Congress. Therefore, the rich congressional literature is only introduced at the most basic levels.

The W variant component of this course is being proposed simultaneously because the department is attempting to increase its W courses so that it may meet the GEOC W-in-the-Major requirement. We are proposing both simultaneously to give the department some flexibility in scheduling to meet students' needs. In addition, the W variant, previously taught as POLS 296W, has been a

requirement of the UConn Washington DC Honors Internship program. There will be no mixing of the regular POLS 2XX, Congress in Theory and Practice, and its W variant.

When the course is taught as a W, the course will meet the specific criteria for W courses.

- 1a. Students will be expected to write at least one 15-page research paper that will use political science tools to gain a deeper understanding of some aspect of the congressional politics. The required research paper will allow the students to look in greater depth at topics previously discussed and/or apply broader theories to specific cases of congressional politics. Students will be required to prepare a topic proposal, an outline, a bibliography, and first draft. Students will receive instructor and peer suggestions and criticism on this draft and will then rewrite and submit a revised (final) paper based on those suggestions and criticisms. Students may also present their findings to the class at the end of the semester.
- 1b. Students will receive formal writing instruction during class time, and instruction will review such topics as thesis statements, citation format, research skills, UConn library resources, and plagiarism. Class time will also be devoted to peer editing of and comments on paper drafts, and students will receive written and verbal commentary from the instructor on their drafts. Students will be expected to incorporate and respond to commentary provided by the instructor both on the draft and in individualized meetings with the instructor.
- 1c. At each stage of writing the paper students will receive feedback from the professor and their peers. The stages include the topic proposal, outline, research bibliography, and draft paper. All four stages prior to the final version are mandatory. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course, and that the "W" component constitutes a majority of their overall grade.

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

The topic provides an in-depth exploration of congressional theories. How and why is the Congress organized as it is? How has it changed since the founding of the country? Why do voters choose the representatives that they do? How, then, do the elected members represent their constituents? What are the core procedures and processes of law making?

The course will proceed on three tracks.

- 2a. The first track will be an introduction to political science theories that apply to the congressional elections. For instance, this will include the analysis of classic texts in the field as well as cutting-research. This section of the class will also require some election data analysis.
- 2b. The second track will explore congressional procedures and institutions. This will include a historical component that discussion of the early Congresses and how institutions were needed to solve seemingly intractable problems. It will also explore the bill-making process and the major institutions (parties and committees) that shape that process. This section of the class will also require some law-making analysis.
- 2c. The third track will connect the first two tracks: that is, connect constituents to their members through theories of representation. We will investigate the different theories of representation as well as examine the relevant literature.

When the course is taught as W, the major assignment for students will be a 15-page research paper. The students will prepare a bibliography, outline, and draft; receive instructor and peer criticism; and then submit a revised paper. The students will use political science tools to gain a deeper understanding of some aspect of the conflict. Students may also present their findings to the class at the end of the semester.

3. Overlapping Courses None

4. Number of Students Expected: POLS 2XX about 45 students; POLS 2XXW about 19 students.

5. Number and Size of Section: NA

6. Effects on Other Departments: None

7. Effects on Regional Campuses: None

8. Staffing NA

9. Approvals Received and Dates:

Department Head—September 11, 2006

American Politics Committee—September 11, 2006

Instruction Committee—November 13, 2006

Department—November 20, 2006

10. Names and Phone Numbers of Persons for the CCC to contact:

Carol W. Lewis, x-3468, carol.lewis@uconn.edu head of departmental Instruction Committee

2007 - 104 Proposal to Change the GEOG PhD Program

1. Date: 9/24/07
2. Department requesting this change: **Geography**
3. Title: **PhD in Geography**
4. Nature of Change: **Number of credits required for the PhD.**

5. Existing catalog Description [Paragraph 3]:

The Ph.D. in Geography requires a minimum 35 credits of course work (including no more than six credits of independent study/research) beyond the Master's degree, along with the completion and defense of a dissertation. All Ph.D. students must complete a core curriculum that includes: one methods course, either GEOG 301 (Fundamentals of GIScience) or GEOG 342 (Spatial Data Analysis); GEOG 311 (Research Design); and GEOG 413 (Development of Geographic Thought). Students who obtained their M.A. in Geography at UConn, or those with an exceptional background may, with the approval of their advisor, replace parts of the required core with other Geography or related courses. Other required courses for the Ph.D. include two 400 level Geography seminars (not including GEOG 413), a one-credit teaching practicum course (GEOG 415), a one credit Proseminar course (GEOG 310), at least six credits of course work from a related field outside the department, and at least 15 credits of Dissertation Research (GRAD 495).

6. Proposed catalog Description:

The Ph.D. in Geography requires a minimum **24** credits of course work (including no more than six credits of independent study/research) beyond the Master's degree, along with the completion and defense of a dissertation. All Ph.D. students must complete a core curriculum that includes one methods course, either GEOG 301 (Fundamentals of GIScience) or GEOG 342 (Spatial Data Analysis); GEOG 311 (Research Design); and GEOG 413 (Development of Geographic Thought). In exceptional cases, equivalent graduate courses may be substituted with the approval of a student's advisory committee. Other required courses for the Ph.D. include **one** 400 level Geography seminar (not including GEOG 413), a one-credit teaching practicum course (GEOG 415), a one credit Proseminar course (GEOG 310), at least six credits of course work from a related field outside the department, and at least 15 credits of Dissertation Research (GRAD 495 - not included in the 24 credit requirement).

7. Effective Date: Immediately

Justification

1. Why is a change required? Students were unable to finish their coursework until the end of their third year and had a short window to complete their dissertation.
2. What is the impact on students? Students should be able to complete their degree within a four year period.
3. What is the impact on regional campuses? Not Applicable
4. Dates approved by:
Department Curriculum Committee: 9/5/07
Department Faculty: 9/12/07
5. Name, Phone Number, and e-mail address of principal contact person:
Dean Hanink, 6-3450, Dean.Hanink@uconn.edu

2007 - 105 Proposal to Add CDIS 5375

1. Date: **8-27-07**
2. Department requesting this course: **Communication Sciences**
3. Semester and year in which course will be first offered: **Fall 2008**

Final catalog Listing

CDIS 5375 Auditory system: Applied anatomy and Physiology

Review of the structure and function of the human auditory system. The course will emphasize the clinical/applied aspects of anatomy and physiology and will be oriented towards relationships to various auditory disorders.

3 credits, Prerequisite: CDIS 250 OR equivalent OR instructor permission.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **CDIS**
2. Course Number (see Note B):**5375.**

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 (**per dept. head**)

3. Course Title: Auditory System: Applied Anatomy and Physiology
4. Course description (if appropriate -- see Note K):

Review of the structure and function of the human auditory system. The course will emphasize the clinical/applied aspects of anatomy and physiology and will be oriented towards relationships to various auditory disorders.

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): **CDIS 250 or equivalent or instructor's permission**
8. Recommended Preparation, if applicable (see Note G): **N/A**
9. Consent of Instructor, if applicable (see Note T): **Consent required if prerequisites are not met.**
10. Exclusions, if applicable (see Note H): **None**
11. Repetition for credit, if applicable (see Note I): **yes**
12. S/U grading, if applicable (see Note X): **A-F graded**

Justification

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

Previously this course was combined with psychoacoustics (CDIS 354, Physiological and Psychological Acoustics) for 3 credits. Only ½ a semester was devoted to this topic. This was not sufficient time to cover the topic given the number of major advances in the area over the past decade and the advent of the new clinical doctorate in Audiology (the AuD degree). In addition, most universities that offer the new AuD degree offer a full 3 credit course in just anatomy and physiology of hearing. To not expand this course would hamper our efforts to be competitive on the national level and run counter to suggestions of National committees regarding curriculum. This course is also key preparation to our evoked potential and our central auditory disorders courses.

2. Academic Merit (see Note L):

This course with the focus on the human system, could serve as an excellent orientation to the auditory system for clinicians in various areas. It could also be valuable in correlation studies comparing hearing for animals and humans.

3. Overlapping Courses (see Note M):

Essentially there is little if any overlap with other courses. The one that perhaps most likely to have minimal overlap is PNB 301 which includes a segment on hearing. This is mostly animal based and is only a few lectures. Dr. Walikonis, who organizes PNB 301, polled his faculty and feels that there is no significant overlap and that the courses have distinctly different goals and content. Also, no such course with this description is offered in the Graduate catalogue.

4. Number of Students Expected: **12-15**

5. Number and Size of Section: **12-15**

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

7. Staffing (see Note P): **Frank Musiek - Professor**

8. Dates approved by (see Note Q):

Department Curriculum Committee: **9/4/07**

Department Faculty: **9/25/07**

9. Name, Phone Number, and e-mail address of principal contact person: **Frank Musiek, 6-3166, frank.musiek@uconn.edu**

2007 - 106 Proposal to Change CDIS 354

1. Date: August 27, 2007
2. Department: Communication Sciences
3. Nature of Proposed Change: Change in course name, number, and description
4. Current Catalog Copy:
CDIS 354. Physiological and Psychological Acoustics
3 credits. Lecture. Formerly COMS 354.
Anatomy, physiology and psychoacoustics of the auditory system.

5. Proposed Catalog Copy: CDIS 5355. Psychoacoustics

3 credits. Lecture.
Basic principles of human perception of sound.

6. Effective Date Fall 2008
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course:
The Audiology faculty feels that the topics of anatomy, physiology, and psychoacoustics of the auditory system (i.e., the topics covered by the current CDIS 354) are too great in scope to be covered in a single 3-credit course. The faculty wishes to expand the department's offerings in all three topic areas by creating a single, new course devoted solely to anatomy and physiology of the auditory system (request submitted separately) and by changing the current CDIS 354 to offer an expanded curriculum in the psychoacoustics topic area.
2. Effect on Department's Curriculum: We are submitting a separate proposal for the addition of a new course to the department's Au.D. curriculum to cover the topic areas of anatomy and physiology, which were formerly covered in CDIS 354.
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: Jennifer Tufts—Assistant Professor
7. Dates approved by (see Note Q):
Department Curriculum Committee: May 2007
Department Faculty: 9/25/07
8. Name, Phone Number, and e-mail address of principal contact person:

Jennifer Tufts, 486-4082, jennifer.tufts@uconn.edu

2007 - 107 Proposal to Change the PSYC Major

1. Date: September 24, 2007
2. Department requesting this change: **Psychology**
3. Title of Major: **Psychology**

4. Nature of Change: We want to add a newly-approved laboratory course to the list of courses from which students may select to fulfill the **Area IV: Advanced/Specialty** courses, Subgroup: **Laboratory Courses**, on our 6 plans of study. The course is **PSYC 3252, Laboratory in Drugs and Behavior**. The course is already in the *2008-2009 Undergraduate Catalog* in the list of Psychology courses, but is not listed in the CLAS listing as an option for Area IV Laboratory Courses.

5. Existing catalog Description of the Major:

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000- to 3000-level transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Psychology majors are required to take two introductory-level psychology courses - General Psychology I 1100 and either General Psychology II 1101 or General Psychology II (Enhanced) 1103 - followed by at least 25 2000- to 3000-level psychology credits, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201, 3500, 3501

Area III. Cross Area (I and II): 2201, 3100 or 3100W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103, 3104, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3250 or 3250W, 3251 or 3251W, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

After completing 1100 and 1101 (or 1103), students must select one of our tracks for their major: 1. Bachelor of Arts: Standard, 2. Bachelor of Science: Standard, 3. Bachelor of Arts: Research Concentration, 4. Bachelor of Science: Research Concentration, 5. Bachelor of Arts: Honors, 6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses,

One Area III course, Two other 2000- to 3000-level PSYC courses from any areas, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), Three credits of Area IV research, One other 2000- to 3000-level PSYC course from any area, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, Three credits of Area IV research, One other 2000- to 3000-level PSYC course from any area, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), 3899 and 4197W from Area IV research, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, 3899 and 4197W from Area IV research (4197W may be substituted for one of the laboratory courses. If substituted, student must take one other 2000- to 3000-level PSYC course from any area.), 12 related 2000- to 3000-level non-PSYC credits

Related 2000- to 3000-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100 (Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3102W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3770W, 3750W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000- to 3000-level PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under *Linguistics*.

6. Proposed catalog Description of the Major:

NOTE: The change is in **bold**.

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000- to 3000-level transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology.

Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Psychology majors are required to take two introductory-level psychology courses - General Psychology I 1100 and either General Psychology II 1101 or General Psychology II (Enhanced) 1103 - followed by at least 25 2000- to 3000-level psychology credits, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201, 3500, 3501

Area III. Cross Area (I and II): 2201, 3100 or 3100W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103, 3104, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3250 or 3250W, 3251 or 3251W, **3252**, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

After completing 1100 and 1101 (or 1103), students must select one of our tracks for their major: 1. Bachelor of Arts: Standard, 2. Bachelor of Science: Standard, 3. Bachelor of Arts: Research Concentration, 4. Bachelor of Science: Research Concentration, 5. Bachelor of Arts: Honors, 6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses,

One Area III course, Two other 2000- to 3000-level PSYC courses from any areas, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), Three credits of Area IV research, One other 2000- to 3000-level PSYC course from any area, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, Three credits of Area IV research, One other 2000- to 3000-level PSYC course from any area, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), 3899 and 4197W from Area IV research, 12 related 2000- to 3000-level non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, 3899 and 4197W from Area IV research (4197W may be substituted for one of the laboratory courses. If substituted, student must take one other 2000- to 3000-level PSYC course from any area.), 12 related 2000- to 3000-level non-PSYC credits

Related 2000- to 3000-level non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100 (Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ.

Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3102W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3770W, 3750W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000- to 3000-level PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under *Linguistics*.

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?

The recently-approved PSYC 3252, Laboratory in Drugs and Behavior, will provide yet another option for students seeking another laboratory course. This course has been offered as a special topics course and has proven quite popular, especially as it provides laboratory experience for our large enrollment lecture course, PSYC 2201, Drugs and Behavior. When we designed our new major which provides students with a choice of six tracks, we placed all of our existing laboratory courses into the Group IV, Laboratory category. We would like to include this new course among our other existing laboratory course options.

2. What is the impact on students?

The addition of this course will not only provide another laboratory option for all of our students, but will also greatly benefit students seeking either a BS Research Concentration or a BS Honors degree in Psychology (i.e., two of our six tracks). Students pursuing either of these two tracks must take two Area IV Laboratory courses, of which there are currently only eight from which to select, seven of which are taught as W courses, and, therefore, have very low enrollments (between 12 and 19, some limited by the size of our laboratories). Because we have many majors, and increasing numbers pursuing BS degrees, this non-W laboratory course will help students fulfill this requirement.

3. What is the impact on regional campuses?

None. This course is offered only at Storrs.

4. Dates approved by (see Note Q):

Department Curriculum Committee: September 25, 2007

Department Faculty: September 25, 2007

CLAS Curriculum Committee:

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

David B. Miller
3516 or 4301
David.B.Miller@uconn.edu

2007 - 108 Proposal to Change the PSYC Minor

1. Date: September 24, 2007
2. Department requesting this change: **Psychology**
3. Title of Minor: **Psychology**

4. Nature of Change: We want to add a newly-approved laboratory course to the list of courses from which students may select to fulfill the **Area IV: Advanced/Specialty** courses, Subgroup: **Laboratory Courses**, on our 6 plans of study. The course is **PSYC 3252, Laboratory in Drugs and Behavior**. The course is already in the *2008-2009 Undergraduate Catalog* in the list of Psychology courses, but is not listed in the CLAS listing as an option for Area IV Laboratory Courses.

5. Existing catalog Description of the Minor:

Psychology

All Psychology Minors are required to take at least 15 2000- to 3000-level psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501

Area III. Cross Area (I and II): 2201, 3100 or 3100W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106 or 3106W (AFAM 3106 or 3106W), 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3250 or 3250W, 3251 or 3251W, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000- to 3000-level Psychology courses listed above.

No more than three credits of either 3889 or 3899 may be counted toward the minor. 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives.

The minor is offered by the Psychology Department.

6. Proposed catalog Description of the Minor: (Note: Change is in **bold**)

Psychology

All Psychology Minors are required to take at least 15 2000- to 3000-level psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501

Area III. Cross Area (I and II): 2201, 3100 or 3100W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106 or 3106W (AFAM 3106 or 3106W), 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3250 or 3250W, 3251 or 3251W, **3252**, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000- to 3000-level Psychology courses listed above.

No more than three credits of either 3889 or 3899 may be counted toward the minor. 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/ or career interests and objectives.

The minor is offered by the Psychology Department.

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?

The recently-approved PSYC 3252, Laboratory in Drugs and Behavior, will provide yet another option for students seeking another laboratory course. This course has been offered as a special topics course and has proven quite popular, especially as it provides laboratory experience for our large enrollment lecture course, PSYC 2201, Drugs and Behavior. When we designed our new major which provides students with a choice of six tracks, we placed all of our existing laboratory courses into the Group IV, Laboratory category. We would like to include this new course among our other existing laboratory course options.

2. What is the impact on students?

The addition of this course will provide another laboratory option for all of our students pursuing a Minor in Psychology. The course would be one of nine options from which to select, none of which are mandatory for the Minor.

3. What is the impact on regional campuses?

None. The course is offered only at Storrs.

4. Attach a revised "Minor Plan of Study" form to this proposal **pending**

5. Dates approved by Department Curriculum Committee: September 25, 2007

Department Faculty: September 25, 2007

CLAS Curriculum Committee:

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

David B. Miller
3516 or 4301
David.B.Miller@uconn.edu

[Minor form to be supplied]

2007 - 109 Proposal to Change ENGL 250

1. Date: September 27, 2007
2. Department: **English**
3. Nature of Proposed Change: **Change number, drop "May not be used to meet the English major requirements" (unnecessary after number change).**

4. Current Catalog Copy:

250 [3800]. Honors I: Approaches to Literature

First semester. Three credits. Hours by arrangement. Open only with consent of instructor. May be used to satisfy the [ENGL 110](#) or [111](#) requirement. Not open for credit to students who have passed ENGL [109](#) or [110](#) or [111](#). May not be used to meet the English major requirements.
Study of a variety of approaches to literature and of their critical assumptions.

5. Proposed Catalog Copy:

1800. Honors I: Approaches to Literature

First semester. Three credits. Hours by arrangement. Open only with consent of instructor. May be used to satisfy the [ENGL 110](#) or [111](#) requirement. Not open for credit to students who have passed ENGL [110](#) or [111](#).
Study of a variety of approaches to literature and of their critical assumptions.

6. Effective Date: Fall 2008

Justification

1. Reasons for changing this course: This is a freshman Honors course, the honors equivalent of ENGL 110 or 111. The English Department erroneously listed it initially as a 3000-level course. Thus we seek to . . .

--change the number to 1000-level

--drop the sentence "May not be used to meet the English major requirements" since a 1000-level course cannot be used for this purpose anyhow.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: Pre-requisite numbers in catalog may be affected.

5. Effects on Regional Campuses: None

6. Staffing: Same

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

Department Curriculum Committee: Sept. 19, 2007

Department Faculty: Sept. 19, 2007

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

2007 - 110 Proposal to Add PHIL 2XX

1. Date: 8 October 2007
2. Department requesting this course: **Philosophy**
3. Semester and year in which course will be first offered: 2008-9, either semester

Final catalog Listing

PHIL 2XX. Philosophical Foundations of Human Rights

Either semester. Three credits. Prerequisite: [PHIL 101](#), [102](#), [103](#), [104](#), [105](#), [106](#),[107](#). Open to sophomores. *Bloomfield, Parekh*

Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): PHIL
2. Course Number (see [Note B](#)): 2XX
3. Course Title: Philosophical Foundations of Human Rights
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](#)):
Ontology and epistemology of human rights investigated through contemporary and/or historical texts.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): not applicable
8. Prerequisites, if applicable (see [Note F](#)): [PHIL 101](#), [102](#), [103](#), [104](#), [105](#), [106](#),[107](#)
9. Recommended Preparation, if applicable (see [Note G](#)): not applicable
10. Consent of Instructor, if applicable (see [Note T](#)): not applicable
11. Exclusions, if applicable (see [Note H](#)): not applicable
12. Repetition for credit, if applicable (see [Note I](#)): not applicable
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): not applicable
14. Open to Sophomores (see [Note U](#)): Open to sophomores or higher.
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): not applicable
16. S/U grading (see [Note W](#)): not applicable

Justification

1. Reasons for adding this course: (see [Note L](#)) UConn sees itself as a leader in the study of human rights, and yet there is currently no course on offer that focuses exclusively on these foundational issues. The course will become a core course for the Human Rights minor.

2. Academic Merit (see [Note L](#)): The course will involve conceptual, metaphysical, and epistemological issues in the study of human rights. Issues will include: to what do we refer, to what sort of thing are we referring, when we speak of "human rights"? What is the nature of the authority or bindingness which attends a claim to human rights? How can we know when a human rights claim is justified? One natural way to explore these questions is through attending to the foundations of morality as a whole, or the field of "metaethics" and seeing how this work applies to the special topic of human rights. Another approach is via the philosophical history of human rights. More specific theoretical issues, such as the difference between negative vs. positive rights (rights to non-maleficence vs. rights to be benefited) may also be a proper part of the course material.

3. Overlapping Courses (see [Note M](#)): Two courses may have some overlap. The first is PHIL 219, typically taught by Professor Parekh, who has been consulted. This is a "Topics" course, which may be repeated for credit. Sometimes foundational issues may be one of the "topics" covered, but 219 also includes more topical issues, including, e.g., women's rights or global poverty. The second course is Political Science 205, typically taught by Professor Hiskes, who has been consulted. Hiskes often addresses similar foundational issues in the first week of his class. Neither of these classes take as their central subject matter the philosophical foundations of human rights.

4. Number of Students Expected: 30
5. Number and Size of Section: 1 section
6. Effects on Other Departments (see Note N): Human Rights Program. Richard Wilson has been conferred and he enthusiastically supports the course.
7. Effects on Regional Campuses: none
8. Staffing (see Note P): Bloomfield, Parekh

9. Dates approved by (see Note Q):
Department Curriculum Committee: Sept. 19th
Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Paul Bloomfield, 486-4416,
phsb@uconn.edu

2007 - 111 Proposal to Add POLS 32XX & 32XXW

1. Date: Sept. 27, 2007
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing

POLS 32XX. Politics of Oil

Either semester. Three credits. Recommended preparation: POLS 121 or 143.
Historical and contemporary role of oil in comparative politics and international relations.

POLS 32XXW. Politics of Oil

Either semester. Three credits. Prerequisite: ENGL 110 or 111 or 250. Recommended preparation: POLS 121 or 143.
Historical and contemporary role of oil in comparative politics and international relations.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 32XX and 32XXW
3. Course Title: Politics of Oil
4. Semester offered: Either
5. Number of Credits: 3
6. Course description Historical and contemporary role of oil in comparative politics and international relations.

Optional Items

7. Number of Class Periods, if not standard: NA
8. Prerequisites, if applicable (see Note F): ENGL 110 or 111 or 250.
9. Recommended Preparation, if applicable: POLS 121 or 143
10. Consent of Instructor, if applicable: NA
11. Exclusions, if applicable: NA
12. Repetition for credit, if applicable: NA
13. Instructor(s) names if they will appear in catalog copy: NA
14. Open to Sophomores: NA
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: NA

Justification

1. Reasons for adding this course: Oil is undeniably one of the most important global commodities to affect the domestic and foreign policies of nation-states. This course is unique in the sense that it focuses on a commodity rather than a nation, region or political institution. It brings together elements from various subfields of political science and contributes directly to expanding and deepening students' knowledge about the political process. The expertise of a relatively new hire makes it possible to offer this course.

2. Academic Merit: This course is designed to develop students' research, thinking and writing skills about the role of oil in domestic politics as well as in the international political system. It consists of five parts. We first examine the facts about the distribution of global oil resources and infrastructures. Second, we trace the political history of oil development. Third, we focus on the relationship between oil and geopolitics. Fourth, we analyze the domestic effects of oil. Finally, we discuss the political implications of oil dependency and alternative sources of energy.
This course will help meet the demand for "W" offerings in the department and comparative politics subfield.

3. Overlapping Courses: none
4. Number of Students Expected: 19

5. Number and Size of Section: 1 section, 19 students
6. Effects on Other Departments: none
7. Effects on Regional Campuses: none
8. Staffing: Oksan Bayulgen
9. Dates approved by:
 - Department Head: 9/5/07
 - Department Subfield Committee: 9/11/07
 - Department Curriculum Committee: 9/25/07
 - Department Faculty: 9/25/07
10. Name, Phone Number, and e-mail address of principal contact person: Carol Lewis, 6-3468, carol.lewis@uconn.edu

POLS 32XXW: POLITICS OF OIL
Sample Abbreviated Syllabus

Oksan Bayulgen
Montheith 222, 6-2231
oksan.bayulgen@uconn.edu

Course Objectives: This is a course on the complex relationship between oil and politics. It seeks to develop students' research, thinking and writing skills about the role of oil in the international political system as well as in domestic politics. Today, oil undeniably affects all aspects of our lives but who really controls oil resources and what does that mean for national and international distribution of political power? How has the contest over oil resources affected the relations among nations as well as the economic, political, social and environmental development of oil-rich countries? What are the alternatives to oil and what needs to be done to reduce dependency on it? This course will address these questions as well as analyze and compare individual cases of how oil shapes the way we think about the world.

Course Design: The course consists of five parts.

1. Facts about Oil
 - a. the distribution of global oil resources and infrastructures
 - b. demand, productive capacity, depletion rates, price history
 - c. actors involved in the oil business
2. Political history of oil development
 - a. evolution of the industry from 'Seven Sisters' to OPEC
 - b. current international arrangements
 - c. changing relations among oil actors.
3. Relationship between oil and geopolitics
 - a. how struggle over access to oil, distribution of oil reserves, and pipeline routes have shaped relations among nations and fueled various international conflicts
 - i. World Wars
 - ii. Arab-Israeli conflict
 - iii. Iran-Iraq war
 - iv. Gulf Wars
 - v. 'Great Game' in Central Asia
4. Domestic effects of oil: how and where oil is causing
 - a. distortions in political institutions (rentier state)
 - b. civil wars
 - c. environmental degradation (global warming)
 - d. human rights violations.
5. Alternative sources of energy and what needs to be done to reduce dependence on oil.

Course Requirements

Sixty percent of the final grade depends on passing the Writing requirements of the course. If students do not pass these requirements, they will not pass the course. Students are expected write and revise more than fifteen pages throughout the course.

Exams (40%): 1 midterm and a final exam

Research Project (60%):

A) Students are expected get into teams of 3 or 4 and focus their research on a particular company or country engaged in the international petroleum industry. In order to understand the industry policies and business strategies of these actors, students will have to rely on a diverse set of resources; i.e. annual reports of various companies, government ministry websites, specialized oil journals as well as academic journals and books.

B) Students will be asked to write a 5-7 page profile paper for the character they are role playing. They will also be expected to provide an annotated bibliography, i.e. a brief critical summary of each of the books and/or sets of articles that pertains to the background information of that character. After receiving the first draft, the instructor will meet with students individually to provide feedback and comments that students must address and accommodate in successive drafts. The final draft will be posted online for other students to view and learn from. The final draft is worth 20% of the grade.

C) Next, students will be expected to role play a simulation of oil diplomacy in the post-Cold War era. They will be corresponding by electronic mail with other members of the class. They are required to contribute to the computer conferencing of the simulation at least with five postings. During this computer conferencing, they will take on roles of real politicians, company executives, diplomats etc. and interact with each other based on an oil scenario that the instructor will generate. This assignment will be 10% of the grade.

D) At the end of the game, students will organize a debate on one of the political and/or philosophical questions raised by the various aspects of the oil diplomacy game. At that stage, students are expected to write a 10-15 page evaluation paper on the topic of the debate. In that paper, with reference to the readings, lectures and the game, they will discuss alternative approaches as well as their position on that particular issue. After receiving the first draft, the instructor will meet with students individually to provide feedback and comments that students must address and accommodate in successive drafts. The final draft is worth 30% of the grade.

Students need to pass the "W" component of the course in order to pass the course.

Sample Readings:

Daniel Yergin, *The Prize*, Simon and Schuster, 1991

Terry Karl, *The Paradox of Plenty*, University of California Press, 1997.

Valerie Marcel, *Oil Titans: National Oil Companies in the Middle East*, Brookings, 2005

Kate Gillespie and Clement M. Henry (eds.) *Oil in the New World Order*, University Press of Florida, 1995.

Lutz Kleveeman, *The New Great Game: Blood and Oil in Central Asia*, Atlantic Monthly Press, 2003.

2007 - 112 Proposal to Add POLS 5XXX

1. Date: September 27, 2007
2. Department requesting this course: Political Science
3. Semester and year in which course will be first offered: Spring 2008

Final catalog Listing

POLS 5XXX. Comparative Democratization

Either semester. Three credits.

Democratization and major approaches to regime change away from authoritarianism.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 3XXX
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? NA
3. Course Title: Comparative Democratization
4. Course description: Democratization and major approaches to regime change away from authoritarianism.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: NA
8. Recommended Preparation, if applicable: NA
9. Consent of Instructor, if applicable: NA
10. Exclusions, if applicable: NA
11. Repetition for credit, if applicable: NA
12. S/U grading, if applicable: NA

Justification

1. Reasons for adding this course: Democratization is one of the most important themes of the comparative politics subfield and covers a vast literature that cannot be easily accommodated in an existing course. This seminar had high enrollment when taught as an experimental course.
2. Academic Merit: This course provides an overview of the comparative democratization literature. It focuses on various prerequisites for regime change. It also focuses on the comparative application of democratization theories to a number of countries and regions. This course meets the increasing demand for graduate comparative politics courses.

3. Overlapping Courses: None
4. Number of Students Expected: 10
5. Number and Size of Section: 1 section, 10 students
6. Effects on Other Departments: None
7. Staffing: Oksan Bayulgen
8. Dates approved by:
Department Head: 9/11/07
Department Subfield Committee: 9/11/07
Department Curriculum Committee: 9/25/07
Department Faculty: 9/25/07
9. Name, Phone Number, and e-mail address of principal contact person: Carol Lewis, 6-3468, carol.lewis@uconn.edu

POLS 5XXX COMPARATIVE DEMOCRATIZATION
(Sample Abbreviated Syllabus)

Oksan Bayulgen
Montheith 222, 6-2231
oksan.bayulgen@uconn.edu

Course Description:

This seminar is designed to provide graduate students with an overview of the expansive literature on democratization. We will examine the literature on democratization to discern the major approaches, themes, debates surrounding regime change away from authoritarianism. We will focus on transitions to democratic rule in countries that have recently been ruled by authoritarian regimes, rather than the problems of insufficient democratic practices in advanced democracies. The seminar will be organized thematically rather than regionally with empirical cases drawn primarily from Latin America, Southern Europe, and post-communist states of Eastern Europe and the Former Soviet Union (my area of interest).

Requirements:

1) Each student will write **2 short papers** (5-7 pages, double-spaced with citations) each dedicated to a week's readings. The papers are to analyze the central debate of the readings, their arguments, and their strengths and weaknesses. You should include similarities and differences across the readings and the kind of questions they raise for discussion. You should also try to incorporate some of the recommended readings for that week in your review.

Each paper will be worth 25% of your grade.

2) Each student will also either write a **long paper** (20-30 pages, double-spaced with citations) or do a **take-home examination** depending on his/her goals. This assignment will be worth 40% of your grade.

3) **Participation:** This seminar will consist of lecture and discussion, with the emphasis on the latter. At each of our meetings, I will begin with introductory comments on the topic for that session. Students writing on that week's readings are then expected to discuss and critique the week's readings.

A 10% participation grade will be based on the quality of these presentations and your overall participation in class.

Readings:

The following books have been ordered at the University Coop:

Larry Diamond and Marc F. Plattner (eds.) *The Global Divergence of Democracies* (John Hopkins University Press, 2001)

Larry Diamond and Marc Plattner (eds.) *The Global Resurgence of Democracy* (Johns Hopkins University Press, 1996).

Andrew Reynolds (ed.) *The Architecture of Democracy* (Oxford: Oxford University Press, 2002).

All other readings are marked by (*) are available in full-text form online.

Schedule of Topics:

Week 1	Introduction
Week 2	What Democracy is... and is not...Its definition and measurement
Week 3	Stages, Degrees and Challenges of Democracy
Week 4	Structural Preconditions of Democracy I: Class Structure and Economic Development
Week 5	Structural Preconditions of Democracy II: Political Culture
Week 6	Actor-Centric Preconditions of Democracy I: Elites
Week 7	Actor-Centric Preconditions of Democracy II: Civil Society
Week 8	Institutional Preconditions I: Electoral Systems and Political Parties
Week 9	Institutional Preconditions II: Executive-Legislative Relations
Week 10	Ethnic Identity and Institutional Solutions
Week 11	Economic Reform, Globalization and Democratization
Week 12	Diffusion and Promotion of Democracy
Week 13	Future of Democracy and the Study of Democratization...