

Departmental Course Proposals for the 22 April 2008 Meeting

[Revised edition, 20 April]

A. Proposals postponed at an earlier session

2008 – 18 Proposal to cross-list ART 244/IND244(3375) with AASI 3375(244)

1. Date: February 28, 2008
2. Department initiating this proposal: **Asian American Studies Institute**
3. Current Catalog Copy/Copies: ART 244/Ind244 Indian Art and Popular Culture: Independence to the Present - An interdisciplinary studio art course introducing modern, contemporary, folk, and popular art from India and the South Asian Diaspora
Either semester. Three credits. *Myers*
4. Proposed Catalog Copy/Copies:
[ART 3375/IND 3375/AASI 3375 \(formerly ART 244\) Indian Art and Popular Culture: Independence to the Present](#)
Either semester. Three credits. *Myers*
[An interdisciplinary studio art course introducing modern, contemporary, folk, and popular art from India and the South Asian Diaspora.](#)
5. Effective Date Fall 2008:
Justification:
2. Reasons for cross listing this course: Art 244 has been successfully offered by the Department of Art and Art History two times, beginning in the fall of 2006. The course deals with the art of India, a subject that is well within the programmatic scope of AASI. This action will add it to the listings of the Asian American Studies Institute and it will become a course available to students taking the AASI minor. Cross listing the course will benefit AASI by adding a course to the program that deals with the arts and it will benefit the course by attracting a more diverse body of students, in addition to the students in art and art history who have made the class a success thus far.
3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? __Yes No. Please see above rationale for cross listing this course
4. Other Departments Consulted: Art Department C and C committee: February 19, 2008 :
5. Effects on Regional Campuses:none
6. Staffing: Professor Kathryn Myers

Approvals

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

1. List the name of each department or program which will be involved in the cross-listing. Asian American Studies Institute; Art Department and India Studies
2. For each department or program, list the dates of approval by the appropriate departmental or program review process:
Art Department C and C Committee 2/19/08
Asian American Studies Faculty :October 25, 2007
India Studies –Betty Hanson 10/11/07 Judith Torpe 10/09/07
3. Name, Phone Number, and e-mail address of principal contact person:
Roger N. Buckley 486-4751 Roger.Buckley@Uconn.edu

2008 – 27 Proposal to Change COMM 212 (4340) [text pending]

B. New Departmental Proposals

2008 – 31 Proposal to Add SPAN 1009/PRLS 1009

1. Date: January 2008
2. Department requesting this course: **Spanish (Modern and Classical Languages), and Puerto Rican and Latino Studies Institute.**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing (SPAN 1009/PRLS 1009. Latino Literature, Culture, and Society Either semester. Three credits. Prerequisite: None. Open to everyone. Casamayor, Irizarry Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization, local dynamics, and diaspora. Instructors will deal with a variety of topics, e.g., religion, race, gender, sexuality, popular culture, literature, film, music, digital culture, visual arts, urban culture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): PRLS/SPAN
2. Course Number (see [Note B](#)): 1xxx
3. Course Title: Latinos: Culture and Society
4. Semester offered (see [Note C](#)):
5. Number of Credits (see [Note D](#)): 3

6. Course description (second paragraph of catalog entry -- see [Note K](#)):

Our aim is to study US Latino/a experiences with a deep understanding of the roles of gender, race, sexual, economic, political, and generational issues. This course will consider US Latin@s in a hemispheric and global context. Discussion of literature, film, visual arts, music, internet, and other cultural products will accompany readings and lectures on Latin@ history and culture, informed by introductory readings on Cultural, Subaltern, Post-colonial, and Post-modern studies.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Standard
8. Prerequisites, if applicable (see [Note F](#)): None
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#)) No
11. Exclusions, if applicable (see [Note H](#)): None
12. Repetition for credit, if applicable (see [Note I](#)): No
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): Casamayor, Irizarry, Loss, Seda
14. Open to Sophomores (see [Note U](#)): Yes
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: (see [Note L](#)) PRLS/SPAN 1009 would be the only, humanities based, first year course, dealing with US Latinos. It would be one of two 1000-level course in the Puerto Rican and Latinos Studies minor, co-sponsored with MCL and Spanish. It is also pressing, within the current multicultural, academic agenda, to offer more Latino content courses, at all levels.

2. Academic Merit (see [Note L](#)): This course will serve as an introduction to issues related to US Latinas/os from an interdisciplinary perspective for students from diverse fields of study and levels of

expertise. It will help to understand better contemporary US society and culture, from a minority perspective.

3. Overlapping Courses (see [Note M](#)): None

4. Number of Students Expected: 100

5. Number and Size of Section:

6. Effects on Other Departments (see [Note N](#)): It should support various majors and minors, including Latin American Studies, African American Studies, English, History, Fine Arts, American Studies, Sociology, Human Development and Family Studies, Human Rights, and Puerto Rican and Latino Studies.

7. Effects on Regional Campuses: PRLS aims to offer additional sections in Greater Hartford and Waterbury.

8. Staffing (see [Note P](#)): Irizarry (MCL/PRLS), Casamayor (MCL/PRLS), Seda (MCL), Loss (MCL).

9. Dates approved by

Department Curriculum Committee: 3/7/08

Department Faculty: 3/7/08

10. Name, Phone Number, and e-mail address of principal contact person: Guillermo Irizarry, 486-3997, Guillermo.irizarry@uconn.edu; Odette Casamayor, 486-3292, odette-cisneros@uconn.edu.

2008 – 32 Proposal to Cross List SPAN 1009 & PRLS 1009

1. Date: 2/07/2008

2. Department initiating this proposal: PRLS

3. Current Catalog Copy/Copies:

(SPAN 1009. Latinos: Culture and Society

Either semester. Three credits. Prerequisite: None. Open to everyone. *Casamayor, Irizarry*
Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization, local dynamics, and diaspora. Instructors will deal with a variety of topics, e.g., religion, race, gender, sexuality, popular culture, literature, film, music, digital culture, visual arts, urban culture.

4. Proposed Catalog Copy/Copies:

(Prls 1009/SPAN 1009. Latinos: Culture and Society

Either semester. Three credits. Prerequisite: None. Open to everyone. *Casamayor, Irizarry*
Critical approaches to Latinos/as and cultural representation, production, and agency, as impacted by globalization, local dynamics, and diaspora. Instructors will deal with a variety of topics, e.g., religion, race, gender, sexuality, popular culture, literature, film, music, digital culture, visual arts, urban culture.

5. Effective Date Spring 2008

Justification

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

It is pressing, within the current multicultural, academic agenda, to offer more Latino content courses, at all levels. This class would be the only, humanities based, first year course, dealing with US Latinos. It would be one of two 1000-level course in the Puerto Rican and Latinos Studies minor, and the first 1000-level course about USLatinos co-sponsored with MCL and Spanish.

2. Reasons for cross listing this course:

This course will serve as an introduction to issues related to USLatinas/os from an interdisciplinary perspective for students from diverse fields of study and levels of expertise. It will help to understand better contemporary US society and culture, from a minority perspective, and to acknowledge the importance of Hispanic roots and traditions in the US.

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

E.g. for AASI/SOCI 221 "Sociological Perspectives on Asian American Women", the title of the course clearly indicates that the course will cover topics within the subject fields of Sociology and Asian American Studies. If this is not evident , please explain why the cross listing is appropriate.

4. Other Departments Consulted (see [Note N](#)):

Italian Literary and Cultural Studies, French Studies, German Studies, Classical and Mediterranean Studies, Comparative Literary and Cultural Studies.

5. Effects on Regional Campuses:

None anticipated

6. Staffing:

Prof. Guillermo Irizarry (Spanish and PRLS), Prof. Odette Casamayor (Spanish and PRLS), Prof. Jacqueline Loss (Spanish).

Approvals

1. List the name of each department or program which will be involved in the cross-listing.
Spanish (MCL) and Puerto Rican and Latino Studies (PRLS)

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

Department or Program Curriculum Committee: 3/7/08

Department or Program Faculty: 3/7/08

Department or Program Head: 3/7/08

(Duplicate above, as needed)

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

Roger Travis, ROGER.TRAVIS@UCONN.EDU, 860 486-3316; Guillermo Irizarry, guillermo.irizarry@uconn.edu, 486-3997, Miguel Gomes, 486-3328, Miguel.Gomes@uconn.edu

2008 – 33 Proposal to Add SOCI 3XXX & its W variant SOCI3XXXW

1. Date: February 7, 2008
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

Soci 3xxx and Soci 3xxxW The Sociology of Law: Global and Comparative Perspectives
Either semester. Three credits. Two class periods. **PREREQUISITE: None.** Bernstein, Mary
Examines the relationship between law and social change cross-nationally, including dispute
processing in kinship societies, the impact of Western Law on Third World countries, legal
strategies that challenge inequality based on class, race, sex, religion, and sexuality, and the
impact of international human rights treaties on inequality.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 3xxx
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? ___ Yes ___ No ___
3. Course Title: The Sociology of Law: Global and Comparative Perspectives
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
The course examines the relationship between law and social change cross-nationally, including dispute processing in kinship societies, the impact of Western Law on Third World countries, legal strategies that challenge inequality based on class, race, sex, religion, and sexuality, and the impact of international human rights treaties on inequality.

Optional Items

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

Justification

1. Reasons for adding this course: (see Note L)
&
2. Academic Merit (see Note L):

This will be an upper division course will be submitted to GEOC after approval from CLAS C&CC is received, to fulfill the General Education requirements of Group Two (Social Sciences) and Group Four (Diversity and Multiculturalism) with an international focus. This course will employ a comparative historical approach to the law by utilizing the case study method. Students who take this course will gain a greater understanding of diverse societies over time through a cross-national comparative study of legal systems and dispute resolution approaches. In meeting the goals of Group Two, this course will examine the relationships between culture, societies, domestic and supranational legal institutions (such as international treaties, tribunals, and courts). This course will meet the requirements of Group Four by

helping students to understand the law as not only a system of regulation but as an interpretive system that is related to both social structures and culture. This course will also emphasize human rights law as well as the ways in which the law is used to mitigate and/or sustain inequality based on race, class, gender, religion, and sexuality. By taking a cross-national comparative as well as global perspective, this course will provide students with an international lens through which to understand diversity among societies.

- a) This course will add a new GenEd course to the current offering of the Department of Sociology and currently, we offer no similar courses.
- b) This course will contribute to developing students into global citizens. By taking a cross-national comparative as well as global perspective, this course will provide students with an international lens through which to understand diversity among societies, something that is important for first and second year undergraduates.
- c) This course will enhance current offerings in several ways. The sociology of law is an important specialty area within sociology and has its own section in the American Sociological Association. Currently, the Department of Sociology does not offer any undergraduate courses in the sociology of law.

3. Overlapping Courses (see Note M):

The Department of Political Science at UConn offers an undergraduate "Law & Society" course which focuses primarily on the general features of American law as it affects the citizen. There is no focus on international law or on a comparative historical examination of the law. Furthermore, the focus of a *sociology* of law course is much more on what legal systems tell us about the broader social and political features of societies than on the technical functioning of law and jurisprudence. The Department of Political Science also offers a course entitled "International Organizations and the Law," which examines "the role of intergovernmental and nongovernmental organizations and international law in world affairs with special attention to contemporary issues." By contrast, the focus of this course is on different national legal systems, including their relationship to international law as well as on alternative forms of dispute resolution.

4. Number of Students Expected:

19 for W version; 70 for non-W version

5. Number and Size of Section:

1 W section, 19 students; for non-W sections, 70 students

6. Effects on Other Departments (see Note N):

See 3 above. None.

7. Effects on Regional Campuses:

None.

8. Staffing (see Note P):

Professor Mary Bernstein is committed to teaching this course on an annual basis for several years.

9. Dates approved by (see Note Q):

Department Curriculum Committee: November 28, 2007

Department Faculty: February 6, 2008

10. Name, Phone Number, and e-mail address of principal contact person: Kathryn Strother Ratcliff, 486-3886, Kathryn.ratcliff@uconn.edu

The Sociology of Law: Global and Comparative Perspectives
Sociology 3xxxW [SEE BELOW FOR NON-W VERSION]
Semester xx

Professor: Dr. Bernstein

Phone: 486-3991

Office Hours: xx

Manchester Hall, Room
216

E-
Mail: Mary.Bernstein@uconn.edu

Course Description:

The course will examine the relationship between law and social change cross-nationally. We will examine dispute processing in kinship societies, the impact of Western Law on Third World countries, the ways in which legal strategies can and have challenged inequality based on class, race, sex, religion, and sexuality, and the impact of international human rights treaties. Students will become knowledgeable about different types of legal systems and will learn to analyze the ways in which different societies contend with issues of difference and inequality through an evaluation of its legal systems. Students will also be able to analyze the interrelationships between the law, social structure, and the ways in which nations are linked globally.

I will cover material in class lectures that is not in your readings. You are responsible for knowing all the material covered in class. It is **your responsibility** to obtain notes from one of your classmates for material missed.

Requirements:

	Points
1.	600 Three papers, 5 pages each (200 points each).
2.	200 Mid-term exam.
3.	200 Final exam.
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1000	TOTAL

Make-up exams will only be given if the student has a doctor=s note. Late papers will be accepted; however, I will deduct an additional 10% off your grade for each day that your paper is late. No extra credit will be given.

Grading: A=90%, B=80%, C=70%, D=60%, E=below 60%

Skeleton of the Course

1. Law, Legality, and the Role of Law: from Sociological Jurisprudence to Sociology of Law
2. Knowledge of Law, Opinions about Law, the Effects of Law
3. Law and Social Organization: Dispute Resolution and Alternatives to the Law
4. The Role of Law in Developing Countries, Globalization
5. Law and Social Inequality in the United States
6. International Human Rights, Culture, and the Law
7. The Role of Law, The Possibilities of Law, Law in a Post-911 Society

I. Overview of the Course. The Meanings of law, Legality and the Rule of Law.

This introductory session will discuss the various definitions of law found in sociological writings, as well as distinctions between historical and analytical jurisprudence on the one hand, and sociology on the other. It will introduce the strategies of sociological explanation and research regarding law.

Readings:

Carroll Seron and Susan S. Silbey, AProfession, Science, and Culture: An Emergent Canon of Law and Society Research, @ Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004)

Roger Cotterrell AWhy Must Legal Ideas Be Interpreted Sociologically? @ *Journal of Law and Society* 25.2 (1998): 171-92.

Kim Lane Scheppele, ALegal Theory and Social Theory, @ *Annual Review of Sociology* 20 (1994): 383-406.

II. Knowledge of, and Opinions about, Law/Legal Consciousness/Legal Socialization

To obey the law, or to avail oneself of the rights to which it entitles one, it is necessary to know the law. What do people know about law? What are their attitudes toward, or opinions about the law? The latter question has potential relevance for understanding conformity to the law, and also for the question of how well the law reflects the views of the public.

Readings:

Patricia Ewick and Susan Silbey, AConformity, Contestation and Resistance: An Account of Legal Consciousness, @ *New England Law Review* 26 (1992): 731-49

Sally Engle. Merry, "Everyday Understandings of the Law in Working Class America," *American Ethnologist* 13:253-70

III. Law and Social Organization

In this section of the course we examine theoretical perspectives and empirical studies relating the type of law found in a society to its social structure. These materials raise the question of what the relationship between law and social structure is. How does law figure in fundamental social change?

George Herbert Mead, "The Social Psychology of Punitive Justice," *American Journal of Sociology* 23:577-602, 1928.

S. Miyazawa, "Taking Kawashima Seriously: A Review of Japanese Research on Japanese Legal Consciousness and Disputing Behavior," *Law and Society Review* 21:219-42, 1987

Philip Gulliver, *Social Control in an African Society: A Study of the Arusha, Agricultural Masai of Northern Tanganyika*, 1963 (excerpts)

IV. The Role of Law in Developing Countries, Globalization

A number of socio-legal scholars have argued that the introduction of Western law into the Third World facilitates economic growth and democratic political development, while helping to protect human rights. The basis for this argument will be considered, along with criticism raised by dependency theorists. We will also examine cross-national influences on law in the post-colonial world.

Ugo Mattei, "A Theory of Imperial Law: A Study on U.S. Hegemony and the Latin Resistance," *Indiana Journal of Global Legal Studies* 10 (2003): 383
Tom Ginsburg, "Does Law Matter for Economic Development? Evidence from East Asia," *Law and Society Review* 34.3 (2000): 829-56
Sally Engle Merry, "Colonial and Postcolonial Law," pp. 569-88 in Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004).

V. Law and Social Inequality in the United States

Here we will examine the role of legal strategies in attempts to ameliorate or overcome social disadvantages associated with class, race and sex discrimination. What forms have these efforts taken? How successful have they been? What has been accomplished? What are the limits to these approaches?

A. Class

graphs and tables on distribution of wealth and income

Richard Abel, "Law without Politics: Legal Aid under Advanced Capitalism," *UCLA Law Review* 31 (1984) 474-631.
Carol Seron, "Law and Inequality: Race, Gender ... and, of Course, Class," *Annual Review of Sociology* 22 (1996): 187-212.

B. Race

Keith J. Bybee, "The Political Significance of Legal Ambiguity: The Case of Affirmative Action," *Law and Society Review* 34 (2000): 263-290

Lydia Chavez, *The Color Bind: California's Battle to End Affirmative Action* (University of California Press, 1998) (excerpts)

Kimberle Williams Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* 1989 (1989): 139-42

Deborah E. Ward, *The White Welfare State: The Racialization of U.S. Welfare Policy* (University of Michigan Press, 2005) (excerpts)

C. Sex

Nadine Taub and Elizabeth Schneider, "Perspectives on Women's Subordination and the Role of Law," ch. 7 in Kairys

Diane Polan, "Toward a Theory of Law and Patriarchy," in Kairys

Martha Fineman, "Property Distribution, Need, and Women's Equality" (excerpt from *The Illusion of Equality: The Rhetoric and Reality of Divorce Reform*, University of Chicago Press, 1991)

Nicola Lacey, "The Constitution of Identity: Gender, Feminist Legal Theory, and the Law and Society Movement," pp. 471-86 in Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004).

Joan Hoff, *Law, Gender and Injustice: A Legal History of U.S. Women* (New York University Press, 1991). (excerpts)

D. Sexuality

Bernstein, Mary and Renate Reimann (eds.). 2001. *Queer Families, Queer Politics: Challenging Culture and the State*. (New York: Columbia University Press).

VI. International Human Rights, Culture, and the Law

The law and culture often collide in the areas of sexuality and gender. In this section, we will discuss the relationship between ethnocentrism, cultural relativism and the law in fostering social change.

Boyle, Elizabeth Heger. *Female Genital Cutting: Cultural Conflict in the Global Community* (Johns Hopkins University Press).

VII. The Role of Law, The Possibilities of Law, Law in a Post-911 World

The law holds out the possibilities for both hope and cynicism. What explains why the law at times appears to expand the rights and protections accorded to those accused of major crimes such as Nazi war criminals, while at other times, the law restricts the rights of the accused?

Cole, David and Jules Lobel. 2007. *Less Safe, Less Free: Why America is Losing the War on Terror*. New Press.

Dodd, Christopher. 2007. *Letters from Nuremberg: My Father's Narrative of a Quest for Justice*. Crown Books.

PAPERS (5 pages each, typewritten plus a bibliography, 1" margins, font no smaller than 12 points)

Your papers will be evaluated based on both content and expression. Written work must be satisfactorily completed in order to pass the course. Your final versions of these papers must address the WRITTEN FEEDBACK that I give you on your first drafts in terms of both writing and organizational problems in order to receive a passing grade.

CHOOSE ONE OF THE FOLLOWING LANDMARK LEGAL DECISIONS: *BROWN V. BOARD OF EDUCATION*, *GRISWOLD V. CONNECTICUT*, OR THE INSULAR CASES

PAPER ASSIGNMENT #1: Rough Draft Due September 18th. Written feedback (and a preliminary grade) will be given on Sept. 25. Final, revised paper due October 2nd. The final version of this paper must address the written feedback given on the rough draft.

Based on a book on the case that you choose, you will write a 5-6 page summary of the case(s), outlining and summarizing the legal and social issues involved.

Your grade will be based on both content and expression. You will be given written feedback on this paper.

PAPER ASSIGNMENT #2, Rough Draft Due October 23rd. Written feedback (and a preliminary grade) will be given on Oct. 30th. Final, revised paper due November 6th. The final version of this paper must address the written feedback given on the rough draft.

Prepare a 5-6 page research paper where you examine the ways in which your case(s) has(have) influenced contemporary legal, social, and political debates. For example, if you are examining *Brown v. Board of Education*, you might examine affirmative action in schools and universities or “de facto” school segregation. Wherever possible, integrate and synthesize readings and concepts (i.e., use multiple sources). Use proper citations for all information and/or concepts that are not your own.

Your grade will be based on both content and expression. You will be given written feedback on this paper.

PAPER ASSIGNMENT #3, Rough Draft Due November 15th. Written feedback (and a preliminary grade) will be given on Nov. 27th. Final, revised paper due December 4th. The final version of this paper must address the written feedback given on the rough draft.

Write a 5-6 page paper in which you examine the way another country has dealt legally with the same types of legal, social, and political issues raised in the cases that you are examining. Integrate and synthesize readings and concepts (i.e., use multiple sources). Don't rely on only one article to create your position. The more articles you use the stronger your foundation. Use proper citations for all information and/or concepts that are not your own.

Your grade will be based on both content and expression. You will be given written feedback on this paper.

**The Sociology of Law: Global and Comparative Perspectives
Sociology 3xxx
Semester xx**

Course Description:

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I will cover material in class lectures that is not in your readings. You are responsible for knowing all the material covered in class. It is **your responsibility** to obtain notes from one of your classmates for material missed.

Requirements:

	Points
1.	250 One paper, 5 pages
2.	250 Mid-semester exam I.
3.	250 Mid-semester exam II
4.	250 Final exam.
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1000	TOTAL

Make-up exams will only be given if the student has a doctor's note. Late papers will be accepted; however, I will deduct an additional 10% off your grade for each day that your paper is late. No extra credit will be given.

Grading: A=90%, B=80%, C=70%, D=60%, E=below 60%

Skeleton of the Course

1. Law, Legality, and the Role of Law: from Sociological Jurisprudence to Sociology of Law
2. Knowledge of Law, Opinions about Law, the Effects of Law
3. Law and Social Organization: Dispute Resolution and Alternatives to the Law

4. The Role of Law in Developing Countries, Globalization
5. Law and Social Inequality in the United States
6. International Human Rights, Culture, and the Law
7. The Role of Law, The Possibilities of Law, Law in a Post-9/11 Society

I. Overview of the Course. The Meanings of law, Legality and the Rule of Law.

This introductory session will discuss the various definitions of law found in sociological writings, as well as distinctions between historical and analytical jurisprudence on the one hand, and sociology on the other. It will introduce the strategies of sociological explanation and research regarding law.

Readings:

- Carroll Seron and Susan S. Silbey, A Profession, Science, and Culture: An Emergent Canon of Law and Society Research, @ Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004)
- Roger Cotterrell A Why Must Legal Ideas Be Interpreted Sociologically? @ *Journal of Law and Society* 25.2 (1998): 171-92.
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- S. Miyazawa, "Taking Kawashima Seriously: A Review of Japanese Research on Japanese Legal Consciousness and Disputing Behavior," *Law and Society Review* 21:219-42, 1987
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IV. The Role of Law in Developing Countries, Globalization

A number of socio-legal scholars have argued that the introduction of Western law into the Third World facilitates economic growth and democratic political development, while helping to protect human rights. The basis for this argument will be considered, along with criticism raised by dependency theorists. We will also examine cross-national influences on law in the post-colonial world.

- Ugo Mattei, A Theory of Imperial Law: A Study on U.S. Hegemony and the Latin Resistance, @ *Indiana Journal of Global Legal Studies* 10 (2003): 383
- Tom Ginsburg, A Does Law Matter for Economic Development? Evidence from East Asia, @ *Law and Society Review* 34.3 (2000): 829-56
- Sally Engle Merry, A Colonial and Postcolonial Law, @ PP. 569-88 in Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004).

V. Law and Social Inequality in the United States

Here we will examine the role of legal strategies in attempts to ameliorate or overcome social disadvantages associated with class, race and sex discrimination. What forms have these efforts taken? How successful have they been? What has been accomplished? What are the limits to these approaches?

A. Class

- graphs and tables on distribution of wealth and income
- Richard Abel, "Law without Politics: Legal Aid under Advanced Capitalism," *UCLA Law Review* 31 (1984) 474-631.
- Carol Seron, "Law and Inequality: Race, Gender ... and, of Course, Class," *Annual Review of Sociology* 22 (1996): 187-212.

B. Race

- Keith J. Bybee, "The Political Significance of Legal Ambiguity: The Case of Affirmative Action," *Law and Society Review* 34 (2000): 263-290
- Lydia Chavez, *The Color Bind: California's Battle to End Affirmative Action* (University of California Press, 1998) (excerpts)
- Kimberle Williams Crenshaw, A Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, @ *University of Chicago Legal Forum* 1989 (1989): 139-42
- Deborah E. Ward, *The White Welfare State: The Racialization of U.S. Welfare Policy* (University of Michigan Press, 2005) (excerpts)

C. Sex

- Nadine Taub and Elizabeth Schneider, "Perspectives on Women's Subordination and the Role of Law," ch. 7 in Kairys

Diane Polan, "Toward a Theory of Law and Patriarchy," in Kairys
Martha Fineman, "Property Distribution, Need, and Women's Equality" (excerpt from *The Illusion of Equality: The Rhetoric and Reality of Divorce Reform*, University of Chicago Press, 1991)
Nicola Lacey, "The Constitution of Identity: Gender, Feminist Legal Theory, and the Law and Society Movement." Pp. 471-86 in
Austin Sarat (ed.), *The Blackwell Companion to Law and Society* (Blackwell, 2004).
Joan Hoff, *Law, Gender and Injustice: A Legal History of U.S. Women* (New York University Press, 1991). (excerpts)

D. Sexuality

Bernstein, Mary and Renate Reimann (eds.). 2001. Queer Families, Queer Politics: Challenging Culture and the State. (New York: Columbia University Press).

VI. International Human Rights, Culture, and the Law

The law and culture often collide in the areas of sexuality and gender. In this section, we will discuss the relationship between ethnocentrism, cultural relativism and the law in fostering social change.

Boyle, Elizabeth Heger. Female Genital Cutting: Cultural Conflict in the Global Community (Johns Hopkins University Press).

VII. The Role of Law, The Possibilities of Law, Law in a Post-9/11 World

The law holds out the possibilities for both hope and cynicism. What explains why the law at times appears to expand the rights and protections accorded to those accused of major crimes such as Nazi war criminals, while at other times, the law restricts the rights of the accused?

Cole, David and Jules Lobel. 2007. Less Safe, Less Free: Why America is Losing the War on Terror. New Press.

Dodd, Christopher. 2007. Letters from Nuremberg: My Father's Narrative of a Quest for Justice. Crown Books.

PAPERS (5 pages each, typewritten plus a bibliography, 1" margins, font no smaller than 12 points)

Your papers will be evaluated based on both content and expression. Written work must be satisfactorily completed in order to pass the course. Your final versions of these papers must address the WRITTEN FEEDBACK that I give you on your first drafts in terms of both writing and organizational problems in order to receive a passing grade.

CHOOSE ONE OF THE FOLLOWING LANDMARK LEGAL DECISIONS: *BROWN V. BOARD OF EDUCATION*, *GRISWOLD V. CONNECTICUT*, OR THE INSULAR CASES

PAPER ASSIGNMENT: Due November 17th.

Based on a book on the case that you choose, you will write a 5-6 page summary of the case(s), outlining and summarizing the legal and social issues involved.

2008 – 34 Proposal to Add MAST 1200

1. Date: February 11, 2008
2. Department requesting this course: **Maritime Studies**
3. Semester and year in which course will be first offered: Spring 2009

Final catalog Listing

MAST 1200. Introduction to Maritime Culture

Either semester. Three credits.

A study of maritime history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: MAST
2. Course Number (see [Note B](#)): 1200
3. Course Title: Introduction to Maritime Culture
4. Semester offered: Either Semester
5. Number of Credits: 3
6. Course description:
A study of maritime history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics.

Optional Items

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

Justification

1. Reasons for adding this course: Connecticut is a coastal state and a general education course that looks at the oceans from an interdisciplinary humanities perspective will equip students with an understanding of how the ocean has been, and remains, the site of an international, cosmopolitan maritime culture; how the ocean links economies and cultures; and how the ocean inspires human imagination. Interdisciplinary, ocean-focused majors at the Avery Point campus, Maritime Studies and Coastal Studies, would be enhanced by the availability of such a course. The course could profitably be taught at any or all of the campuses, given the political, economic, environmental, and cultural importance of the ocean.

This course does not overlap with Introduction to Maritime Studies, MAST 101. The proposed course covers only humanities and is designed as a general education course, while MAST 101 covers a broad range of humanities and social science disciplines that comprise the field and major of Maritime Studies (including History, English, Political Science, Geography, Economics, and Anthropology). MAST 101 is designed to acquaint majors with the range of disciplinary perspectives relevant to study of the ocean and prepare students for the major by introducing them to the many different roles the oceans play in our world (highway, source of food, arena for warfare, and stage for discover and the exertion of power). Subsequent courses in the major build on the content of MAST 101 (the content of the proposed course would be insufficient preparation for the major). The proposed course focuses on maritime culture, which reveals the oceans as a place that links peoples and places; a site for the formation of an international, cosmopolitan maritime culture; and a source of inspiration for human imagination.

The proposed course is also distinct from INTD 166W Ports of Passage. That course, which fulfills content area 4, focuses on ports exclusively, concentrating on ports as settings of philosophical and commercial exchange. It does not cover maritime culture, although (depending on the instructor) it might perhaps touch briefly on maritime culture.

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

Throughout history, the sea has served as a highway, a source of food, an arena for warfare, and a stage for discovery. The Atlantic both divides and connects the lands that surround it. The Pacific served as a blank slate for European imperialists while harboring ancient maritime societies. Through this course, students will consider the ocean itself as a natural environment whose fate is entwined with that of the human actors we will study. These actors have included sailors, whalers, slaves, pirates, fishermen, shoreside residents, naval officers, merchants, politicians, novelists, scientists, and policy-makers. Humans have responded to the ocean, the largest object on earth, with a mixture of emotions: wonder, fear, comfort, terror, spirituality, practicality, playfulness, absolute seriousness, foreboding, a sense of inadequacy, great joy. Their response to what Herman Melville calls "the watery part of the world" was often written down, for humans are driven to put their experience of the ocean into words. This course will explore maritime history with attention to the international linkages afforded by the ocean, the distinctive cosmopolitan maritime culture created at sea, and the literature that resulted as humans interacted with the ocean.

The following themes will be woven throughout the topic areas covered in the course:

- technology and effects of technological change
- nautical language, archetypes, and superstition
- social history: the role of class, race, and gender in maritime history
- naval strategy, policy, and action
- exploration and imperialism
- the balance of recreation and work
- the experience of seafarers
- coming of age, or the exploration of the individual
- the imagination
- ethics of survival

3. Overlapping Courses (see [Note M](#)): None

4. Number of Students Expected: 30

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

6. Effects on Other Departments: To the extent that teaching MAST courses decreases the number of departmental courses that faculty can teach, there could be an effect on the History or English Departments. But the faculty proposing this course are MAST faculty and are expected to teach some MAST classes.

7. Effects on Regional Campuses: This course will be offered at the Avery Point Campus in support of the Maritime, Coastal, and American Studies programs. It could be taught at any campus by historians or literature scholars with expertise in the maritime world.

8. Staffing: Helen Rozwadowski, Mary K Bercaw Edwards

9. Dates approved by

Department Curriculum Committee: March 31, 2008

Department Faculty: March 31, 2008

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

Helen Rozwadowski, 860.405.9120, Helen.rozwadowski@uconn.edu

University of Connecticut
Maritime Studies Program

MAST 1200
Introduction to Maritime Culture
3 credits
general education course; can also be taught as a high-school ECE course

Course description

Throughout history, the sea has served as a highway, a source of food, an arena for warfare, and a stage for discovery. The Atlantic both divides and connects the lands that surround it. The Pacific served as a blank slate for European imperialists while harboring ancient maritime societies. Through this course, students will consider the ocean itself as a natural environment whose fate is entwined with that of the human actors we will study. These actors have included sailors, whalers, slaves, pirates, fishermen, shoreside residents, naval officers, merchants, politicians, novelists, scientists, and policy-makers. Humans have responded to the ocean, the largest object on earth, with a mixture of emotions: wonder, fear, comfort, terror, spirituality, practicality, playfulness, absolute seriousness, foreboding, a sense of inadequacy, great joy. Their response to what Herman Melville calls "watery part of the world" was often written down, for humans are driven to put their experience of the ocean into words. This course will explore maritime history with attention to the international linkages afforded by the ocean, the distinctive cosmopolitan maritime culture created at sea, and the literature that resulted as humans interacted with the ocean.

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- exploration and imperialism
- the balance of recreation and work
- the experience of seafarers
- coming of age, or the exploration of the individual
- the imagination
- ethics of survival

Course requirements:

Weekly reading assignment: 50-70 pages of reading, including a mixture of primary documents, literature, and secondary material; the course will be centered around discussion of assigned readings.

Midterm and final exams: 40% short answer; 60% essay

Writing assignments:

- In-class response paper such as relating sea music to themes previously covered in class
- Short research paper such as an investigation of the definition, etymology, and lore of a maritime term
- An aesthetic response such as a poem, dramatic production, or personal essay

Week 1 -- Introduction

Intellectual and cultural discovery of the seashore and the deep ocean and nautical language, archetypes, and superstition

Readings:

Philip Steinberg, *The Social Construction of the Ocean* (chapter one on spill of Nike sneakers and what that tells us about the ocean)

Selections from the Book of Genesis

A native account of the ocean, such as a Tlingit account of Orca as the creation being

Additional sources/ Alternative readings:

Selections from Homer's *The Odyssey*, including sections with the Sirens, Penelope, Calypso, Athena

Helen Rozwadowski, *Fathoming the Ocean*

Alain Corbin, *The Lure of the Sea*

John R. Stilgoe, *Alongshore*

Themes/questions to include: tools, terms; Start with the physical entity of the ocean, the physical geography terminology; What is the ocean? How do different people think differently about it? How have people thought differently about the ocean over time? Also, introduce tools and terms.

Week 2 -- Exploration and Imagination

Examples of early exploration, such as the Phoenicians, Vikings, Polynesians, Chinese, etc. The European discovery of sea routes. Continuation of the topic of nautical language, archetypes, and superstition.

Readings:

Selections from J.H. Parry, *The Discovery of the Sea*
Selections from James Axtell, *Beyond 1492 : Encounters in Colonial North America*
Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"
The story of Jonah

Themes/questions to include: technology (ship types that permitted such travel); importance of trade and the key discovery of sea routes; Why are the stories of Jonah and the Ancient Mariner so universal? What happens to these characters when they go out on the sea? How do they change? Why?

Local field trips/examples: Palmer House

Week 3 – The Atlantic Ocean: Exploration, Imperialism, and Trade

The imperialism and trade routes that developed from early European exploration and the human response to these.

Readings:

Selections from Sidney Mintz, *Sweetness and Power*
William Shakespeare, *The Tempest*
Selections from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

Additional sources/ Alternative readings:

Daniel Vickers, *Farmers and Fishermen*
Hugh Thomas, *The Slave Trade*
Letters from Christopher Columbus

Themes/questions to include: formation of the Atlantic world, with economic and cultural links and interdependencies between places around its rim; incorporation of slave trade and slavery into Euro-American economic system; exploration can be seen as both great achievement and great destruction; How is it viewed in these different literary pieces? What are the racial and ethnic elements of exploration and imperialism?

Local field trips/examples: *Amistad*; New London U.S. Customs House

Week 4 – The Atlantic Ocean as Moat and Bridge

The effect of technology on ocean navigation as well as the effect of the American Revolution and early US naval policy on Americans' perspective on the Atlantic Ocean.

Readings:

Benjamin Labaree, "The Atlantic Paradox," article in *The Atlantic World of Robert G. Albion*, edited by Benjamin Labaree
Selections from Dava Sobel, *Longitude*

Additional sources/ Alternative readings:

John Malcolm Brinnin, *The Sway of the Grand Saloon; a Social History of the North Atlantic*
Basil Greenhill, *The Evolution of the Sailing Ship, 1250-1580, Keynote Studies from the Mariner's Mirror*
Basil Greenhill and Samuel F. Manning. *The Evolution of the Wooden Ship*
Kenneth J. Hagan, *This People's Navy : The Making of American Sea Power*

Themes/questions to include: the effect of technology on ocean navigation as well as the effect of the American Revolution and early US naval policy on Americans' perspective on the Atlantic Ocean.; continue with the discussion of racial and ethnic elements from last week.

Week 5 -- Whaling

Native whaling, ownership of stranded whales, and shore whaling; the golden age of whaling and sealing in the Atlantic and Pacific

Readings:

Selections from Richard Ellis, *Men and Whales*
Selections from *Rites and Passages : The Experience of American Whaling, 1830-1870*
Short Selections from Herman Melville, *Moby-Dick*

Additional sources/ Alternative readings:

Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whale Ship Essex*
Excerpts from whaling journals; excerpts from women's whaling journals, including Mary Brewster, *She Was a Sister Sailor*, and Eliza Williams, *One Whaling Family*

John R. Bockstoe and New Bedford Whaling Museum. *Whales, Ice, and Men : The History of Whaling in the Western Arctic*
Briton Cooper Busch, *Whaling Will Never Do for Me : The American Whaleman in the Nineteenth Century*
Farley Mowat, *A Whale for the Killing*
Edouard A. Stackpole, *The Sea-Hunters; the New England Whalemen During Two Centuries, 1635-1835*

Themes/questions to include: music; technology (whaling technology); the economic importance of whaling; Herman Melville writes, "To produce a mighty book, you must choose a mighty theme. No great and enduring volume can ever be written on the flea, though many there be who have tried it." Do you agree with Melville? Why do whales and whaling attract so much literary interest? What is it about them that is so appealing?

Local field trips/examples: New London, New Bedford; whaleship *Charles W. Morgan* at Mystic Seaport

Week 6 -- Fisheries

Grand Banks fishery (hand- and long-lining; dory fishing; ice; growth of markets), oyster fisheries, the high death rate in the fisheries, and the very different literature produced by the fisheries.

Readings:

Rudyard Kipling, *Captains Courageous*

Selections from Daniel Vickers, *Farmers and Fishermen*

Selections from Mark Kurlansky, *Cod: : A Biography of the Fish That Changed the World*

Additional sources/ Alternative readings:

Ernest Hemingway, *The Old Man and the Sea*

Fred, Calabretta, Glenn S. Gordinier, and John O. Jensen, *Fishing out of Stonington : Voices of the Fishing Families of Stonington, Connecticut*

G. Brown Goode and the United States Bureau of Fisheries. *The Fisheries and Fishery Industries of the United States*

Linda Greenlaw, *The Hungry Ocean : A Swordboat Captain's Journey*

Stephen Jones and Lawrence H. Malloy. *Working Thin Waters : Conversations with Captain Lawrence H. Malloy, Jr.*

Sebastian Junger, *The Perfect Storm : A True Story of Men against the Sea*

John M. Kochiss, *Oystering from New York to Boston*

Wesley George Pierce, *Goin' Fishin'; the Story of the Deep-Sea Fishermen of New England*

Daniel Vickers, *Farmers & Fishermen : Two Centuries of Work in Essex County, Massachusetts, 1630-1850*

Themes/questions to include: technology (fishing technology); history of inshore and offshore fisheries; statistics re: death and injury rate in the fisheries; Fishing has produced a very different literature than whaling: *Captains Courageous* and *The Old Man and the Sea* are very different books from *Moby-Dick*. Why? What is it that is inherent in these two industries that causes such a difference in the literature produced about them?

Local field trips/examples: Stonington fishing dock; Stonington Fisherman's Coop; port of New Bedford; Fisheries Row at Mystic Seaport (including the *L.A. Duntton*, the *Roann*, the *Florence*, and smaller fishing vessels such as the oyster sloop *Nellie*, the wet-well boat *Emma C. Berry*, and the oyster sharpie)

Week 7 -- Life at Sea, or Coming of Age and the Exploration of the Individual

Who went to sea and why? The culture of life and work at sea and how individuals grew and changed at sea.

Readings:

Rudyard Kipling, *Captains Courageous* (continued from last week) as well as the 1937 "Captains Courageous" film

Selections from Bolster, W. Jeffrey. *Black Jacks : African American Seamen in the Age of Sail*

Selections from Margaret Creighton and Lisa Norling, eds., *Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920*

Additional sources/ Alternative readings:

Marcus Rediker, *Between the Devil and the Deep Blue Sea : Merchant Seamen, Pirates, and the Anglo-American Maritime World, 1700-1750*

Excerpts from Herman Melville, *Redburn*

Excerpts from Richard Henry Dana, *Two Years Before the Mast*

Excerpts from Frederick Pease Harlow, *The Making of a Sailor*

Margaret Creighton, *Rites and Passages : The Experience of American Whaling, 1830-1870*

David Cordingly, *Under the Black Flag : The Romance and the Reality of Life among the Pirates*

Michael Sokolow, *Charles Benson : Mariner of Color in the Age of Sail*

James Walvin, *Making the Black Atlantic*

Themes/questions to include: culture of life and work at sea; Who went to sea and why? How did the individual grow and change as a result of being on the ocean?; music, technology, social history; recreation and work; piracy.

Local field trips/examples: Mystic Seaport

Week 8 -- Ports and Coastal Seafaring Communities

The development of port cities; coastal seafaring communities; people who worked on the sea from the shore and those who supported seafarers

Readings:

Selections from Sara Orne Jewett, *The Country of the Pointed Firs*
John Millington Synge, "Riders to the Sea," *The Aran Islands*, and the 1934 film, "Man of Aran"
Selections from Lisa Norling, *Captain Ahab Had a Wife : New England Women & the Whaleshery, 1720-1870*

Additional sources/ Alternative readings:

Eugene O'Neill, *Seven Plays of the Sea*
Linda Greenlaw, *The Lobster Chronicles*
Selections from Robert Greenhalgh Albion, *The Rise of New York Port (1815-1860)*
James A. Butler, *Sailing on Friday: The Perilous Journey of America's Merchant Marine*
Robert Owen Decker, *Whaling Industry of New London*
Robert Owen Decker, *The Whaling City : A History of New London*

Themes/questions to include: how is the experience of the sea different for people working from the shore? Is it profoundly different from the experience of those who went out to sea to make their living? What was the experience of those who supported seafarers from the shore? Are there gender-based differences? What are they, and why are they different? Do those gender-based differences change over time? Who writes about these experiences: those involved or outsiders? Why?

Local field trips/examples: New London Customs House; Stonington borough

Week 9 -- Maritime Frontier and Maritime Encounters Overseas

U.S. Imperialism and A. T. Mahan, encounters between sailors and native peoples, and the South Pacific

Readings:

Selections from James Butler, *Sailing on Friday: The Perilous Journey of America's Merchant Marine*
Somerset Maugham, Selected stories, such as "Rain" or "Vessel of Wrath"
Jack London, Selected South Sea stories or selections from *Cruise of the Snark*

Additional sources/Alternative readings:

Richard White, *The Organic Machine*
Robert L. O'Connell, *Sacred Vessels : The Cult of the Battleship and the Rise of the U.S. Navy*
James Michener, Selections from *Tales of the South Pacific*
Charles Nordhoff and James Norman Hall, *Men Against the Sea* (the middle book of the *Bounty* trilogy)
1935 film "Mutiny on the Bounty"; 1984 film "The Bounty"

Themes/questions to include or consider: Who is A.T. Mahan and how did he shape maritime policy? Where did sailors go and whom did they encounter when they got there? What was the effect of this encounter on both sailors and islanders? How did their encounter with the South Seas shape the imagination of sailor writers such as Jack London? Why has the *Bounty* story been the inspiration for so many books and movies?

Week 10 -- Sail to Steam

Clipper ships and the dying age of sail; changes to work and workers at sea

Readings:

Selections from John Malcolm Brinnin, *The Sway of the Grand Saloon; a Social History of the North Atlantic*
Eugene O'Neill, "The Hairy Ape"
1929 film "Around Cape Horn," filmed by Irving Johnson during his 1929 voyage on the barque *Peking*

Additional sources/ Alternative readings:

Basil Greenhill, *The Evolution of the Sailing Ship, 1250-1580*
Alain Corbin, *The Lure of the Sea : The Discovery of the Seaside in the Western World, 1750-1840*
Basil Greenhill and Samuel F. Manning, *The Evolution of the Wooden Ship*
Dennis Berthold, "Cape Horn Passages"
Joseph Conrad, *The Nigger of the Narcissus*, "Youth," "Typhoon"
Eugene O'Neill, *Seven Plays of the Sea*

Themes/questions to include: changes in technology and its effect on sailors; What were the changes to work and workers at sea as vessels were converted from sail to steam? How did writers respond to this profound change? What was lost because of this change? Was anything gained? What is the difference in how vessels are portrayed before and after the shift in technology?

Local field trips/examples: New London waterfront

Week 11 -- Development of Ocean Science and the Oceans as Global Commons

Connection to fisheries; post World War II growth; the seabed: mineral rights and the common heritage of mankind; the Law of the Sea conventions

Readings:

Selections from Margaret Deacon, *Scientists and the Sea, 1650-1900 : A Study of Marine Science*
Selections from Helen Rozwadowski, *The Sea Knows No Boundaries*

Additional sources/ Alternative readings:

Eric L. Mills, *Biological Oceanography : An Early History, 1870-1960*
Helen Rozwadowski, *The Sea Knows No Boundaries : A Century of Marine Science under Ices*
Helen Rozwadowski, *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*
Helen Rozwadowski and David K. Van Keuren, *The Machine in Neptune's Garden : Historical Perspectives on Technology and the Marine Environment*
Gary Weir, *An Ocean in Common : American Naval Officers, Scientists, and the Ocean Environment*

Themes to include: connection to fisheries; post World War II growth; the seabed: mineral rights and the common heritage of mankind; the Law of the Sea conventions and changes in ocean policy

Local field trips/examples: USS *Nautilus* (first nuclear sub and first to sail under the Arctic ice)

Week 12 – Ethics of survival

Readings:

Stephen Crane, "The Open Boat"
1944 film "Lifeboat," screenplay written by John Steinbeck and film directed by Alfred Hitchcock

Additional sources/ Alternative readings:

Charles Edey Fay, *The Story of the Mary Celeste*, as well as Arthur Conan Doyle's fictional account, "The Captain of the Polestar," and many websites devoted to this intriguing mystery
1997 film "Titanic"

Themes/questions to include: survival; issues of class and privilege; Why do shipwreck stories continue to intrigue us? What about them is eternal and transcends culture?

Local field trips/examples: U.S. Coast Guard Museum at the U.S. Coast Guard Academy; Life-Saving Station at Mystic Seaport; "Voyages" Exhibit at Mystic Seaport with its display of the small boat *Analuisa* that carried Cuban refugees

Week 13 -- Poetry

Readings:

Alfred Lord Tennyson, "Ulysses"
Emily Dickinson, "I took my dog," "Wild Nights"
T. S. Eliot, "The Dry Salvages," excerpts from "The Waste Land"
Robert Hayden, "Middle Passage"
Marianne Moore, "The Fish," "The Waves"
Elizabeth Bishop, "The Map," "Seascape," "The Unbeliever," "The Bight," "At the Fishhouses," "Crusoe in England," "The Fish"

Themes/questions to include: the sea as symbol; How is creating poetry of the sea different from creating other forms of literature? Why is the sea such an inspiration, even for an inland poet such as Emily Dickinson?

Week 14 - Summary

The importance of the oceans today as reflected in literature of the sea

Readings:

Yann Martel, *Life of Pi*

Additional sources/ Alternative readings:

E. Annie Proulx, *The Shipping News*

Themes/questions to include: What forms of sea literature are being written now? Why? How are they different from what was written before? Summary of all themes and questions discussed in the course.

2008 – 35 Proposal to Add COMM 5895

1. Date: 2/29/08
2. Department requesting this course: **Comm**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

COMM 5895 Variable Topics in Communication 1-3 credits. Instructor consent required. May be repeated with a change in topic.

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): COMM
2. Course Number (see [Note B](#)): 5895
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Variable Topics: Graduate Seminar in General Communication Theory
4. Course description, if appropriate (see [Note K](#)):
Introduction to (1) The underlying foundations of Communication Theory (Philosophy of Science), (2) The history of communication theory, (3) the major general theories of communication, and (4) some key communication theories in the specific contexts studied in this department.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 3. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

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

Justification

1. Reasons for adding this course: (see [Note L](#))
The communication section of the Department of Communication Sciences stresses the importance of Communication Theory in the understanding of Communication phenomena at various levels and in various contexts. Comprehensive examinations for both the M.A. and the Ph.D. always include a question on "General Communication Theory." We believe that our graduate curriculum will be enhanced by a course that addresses fundamental theoretical issues common to a variety of aspects and contexts of communication.
2. Academic Merit (see [Note L](#)):
This course is designed to introduce students to the foundations of communication theory and the General Theories of communication that transcend specific contexts and issues. Students will engage in dialogue about the major distinctions between various philosophies of science and how they relate to communication theories. Students will also review the history of communication theory, and major general theories of communication.
3. Overlapping Courses (see [Note M](#)):
There are several courses that focus on theories of communication in specific contexts [Mass Communication (Comm 330), Interpersonal Communication (Comm 320), Persuasion (Comm 310), etc.], or that explain specific phenomena (e.g., agenda setting in the media, group decision making, communication in relationship development). However, these courses do not provide a general view of communication theory that transcends the different contexts and areas. They also do not provide the general background of the philosophical assumptions underlying various approaches to understanding

communication.

4. Number of Students Expected:

Most incoming graduate students in the communication section of the Department of Communication Sciences will be advised to take this course unless waived by the major advisor.

5. Number and Size of Section:

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

7. Staffing (see [Note P](#)):

Members of the Graduate faculty of the communication section of the Department of Communication Sciences.

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

Department Curriculum Committee: 3/24/08

Department Faculty: 3/01/08

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

C. Arthur VanLear; 9-2631; art.vanlear@uconn.edu

2008 – 36 Proposal to Drop MCB 3832C

Date: March 24, 2008

Department: **Molecular and Cell Biology**

Catalog Copy: MCB 3832C. Microcomputer Applications in Molecular and Cell Biology (232C) First semester. Three credits. One 1-hour lecture and two 3-hour laboratories. Recommended preparation: MCB 2210 or 2410 or 2413 or 2610 or 3010.

Introduction to the use of microcomputers in molecular biology, emphasizing commercially available applications software, both general (spreadsheet, word processing, database, graphics) and specialized (DNA and protein sequence database manipulation, molecular modeling, data acquisition, others).

Effective Date: Fall 2008

Justification

Reasons for dropping this course: The course has not been taught in many years and no one has plans to teach it in the future

Other Departments Consulted: NA

Effects on Other Departments: none

Effects on Regional Campuses: none

Dates approved by:

Department Curriculum Committee: 3/24/08

Department Faculty:

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

2008 – 37 Proposal to Add HDFS 5752

Date: April 7, 2008

1. Department requesting this course: **Human Development and Family Studies**
2. Semester and year in which course will be first offered: Fall, 2008
3. **Final Catalog Listing**
HDFS 5752.

Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy - I

2 credits. Seminar. Open only to graduate students enrolled concurrently in HDFS 5751. Conceptual and applied learning that addresses the cultural, contextual, and integrative competencies considered necessary to effectively serve as Marriage and Family Therapy scientist/practitioners in today's intercultural society.

Items Included in Catalog Listing:

Obligatory Items

Standard abbreviation for Department or Program (see [Note O](#)): HDFS

1. **Course Number** (see [Note B](#)): 5752

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

Course Title: Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy - I

2.

3. **Course description, if appropriate** (see [Note K](#)):

Conceptual and applied learning to address the cultural, contextual, and integrative competencies considered necessary to effectively serve as Marriage and Family Therapist scientist/practitioners in today's intercultural society.

4. **Number of Credits -- use numerical characters, e.g. "3" rather than "three"** (see [Note D](#)): 2 credits

5. **Course type** (choose one or more 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

6. **Prerequisites, if applicable** (see [Note F](#)): consent of instructor
7. **Recommended Preparation, if applicable** (see [Note G](#)): N/A
8. **Consent of Instructor, if applicable** (see [Note T](#)): Open only to graduate students enrolled concurrently in HDFS 5751.
9. **Exclusions, if applicable** (see [Note H](#)): Not open for students who are not enrolled concurrently in HDFS 5751.
10. **Repetition for credit, if applicable** (see [Note I](#)): N/A
11. **S/U grading, if applicable** (see [Note X](#)): A - F Graded

Justification

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

This two-credit seminar, which will run concurrently with HDFS 5751: *Basic Foundations of Marriage and Family Therapy*, will enable the Marriage and Family Therapy (MFT) Program to add a weekly series of learning modules to complement and extend the basic content covered in the 5751 course. The main course [HDFS 5751] teaches students about foundational models of marriage and family therapy. The new two-credit seminar [HDFS 5752] will provide learning modules that enable students to reexamine these basic models from contemporary, cultural, contextual, postmodern, and integrative frames of reference. The learning modules were developed using advances in multiculturalism, social constructivism, learning theory, and the training and supervision literatures. The modules include weekly competency-building learning activities, contemporary, cultural, and integrative readings, experiential exercises, group interactions, self-

appraisal portfolios, and other seminar projects to enhance students' cultural and contextual awareness of self and others, appreciate differences in the worldviews of diverse client groups, and develop competence in implementing culturally and contextually appropriate diagnostic and intervention strategies. These are core scientist/practitioner competencies that have been deemed essential for marriage and family therapists, supervisors, and scholars. Further, all MFT masters and doctoral programs accredited by the Commission on Accreditation for Marriage and Family Therapy (the national accreditation body for the MFT profession) are now mandated to address these competencies in their clinical training programs.

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

The structure and requirements for the proposed HDFS 5752 seminar are listed below. The course is structured and the content of the course designed to satisfy the needs of the MFT program and the requirements of its national accrediting body.

1. How will the course be structured?

The objective is for students to build a foundation for more expanded, contextualized, and personalized examinations of the content covered in HDFS 5751, as well as in the other courses, practicum, and supervision experiences across all semesters, and the MFT theories and practices covered in the second and subsequent semesters. This foundation is also intended to guide a more culture- and context-centered examination of students' developing competencies in tailoring the MFT approaches and techniques learned in practicum and supervision experiences to the services they provide in intercultural communities and with various multicultural, cross-cultural, and clinical populations.

At the beginning of the semester, students will gain:

1. A comprehensive look at the socio-historical development of the MFT field and personal, family, community, cultural, and professional worldviews.
2. A formal introduction to the Multicultural Counseling and Therapy (MCT) framework as an additional lens to examine MFT models and approaches from a culture- and context- centered perspective.
3. An orientation to competency-based knowledge and skill building to add relevance and opportunity for application and mastery of the information and resources they are introduced to across their course work, practicum experiences, and supervision.
4. An introduction to the dimensions of a cultural- and contextual-informed approach to therapy.

Then, by participating in independent and collaborative learning experiences and exercises pertaining to culture- and context- centered practice, working through a competency-based learning portfolio, engaging in on-going self-appraisal and self-directed learning choices, participating in simulated exercises, and observing therapy sessions individually and as part of a team, students will gain familiarity with:

1. The foundational assumptions/principles guiding Multicultural Counseling and Therapy (MCT).
2. Culture- and context-centered perspectives emerging within first and second force systemic approaches.
3. Various ways MFT models have been translated for use by today's practitioners to tailor assessment, treatment planning, intervention, and evaluation practices that are more congruent with the intercultural community and the multicultural consumers served.
4. Ways to examine cultural and contextual circumstances that affect individuals, families, communities, and cultures – and the nature of our work as MFTs.
5. Ways to advance independent and self-directed learning throughout their program of study.

2. How will the course satisfy the needs of the department or program?

The competency-based skills emphasized in the proposed course are considered best managed in the initial training year. Later infusion is thought to repeat the tendency to perceive these competencies as add-ons or background data. Introducing cultural, contextual, and multi-perspective competencies early on provides the structure that positions these alongside traditional competencies historically covered in clinical preparation programs. The objective is to provide opportunities that help make sense of and give relevance to the initial training year and to build the foundation necessary for advanced study and for continued attention to the multiple frames of reference used to understand, experience, and operate as MFT scientist/practitioners in today's intercultural communities.

More importantly, the addition of HDFS 5752 complies with the requirements of the program's national accrediting body that:

- a. The program's educational and learning outcomes "reflect marriage and family therapy philosophy, standards, and guidelines; consider the needs and expectations of the **communities of interest**; and recognize an understanding and respect for **cultural diversity**."
- b. "The curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and **the cultural context in which they are embedded**."

3. Overlapping Courses (see [Note M](#)):

Identify any courses in your department or others that include content similar to the proposed course, and briefly summarize any discussions you have had with instructors of these courses to ensure that the courses do not unnecessarily duplicate the same material.

The proposed course is specific to the training of marriage and family therapists, and does not overlap with any courses in the department or the university.

4. **Number of Students Expected:** 6 to 12 per offering
5. **Number and Size of Section:** 1 section, 6-12 students per section
6. **Effects on Other Departments** (see [Note N](#)): none
7. **Staffing:** Sandra A. Rigazio-DiGilio, Ph.D., Professor
8. **Dates approved by:**

Department Curriculum Committee: March 19, 2008

Department Faculty: March 19, 2008

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

Jane Goldman, C & C Chair, 6-4728, jane.goldman@uconn.edu

Sandra A. Rigazio-DiGilio (Course Instructor)

Phone: (860) 486-2095 or (860) 977-1708

E-Mail: srdigilio@comcast.net

Stephen A. Anderson, Ph.D. (Director, MFT Program)

Phone: (860) 486-3865

E-Mail: stephen.anderson@uconn.edu

Examples of Readings for New Course Proposal

HDFS 5752: Fall, 2008

Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy - I

REQUIRED READINGS

Chapters from each of three texts

1. Ho, M. K., Rasheed, J. M., & Rasheed, M. N. (1997). Family therapy with ethnic minorities (2nd edition). London: Sage Publications, Inc.
2. Ng, K. S. (2003). Global perspectives in family therapy: Development, practice, and trends. New York: Brunner-Routledge
3. Pope-Davis, D. B. & Coleman, H. L. (1997). Multicultural counseling competencies: Assessment, education, training, and supervision.

Additional required readings include contemporary, cultural, contextual, and integrative articles, power point presentations, and handouts intended to extend students' knowledge of the field, its major assumptions, and the main Psychoanalytic/Historical and Cognitive Behavioral/Interactional MFT models and approaches.

SUPPLEMENTAL READINGS

Supplemental resources, provided by the instructor and students will be tailored to course topics and class focus. Each student will contribute to this learning resource library to advance understandings of the main Psychoanalytic/Historical and Cognitive Behavioral/Interactional MFT models and approaches.

2008 – 38 Proposal to Change the Geoscience Major

1. Date: 24 March 2008
2. Department requesting this change: **Center for Integrative Geosciences**
3. Title of Major: **Geoscience**
4. Nature of Change: **Modernization of title and restructuring of requirements.**

5. Existing catalog Description of the Major:

Geology integrates biology, chemistry and physics in the study of the Earth's history and composition as recorded by rocks, fossils, and landscapes. Geophysics uses the methods of mathematical physics to investigate the Earth's interior through the analysis of earthquake energy and measurement of electromagnetic, gravitational, and thermal fields. Together, geology and geophysics provide the tools needed for the exploration for mineral and energy resources, for the monitoring and remediation of environmental contaminants in soil, sediment, and groundwater and for the study of earthquakes, volcanic eruptions, floods and other natural phenomena that pose a hazard to human life.

The challenge of geology and geophysics is to understand our planet and its history, and to use that knowledge to forecast its future in an era of global change.

The Geology and Geophysics Program is administered by the Center for Integrative Geosciences. Students interested in geosciences may pursue a course of studies with a foundation in geology and geophysics through the Individualized Major program. Faculty associated with the Center (located in Beach Hall) are available to provide information and for advising. For further information and application forms, contact the Individualized Major Program Director at (860) 486-3631.

A minor in Geology and Geophysics is described in the "Minors" section.

6. Proposed catalog Description of the Major:

The major in Geoscience is designed for students interested in environmental change, natural hazards, planetary science, climate variability, Earth processes at a range of temporal and spatial scales, and the relation between Earth's physicochemical environment and life. Students may obtain a Bachelor of Arts degree or a Bachelor of Science degree.

Geoscience majors (B.A. and B.S.) must successfully complete the following course of study.

I. All of the following core courses: GEOL 3010, 3020, 3030, 3040.

II. At least 14 additional credits of 3000-level and 4000-level GEOL courses. No more than 3 credits can be from GEOL 4989, 4990, 4991, 4999.

III. One of the following capstone courses: GEOL 4050W, 4996W.

IV. At least 12 credits at the 2000 level or above in related areas. The suitability of courses will be determined by the student's advisor. Courses cross-listed with geoscience courses may not be used to satisfy this requirement.

Geoscience majors satisfy the writing in the major, information literacy competency, and computer technology competency requirements by passing GEOL 4050W or GEOL 4996W.

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

7. Effective Date immediately

Justification

1. Why is a change required? Although the Connecticut Department of Higher Education lists an approved major in Geology and Geophysics at the University of Connecticut, the major has been administered as a structured individualized major through the Individualized Major Program since the

2008 – 39 Proposal to Add HDFS 5757

4. Date: April 7, 2008
5. Department requesting this course: **Human Development and Family Studies**
6. Semester and year in which course will be first offered: Spring, 2009

Final Catalog Listing HDFS 5757.

Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy - II

2 credits. Seminar. Open only to graduate students enrolled concurrently in HDFS 5756. Conceptual and applied learning and community immersion experiences that address the cultural, contextual, and integrative competencies considered necessary to effectively serve as Marriage and Family Therapy scientist/practitioners in today's intercultural society.

Items Included in Catalog Listing:

Obligatory Items

Standard abbreviation for Department or Program (see [Note O](#)): HDFS

12. Course Number (see [Note B](#)): 5757

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

13. Course Title: Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy – II

14. Course description, if appropriate (see [Note K](#)):

A second semester seminar that optimizes opportunities for conceptual and applied learning and community immersion experiences that address the cultural, contextual, and integrative competencies considered necessary to effectively serve as MFT scientist/practitioners in today's intercultural society.

15. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 2 credits

16. Course type (choose one or more 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

17. Prerequisites, if applicable (see [Note F](#)): Open only to graduate students enrolled concurrently in HDFS 5756.

18. Recommended Preparation, if applicable (see [Note G](#)): N/A

19. Consent of Instructor, if applicable (see [Note T](#)): Open only with consent of instructor.

20. Exclusions, if applicable (see [Note H](#)): Not open for students who are not enrolled concurrently in HDFS 5756.

21. Repetition for credit, if applicable (see [Note I](#)): N/A

22. S/U grading, if applicable (see [Note X](#)): A - F Graded

Justification

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

The first question, "reason for adding this course", should address the question "Why is a new course needed? Why can't this subject matter be accommodated in an existing course?"

This two-credit seminar, which will run concurrently with HDFS 5756: *Family Therapy*, will enable the Marriage and Family Therapy (MFT) Program to add a weekly series of learning modules to complement and extend the basic content covered in the 5756 course. The main course [*HDFS 5756*] teaches students about foundational models of marriage and family therapy. The new two-credit seminar, HDFS 5757, will provide learning modules that enable students to reexamine these basic models from contemporary cultural, contextual, postmodern, and integrative frames of reference, and will provide them an opportunity to participate in a community-immersion experience. The learning modules were developed using advances in multiculturalism, social constructivism, learning theory, and the training and supervision literatures. The modules include weekly competency-building learning activities, contemporary, cultural, and integrative readings, experiential exercises, group interactions, self-appraisal portfolios, and other seminar projects to enhance students' cultural and contextual awareness of self and

others, appreciate differences in the worldviews of diverse client groups, and develop competence in implementing culturally and contextually appropriate diagnostic and intervention strategies. These are core scientist/practitioner competencies that have been deemed essential for marriage and family therapists, supervisors, and scholars. Further, all MFT masters and doctoral programs accredited by the Commission on Accreditation for Marriage and Family Therapy (the national accreditation body for the MFT profession) are now mandated to address these competencies in their clinical training programs.

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

The second question, "Academic merit", should expand on the brief course description used in catalog copy to spell out more fully how this course will be structured and how it will satisfy the needs of the department or program.

The structure and requirements for the proposed HDFS 5757 seminar are listed below. The course is structured and the content of the course designed to satisfy the needs of the MFT program and the requirements of its national accrediting body.

3. How will the course be structured?

This second semester seminar is designed to complement and extend the content covered in HDFS 5756, and to help students integrate their first year learning experience. The seminar positions cultural, contextual, and integrative competencies alongside others already established as essential to the development of MFT scientist/practitioners. The purpose is to address these factors as foreground variables that inform both extensions in mainstream theories and practices, and questions and methods considered at the point of theory development, model building, and research design.

The seminar is integrally connected to the MFT core curriculum, and is designed as an integrative forum to process conceptual, applied, and empirical learning. Students will identify worldview lenses that determine what they predominantly consider as

background and foreground material when approaching their own clinical preparation, and when working with clients, communities, and mental health systems. And, through self-awareness, reflection on practice, review of the professional literature, and experiential group discussions, students will develop ways to more effectively deliver service to a diverse range of clientele. Additionally, students will investigate how personal bias, preferred assumptions, and other forms of conscious and less-conscious behaviors and beliefs affect the provision of culturally-sensitive marriage and family therapy. The specific objectives of the seminar are:

1. To explore methods for enhancing understanding and respect for diversity and non-discriminatory practices in the delivery of marriage and family therapy.
2. To examine personal and professional issues as these relate to issues of diversity, power, and privilege across the dimensions of age, race, culture, environment, ethnicity, gender, health/ability, nationality, religion, sexual orientation, spirituality and socioeconomic status.
3. To apply and reflect on clinical knowledge that accounts for issues of age, race, culture, environment, ethnicity, gender, health/ability, nationality, religion, sexual orientation, spirituality, socioeconomic status, and sex therapy as these relate to couple and family therapy theory and practice.
4. To review state, national, and international trends in the legal and clinical definitions of diversity and discrimination as these relate to couple and family therapy theory and practice.
5. To draw from course content, supervisor and peer feedback, and students' own personal reflections on practice to solidify a professional identity.
6. To consider ways the interface between therapist responsibility and the professional, social, and political context of treatment affects the delivery of marriage and family therapy.

The students will additionally participate in a community immersion experience which will compliment and contribute to other required course work, clinical experience, and supervision. Students will be assigned to community locations where they will have the opportunity to confront the practical challenges associated with undertaking real world activities, relating to others within their context, and relating these experiences to their traditional conceptual and clinical training.

4. How will the course satisfy the needs of the department or program?

The competency-based skills emphasized by the proposed course are considered best managed in the initial training year. Later infusion is thought to repeat the tendency to perceive these competencies as add ons or background data. Introducing cultural, contextual, and multiperspective competencies early on provides the structure that positions these alongside traditional competencies historically covered in

clinical preparation programs. The objective is to provide opportunities that help make sense of and give relevance to the initial training year, and to build the foundation necessary for advanced study and for continued attention to the multiple frames of reference used to understand, experience, and operate in as MFT scientist/practitioners in today's intercultural communities.

More importantly, the addition of HDFS 5757 complies with the requirements of the program's national accrediting body that:

- a. The program's educational and learning outcomes "reflect marriage and family therapy philosophy, standards, and guidelines; consider the needs and expectations of the **communities of interest**; and recognize an understanding and respect for **cultural diversity**."
- b. "The curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, and **the cultural context in which they are embedded**."

12. Overlapping Courses (see [Note M](#)):

Identify any courses in your department or others that include content similar to the proposed course, and briefly summarize any discussions you have had with instructors of these courses to ensure that the courses do not unnecessarily duplicate the same material.

The proposed course is specific to the training of marriage and family therapists, and does not overlap with any courses in the department or the university.

13. Number of Students Expected: 6 to 12 per offering

14. Number and Size of Section: 1 section, 6-12 students per section

15. Effects on Other Departments (see [Note N](#)): none

16. Staffing (see [Note P](#)): Sandra A. Rigazio-DiGilio, Ph.D., Professor

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

Department Curriculum Committee: March 19, 2008

Department Faculty: March 19, 2008

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

Jane Goldman, C & C Coordinator for HDFS. 6-4728. jane.goldman@uconn.edu

A. Sandra A. Rigazio-DiGilio (Course Instructor)

Phone: (860) 486-2095 or (860) 977-1708

E-Mail: srdiglio@comcast.net

B. Stephen A. Anderson, Ph.D. (Director, MFT Program)

Phone: (860) 486-3865

E-Mail: stephen.anderson@uconn.edu

Examples of Readings for New Course Proposal

HDFS 5757: Spring 2009

Building Cultural, Contextual, and Integrative Competencies in Marriage and Family Therapy – II

REQUIRED READINGS

There are three main texts:

1. Ariel, S. (1999). *Culturally competent family therapy: A general model*. Portsmouth, NH: Greenwood Publishing Company.
2. Panaigua, F. A. (2001). *Diagnosis in a multicultural context: A casebook for mental health professionals*. London: Sage Publications, Inc.
3. Rigazio-DiGilio, S. A., Ivey, A. E., Kunkler-Peck, K. P., and Grady, L. T. (2005) *Community genograms: Using individual, family and cultural narratives with clients*. New York: Teacher's College Press, Columbia University.

Additional required readings include contemporary, cultural, contextual, and integrative articles, power point presentations, and handouts intended to extend students' knowledge of the field, its major assumptions, and the main Existential/Humanistic, Integrative, and Culture-centered MFT models and approaches.

SUPPLEMENTAL READINGS

Supplemental resources, provided by the instructor and students, will be tailored to course topics and class focus. Each student will contribute to this learning resource library to advance understandings of the main Existential/Humanistic, Integrative, and Culture-centered MFT models and approaches.

2008 – 40 Proposal to Add HDFS 5007

Date: April 2, 2008

Department requesting this course: **Human Development and Family Studies**

Semester and year in which course will be first offered: Spring, 2009

Final Catalog Listing

HDFS 5007. Current Issues in Human Development and Family Studies.

Seminar. Either semester. 1-2 credits. Open to graduate students in HDFS; others by permission. With change of topic may be repeated to a maximum of 12 credits.

Focused presentation and discussion of an aspect of theory or methods related to advancing the field of Human Development and Family Studies.

Obligatory Items

1. Standard abbreviation for Department or Program: HDFS

2. Course Number: 5007

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

3. Course Title: Current Issues in Human Development and Family Studies

4. Course description: Focused presentation and discussion of an aspect of theory or methods related to advancing the field of Human Development and Family Studies.

5. Number of Credits: 1-2

6. Course type: Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable: None

8. Recommended Preparation: None

9. Consent of Instructor: Open to graduate students in HDFS; others with consent of instructor.

10. Exclusions: See 9 above

11. Repetition for credit: With change of topic may be repeated to a maximum of 12 credits.

12. S/U grading, if applicable. NA

Justification

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

The first question, "reason for adding this course", should address the question "Why is a new course needed? Why can't this subject matter be accommodated in an existing course?"

This course will allow for development and presentation of very focused "modules" that can be flexible in terms of meeting times and format, with the goal of discussing and explicating a very targeted issue or topic. Formats may range from an intensive multi-day workshop to a four week module up to a one or two hour per week semester long program. Topics (as well as format) will vary greatly by faculty who make proposals; examples may be discussing a particular theory or instrument in depth or exploring mechanisms to translate research into outlets accessible to the broader public. The key element is to allow for targeted, focused examination that is narrower than a regular course or a Special Topics offering and can be fit into schedules of faculty and students more easily than such offerings. For one credit the course will have a minimum of 14 contact hours, and for two credits a minimum of 28 contact hours; in both cases with a related amount of readings and assignments.

20. Academic Merit

The second question, "Academic merit", should expand on the brief course description used in catalog copy to spell out more fully how this course will be structured and how it will satisfy the needs of the department or program.

5. How will the course be structured?

The course will be structured in different ways each semester depending on the needs of the faculty and students involved. Formats may range from an intensive multi-day workshop to a four week module up to a one or two hour per week semester long program. For one credit the course will have a minimum of 14 contact hours, and for two credits a minimum of 28 contact hours; in both cases with a related amount of readings and assignments.

2. How will the course satisfy the needs of the department or program?

The approach, to provide greater flexibility in the program for targeted exploration of specific content, is consonant with changes in the program that provide more emphasis on varied mentoring opportunities for students and cross-fertilization of faculty and student interests. The course will allow for tailored ways to enhance the quality of graduate education in HDFS without introducing new, more broadly-defined, courses.

21. Overlapping Courses:

Identify any courses in your department or others that include content similar to the proposed course, and briefly summarize any discussions you have had with instructors of these courses to ensure that the courses do not unnecessarily duplicate the same material.

In a superficial sense, this course is somewhat overlapping with the existing Special Topics in HDFS course, HDFS 5302. However, that course number has been used for offerings of courses that, while not regularized, are conducted more like a typical course. This course number will be used for courses that are explicitly more focused and of shorter duration.

22. Number of Students Expected: 6 to 12 per offering

23. Number and Size of Section: 1 section, 6-12 students per section

24. Effects on Other Departments: none. The focus is specific to what will be of value to HDFS graduate students as they proceed through their programs (and possibly students in other programs interested in those specific issues).

25. Staffing: Varies by semester.

26. Dates approved by:

Department Curriculum Committee: April 2, 2008

Department Graduate Faculty: April 2, 2008.

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

Jane Goldman, C&C Coordinator, 6-4728, jane.goldman@uconn.edu

Thomas O. Blank, Director of Graduate Studies. Ext. 3819; email Thomas.blank@uconn.edu

2008 – 41 Proposal to Add HIST 5103

1. Date: April 14, 2008
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing

HIST5103. Teaching History.

Either semester. Three credits. Seminar. Open to graduate students in History with permission. A survey of the pedagogy and practice of history teaching, designed to prepare advanced graduate students for careers in colleges and universities, museums, and other educational settings. Seminar will explore the contemporary landscape of higher education; debates over the liberal arts and the place of history in the curriculum; diversity in the classroom; and challenges of designing syllabi, preparing and delivering lectures, leading discussions, advising and evaluating.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):
2. Course Number (see Note B): 5103
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Teaching History
4. Course description (if appropriate -- see Note K):

A survey of the pedagogy and practice of history teaching, designed to prepare advanced graduate students for careers in colleges and universities, museums, and other educational settings. Seminar will explore the contemporary landscape of higher education; debates over the liberal arts and the place of history in the curriculum; diversity in the classroom; and challenges of designing syllabi, preparing and delivering lectures, leading discussions, advising and evaluating.

5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G): none
9. Consent of Instructor, if applicable (see Note T): consent of instructor is required
10. Exclusions, if applicable (see Note H): not open to graduate students outside the History Department
11. Repetition for credit, if applicable (see Note I): not applicable
12. S/U grading, if applicable (see Note X): not applicable

Justification

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

While the History Department provides a brief orientation for teaching assistants, it offers no course through which graduate students aspiring for teaching careers can gain exposure to contemporary issues and debates in higher education and can examine pedagogy and practice in varied settings. This course will also enable graduate students to acquire the necessary credits to complete the Graduate Certificate in Teaching currently being developed by the Graduate School in collaboration with the University's Institute for Teaching and Learning.

2. Academic Merit (see Note L):

This course grows out of the department's participation in a national project funded by the Carnegie Foundation for the Advancement of Teaching to reinvent doctoral training in the United States. That effort made plain that doctoral students in all fields require serious preparation for professional lives in education. With regard to history in particular, a new body of scholarship has developed on the distinctive ways of thinking and knowing particular to the discipline and their implications for classroom practice. This literature needs to be incorporated in the training of future history faculty, in combination with practical applications (e.g., designing syllabi, preparing lectures, leading discussions). At the same, doctoral students currently receive no exposure to the urgent debates over secondary and higher education, the changing character of the faculty, the shifting composition and culture of undergraduates, and issues of diversity in academia. These topics will be explored in a seminar setting, combining discussion of readings with practical exercises

The course will be required of all doctoral students, following the completion of course work and comprehensive examinations, who wish to offer courses as instructor of record at UConn. It will also be available as an elective for M.A. candidates in their second year of study. The course will not count toward the twenty-four credits required of M.A. or Ph.D. students but will provide the necessary credits for obtaining the Graduate Teaching Certificate.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: about five to eight students annually

5. Number and Size of Section: maximum enrollment of ten

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

7. Staffing (see Note P): Prof. Robert Gross will introduce the course in fall 2008. Responsibility will alternate among members of the department.

8. Dates approved by (see Note Q):
Department Curriculum Committee: 3/19/08
Department Faculty: 3/19/08

9. Name, Phone Number, and e-mail address of principal contact person:
Sherri Olson, sherri.olson@uconn.edu

2008 – 42 Proposal to Change ECON 3493, 3495, 3498, 3499 .

1. Date: **4/14/08**
2. Department: **Economics**
3. Nature of Proposed Change: **Add prerequisites to ECON 3493, 3495, 3498, and 3499.**

4. Current Catalog Copy:

3493. Foreign Study

(293) Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor.

Special topics taken in a foreign study program.

3495. Special Topics

(298) Either semester. Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. Prerequisites and recommended preparation vary.

3498. Variable Topics

(297) Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

3499. Independent Study

(299) Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. No more than 6 credits in ECON 3499 may be counted toward major requirements in the department.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

5. Proposed Catalog Copy:

3493. Foreign Study

Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor. **Prerequisite: ECON 2201 and 2202 or equivalent.**

Special topics taken in a foreign study program.

3495. Special Topics

Either semester. Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. **Prerequisite: ECON 2201 and 2202**

Recommended preparation varies.

3498. Variable Topics

Either semester. Three credits. With a change in topic, may be repeated for credit. **Prerequisite: ECON 2201 and 2202**

Recommended preparation varies.

3499. Independent Study

Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. **Prerequisite: ECON 2201 and 2202.**

No more than 6 credits in ECON **2499/3499** may be counted toward major requirements.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

6. Effective Date **Immediately**

Justification

1. Reasons for changing this course:

These changes correct an oversight arising out of the course renumbering process. Under the new number system, all 3000- and 4000-level courses in Economics will require intermediate theory courses (Econ 2201 and 2202) as prerequisites, whereas 2000-level course will require only introductory theory courses (Econ 1200 or both Econ 1201 and 1202). This request is to add the intermediate-theory prerequisites to the existing factotum courses at the 3000 level.

N. B. A separate proposal seeks to create these factotum courses at the 2000 level. As it is our intention that the 2000-level versions of the factota carry the equivalencies with the old-numbered courses (293, 298, 297, and 299), those equivalencies are removed from the proposed catalog copy for the 3000-level courses and have been added to the proposed catalog copy for the new 2000-level versions.

2. Effect on Department's Curriculum: **None**
3. Other Departments Consulted (see Note N): **N/A**
4. Effects on Other Departments: **N/A**
5. Effects on Regional Campuses: **None**
6. Staffing: **No changes**
7. Dates approved by (see Note Q):
Department Curriculum Committee: **4/14/08**
Department Faculty: **4/14/08**
8. Name, Phone Number, and e-mail address of principal contact person:

Richard N. Langlois
Director of Undergraduate Studies
Richard.Langlois@UConn.edu
(860) 428-5371

2008 – 43 Proposal to Change ECON 3481, 3491 & 3491W (Corrected Proposal)

1. Date: **April 15, 2008**

2. Department: **Economics**

3. Nature of Proposed Change: **Renumber ECON 3481, 3491, and 3491W as ECON 2481, 2491, and 2491W.**

4. Current Catalog Copy:

3481. Internship – Field Study

(294) Both semesters. Two credits. Hours by arrangement.

Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance; must be taken concurrently with ECON 3491; no credit will be given for one course without the other. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Supervised field work, of six to eight hours per week, relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

3491. Internship – Research Paper

(295) Both semesters. One credit. Hours by arrangement.

Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with ECON 3481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

3491W. Internship – Research Paper

(295W) Prerequisite: ENGL 1010 or 1011 or 3800.

Must be taken concurrently with ECON 3481.

5. Proposed Catalog Copy:

2481. Internship – Field Study

(294) Both semesters. Two credits. Hours by arrangement.

Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics

courses at the 2000-level or above; students must secure a satisfactory intern position before the end of the second week of the semester of enrollment in this course; they should begin consultation with the instructor several months in advance; must be taken concurrently with ECON 2491; no credit will be given for one course without the other. Does not count toward the economics major. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Supervised field work, of six to eight hours per week, relevant to some area of economics, with a business firm, government agency or non-profit organization. Evaluation by the field supervisor and by the instructor (based on a detailed written report submitted by the student).

2491. Internship – Research Paper

(295) Both semesters. One credit. Hours by arrangement.

Prerequisite: Instructor consent required; students must have: nine credits of 2000-level or above economics courses (six of which may be concurrent); students must be at least 6th-semester and have a minimum GPA of 2.25 or a minimum of 2.5 in economics courses at the 2000-level or above; must be taken concurrently with ECON 2481; no credit will be given for one course without the other.

Research paper of 3,000-4,000 words on approved topic related to the internship field study.

2491W. Internship – Research Paper

(295W) Prerequisite: ENGL 1010 or 1011 or 3800.

Must be taken concurrently with ECON 2481.

6. Effective Date Immediately

Justification

1. Reasons for changing this course: This change corrects an oversight arising out of the course renumbering process. Under the new number system, all 3000- and 4000-level courses in Economics will require intermediate theory courses (Econ 2201 and 2202) as prerequisites, whereas 2000-level course will require only introductory theory courses (Econ 1200 or both Econ 1201 and 1202). The internship-related courses proposed for change on this form fall more appropriately in the latter category.

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

3. Other Departments Consulted (see Note N): **N/A**

4. Effects on Other Departments: **N/A**

5. Effects on Regional Campuses: **None**

6. Staffing: **No changes**

7. Dates approved by (see Note Q):

Department Curriculum Committee: **4/14/08**

Department Faculty: **4/14/08**

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

Richard N. Langlois
Director of Undergraduate Studies
Richard.Langlois@UConn.edu
(860) 428-5371

2008 – 44 Proposal to Add ECON 2493, 2495, 2498, 2499

1. Date: **April 15, 2008**
2. Department requesting this course: **Economics**
3. Semester and year in which course will be first offered: **Fall 2008**

Final catalog Listing

2493. Foreign Study

(293) Either or both semesters. Credits and hours by arrangement. May be repeated for credit. Consent of Department Head required, prior to the student's departure. May count toward the major with consent of the advisor.

Special topics taken in a foreign study program.

2495. Special Topics

(298) Either semester. Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. Prerequisites and recommended preparation vary.

2498. Variable Topics

(297) Either semester. Three credits. With a change in topic, may be repeated for credit. Prerequisites and recommended preparation vary.

2499. Independent Study

(299) Either or both semesters. Credits and hours by arrangement. Open only with consent of instructor. With a change of topic, may be repeated for credit. No more than 6 credits in ECON 2499/3499 may be counted toward major requirements.

Tutorial course to enable qualified students to round out their training in economics. Independent reading conferences and short research papers.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): **2493, 2495, 2498, 2499**
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: **Factotum courses; see copy above**
4. Semester offered (see Note C): **See copy above.**
5. Number of Credits (see Note D): **See copy above**
6. Course description (second paragraph of catalog entry -- see Note K): **See copy above**

Optional Items

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

Justification

1. Reasons for adding this course:

Under the new number system, all 3000- and 4000-level courses in Economics will require intermediate theory courses (Econ 2201 and 2202) as prerequisites, whereas 2000-level course will require only introductory theory courses (Econ 1200 or both Econ 1201 and 1202). The department already has these factotum courses in place at the 3000 level. Adding them at the 2000-level will allow the flexibility of offering these courses without the intermediate-theory prerequisite. For example, a student might receive

credit for foreign study under ECON 2493 if the course taken did not require intermediate theory (or if it otherwise appeared to fit at the 2000 level) but under ECON 3493 if the course required the equivalent of intermediate theory or otherwise appeared as rigorous as our 3000-level offerings.

N. B. A separate proposal seeks to add the intermediate-theory prerequisites to the existing factotum courses at the 3000 level. As it is our intention that the 2000-level versions of the factota carry the equivalencies with the old-numbered courses (293, 298, 297, and 299), those equivalencies are removed from the proposed catalog copy for the 3000-level courses and have been added to the proposed catalog copy for the new 2000-level versions.

2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses:
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: **4/14/08**
Department Faculty: **4/14/08**
10. Name, Phone Number, and e-mail address of principal contact person:

Richard N. Langlois
Director of Undergraduate Studies
Richard.Langlois@UConn.edu
(860) 428-5371

2008 – 45 Proposal to Add ECON 6495

1. Date: **April 15, 2008**
2. Department requesting this course: **Economics**
3. Semester and year in which course will be first offered: **Spring 2009**

Final catalog Listing:

ECON 6495. Topics in Economics. 3 credits. Seminar. With a change in topic, may be repeated for credit.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ECON
2. Course Number (see Note B): 6495
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? **X** Yes ___ No
3. Course Title: **Topics in Economics**
4. Course description (if appropriate -- see Note K):
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 is appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
___Lecture; ___ Laboratory; **X** Seminar; ___ Practicum.

Optional Items

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

Justification

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

This factotum course already exists at the 5000 level (ECON 5495). This proposal would create an analogous course at the 6000 (Ph.D.) level.

2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M):
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N):
7. Staffing (see Note P):
8. Dates approved by (see Note Q):
Department Curriculum Committee: **4/14/08**
Department Faculty: **4/14/08**
9. Name, Phone Number, and e-mail address of principal contact person:

Thomas J. Miceli
Director of Graduate Studies
Thomas.Miceli@UConn.edu
(860) 486-5810

2008 – 46 Proposal to Change GEOL 275W

1. Date: 21 March 2008

2. Department: Marine Sciences

3. Nature of Proposed Change: remove “W” skill category

4. Current Catalog Copy:

275W. Geological Oceanography

First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GEOL, MARN and/ or PHYS or instructor consent; ENGL 110 or 111 or 250. *Torgersen*

Basic concepts in geological oceanography, plate tectonics and the role of ocean floor dynamics in the control of the Earth and ocean system.

5. Proposed Catalog Copy:

275. Geological Oceanography

First semester. Three credits. Prerequisite: One year of laboratory science in CHEM, GEOL, MARN and/ or PHYS or instructor consent; *Torgersen*

Basic concepts in geological oceanography, plate tectonics, paleoclimatology and the role of the ocean dynamics in the control of the Earth and ocean system.

6. Effective Date: Spring 2009 e.g. in time for 2009-2010 catalogue

Justification

1. Reasons for changing this course:

There is no longer a need to include this skill designation in the Coastal Studies major. Removal of W will enable more time to be spent on examination of geologic evidence for the operation and mechanisms of the Earth-ocean system dynamics

2. Effect on Department's Curriculum: none

3. Other Departments Consulted Integrated Geosciences; This course is not cross listed.

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none; this course will continue to be taught DL from both ends

6. Staffing: no changes from present

7. Dates approved by :

Department Curriculum Committee: 9 April 2008

Department Faculty: 11 April 2008

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

Thomas Torgersen

thomas.torgersen@uconn.edu

860 405 9094

Annelie Skoog

annelie.skoog@uconn.edu

860 405 9220

2008 – 47 Proposal to Add HRTS 5005 [updated text pending]

**College of Agriculture and Natural Resources
University of Connecticut**

Plan of Study for Cross-departmental Minor in Agricultural (AG) Biotechnology

Name of Student Major _____

Student Number Month/Year of Anticipated Graduation: _____

CATALOG STATEMENT: This interdepartmental minor provides students with an in-depth, multidisciplinary education in the emerging field of biotechnology. The minor will prepare students for careers and advanced studies in agricultural biotechnology and applied molecular biology.

PROCEDURES: Students who plan to graduate with a minor in Agricultural Biotechnology will declare, complete the requirements outlined below, and submit a copy of this form to the Registrar along with their final Plan of Study. The Agricultural Biotechnology advisor and the Department Head of the student's major department must sign the Plan of Study for the minor.

REQUIREMENTS: Students must complete a minimum of 14 credits of the courses listed below. This includes 5 credits of required courses (Group A), a minimum of 3 laboratory credits (Group B) and 6 credits of discipline-based courses (Group C).

Group A – Core Courses: Credits Semester/Year Grade

PLSC 246 *Biotechnology* -

Science, Application Impact, Perception 3

MCB 214 *Experiments in DNA Identification* 2

Group B – Laboratory Modules:

PLSC 285 *Plant Gene Transfer Techniques* 3

ANSC 3621 *Techniques in Animal Biotechnology* 1

AHS/PVS 3501 *Diagnostic Techniques for the 2
Biomedical Sciences*

Group C – Cross-disciplinary course choices:

ANSC 217 *Principles of Animal Genetics* 3

ANSC 219 *Reproductive Physiology* 4

ANSC 229 *Animal Embryology and Biotechnology* 3

ANSC 370 *Current Advances in Epigenetics* 1 _____

DGS 226 *Current Genetic Research* 1

DGS 234 *Diagnostic Molecular Technologies* 3

DGS 235 *Laboratory in Molecular Diagnostics* 2

DGS 246 *Genetics* 3

Contemporary Issues in Human G

USC 3

N212 *Principles of Food Science*

NUSC 236 *Principles of Nutrition* 3
NUSC 313 *Nutrition and Gene Expression* 3
PLSC 203 *Plant Pathology* 3
PLSC 216 *Plant Physiology: How Plants Work* 3
PLSC 217 *Plant Physiology Lab* 1
PLSC 243 *Plant Biotechnology* 3
PLSC 292 *Plant Micropropagation* 3
PLSC 335 *Current Topics in Plant Biology* 1
PVS 296 *Histologic Structure and Function* 4
PVS 357 *Evaluation of Diagnostic Tests* 2
PVS 378 *Molecular Approaches to Disease
Diagnosis and Prevention* 2

- Students must earn a grade of “C” (2.0) or higher in each individual course listed above
- Students must earn a combined grade point average of 2.5 or higher for all courses listed above.
- Substitutions for requirements are not allowed.
- Students must complete all requirements for a baccalaureate degree. The minor will be added to the transcript when the degree is conferred.

APPROVAL:

I have met with my academic advisor and have confirmed that all requirements for this minor have been met, and therefore I should be eligible for a minor in AG Biotechnology upon graduation.

Student Signature Date

Advisor Signature Date

Department Head Signature Date

2008 – 49 Proposal to Add COMM 5895 [pending possible revision]

1. Date: 2/29/08
2. Department requesting this course: **Comm**
3. Semester and year in which course will be first offered: Fall 2008

Final catalog Listing:

COMM 5895 Variable Topics in Communication

1-3 credits. Instructor consent required. May be repeated with a change in topic.

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): COMM
2. Course Number (see [Note B](#)): 5895
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Variable Topics: Graduate Seminar in General Communication Theory
4. Course description, if appropriate (see [Note K](#)):

Introduction to (1) The underlying foundations of Communication Theory (Philosophy of Science), (2) The history of communication theory, (3) the major general theories of communication, and (4) some key communication theories in the specific contexts studied in this department.

5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see [Note D](#)): 3. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

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

Justification

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

The communication section of the Department of Communication Sciences stresses the importance of Communication Theory in the understanding of Communication phenomena at various levels and in various contexts. Comprehensive examinations for both the M.A. and the Ph.D. always include a question on "General Communication Theory." We believe that our graduate curriculum will be enhanced by a course that addresses fundamental theoretical issues common to a variety of aspects and contexts of communication.

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

This course is designed to introduce students to the foundations of communication theory and the General Theories of communication that transcend specific contexts and issues. Students will engage in dialogue about the major distinctions between various philosophies of science and how they relate to communication theories. Students will also review the history of communication theory, and major general theories of communication.

3. Overlapping Courses (see [Note M](#)):

There are several courses that focus on theories of communication in specific contexts [Mass Communication (Comm 330), Interpersonal Communication (Comm 320), Persuasion (Comm 310), etc.], or that explain specific phenomena (e.g., agenda setting in the media, group decision making, communication in relationship development). However, these courses do not provide a general view of

communication theory that transcends the different contexts and areas. They also do not provide the general background of the philosophical assumptions underlying various approaches to understanding communication.

4. Number of Students Expected:

Most incoming graduate students in the communication section of the Department of Communication Sciences will be advised to take this course unless waived by the major advisor.

5. Number and Size of Section:

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

7. Staffing (see [Note P](#)):

Members of the Graduate faculty of the communication section of the Department of Communication Sciences.

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

Department Curriculum Committee: 3/24/08

Department Faculty: 3/01/08

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

C. Arthur VanLear; 9-2631; art.vanlear@uconn.edu

2008 – 50 Proposals (3) to Change MCB Course Numbers

1. Date: April 18, 2008
2. Department: **Molecular and Cell Biology**
3. Nature of Proposed Change: **Change numbers of three courses**

4. Current Catalog Copy:

4219. Developmental Biology (219) Second semester. Three credits. Prerequisite: BIOL 1107. Recommended preparation: MCB 2210 and 2410 or 2413, which may be taken concurrently. Principles of embryogenesis, pattern formation, and cell differentiation. The focus will be on molecular and cellular aspects of development in several experimental systems, including the mouse, fruit fly, amphibians, and marine invertebrates. Regeneration and stem cell biology will be discussed. Relevance to human development and disease will be emphasized.

5. Proposed Catalog Copy:

3219. Developmental Biology (219) Second semester. Three credits. Prerequisite: BIOL 1107. Recommended preparation: MCB 2210 and 2410 or 2413, which may be taken concurrently. Principles of embryogenesis, pattern formation, and cell differentiation. The focus will be on molecular and cellular aspects of development in several experimental systems, including the mouse, fruit fly, amphibians, and marine invertebrates. Regeneration and stem cell biology will be discussed. Relevance to human development and disease will be emphasized.

6. Effective Date (Spring 2009):

Justification

1. Reasons for changing this course: The instructor intended to direct this course at Juniors and Seniors and it was mistakenly assigned a 4xxx number instead of 3xxx.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4/18/08
Department Faculty: 4/25/08
8. Name, Phone Number, and e-mail address of principal contact person:
David Goldhamer, 486-8337 david.goldhamer@uconn.edu

4. Current Catalog Copy:

3212. Basic Immunology (211) First semester. Three credits. Prerequisite: BIOL 1107. Recommended preparation: MCB 2210.

An introduction to the genetic, biochemical, and cellular mechanisms of the immune system. This course will address basic aspects of immune function, and will examine abnormal immune function associated with cancer, autoimmune disease, AIDS, and other immunological abnormalities.

5. Proposed Catalog Copy:

4211. Basic Immunology (211) First semester. Three credits.

Prerequisite: BIOL 1107. Recommended preparation: MCB 2210.

An introduction to the genetic, biochemical, and cellular mechanisms of the immune system. This course will address basic aspects of immune function, and will examine abnormal immune function associated with cancer, autoimmune disease, AIDS, and other immunological abnormalities.

6. Effective Date (Spring 2009):

Justification

1. Reasons for changing this course: Graduate students periodically take this course for background and unless it is a 4xxx number, they cannot count the course toward their degree credits.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4/18/08
Department Faculty: 4/25/08
8. Name, Phone Number, and e-mail address of principal contact person:
Michael Lynes, 486-4350 michael.lynes@uconn.edu

2211. Gene Expression

(201) First semester. Three credits. Recommended preparation: MCB 2210 or 2410 or 2610.
Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.

5. Proposed Catalog Copy:

3201. Gene Expression

**(201) First semester. Three credits. Recommended preparation: MCB 2210 or 2410 or 2610.
Basic mechanisms of genetic information transfer in eukaryotic cells from DNA to folded and assembled proteins. Regulation of transcription, translation, DNA replication, and the cell cycle.**

Justification

1. Reasons for changing this course: The course is targeted at upper division students and was mistakenly given a 2xxx number.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4/18/08
Department Faculty: 4/25/08
8. Name, Phone Number, and e-mail address of principal contact person:
Thomas Chen, 486-5481 thomas.chen@uconn.edu

2008 – 51ff: HIST Proposals (texts pending)