

Departmental Course Proposals for the 30 September 2008 Meeting

1. Proposals postponed from an earlier meeting

(Italics indicate a proposal still in its original form, not yet revised for reconsideration.)

2008 – 55 Proposal to Add SOCI 20XX & its variant 20XXW

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

Final catalog Listing

SOCI 20XX. Intolerance and Injustice

Either semester. Three credits. Prerequisite: N/A. Open to sophomores.

Examines intolerance and injustice directed toward marginalized groups including race/ethnicity, gender, socioeconomic status, age, religion, sexuality and disability.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SOCI
2. Course Number (see Note B): 20XX
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 X No
3. Course Title: Intolerance and Injustice
4. Semester offered (see Note C): either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
How intolerance and injustice affect members of marginalized groups; social class, race/ethnicity, gender, sexuality, age, religion, disability.

Optional Items

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

Justification

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

*Intolerance and injustice are two concepts that are pervasive in American society affecting all marginalized groups. Groups that experience intolerant attitudes and are victims of injustice include (1) racial & ethnic minorities, (2) those of lower socioeconomic standing, (3) women, (4) those of non-heterosexual orientation, (5) the elderly, (5) religious minorities and (7) those with physical or mental health disabilities among others. Sociology has courses focused on many of the above topics, but these courses take an in-depth look at **each individual** group. The Department does not have a course that provides a broad overview or introduction to these key concepts. Such a course is appropriate given the*

University of Connecticut's increasing focus on human rights. This course would be open to sophomores and as a general education alternative to non-sociology majors.

The W variant of this course is being proposed given the increasing need for such courses and the new requirement that students take at least one of their W courses within their academic major. Approval of the W component reserves the Department's right to offer it as such a course.

For the W variant:

Students will be required to write at least one 15-page paper focusing on the theoretical and applied nature of intolerance and injustice directed toward marginalized groups within contemporary society. The paper will allow students to explore a topic in-depth to gain a deeper understanding of the existence and complexity of injustice and intolerance. The paper will follow a format/process consistent with the College of Arts & Sciences' W policy. Students will be required to prepare a topic of interest and generate an outline, a bibliography and a first draft. At this point, the instructor will provide suggestions and criticisms of this draft; the student will then submit a revised manuscript (final paper). For some students, a second revision will be recommended / required if it is the instructor's opinion that the student has not yet written a paper of sufficient quality to pass the writing requirement of the course.

Writing instruction including choosing a topic, developing a thesis statement, properly outlining the topic, citation format, research skills, library sources and plagiarism will occur during class time. Students will be instructed to work with the writing center on their papers. There will also be an emphasis on information literacy that guides students in how to determine the value of information from various sources (e.g. the ability to discern the legitimacy of academic utility of information on the Web). The professor will have the sociology representative at the library come to class to present necessary instruction in this regard. Students will then demonstrate how they determined the academic value or integrity of their sources. Students will receive feedback from the writing center representative and professor at all four stages of the paper's development including selecting and developing a topic, outlining their paper, constructing the research bibliography and the first draft. Students will be informed that they must pass the W requirement in order to pass the course and that the "W" component will be of equal importance, if not more so, than the substantive material.

2. Academic Merit (see Note L):

The topic provides an in-depth examination of intolerance and injustice. Several academic / scholarly questions could be answered as part of this course. How have intolerance and injustice developed over time? How are intolerance and injustice relevant in contemporary society? How are intolerance and injustice experienced by a variety of marginalized groups including the "big 7" – race/ethnicity, social class, gender, sexuality, age, religion and disability? How do the effects of intolerance and injustice differ when looking at the intersection of multiple categories of people? What types of change are desirable and/or possible?

3. Overlapping Courses (see Note M): NA

4. Number of Students Expected: 70

5. Number and Size of Section: 2, 70 (70 per section)

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

7. Effects on Regional Campuses: NA

8. Staffing (see Note P): NA

9. Dates approved by (see Note Q):

Department Curriculum Committee: 3/24/08

Department Faculty: 4/2/08

10. Name, Phone Number, and e-mail address of principal contact person: Kathryn Ratcliff, 6-3886, kathryn.ratcliff@uconn.edu

Syllabus:

Professor: Dr. Ralph B. McNeal Jr.
Office: Manchester Hall, Room 8

Office Hrs: TBD.

Course Description

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

This course is rather unique. Rather than focusing on a wide array of theories and concepts, or a narrow focus on one social institution, this course focuses on two sociological concepts, intolerance & injustice. On the surface it may seem relatively narrow to focus on only two concepts, but one could argue that intolerance & injustice are among the most powerful influences in society. If you think of the concepts from only a single perspective (e.g. gender, race & ethnicity, religion, age, etc.), they become unnecessarily restrictive. However, if you conceptualize these topics in a broader framework, they become quite powerful. For example, people have intolerant attitudes often resulting in some groups being the "victims" of injustice; examples of those who often find themselves on the receiving end include the elderly, the poor, the disabled, women, racial & ethnic minorities, members of particular religions and people of "alternative" sexuality (i.e. homosexual, bisexual, trans-gendered, etc.).

Furthermore, intolerance & injustice have particular histories & cultural variations. Intolerance & injustice have long histories, existing in societies many thousands of years ago. Intolerance & injustice are also very culturally rich concepts, present in every existing human society. In other words, these concepts have rich histories, are evident in various cultures and societies, and continue to be particularly relevant for contemporary societies. This course focuses on:

- how intolerance & injustice manifest themselves historically, contemporarily, and cross-culturally
- how intolerance & injustice are experienced by members of various statuses or categories
- how the intersection(s) of various statuses affect, and are affected by, intolerance & injustice

Objectives

- 1) Students will understand the meaning & significance of intolerance & injustice.
- 2) Students will demonstrate how the concepts are manifest in the contemporary United States and be able to explain relevant examples in sociological terms.
- 3) Students will demonstrate an ability to draw parallels and differences between local, cross-cultural and global examples of intolerance & injustice
- 4) Students will explain how intolerance and injustice are intertwined across seven attributes: (1) race/ethnicity, (2) class, (3) gender, (4) sexuality, (5) age, (6) disability and (7) religion.
- 5) Students will be able to demonstrate how intolerance and injustice across the aforementioned attributes (e.g. race/ethnicity, class, etc.) are reflected in society's social institutions.

Learning Disabilities

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

Academic Misconduct

Students must abide by the University's Code of Academic Conduct. The code stipulates two kinds of infractions, minor & major.

Minor Infractions: Cheating on a quiz would be treated as a minor infraction. In this class, the consequences consist are: (1) the student(s) involved will fail the quiz in question, (2) you will receive a zero (0) on all previous quizzes (since there is now uncertainty of your previous work), (3) all future quizzes will be closed-notes and (4) you will have the honor of sitting in the front row for the remainder of the semester. If the cheating is before the 5th quiz of the semester, you will receive a zero (0) on the first five quizzes.

Major Infractions: Cheating on two or more quizzes, on an assignment or on an exam results in a major infraction. In this case the consequences exceed that given for minor infractions. The minimum consequence for cheating on multiple quizzes includes (1) failing ALL quizzes for the semester and (2) having the honor of sitting in the front row for the remainder of the semester. The minimum consequence for cheating on an assignment or exam results in (1) failing the assignment or exam in question (0%) and (2) a strong possibility of failure for the course. A major infraction will involve an academic misconduct hearing; the Department Head and/or the Dean of Student's office will also be notified. If found guilty, the Dean may impose further sanctions up to and including dismissal from UConn.

Note: Once you are charged with academic misconduct, you are unable to drop the class until the situation is resolved; the registrar's office places a bar on your account.

Vista

Vista use will include (1) correspondence & announcements, (2) discussion threads, (3) some PowerPoint presentations, (4) some readings (.pdf), (5) quizzes, (6) exams and (7) grades. Students should access Vista immediately to ensure you can gain entry and can become familiar with the system.

Quizzes

There are numerous quizzes throughout the semester based on the assigned reading(s).

- In-class quizzes often are very simplistic and ask you to list various items from the readings. You are allowed to use your written notes during quizzes, but NOT any textbook, summary sheet, reading, etc.

- Online quizzes are more substantial. These quizzes are typically 5-6 multiple choice questions and must be answered within a set time limit (often 10 minutes). You are allowed to use any resource at your disposal EXCEPT other people.

You are strongly encouraged to take notes – not highlighting the text, not scribbling in the margin, but honest to goodness notes on regular paper (since you can use those for a quiz).

There are many methods by which students cheat on the in-class quizzes. While there are many approaches to cheating, these three are most common:

- You are NOT allowed to use your book during quizzes.
- You are NOT allowed to use somebody else's notes during quizzes. This means you are not allowed to use somebody's notes from a previous semester. You are also not allowed to have one student take notes for a given class and distribute photocopies to fellow students.
- You are NOT allowed to copy answers from another student.

Students receive a zero (0) for each missed quiz; there are no make-up quizzes given. Students are able to drop their two (2) lowest quiz grades. Since your two lowest quiz grades are dropped, there is no such thing as an "excused" absence. You simply include that quiz among your two. The foremost reasons for zeros on quiz grades are being absent, not having done the reading, coming to class late, or leaving class early (all of which are generally not acceptable). Please note, quizzes can be given at any point during the class period and I reserve the right to give more than one quiz in a given period.

Exams

There are 3 exams this semester. Each exam contains a range of question "types". There may be multiple choice, short answer, essays and/or "vignettes". The vignettes are individual cases or examples; you will explain how particular concepts are manifest in the particular vignette. Think of it as a question-type that assesses your ability to apply what you have learned in a "real", albeit contrived, setting.

Exams include only material covered since the previous exam. However, it is often necessary to understand previous material (especially theoretical explanations) to answer each exam's questions. Exams may be online, in-class or take-home. If there is an in-class exam it will be on the date(s) listed below. If the exam is in-class, you may not use any supporting material; if the exam is online or at-home you may use any supporting material.

Important: Exam dates are fixed in stone. They would change only due to conditions beyond my control (e.g. snow). Theoretically you will be responsible for all the listed material whether covered or not. Practically I will tell you which articles we will slide to the next exam...

Make-Up Exams

I hate make-up exams. You will be offered a make-up exam only if you can document a legitimate reason for missing the test (at my discretion). These cases are very rare and often involve substantial illness or injury. If you cannot document/verify your reason for missing the exam, I advise you to drop the class.

Grading

Quizzes, 25%; Exams, 75% (25% each)

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

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

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

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

Course Materials

Lucal, B. and M. Ender. 2007. *Inequalities: Readings in Diversity & Social Life*. Boston, MA: Pearson Custom Publishing. ISBN:

The reader is a collection assembled specifically for this class. If you do a search on-line, you will find literally hundreds of books floating around with *Inequalities* title, but different ISBN #s. This reader CANNOT be found online. If you purchase an *Inequalities* Reader on line, I can guarantee it will have the wrong readings.

Readings

I. Introduction to Social Inequality, Intolerance & Injustice

Lucal, Betsy and Morten Ender. "The (Un)lucky Seven: An Introduction to *Inequalities: Readings in Diversity and Social Life*."

Payne, Geoff. "An Introduction to *Social Divisions*."

Weber, Max. "Class, Status, Party."

Johnson, Allan G. "The Trouble We're In: *Privilege, Power and Difference*."

Lemert, Charles. "The Mysterious Power of *Social Structures*."

Kendell, Diana Elizabeth. "Members Only: *Organizational Structure and Patterns of Exclusion*."

Roy, Jody. "Us Versus Them."

II. Race & Ethnicity

Tatum, Beverley Daniel. "Defining Racism: Can We Talk?"

Yamato, Gloria. "Racism: Something About the Subject Makes It Hard to Name."

Feagin, Joe and Herman Vera. "White Racism: A Sociology of Human Waste."

Staples, Brent. "Just Walk on By: A Black Man Ponders His Power to Alter Public Space."

Goldscheider, Calvin. "Are American Jews Vanishing Again?"

Portes, Alejandro. "English-Only Triumphs, But The Costs Are High."

Shaheen, Jack G. "Hollywood's Muslim Arabs."

TEST 1

III. Gender

Johnson, Allan G. "Unraveling the Gender Knot."

Sidel, Ruth. "The Enemy Within: The Demonization of Poor Women."

Nilsen, Alleen Pace. "Sexism in English: A 1990s Update."

Rothenberg, Paula. "A Jewish Girlhood."

Richie, Beth E. and Valli Kanuha. "Battered Women of Color in Public Health Care Systems: Racism, Sexism and Violence."

IV. Sexualities

Pharr, Suzanne. "Homophobia: Weapon of Sexism."

Tolman, Deborah L. "Doing Desire: An Adolescent Girls' Struggles for/with Sexuality."

Gomes, Charlene. "Partners as Parents: Challenges Faced by Gays Denied Marriage."

Mernissi, Fatima. "The Muslim Concept of Active Female Sexuality."

SPRING BREAK

V. Social Class

Sklar, Holly. "Imagine a Country – 2003."

Cox, Stan. "Wal-Mart Wages Don't Support Wal-Mart Workers."

Gans, Herbert J. "Deconstructing the Underclass."

Butsch, Richard. "A Half Century of Class and Gender in American TV Domestic Sitcoms."

Perrucci, Robert and Earl Wysong. "The Global Economy and the Privileged Class."

TEST 2

VI. Age

Butler, Robert N. "Dispelling Ageism: The Cross-Cutting Intervention."

Gullette, Margaret Morganroth. "The High Costs of Middle Ageism."

Stanford, E. Percil and Paula M. Usita. "Retirement: Who is at Risk?"

Fakhouri, Hani. "Growing Old in an Arab-American Family."

VII. Religion

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

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

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

VIII. Disabilities

Fine, Michelle and Adrienne Asch. "Disability Beyond Stigma: Social Interaction, Discrimination and Activism."

Holden, Chris and Peter Beresford. "Globalization and Disability"

Saxton, Marsha. "Reproductive Rights: A Disability Rights Issue."

IX. Social Change

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

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

Bucher, Richard D. "Diversity Education."

Test 3 as per University Schedule

2008 – 60 Proposal to Change HDFS 3103 (Revised submission)

1. Date: 9/16/08
2. Department: **HDFS**
3. Nature of Proposed Change: **(1) add prerequisite/corequisite, (2) change in course description**

4. Current Catalog Copy:

3103. Adolescent Development

(284) (Formerly offered as HDFR 284.) Either semester. Three credits. Prerequisite: [HDFS 2100](#) or [PSYC 2400](#); open to juniors or higher. Prerequisite or corequisite: [HDFS 2004](#) or [PSYC 2100](#) or [SOC 3201](#).

Contemporary adolescence, the multiple forces and behavioral characteristics of this period of development.

5. Proposed Catalog Copy:

3103. Adolescent Development

(284) (Formerly offered as HDFR 284.) Either semester. Three credits. Prerequisite: [HDFS 2100](#) or [PSYC 2400](#); open to juniors or higher. Prerequisite or corequisite: [HDFS 2004](#) or [NURS 3215W](#) or [PSYC 2100](#) or [SOC 3201](#).

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

6. Effective Date: 2009-2010 catalog

Justification

1. Reasons for changing this course: **(1) The course requires a research methods course as a prerequisite or corequisite. This change will add the research methods course in nursing to the list. Nursing students who are interested in taking the course will not have to contact the instructor for permission. (2) Description provides more information for students on the content of the course.**

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: (1) based on requests from nursing students.

4. Effects on Other Departments: Nursing students who are interested in taking the course will not have to contact the instructor for permission.

5. Effects on Regional Campuses: None

6. Staffing: No changes

7. Dates approved by :

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 69 Proposal to Change the Latino Studies Minor

1. Date: August 6, 2008
2. Department requesting this change: **Puerto Rican/Latino Studies**
3. Title of Minor: **Latino Studies**
4. Nature of Change: Revise general requirements and make curriculum amenable to a broader set of majors and fields of study.

5. Existing catalog Description of the Minor: An interdisciplinary minor in Latino Studies is available through the College of Liberal Arts and Sciences for those who wish to develop an understanding of the cultural, historical and socio-political aspects that affect U.S. Latinos/as as an important segment of American society. The minor offers students the opportunity to focus on specific issues related to Latinos/as in the United States while expanding their knowledge in the Social Sciences and Humanities. The courses provide a multicultural approach to knowledge and explore multidisciplinary methodologies in research. Students may elect to take a research project or an internship course to further integrate the knowledge and skills developed.

6. Proposed catalog Description of the Minor:

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the U.S. and the American hemisphere. Focusing on interdisciplinary research methods from a minor perspective, Latino Studies enhances a variety of majors and fields of study.

Requirements: 15 credit hours. No more than two courses in Latino Studies can be counted towards both the student's major and the LS minor. No more than three courses may be taken within a single department. Classes not listed below, such as three-credit "Special Topics" courses, may be used to fulfill Latino Studies requirements with the approval of a Minor adviser. (Students should seek such permission before taking the course.)

7. Effective Date: Spring 2009

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

Justification

1. Why is a change required? Our minor currently depends on courses developed by faculty members who have left our program. Our present curriculum limits our ability to take full advantage of areas of knowledge covered by recently hired faculty and new core associates, making the minor unwieldy for interdisciplinary work and curricular innovation.
2. What is the impact on students? With a more flexible set of requirements, the proposed minor will accommodate the needs of students from various schools and CLAS majors. The impact will be mostly felt in the social and natural sciences. We intend to pursue more fluid collaborations with the Neag School of Education and the School of Nursing.
3. What is the impact on regional campuses? Our new minor will work with various programs, especially Urban and Community Studies, to augment their Latino-content courses and make possible to pursue an LS minor in the regional campuses. We are currently working with the Greater Hartford campus to increase PRLS faculty presence and offer more LS courses in that campus.
4. Attach a revised "Minor Plan of Study" form to this proposal

5. Dates approved by (see Note Q):

Department Curriculum Committee: August 6, 2008.

Department Faculty: August 6, 2008.

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

Guillermo B. Irizarry, PhD

Associate Professor of Modern and Classical Languages

Director of Puerto Rican and Latino Studies Institute

860.486.3997

Guillermo.irizarry@uconn.edu

Minor in Latino Studies (LS)
Plan of Study

Name of Student:
Student ID Number:
Major:
Graduation Date:

Description: The Latino Studies minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States, as well as the American hemisphere. Focusing on interdisciplinary research methods, from a minor perspective, it enhances a variety of majors, professional endeavors, and fields of study.

Requirements: 15 credit hours. No more than two courses in Latino Studies can be counted towards both the student's major and the LS minor.

NOTE: Students must complete a minimum of fifteen 200-level credits with a grade of C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits, including study abroad, of courses equivalent to University of Connecticut courses.

Check five courses from the following list:

- ___ 3210. **Contemporary Issues in Latino Studies**
- ___ 3211. **Puerto Rican/Latino Studies Research**
- ___ 3220. **History of Latino/as in the United States** (Also offered as [HIST 3674.](#))
- ___ 3221. **Latinos/as and Human Rights** (Also offered as [HIST 3575](#) and [HRTS 3221.](#))
- ___ 3230. **Latina Narrative** (Also offered as [WS 3258.](#))
- ___ 3231. **Fictions of Latino Masculinity** (Also offered as [WS 3259.](#))
- ___ 3232. **Latina/o Literature** (Also offered as [ENGL 3605.](#))
- ___ 3233. **Studies in Latina/o Literature** (Also offered as [ENGL 3607.](#))
- ___ 3241. **Latin American Minorities in the United States** (Also offered as [ANTH 3041.](#))
- ___ 3250. **Latino Health and Health Care** (Also offered as [HDFS 3442.](#))
- ___ 3251. **Latinos: Sexuality and Gender** (Also offered as [HDFS 3268.](#))
- ___ 3264. **Latinas and Media** (Also offered as [WS 3260](#) and [COMM 3321.](#))
- ___ 3265. **Literature of Puerto Rico and the Spanish Caribbean** (Also offered as [SPAN 3265.](#))
- ___ 3270. **Latino Political Behavior** (Also offered as [POLS 3662.](#))
- ___ 3271. **Immigration and Transborder Politics.**
- ___ 3660W. **History of Migration in Las Américas.** (Also offered as [HIST 3660W](#) and [LAMS 3660W.](#))
- ___ 4320. **Media and Special Audiences.** (Also offered as [COMM 4320](#))
- ___ 3295. **Special Topics in Puerto Rican and Latino Studies.** May be repeated for credit with approval from advisor.
- ___ 3298. **Variable Topics in Puerto Rican and Latino Studies.** May be repeated for credit with approval from advisor.
- ___ 3299. **Independent Study in Puerto Rican and Latino Studies.** With a change in content, this course may be repeated for credit.
- ___ 4212. **Field Internship in Latino Studies.**

Recommended courses in related fields. Because of its interdisciplinary and transnational framework, the LS minor encourages students to take supporting courses in related fields. No more than three courses may be taken within a single department or discipline. Seek approval from your adviser or the director of PRLS.

- ___ ANTH 3029. **Caribbean Cultures.**
- ___ ANTH 3021. **Contemporary Latin America.**
- ___ ANTH 3022. **Peoples and Cultures of South America.**
- ___ ANTH 3042. **Contemporary Mexico.**
- ___ ANTH 3150. **Migration.**
- ___ ANTH3152. **Race, Ethnicity, and Nationalism.**

- ___ Centuries. (Also offered as [LAMS 3635.](#))
- ___ ECON 3223. **Economics of Poverty.**
- ___ ENGL 3218. **Ethnic Literatures in the US.**
- ___ ENGL 3265. **Seminar in American Studies.**
- ___ ENGL 4203W. **Adv Study: Ethnic Literature.**
- ___ HIST 3554. **Immigrants and Shaping American History.**
- ___ HIST 3609. **Latin America in the National Period.**
- ___ HIST 3610. **Latin America and the Great Powers.**
- ___ HIST 3620. **Cuba, Puerto Rico, and the Spanish Caribbean.**
- ___ HIST 3608W. **Hispanic World. Ages of Reason and Revolution.**
- ___ HIST 3621. **Cuba in Local and Global Perspectives.**
- ___ HIST 3635. **Mexico in the Nineteenth and Twentieth.**
- ___ HIST 4994W. **History of Human Rights in Greater Latin America.**

- HDFS 3421. Low Income Families.**
- POLS 3218. Indigenous People, Politics, and Rights.**
- POLS 3232. Comparative Politics in North America.**
- POLS 3235. Latin American Politics.**
- POLS 3237. Democratic Cultures and Citizenship in Latin America.**
- POLS 3452. Inter-American Relations.**
- SOCI 3501. Ethnicity and Race.**
- SOCI 2503. Prejudice and Discrimination.**
- SOCI 3505. White Racism.**
- SOCI 2429. Sociological Perspectives on Poverty.**
- SOCI 3831. Human Rights in the United States.**
- SOCI 3901. Urban Sociology.**
- SOCI 3903. Urban Problems.**
- SOCI 3907. City Life.**
- SOCI 3911. Communities.**
- SOCI 3971. Population.**
- SOCI 268. Class, Power, and Inequality**
- WS 203. Social Study of Women in America.**
- WS 3209. Ethnicity, Sexuality, and Modernism.**
- WS 3267. Women and Poverty.**
- COMM 4450. Global Communication.**
- COMM 4460. Cross-Cultural Communication.**
- COMM 4802. Culture and Global Diversity in Advertising.**

Name of Student: _____

I approve the above program for the (B.A. or B.S.) Minor in Latino Studies
(signed) _____, Latino Studies Program.

Minor Adviser

2008 – 77 Proposal to Add MARN 5033

1. Date: September 2008
2. Department requesting this course: MARN
3. Semester and year in which course will be first offered: 2009

Final catalog Listing

MARN 5033. Aquatic Organic Geochemistry

First semester, alternate even years. 3 credits. Lecture. Instructor consent required. Prerequisites: MARN4030W and one semester of organic chemistry. Skoog. Distributions, reactions, and fates of non-living, natural organic material in the aquatic environment.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program MARN
2. Course Number 5033
3. Course Title: Aquatic Organic Geochemistry
4. Course description Distributions, reactions, and fates of non-living, natural organic material in the aquatic environment.
5. Number of Credits 3
6. Course type Lecture

Optional Items

7. Prerequisites, if applicable (see Note F):
One semester of organic chemistry
8. Recommended Preparation, if applicable NA
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)

Many students in our department carry out graduate work in fields where organic geochemistry knowledge is necessary. E.g. more than half of the professors in our department carry out research related to the global carbon cycle. It is therefore necessary to expand the advanced offerings in organic geochemistry.

2. Academic Merit (see Note L):

The topic of organic geochemistry is introduced in our undergraduate (MARN 4030W, formerly MARN 280W) and graduate courses (MARN 5030, formerly MARN 371), but our department presently has no advanced course covering this topic.

3. Overlapping Courses (see Note M): NA

4. Number of Students Expected: 5-10

5. Number and Size of Section: 1, 10 students

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

7. Staffing (see Note P): Annelie Skoog

8. Dates approved by (see Note Q):

Department Curriculum Committee: 05/01/08

Department Faculty: 05/02/08

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

Syllabus AQUATIC ORGANIC GEOCHEMISTRY (AOG)
Principles, Processes and Bulk Techniques 3 credits

- I. Professor: Annelie Skoog, room 384 Marine Sciences Building, E-mail:
annelie.skoog@uconn.edu
- A. Class Hours: TTh 4.00-5.15
B. Office Hours: TTh 3-4 (or by arrangement)
C. Prerequisites: MARN280W and basic organic chemistry or consent of professor
- II. Course Aim and Scope:
- A. Aim: To convey the big picture of processes in aquatic environments as reflected by the distributions, reactions and fates of organic substances.
- B. Scope: Subject material will emphasize:
1. Processes, as opposed to detailed chemistry, definitions, or dogmas
 2. Aquatic systems (rivers, estuaries and ocean environments)
 3. Contemporary environments, versus ancient rocks and fossil fuels
 4. Natural organic compounds, as opposed to organic pollutants.
 5. Nonliving organic matter, versus biology, natural products and ecosystems.
- III. Course Format/Function:
- A. Lectures: Given Tuesday and Thursday. Before class, handouts will be distributed that contain pertinent figures and tables. Many class notes can be taken on the handout.
- B. Paper discussions: There will be discussions of primary literature on a regular basis. The students are expected to give positive and negative CONSTRUCTIVE criticism and comments on the papers.
- C. Reading logs: A reading log will be required for all material read in class (including chapters from main book, papers and other handouts) and will be graded for content, clarity and context. The reading logs are due at the time of the mid term and final exams. The reading logs should have the format of informal notes, comments, and connections with present or previous research performed by the student.
- D. Final paper and talk. The student will choose a topic from those covered in class. A 10-page, double-spaced, 12-point paper is due at the end of the semester. Two revisions of the paper will be used. The paper will be graded based on organization, clarity, concept and improvement from first to final draft. You will also give an American-Society-of-Limnology-and-Oceanography-format talk on your paper (12 minutes for talk, 3 for questions) using Power Point on the final day of class.
- E. Grading: Course grades will be based on a variety of activities:
1. Midterm exam (in class, 15% of grade)
 2. Final exam (cumulative, in class, 25% of grade)
 3. Reading log (2, 10% each)
 4. Homework (10%)
 5. Final paper and talk (15%)
 6. Overall class participation and participation quality (15%)
- IV. Literature:
- A. Biogeochemistry of marine dissolved organic matter, edited by Hansell and Carlson. Published by Academic Press 2002.
- B. Additional reading material will be handed out in class for the sections on coagulation, sorbtion, and partitioning.
- C. Papers for discussion will be handed out in class. Expect 3-6 papers per topic area.

Syllabus

Topic 1 Introduction

DOM concentration patterns and composition
Analytical methods for DOM

Topic 2 Organic matter production and degradation

Water-column processes that produce dead OM
Major biochemicals as geochemical tools
Processes eliminating OM
Models of carbon flow in the upper and lower water column
Fundamental aspects of microbial degradation
Cycling of DOC, DON and DOP
Indicators of degradation and diagenesis
Uncharacterized OM

Topic 3 River/estuary processes involving organic material

Locations and discharge of major rivers to the global oceans
Sources and sinks of OM within the river and estuary
Chemical characteristics of riverine OM
Effect of estuary type on OM residence time
Effect of OM on nutrient cycling in the estuary

Topic 4 Transport processes of organic material

The biological pump
Exchanges across the ocean-atmosphere interface
Water mass advection
Sediment transport
Fluxes over the sediment-water interface

Topic 5 Introduction to photochemical processes involving organic material

Light absorption and chemical structure
Reaction efficiency and rates
Attenuation of light
Role of microsurface layer
Role of fresh water lenses

Topic 6 Organic colloids and coagulation of organic material

Colloids in river, estuarine, coastal and open ocean waters. Abundance and formation pathways.
Coagulation theory as it applies to naturally occurring organic compounds

Topic 7 Sorption and partitioning of organic material

Surface chemistry overview
General qualities of surfaces in aquatic environments
Mechanisms of adsorption, absorption and desorption
Partition coefficients and isotherms
Effects of surfaces on microbial reactivity

Topic 8 Sedimentary preservation of organic material

OC-transfer from modern to inactive sediments
Open ocean, deltas and continental margins
Role of diagenesis and mineral matrixes

Topic 9 Isotope fractionation in organic material

What are stable isotopes?
How are isotopes used in biogeochemistry?
Biogeochemistry of the stable carbon isotopes
Biogeochemistry of the stable nitrogen isotopes

Topic 10 Controls on global cycles by organic material

Generalities
Negative Feedback mechanisms
Possible controls
Large scale effects
Inverse effects

2008 – 84 Proposal to Change the Marine Biology Minor

1. Date: September 5 2008

2. Department requesting this change: Marine Sciences

3. Title of Minor: Marine Biology

4. Nature of Change: Correction of listings of courses included in the Minor

5. Existing catalog Description of the Minor:

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN3014/EEB3230; MARN4010*

In addition, students must take at least three of the following courses**: MARN3012, 3013, 3016 or 3030/5032, 3015/5015, 3017/5017, 3811, 5014, 5016; EEB 4200, 4275. Students may use MARN 4893, 4895, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

*Students who have taken both MARN 2002 and 3001 may substitute these for MARN4010

** Coastal Studies majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

6. Proposed catalog Description of the Minor:

This minor requires at least 15 credits of 2000-level or above course work.

Required courses are: MARN3014/EEB3230; MARN4010*

In addition, students must take at least three of the following courses**: MARN3012 or EEB4275, MARN 3013, 3016 or 3030/5032, 3015/5015, 3017/5017, 3811, 5014, 5016; EEB 4200. Students may use MARN 4893, 4895, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

*Students who have taken both MARN 2002 and 3001 may substitute these for MARN4010

** Coastal Studies majors may use only one 2000-level or above MARN elective course to count for both the major and the Marine Biology minor.

The minor is offered by the Marine Sciences Department.

7. Effective Date immediately

Justification

1. Why is a change required?

MARN3012 and EEB 4275 are both courses in invertebrate biology. MARN3012 is offered at Avery Point, while EEB 4275 is offered at Storrs. It should not be possible for students to take both for credit, since the content is too similar. This was always the intent when designing the Minor, and the description of the Minor on the Marine Science website describes this correctly. The catalog does not and that is why we are now requesting a correction of the catalog description of the Minor.

2. What is the impact on students?

Taking both EEB 4275 and MARN 3012 would presently not be approved as part of a study plan for the Minor, so there is really no practical impact on the students. However, alignment of the catalog description with the description of the Minor on the department's web site will make the requirements clearer for the students.

3. What is the impact on regional campuses? None

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

Attached, but note: The Minor Plan of Study always contained the information that students can take either MARN3012 or EEB 4275. So the Plan of Study has actually not changed.

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 3, 2008

Department Faculty: September 5, 2008

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

Annelie Skoog, 860-405-9220, annelie.skoog@uconn.edu

MARINE BIOLOGY PLAN OF STUDY

Instructions to students: In order to demonstrate that you have satisfied all requirements for the Marine Biology Minor you need to obtain a signature on two copies of this form from an advisor in the Department of Marine Sciences or the Coastal Studies Coordinator. You need to give one signed copy to your advisor and you need to include one signed copy when you submit your final plan of study to the Registrar's Office.

NOTE: In order to graduate with a Minor in Marine Biology you need to earn a grade of C or better in all courses in the Minor. A maximum of 3 credits towards the Minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not allowed for courses in a Minor.

Requirements: Students wishing to complete this Minor must take at least 15 credits of 3000-level (or higher) courses. Coastal Studies majors may use only one 3000-level (or higher) elective course to count for both the Major and the Minor.

A. Required courses:

MARN4010*: _____ (3 cr.) "Biological Oceanography"
MARN3014 or EEB3230 _____ (3 cr.) "Marine Biology"

* Students who have taken both MARN 2002 and 3001 may use these instead of MARN4010.

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

MARN3016 or MARN3030 _____ (3 cr.) "Marine Microbiology" or (3 cr.) "Coastal Pollution and Bioremediation"
MARN3811 _____ (3 cr.) "Marine Mammals"
MARN3012 or EEB4275 _____ (3 cr.) "Marine Invertebrate Biology" or (4 cr.) "Invertebrate Zoology"
MARN3013 _____ (3 cr.) "Environmental Physiology of Marine Animals"
MARN3015 _____ (3 cr.) "Molecular Approaches to Biological Oceanography"
MARN3017 _____ (3 cr.) "Plankton Ecology"
MARN5014 _____ (3 cr.) "Marine Phytoplankton"
MARN5016 _____ (3 cr.) "Marine Zooplankton"
EEB4200 _____ (3 cr.) "Biology of Fishes"
MARN4893 _____ (3 cr.) "Foreign Study" (prior approval necessary)
MARN4895 _____ (3 cr.) "Special Topics" (prior approval necessary)

Student name: _____ Student ID #: _____

Student E-mail: _____

Student signature: _____

Advisor approval of the above program for the Minor in Marine Biology:

Printed name: _____ Title: _____

Signature: _____ Date: _____

2008 – 87 Proposal to Add PSYC 5400

1. Date: **September 10, 2008**
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: **Fall 2009**

Final catalog Listing

PSYC 5400. Research Seminar in Developmental Psychology

1 Credit. Instructor Consent Required. May be repeated for up to 12 credits. Seminar. Current research in developmental psychology, with intra- and extramural speakers and directed readings.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **PSYC**
2. Course Number **5400**

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? **Not applicable**

3. Course Title:

Research Seminar in Developmental Psychology

4. Course description Current research in developmental psychology, with intra- and extramural speakers and directed readings.
5. Number of Credits **1**
6. Course type **Seminar**

Optional Items

7. Prerequisites, if applicable (see Note F):
Students must be admitted to a graduate program in Psychology.
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T):
Consent of Instructor Required.
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
Repeatable for up to 12 credits.
12. S/U grading, if applicable (see Note X):

Justification

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

There is no existing course that specifically covers the broad range of topics in developmental psychology that will be addressed in this course. Intra- and extramural speakers will review their current research programs, thus permitting graduate students and faculty to engage in dialogue with active researchers about cutting-edge research in the field.

2. Academic Merit (see Note L):

Graduate students need the opportunity to hear and react to current research in their chosen field. The Graduate Program in Developmental psychology has active researchers in several subdisciplines of developmental psychology, and it is critical that graduate students be exposed to cutting-edge research in both their own, and other, subdisciplines. The seminar and colloquium format of this course will allow students and faculty to come together weekly to engage other researchers and to report on their own programs of research. Such experience and training is critical to the academic success of the students.

3. Overlapping Courses **None**
4. Number of Students Expected: **15 per offering**
5. Number and Size of Section: **15**

6. Effects on Other Departments (see Note N): **None**
7. Staffing (see Note P): **Faculty from the Graduate Program in Developmental Psychology**
8. Dates approved by (see Note Q):
Department Curriculum Committee: **Sept 12, 2008**
Department Faculty: **N/A**
9. Name, Phone Number, and e-mail address of principal contact person:
James A. Green
486-4941 or 4301
James.Green@UConn.edu

2. New Departmental Proposals

2008 – 88 Proposal to Change the Middle Eastern Studies Minor

1. Date: August 25, 2008
2. Department requesting this change: **Middle East Studies committee** (including Azimi HIST, Bouchard MCL, Cosgel ECON, Gugler SOCI, Lefebvre POLS, Libal HDFS, Miller MCL/JUDS, Pressman POLS)
3. Title of Minor: Middle Eastern Studies
4. Nature of Change: Reduce total credits to 15 (from 18); reduce minimum number of fields to three (from 4); update course list (add POLS 3464; drop HEB 279)
5. Existing catalog Description of the Minor:
Middle Eastern Studies

This minor is intended to enable students to pursue a multi-disciplinary approach to the Middle East and to acquire a thorough understanding of the area from anthropological, economic, historical, literary, political, and religious perspectives.

Students electing this minor must complete at least 18 credits at the 200's level that satisfy the following criteria.

1. The basic required course is HIST 205.
2. In addition, students must complete five courses, spread across at least four fields, from the following list: ANTH 238; CLCS 201, 203, 214; ECON 204(W); FREN 218; HEB 201/JUDS 201; HEB 279; HIST 204, 290; HIST 212/ANTH 257; HIST 213/CAMS 253; HIST/HEB 218, CAMS 256/JUDS 218; INTD 294; POLS 224, 226, and 200-level courses on Middle East Languages.

Courses offered by the Comparative Literary and Cultural Studies (CLCS) Program count toward the minor when the topic contains substantial Middle Eastern material.

With the approval of a student's Middle Eastern Advisor, one other course not listed above or a 3-credit independent study course with substantial Middle Eastern content may also be counted toward the minor.

The Critical Languages Program offers courses in Middle Eastern languages that may be used to fulfill the foreign language requirement of the University. Students are strongly encouraged to take a language relating to their field of study.

The minor is offered by the Middle East Studies Committee. For information, contact Lucy McNeece: lucy.mcneece@uconn.edu.

6. Proposed catalog Description of the Minor:

Middle Eastern Studies

This minor is intended to enable students to pursue a multi-disciplinary approach to the Middle East and to acquire a thorough understanding of the area from anthropological, economic, historical, literary, political, and religious perspectives.

Students electing this minor must complete at least 15 credits at the 2000, 3000, and 4000-level from at least three fields that satisfy the following criteria.

1. The basic required course is HIST 3705.
2. In addition, students must complete four courses from the following list: ANTH 3038; ANTH 3513/HIST 3300; CLCS 2214, 3201, 3203; ECON 2104(W); FREN 3218; HEB/JUDS 3201; HIST 3704, 3712; HIST

3301/CAMS 3253, HIST 3330/HEB 3218/CAMS 3256/JUDS 3218; INTD 3260; POLS 3447, 3462, 3464(W); and any 2000, 3000 and 4000-level courses in Middle East Languages.

Study abroad courses and those offered by the Comparative Literary and Cultural Studies (CLCS) Program count toward the minor when the topic contains substantial Middle Eastern material.

With the approval of a student's Middle Eastern Studies Advisor, one other course not listed above or a 3-credit independent study course with substantial Middle Eastern content may also be counted toward the minor.

Students are strongly encouraged to take a Middle Eastern language such as Arabic, Hebrew, Persian, or Turkish. Students are also strongly encouraged to study abroad at a university in the Middle East.

The minor is offered by the CLAS and supervised by a committee of affiliated faculty. For information visit www.mideast.uconn.edu.

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

Justification

1. Why is a change required? Students have had difficulty meeting the requirements of the minor, in part due to course availability. By changing the requirements, faculty believe that more students will be exposed to aspects of the Middle East. Several faculty find this especially pressing given the role of the Middle East in many contemporary issues.
2. What is the impact on students? The changes should open up access to the minor to more students.
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

Minor Advisor

5. Dates approved by (see Note Q):

Middle East studies committee: February 8 and March 3, 2008

Department Curriculum Committee: na

Department Faculty: na

Approval of relevant departments & programs: Judaic Studies (April 10, 2008); Political Science (April 11, 2008); MCL (April 11, 2008); History (June 4, 2008); Economics (April 14, 2008); Anthropology (May 6, 2008).

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

Jeremy Pressman, 6-3464, Jeremy.pressman@uconn.edu

Middle Eastern Studies Minor plan of study

**Plan of Study
Minor in Middle East Studies**

Name: _____

Peoplesoft #: _____

Date: _____

Requirements:

- 1) HIST 3705 (formerly 205)
- 2) 12 credits from at least three fields (see list of approved courses)
- 3) Credits that are neither on the list of approved courses nor taken abroad must be approved by minor advisor.
- 4) Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Department	Course	Approved List (Y/N/Study Abroad)	Signature of minor advisor for non-approved course
HIST	3705	Y	

List fields in which courses were taken:

_____	_____
_____	_____
_____	_____

I approve the above program for the Minor in Middle East Studies.

Prof. Jeremy Pressman
Political Science

2008 – 89 Proposal to Change MCB 3416

1. Date: 7-31-08
2. Department: Molecular and Cell Biology
3. Nature of Proposed Change: Change course number

4. Current Catalog Copy:

3416. Forensic Application of DNA Science

(290) First semester. Three credits. Prerequisite: MCB 2410 or 2413.

DNA analysis in forensic science, with emphasis on molecular genetic technology in criminal investigations and issues surrounding the use of DNA evidence. Team-taught with forensic practitioners.

5. Proposed Catalog Copy:

4416. Forensic Application of DNA Science

(290) First semester. Three credits. Prerequisite: MCB 2410 or 2413.

DNA analysis in forensic science, with emphasis on molecular genetic technology in criminal investigations and issues surrounding the use of DNA evidence. Team-taught with forensic practitioners.

6. Effective Date: ASAP

Justification

1. Reasons for changing this course: This course is an advanced specialty course that was incorrectly assigned a 3000 number when new numbers were assigned. It is predominantly taken by senior undergraduates and beginning graduate students, and needs to be 4000 level to count on graduate plans of study.

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: N/A

6. Staffing: no change

7. Dates approved by:

Department Curriculum Committee: 9/11/08

Department Faculty: 9/12/08

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

Linda Strausbaugh

486-8905, linda.strausbaugh@uconn.edu.

2008 – 90 Proposal to Change MCB 3246

Date: 4/29/08

Department: Molecular and Cell Biology

Nature of Proposed Change: Change prerequisites

Current Catalog Copy: 3246. Virology (246) Second semester. Three credits. Three lecture periods. Prerequisite: MCB 2610. Recommended preparation: MCB 2210 or 3010.

Biological, biochemical, physical, and genetic characteristics of viruses, with an emphasis on molecular and quantitative aspects of virus-cell interactions.

Proposed Catalog Copy: 3246. Virology (246) Second semester. Three credits. Three lecture periods. Prerequisite: MCB 2610 and 2211. Recommended preparation: MCB 2210 or 3010.

Biological, biochemical, physical, and genetic characteristics of viruses, with an emphasis on molecular and quantitative aspects of virus-cell interactions.

Effective Date: Fall 2008

Justification

Reasons for changing this course:

Effect on Department's Curriculum:

Other Departments Consulted:

Effects on Other Departments:

Effects on Regional Campuses:

Staffing:

Dates approved by:

Department Curriculum Committee: 9/11/08

Department Faculty: 9/12/08

Name, Phone Number, and e-mail address of principal contact person: David Knecht x2200, david.knecht@uconn.edu

2008 – 91 Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 04 Aug 2008
2. Department: Center for Integrative Geosciences
3. Nature of Proposed Change: Change in title, prerequisites, course description, distribution of credits between lecture and laboratory, and cross-listing
4. Current Catalog Copy:

GEOL 4120. Invertebrate Paleontology

(219) First semester, alternating years. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: GEOL 3010.

The systematics, anatomy, evolutionary patterns and ecology of the major groups of invertebrate fossils.

5. Proposed Catalog Copy:
(see information in the "add a course" form if you have any questions regarding specific items.)

GEOL 4120. Paleobiology

(Also offered as EEB 4120). Second semester, alternate years. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: Biol 1108 or Geol 1050 or GEOL 1051-1052.

The study of ancient life, including the preservation of organisms as fossils, evolution, ecology, geobiology, biostratigraphy, and major events in the history of life. Includes microorganisms, animals, and plants.

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

Justification

1. Reasons for changing this course: GEOL 4120 (Invertebrate Paleontology) was offered for many years by the former Dept. of Geology and Geophysics. It was not offered for a number of years due to a retirement, but a recent faculty hire makes it possible to offer the course again. The changes in the course bring it in line with changes in the focus of the Geoscience program at the university and in the discipline of paleontology.

It is part of the mission of the new Center for Integrative Geosciences to integrate the earth sciences with other disciplines, and, likewise, paleontology has become an increasingly multidisciplinary field. The former GEOL 4120 focused on learning the identities of the major groups of fossils and placed less emphasis on the evolution of life and ecosystems through Earth's history; the focus of the current course is reversed and greater emphasis is placed on understanding the evolution of life and ecosystems so as to better illustrate the multidisciplinary character of the field. In order to experiment with the blending of geology and biology, the course has been taught twice in the new form as GEOL/EEB 298 (Spring 2006, 2008).

The change in the title and description reflects the current scope of the course and the current needs of Geosciences and the Dept. of Ecology and Evolutionary Biology. "Invertebrate" is removed from the title and "Includes microorganisms, animals, and plants" is added to the description; the course now covers all groups of fossils because it is the only paleontology course available for majors. The list of topics in the description is expanded ("The study of ancient life, including the preservation of organisms as fossils, evolution, ecology, geobiology, biostratigraphy, and major events in the history of life") to reflect the broader content of the course. The distribution of credits between lecture and laboratory is changed because less time is spent on fossil identification and more time is spent on the discussion of concepts.

Because GEOL 4120 will be cross-listed in EEB, GEOL 3010 will be dropped as a prerequisite. Maintaining GEOL 3010 as a prerequisite would effectively prevent EEB students from taking 4120, because they would have to take two GEOL classes with labs (3010 and its prerequisite, GEOL 1050) before they could take 4120, which would be difficult to fit into their schedules. Therefore, the

prerequisites are changed to GEOL 1050 (or the equivalent combination of 1051 and 1052) or BIOL 1108. These were the prerequisites when the course was taught as GEOL/EEB 298, and the students were adequately prepared.

2. Effect on Department's Curriculum: The changes will modernize the course and make it more responsive to student needs and the goals of the curriculum. Students in the major will have a greater breadth of courses from which to choose.

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

4. Effects on Other Departments: The course will be cross-listed as EEB 4120

5. Effects on Regional Campuses: None

6. Staffing: Andrew Bush

7. Dates approved by (see Note Q):

Department Curriculum Committee: 4 Sep 2008

Department Faculty: 8 Sep 2008

8. Name, Phone Number, and e-mail address of principal contact person: Andrew Bush, 486-9359, andrew.bush@uconn.edu

2008 – 91a

Proposal to Cross List Courses

1. Date: 18 August 2008

2. Department initiating this proposal: Center for Integrative Geosciences

3. Current Catalog Copy/Copies:

GEOL 4120. Invertebrate Paleontology

(219) First semester, alternating years. Four credits. Two class periods and two 2-hour laboratory periods. Prerequisite: GEOL 3010.

The systematics, anatomy, evolutionary patterns and ecology of the major groups of invertebrate fossils.

4. Proposed Catalog Copy/Copies:

(see information in the "add a course" form if you have any questions regarding specific items.)

GEOL 4120. Paleobiology

(Also offered as EEB 4120). Second semester, alternate years. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: Biol 1108 or Geol 1050 or GEOL 1051-1052.

The study of ancient life, including the preservation of organisms as fossils, evolution, ecology, geobiology, biostratigraphy, and major events in the history of life. Includes microorganisms, animals, and plants.

EEB 4120. Paleobiology

(Also offered as GEOL 4120). Second semester, alternate years. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: Biol 1108 or Geol 1050 or GEOL 1051-1052.

The study of ancient life, including the preservation of organisms as fossils, evolution, ecology, geobiology, biostratigraphy, and major events in the history of life. Includes microorganisms, animals, and plants.

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

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

Justification

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

2. Reasons for cross listing this course: The revised course presents a more biological perspective on the fossil record, emphasizing the utility of fossils in understanding ecology, evolution, and major events that shaped the Earth's biosphere.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? X Yes: the title change (*Paleobiology*) reflects the more biological nature of the course. 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): EEB
5. Effects on Regional Campuses: None
6. Staffing: Andrew Bush

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. Center for Integrative Geosciences (GEOL), Ecology and Evolutionary Biology (EEB)
2. For each department or program, list the dates of approval by the appropriate departmental or program review process(see Note Q):
 - GEOL Curriculum Committee: 4 Sep 2008
 - GEOL Faculty: 8 September 2008
 - GEOL Head: 8 September 2008
 - EEB Curriculum Committee: 27 August 2008
 - EEB Faculty: 10 September 2008
 - EEB Head: 10 September 2008
3. Name, Phone Number, and e-mail address of principal contact person: Andrew Bush, 486-9359, andrew.bush@uconn.edu

2008 – 92 Proposal to Change an Existing Major

1. Date: August 11, 2008
2. Department: Mathematics
3. Nature of Proposed Change: Modify course requirements for B.A. and B.S. Math and Applied Mathematics Sciences Degrees. Specific changes are itemized in the "Reasons for Change" section.
4. Current catalog copy (2008-09 Catalog):

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are:

- (1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q, 2710 (or 2141Q-2142Q) or (ii) MATH 2143Q-2144Q, 2710 or (iii) MATH 2141Q-2142Q-2143Q-2144Q;
- (2) MATH 3150 (or 4110), 3151, 3230 (or 4210)
- (3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3260, 3270, 3330 (or 4310), 3370, 3410, 3430, 3435, 3510, 3511, 3710, 4735, and approved sections of 3094 and 3795;
- (4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are

- (1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q, 2710 (or 2141Q-2142Q) or (ii) MATH 2143Q-2144Q, 2710 or (iii) MATH 2141Q-2142Q-2143Q-2144Q;
- (2) MATH 3150 (or 4110), 3230 (or 4210);
- (3) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are

- (1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q, 2710 (or 2141Q-2142Q) or (ii) MATH 2143Q-2144Q, 2710 or (iii) MATH 2141Q-2142Q-2143Q-2144Q;
- (2) MATH 3410, 3150 (or 4110), 3510, and 3511;
- (3) Two courses selected from MATH 2420Q, 3146, 3151, 3160Q, 3170, 3270, 3430, 3435, 3710, and approved sections of 3094 and 3795;
- (4) At least 3 additional credits from MATH 2360Q, 3160, 3210 (or 4210), 3230, 3231, 3240, 3260, 3330 (or 4310), 4735, approved sections of 3094 and 3795. In addition, at least 2 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences. The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits

of course work in approved related areas. The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-2144Q), 2410Q (or 2420Q or 2144Q), 3410, 3510, and 3511. The remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160, 3170, 3210 (or 4210), 3270, 3430, 3435, and 3710.

5. Proposed Catalog Copy

Bachelor of Science in Mathematics: The requirements for the B.S. in Mathematics are:

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3151, 3230 (or 4210)

(3) At least 6 additional credits from any of the following courses: MATH 2360Q, 3146, 3160, 3170, 3210, 3231, 3240, 3250, 3260, 3270, 3330 (or 4310), 3370, 3410, 3430, 3435, 3510, 3511, 3710, 4735, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. In addition, at least 12 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

Bachelor of Science in Applied Mathematical Sciences: The requirements for the B.S. in Applied Mathematical Sciences are

(1) either (i) MATH 2110Q (or 2130Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q-2142Q) or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(2) MATH 3410, 3150 (or 4110), 3510, and 3511;

(3) Two courses selected from MATH 3146, 3151, 3160Q, 3170, 3270, 3430, 3435, 3710, and approved sections of 3094 and 3795;

(4) At least 3 additional credits from MATH 2360Q, 3160, 3210 (or 4210), 3230, 3231, 3240, 3250, 3260, 3330 (or 4310), 4735, approved sections of 3094 and 3795. In addition, at least 2 credits at the 2000-level or above in approved related areas are required.

Bachelor of Arts in Applied Mathematical Sciences. The requirements for the B.A. in Applied Mathematical Sciences are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses for the degree are MATH 2110Q (or 2130Q or 2143Q), 2210Q (or 2143Q-2144Q), 2410Q (or 2420Q or 2144Q), 3410, 3510, and 3511. The

remainder of the 27 credits of Mathematics must be chosen from MATH 2710, 3146, 3150 (or 4110), 3160, 3170, 3210 (or 4210), 3250, 3270, 3430, 3435, and 3710.

6. Effective Date: Immediate

Justification

1. Reasons for changing the major:

The specific changes to the majors are as follows.

(A.) In the B.A. and B.S. degrees in Mathematics and the B.S. degree in Applied Mathematical Sciences, the required course "Math 2410Q" in catalog point (1) (i) of each major is changed to "2410Q (or 2420Q)". Math 2420Q is the honors version of Math 2410Q. Catalog point (1) (ii) in each of these majors (from the current catalog copy) was removed and replaced by catalog point (1) (iii) from the current catalog copy. The content of Math 2710 is subsumed in the content of the sequence 2143-2144, and the sequence 2143-2144 has the sequence 2141-2142 as a prerequisite. Therefore, catalog point (1) (ii) from the current catalog is redundant and includes an unnecessary course.

(B.) The Mathematics department added Math 3250 as a new course in 2007-2008. When the course was created, we did not consider how it fit in the elective structure for the various math degrees. Because Math 3250 is a proof oriented upper level course, it should be included as a possible elective math course in the various list of optional courses which focus on proof oriented mathematics. Therefore, the proposed catalog copy has added Math 3250 to items (2) and (3) in the B.S. degree in Math, to item (3) in the B.A. degree in Math, to item (4) in the B.S. degree in Applied Mathematical Sciences, and to the list of allowed courses for the B.A. degree in Applied Mathematical Sciences.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No changes from present

7. Dates approved by:

Department Curriculum Committee: April 29, 2008

Department Faculty: May 8, 2008

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

2008 – 93 Proposal to Add HDFS 3433

1. Date: September 12, 2008
2. Department requesting this course: **Human Development and Family Studies**
3. Semester and year in which course will be first offered: **Fall 2009**

Final catalog Listing (see Note A):

HDFS 3433. Consumer Rights and Responsibilities

Either semester. Three credits. Open to juniors or higher.

The rights and responsibilities of consumers with emphasis on the consumer decisions of individuals, households, and families throughout the lifespan.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **HDFS**
2. Course Number (see Note B): **HDFS 3433**
3. Course Title: **Consumer Rights and Responsibilities**
4. Semester offered (see Note C): **Either**
5. Number of Credits (see Note D): **Three Credits**
6. Course description (second paragraph of catalog entry -- see Note K): **The rights and responsibilities of consumers with emphasis on the consumer decisions of individuals, households, and families throughout the lifespan.**

Optional Items

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

Justification

1. Reasons for adding this course: **The course provides a focus on the consumer function of families and individuals over the lifespan, which is not available in any other courses. It complements HDFS 3342, Family Resource Management to provide students with a more comprehensive understanding of the application of family decision-making and management to scarce resources in a consumer economy. The course would enhance preparation of HDFS majors interested in family counseling, social services, marriage and family therapy, and family and consumer science education. It would also fulfill a content requirement for those students who wish to pursue certification as family life educators through the National Council on Family Relations. There is no course presently that prepares majors to deal with the challenges of families as consumers.**
2. Academic Merit: **The course examines the interface between families and individuals and the marketplace with emphasis on consumer behavior, information search and decisions; fraud, deception and safety in the marketplace; consumer law and protection and other support systems for consumers; the impact of the global marketplace on the consumer; and a long-term perspective of the consumer movement. It uses the analysis of significant and complex consumer expenditures of individuals, households, and families as a tool to gain understanding of the nature of the consumer function, e.g. food and nutrition; financial services, banking, and credit; transportation; housing and household products; healthcare and health products; insurance; investments and retirement; travel and luxury items; and government.**
3. Overlapping Courses (see Note M): **None**
4. Number of Students Expected: **30**
5. Number and Size of Section: **NA**

6. Effects on Other Departments (see Note N): **The course has been offered twice at the Hartford Campus as a special topics course; students majoring in urban and community studies, psychology, and business and technology completed the course as an elective. Discussions occurred with faculty in these fields at the Hartford Campus.**
7. Effects on Regional Campuses: **As noted above, the course has been taught twice as a special topics offering with increased enrollments for the second offering. There appears to be no negative impact on the regional campuses since the course is proposed as an elective.**
8. Staffing (see Note P): **Edna L. McBreen**
9. Dates approved by (see Note Q):
 Department Curriculum Committee: **September 8, 2008**
 Department Faculty: **September 10, 2008**
10. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

SYLLABUS, HDFS 3098 (now 3433): SELECTED TOPICS IN HUMAN DEVELOPMENT AND FAMILY STUDIES, Consumer Rights and Responsibilities

Greater Hartford Campus – Fall Semester 2008

Instructor: Prof. Edna L. McBreen
 Room 413 Library Building
 University of Connecticut Greater Hartford Campus
 1800 Asylum Ave, West Hartford, CT 06117-2697
 860-570-9084
Edna.McBreen@UConn.edu

Office Hours: Thurs. 1:00-2:00 and by appointment.

Class: Tuesday and Thursday, 2:00 – 3:15

Course Description: An overview of the rights and responsibilities of consumers with special emphasis on the consumer decisions of individuals, households, and families throughout the lifespan. Topics include: consumer behavior, information search, and decisions; fraud, deception, and safety in the marketplace; consumer law and protection and other support systems for consumers; the impact of the global marketplace on the consumer; and a long-term perspective of the consumer movement.

Course Objectives: Students will:

1. Identify the variation of the consumer roles of individuals, families and households throughout the lifespan.
2. Understand approaches to consumer behavior including information search and decision making and propose appropriate variations to those approaches based on individual and family characteristics as well as the characteristics of the marketplace and the product or service to be purchased and/or consumed.
3. Apply research and analysis skills to the development of consumer guides for: major purchases of products and services, protection from fraud and deception, and consumer safety.
4. Evaluate popular and academic resources related to consumer rights, responsibilities, and decision-making and analyze their personal and professional value.
5. Trace the development of consumer rights from their inception to current levels of consumer protection and redress and relate these changes to the consumer movement and consumer actions in the marketplace.
6. Gain an understanding of the current state of consumer law and consumer protection in the United States, compare the local status to that in other states and countries, and determine the impact of a global marketplace on consumers' rights and responsibilities.
7. Delineate the processes and considerations inherent in the study of consumer issues from a personal perspective from those that are essential in a professional role in consumer affairs including professional ethics and avoidance of bias.

Texts:

Required:

United States General Services Administration Federal Citizen Information Center. (2008). *2008 Consumer Action Handbook*. Washington, DC: U.S. General Services Administration, GSA Office of Citizen Services and Communication, Federal Citizen Information Center.

Also available online at www.ConsumerAction.gov

Consumer Reports, September, October, and November editions, 2008.

Available at regular bookstores in the magazine section and online from the UConn Library through Academic Search Premier or MasterFILE Premier.

Optional additional resource:

Miller, L. M., & Stafford, A. D. (2004). *Economic Issues for Consumers (10th ed.)*. Belmont, CA: Wadsworth/Thompson Learning.

Additional Readings: Students will be assigned and/or will identify current scholarly and popular publications and other resources to review and discuss in class.

Class Schedule:

Week One, 8/26 and 8/28: Consumer rights and responsibilities defined and discussed; the consumer movement vs. unbridled capitalism. The consumer functions of individuals, families, and households across the lifespan; the marketplace and its impact on consumers.

Week Two, 9/2 and 9/4: Consumers gaining control over their own resources. Consumer behavior as a process of analysis, information search, and decision-making. Consumer resources and how to choose them. Technology as an asset and a liability

Week Three, 9/9 and 9/11: Development of a format for consumer guides. Identifying/defining purchases on which to focus.

Week Four, 9/16 and 9/18: Significant expenditures of individuals, households, and families -- food and nutrition.

Week Five, 9/23 and 9/25: Significant expenditures of individuals, households, and families – financial services, banking, and credit.

Week Six, 9/30 and 10/2: Significant expenditures of individuals, households, and families – transportation.

Week Seven, 10/7 and 10/9: Significant expenditures of individuals, households, and families – housing and household products.

Week Eight 10/14 and 10/16: Significant expenditures of individuals, households, and families – healthcare and health products.

Week Nine, 10/21 and 10/23: Significant expenditures of individuals, households, and families – insurance.

Week Ten 10/28 and 10/30: Significant expenditures of individuals, households, and families -- investments and retirement.

Week Eleven 11/4 and 11/6: Significant expenditures for individuals, households, and families – travel and luxury items.

Week Twelve 11/11 and 11/13: Significant expenditures for individuals, households, and families – government.

Week Thirteen 11/18 and 11/20: Consumer vulnerability in the marketplace: the young and the old, decisions without knowledge, lack of access to information, language and technology barriers, confusing systems of protection and recourse.

Week Fourteen: THANKSGIVING VACATION

Week Fifteen 12/2 and 12/4: The status of the marketplace: how honest, how transparent, and how safe is it? The global marketplace and its impact on consumers; safety and security; the essentials of food, water and environment.

Final Examination: Tuesday, 12/9, 12:00-2:00 PM

Assignments: In addition to reading assignments, quizzes and a final exam, and class participation, students will be required to complete a written consumer guide providing information important to consumers making a major purchase. A specific format and requirements will be developed in class and distributed. Each student will chose a significant expenditure of individuals, households, and families from those included on the course syllabus. Using the format to be developed in class the student will prepare a consumer guide relative to the purchase or investment. The guide will be due on the Tuesday of the week that the student's topic choice is being discussed.

Examinations: There will be at least 8 in-class quizzes and a final examination. All will focus on required readings and classroom discussion. The overall quiz grade will be based on the highest six scores.

Grades: Final grades will be calculated using the following weighted course components.

Component	Weight (% of your grade)
Participation	20%
Written assignments	30%
Quizzes	30%
Final Examination	20%

Letter Grade	Points (%)
A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

Expectations and Policies:

Academic Integrity -- The University's code of conduct, located at www.dosa.uconn.edu/student_code_appendixa.html reads:

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

If any student requires further clarification of this statement, I will be glad to discuss it individually or in class. All references and use of work of others should be cited using APA guidelines.

Climate for Teaching and Learning -- Please review the HDFS "Statement on the Climate for Teaching and Learning." Students with special needs should notify the instructor on the first day of classes so that arrangements can be made to accommodate special needs as best as possible.

Communication -- I strongly encourage student questions, input, feedback, and interaction, either in or outside of class. The most efficient way to contact me is by e-mail. Unless there is some emergency or technology failure, I will respond within 24 hours of receiving a message.

E-mail is also the best way for me to communicate with you. It will be important that you check your e-mail at least twice a week, including once on class day in case it is necessary to cancel a class.

If you must miss class, please notify me, preferably by e-mail, before class. To follow up on a missed class, first consult with other students for notes and updates and then contact me if you require further assistance.

Due Dates for Assignments -- If a student has an emergency or a particularly impelling reason for being unable to submit an assignment on the due date, an individual discussion regarding a change in the due date would be appropriate.

However, unless that discussion occurs and the student is given permission to turn in the assignment at a later date, points will be subtracted for late submission with ten points subtracted at the time the assignment is due and an additional five points for each subsequent class session until the assignment is turned in.

Class Participation -- The design of this class depends on participation by all students to be successful. It is important that you participate actively and a portion of your grade will come from the frequency and quality of your class participation. I understand that class participation and class presentations are more difficult for some people than they are for others. I will be glad to work with any students who are concerned about this portion of the course.

Preparation -- Students are expected to come to class prepared – you should have read/reviewed/completed the assignment. You will have a course calendar, much of which you will have helped to determine and you will know when assignments are due well in advance.

Revised August 20, 2008

University of Connecticut College of Liberal Arts and Sciences
Department of Molecular and Cell Biology-- MCB Major Degree Plan of Study
 Last revised: September 12, 2008

Instructions to students: A final plan of study must be approved by your MCB advisor during the first four weeks of the semester in which you expect to graduate. One signed copy of this form should remain with your advisor and one signed copy submitted with your final plan of study to the Registrar. **Note:** list courses checked in A and B in part C along with additional MCB courses at the 2000 level or above.

A. **Core Group:** all of the following courses:

- MCB 2000 (203) Introduction to Biochemistry (4 cr.) **or** MCB 3010 (204) Biochemistry (5 cr.)
 MCB 2210 (210) Cell Biology (3 cr.)
 MCB 2410 (200) Genetics (3 cr.)
 MCB 2610 (229) Fundamentals of Microbiology (4 cr.)

B. **Laboratory Requirement:** at least **one** laboratory course chosen from the following:

- MCB 2225W (225W) Advanced Cell Biology Lab (4 cr.) MCB 3989 (291) Introduction to Research (3 cr.)*
 MCB 3414 (214) Expts. in DNA Identification (2 cr.) MCB 4026W (226W) Advanced Biochemistry Lab (4 cr.)
 MCB 3633 (233) Pathogenic Microbiology (4 cr.) MCB 4624 (224) Expts. In Bacterial Genetics (3 cr.)
 MCB 3640W (240W) Bacter. Diversity & Ecology (4 cr.) MCB 4989 (293) Intro. to Honors Research (3 cr.)*

*Three total credits required. May be repeated, but only 3 cr. of either course may count toward the 24 cr. of required MCB courses.

C. **Total credits.** List and sum credits for all 2000 level and above MCB courses taken. [Example: "3 credits in MCB 2211"]

___ credits in MCB _____	___ credits in MCB _____	___ credits in MCB _____
___ credits in MCB _____	___ credits in MCB _____	___ credits in MCB _____
___ credits in MCB _____	___ credits in MCB _____	___ credits in MCB _____
___ Total credits in MCB courses (must be 24 or more at the 2000 level and above). Note: MCB 2400 (218) may not be counted in this group.		

D. **Organic Chemistry Group:** **both** of these courses. (**Note:** these are related courses, not part of the 24 cr. of MCB courses.)

- CHEM 2443 (243). Organic Chemistry (3 cr.) CHEM 2444 (244). Organic Chemistry (3 cr.)

E. **Related courses.** At least 12 credits in related subjects at 2000s level or higher. Chemistry 2443-2444 can be used here.

3 credits in CHEM 2443	___ credits in _____	___ credits in _____
3 credits in CHEM 2444	___ credits in _____	___ credits in _____
___ Total credits in related courses (must be 12 or more).		

F. **Writing in the major:** at least one of the following courses:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> MCB 2225W (225W) | <input type="checkbox"/> MCB 3022W (222W) | <input type="checkbox"/> MCB 3640W (240W) | <input type="checkbox"/> MCB 3841W (241W) |
| <input type="checkbox"/> MCB 4026W (226W) | <input type="checkbox"/> MCB 4997W (292W) | <input type="checkbox"/> EEB 2244W (244W) | <input type="checkbox"/> EEB 2245W (245W) |

Passed all courses required by CLAS for a Bachelor of Science degree.

Student Name (print) _____ PeopleSoft #: _____

Expected graduation month/year _____ E-mail: _____

Local Phone: _____ Cell: _____

I approve the above program for the Major in Molecular & Cell Biology. Advisor (print) _____

Advisor's signature _____ Dept. _____ Date _____

2008 – 95 Proposal to Change the HDFS Major

Last revised: Tuesday, April 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 8.27.08
2. Department requesting this change: HDFS
3. Title of Major: Human Development and Family Studies
4. Nature of Change: Move HDFS 3510 [276] Planning and Managing Human Service Programs to a different grouping of courses
5. Existing catalog Description of the Major:

Human Development and Family Studies

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOCI 1001](#); and [STAT 1000](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and either [HDFS 4007W](#) or [HDFS 4087W](#).

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

- Early Childhood Development and Education
- Childhood and Adolescence
- Family Relationships: Services and Counseling
- Family in Society: Social Policy and Planning
- Adult Development and Aging

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and either [4007W](#) or [4087W](#).

This major must include the completion of one of the following courses: [HDFS 3510](#), [3520](#), [3530](#), [3540](#), [3550](#)

This major also must include at least 12 credits from the following courses.

[HDFS](#)

[3083](#), [3087](#), [3092](#), [3098](#), [3101](#), [3102](#), [3103](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3252](#), [3260](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3342](#), [3420](#), [3421](#), [3422](#), [3423](#), [3430](#), [3431](#), [3432](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#). These 12 credits may include elections from among the five courses listed above ([HDFS 3510](#), [3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing requirement.

Minors

A minor in Gerontology is administered under the auspices of the [Center on Aging and Human Development](#). Please refer to its description in the [Minors](#) section of this Catalog

6. Proposed catalog Description of the Major:

Human Development and Family Studies

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](#); [PSYC 1100](#), [1103](#) (or [1101](#)); [SOCL 1001](#); and [STAT 1000](#) or [STAT 1100Q](#) (Note: These courses may also fulfill University General Education requirements.) Students must meet the computer technology, information literacy, and writing competency requirements through satisfactory completion of [HDFS 2004W](#) and either [HDFS 4007W](#) or [HDFS 4087W](#).

The major in Human Development and Family Studies requires 46 credits at the 2000-level or above including 34 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations:

- Early Childhood Development and Education
- Childhood and Adolescence
- Family Relationships: Services and Counseling
- Family in Society: Social Policy and Planning
- Adult Development and Aging

This major must include all of the following required courses: [HDFS 2001](#), [2004W](#), [2100](#), [2200](#), [2300](#) and either [4007W](#) or [4087W](#).

This major must include the completion of one of the following courses: [HDFS 3510](#), [3520](#), [3530](#), [3540](#), [3550](#)

This major also must include at least 12 credits from the following courses.

HDFS

[3083](#), [3087](#), [3092](#), [3098](#), [3101](#), [3102](#), [3103](#), [3120](#), [3122](#), [3123](#), [3125](#), [3126](#), [3130](#), [3240](#), [3249](#), [3252](#), [3260](#), [3261](#), [3268](#), [3277](#), [3310](#), [3311](#), [3319](#), [3340](#), [3342](#), [3420](#), [3421](#), [3422](#), [3423](#), [3430](#), [3431](#), [3432](#), [3442](#), [3510](#), [3520](#), [3530](#), [3540](#), [3550](#), [4004](#), [4087W](#), [4097](#). These 12 credits may include elections from among the ~~five~~ **four** courses listed above ([HDFS 3510](#), [3520](#), [3530](#), [3540](#), [3550](#)), if not applied to satisfaction of the foregoing requirement.

Minors

A minor in Gerontology is administered under the auspices of the [Center on Aging and Human Development](#). Please refer to its description in the [Minors](#) section of this Catalog.

7. Effective Date (semester, year -- see [Note R](#)): 2008-2009 catalog
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Why is a change required?
HDFS 3510 is Planning and Managing Human Service Programs. The list of five (now four classes) has been limited to include only courses that cover family policy or family law. The course remains in the major, but will not be included in this specific list.
2. What is the impact on students?

Students will be able to include the class in the “12-credit” group, but not in the Family Policy and Law group.

3. What is the impact on regional campuses?

May change the frequency with which different courses are offered.

4. Dates approved by (see Note Q):

Department Curriculum Committee: 5/14/08

Department Faculty: 5/14/08

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

Jane Goldman 486-4728 jane.goldman@uconn.edu

2008 – 97 Proposal to Change the Public Policy Minor

Last revised: Friday, April 11, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: September 15, 2008
2. Department requesting this change: Public Policy
3. Title of Minor: Public Policy
4. Nature of Change: Drop requirement of taking PP 3001 and PP 3010 and allow PP 1001 to meet minor requirements.
5. Existing catalog Description of the Minor:

Public Policy

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires 15 credits at the 2000-level or above. Students interested in the Public Policy Minor are encouraged to complete PP 1001; ECON 1201 and STAT 1100Q (or equivalent).

Requirements:

a) PP 3001 and 3010

b) Students choose 9 credits of additional PP 2000-level or above courses in consultation with their academic advisors. URBN 2100 and PP graduate courses can be used to meet this requirement.

Prospective students should contact Robert Bifulco of Public Policy at robert.bifulco@uconn.edu.

6. Proposed catalog Description of the Minor:

Public Policy

This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires either 15 credits at the 2000-level or above, or 12 credits at the 2000-level or above plus PP1001. Students interested in the Public Policy Minor are encouraged to complete ECON 1201 and STAT 1100Q (or equivalent).

Requirements:

Students choose 15 credits of PP courses in consultation with their academic advisors. PP 1001 is the only 1000 level course that meets the course requirement. URBN 2100, and PP graduate courses can be used to meet this requirement.

Prospective students should contact Kenneth Dautrich of Public Policy at k.dautrich@uconn.edu.

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

Justification

1. Why is a change required?

PP 3001 is a methods course requirement that is often redundant since many students already have such a methods requirement for their major.

PP 3010 provides an upper division introduction to public policy. This course is not necessary to provide the core knowledge of public policy given that students are required to take five public policy courses (15 credits) to earn the minor. Rather, we believe it would be beneficial for students to have more flexibility in choosing their minor course of study.

PP 1001 provides an overview of public policy tools and process, and as such, is appropriate for our major. We do not want to require it of all students, however, because we do not want to force students that find out about our minor as juniors or seniors to take a 1000 level course.

2. What is the impact on students?

These changes will make it easier for students to complete a minor in public policy even if they have not started coursework in public policy until their junior year.

3. What is the impact on regional campuses?

See impacts specified in the answer to question 2.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 12, 2008

Department Faculty: September 12, 2007 & re-approved with small changes, by email vote on September 15, 2008

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

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

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

Last revised: September 15, 2008

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

Name: _____ Student ID number: _____

Signature: _____

email: _____

REQUIREMENTS FOR THE MINOR

- A. 15 credits of PP courses chosen in consultation with your academic advisors. PP 1001 is the only 1000 level course that meets the course requirement. URBN 2100, and PP graduate courses can be used to meet this requirement.
- B. 15 credits of PP courses chosen in consultation with your academic advisors. PP 1001 is the only 1000 level course that meets the course requirement. URBN 2100, and PP graduate courses can be used to meet this requirement.

Course Number	Number of Credits	Course Name

- C. 15 credits of PP courses chosen in consultation with your academic advisors. PP 1001 is the only 1000 level course that meets the course requirement. URBN 2100, and PP graduate courses can be used to meet this requirement.

I approve the above program for the Minor in Public Policy
 (signed) _____ Dept. of Public Policy Minor Advisor

2008 – 97 Proposal to offer HDFS 3495 "Special Topics"

Last revised: Wednesday, April 16, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

Note: 298 courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. 298 courses are to be used by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future. This explains why a 298 course must be approved for each semester it is offered, and the number of times it can be offered is limited to three.

Submit one copy by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

- (1) for Fall listings, by the first Monday in March
- (2) for Spring listings, by the first Monday in November

1. Date of this proposal: **September 10, 2008**
2. Semester and year 298 will be offered: **Spring Semester 2009**
3. Department: **Human Development and Family Studies**
4. Title of course: **Family Life Education**
5. Number of Credits: **3**
6. Instructor: **Edna L. McBreen**
7. Instructor's position: **Professor, Human Development and Family Studies**
8. Has this topic been offered before? **No**
9. If so, how many times? (maximum = 3)
10. Short description: **The theory and practice of family life education; program development, implementation and evaluation; and professional ethics in family life education.**
11. Please attach a sample/draft syllabus to first-time proposals. **Attached**
12. Comments, if comment is called for: **Graduates in the field of human development and family studies often pursue careers that include responsibilities for educating individuals and families about topics related to family life. They are required to interpret the research and other professional information in human development and family studies in order to address the needs and interests of the public, while insuring the application of professional ethics. In order to effectively educate the diverse audiences interested in family life education, family life educators need to have background in the areas of adult education; program development and delivery; program evaluation; public policy and social change; and learning theory. The content of family life education includes topics covered in other HDFS courses, such as human sexuality, close relationships and marriage, parenting, family resource management, family life during midlife and later life, and family policy. In this class students will learn to combine this content knowledge with educational skills in order to address the unique characteristics and needs of specific audiences, organizations, or issues.**
There is not an undergraduate course offered at UConn that provides students with the skills and understanding needed to function as a family life educator. This course would provide students with one of the sets of knowledge required to successfully complete the process of certification in family life education offered through the National Council on Family Relations, one of the primary professional organizations in human development and family studies.
13. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **September 10, 2008**
Department Faculty: **September 10, 2008**
14. Name, Phone Number, and e-mail address of principal contact person:
Jane Goldman 486-4728 jane.goldman@uconn.edu

**SPECIAL TOPICS: FAMILY LIFE EDUCATION DRAFT
HDFS3495/Spring 2009**

Instructor:

Prof. Edna L. McBreen
Room 413 Library Building
University of Connecticut Greater Hartford Campus

1800 Asylum Ave, West Hartford, CT 06117-2697
860-570-9084
Edna.McBreen@UConn.edu

Office Hours:

Wed. 9:00-10:00
Thurs. 1:00-2:00 and by appointment.
Tuesday 4:00 – 6:30

Class:

Course Description:

The theory and practice of family life education; program development, implementation, and evaluation; and professional ethics in family life education.

Course Objectives:

Students will:

1. Trace the development of family life education as a professional field, identify the current status of the profession, discuss current issues and changes in the field, and develop a comprehensive working definition of family life education.
2. Become aware of content, educational objectives, and methods of program delivery for family life education programs including but not necessarily limited to those focusing on sexuality education, education for relationships and marriage, parent education, education for family resource management, family life education of midlife and later life families, and family policy education.
3. Explain the theoretical frameworks behind the development of family life education programs including content research, learning theory, social change, communication, program planning and development, teaching methods, evaluation, and ethics.
4. Analyze the various audiences for family life education and compare their characteristics relative to such elements as their need for education, their learning style, values, cultural characteristics, etc.
5. Identify the various settings in which family life education occurs, the organizations responsible for family life education programs and initiatives and their characteristics, their impact on the programs themselves, and the different roles of family life educators in diverse settings.
6. Apply understanding of theory, content, audience/learner characteristics, methods, and professional ethics to observations, reviews, and evaluations of family life education programs.
7. Apply understanding of theory, content, audience/learner characteristics, methods, and professional ethics to develop, implement and evaluate family life education programs.

Texts:

Powell, L.H. & Cassidy, D. (2007) *Family life education: Working with families across the life span*. (2nd ed.). Long Grove, IL: Waveland Press, Inc.

Leonard, K., Noh, E.K., & Orey, M. (2007). Introduction to Emerging Perspectives on Learning, Teaching, and Technology. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved September 3, 2008, from <http://projects.coe.uga.edu/epltt/>

Forehand, M (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved September 3, 2008, from <http://projects.coe.uga.edu/epltt/>

Conlan, J., Grabowski, S., & Smith, K. (2003). Adult Learning. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved September 3, 2007, from <http://projects.coe.uga.edu/epltt/>

Additional Readings: Students will be assigned and/or will identify current scholarly publications as well as family life education program materials and other resources to review and discuss in class.

Class Schedule

Week One, January 20

- Family life education as a field of expertise and a profession: What has been the history of family life education and its impacts? What is the current status of the field? What are the future needs for family life education? What is it like to be a family life educator?

Week Two, January 27

- Programs in family life education: What are their purposes? What content do they cover? How are the programs delivered? What organizations sponsor family life education programs? What are the characteristics of those organizations? What kind of family life education programs do they offer? What audiences do they serve?

Week Three, February 3

- Theoretical frameworks that impact family life education: What is the research that supports the content of programs in family life education? What learning theories are applied in the field? What teaching methods and program delivery models are best used in family life education programs?

Week Four, February 10

- Theoretical frameworks (contd.): What are the models of program planning, development, and evaluation that are applied in the field? What is social change and how does family life education affect it? What are the roles of communication in education and social change?

Week Five, February 17

- Ethics and audiences: What are professional ethics and what purposes do they serve? What ethical issues are specific to the field of family life education? Who makes up the audiences for family life education programs? What are the different characteristics that make these audiences diverse? What audience characteristics should be considered in the development and delivery of family life education programs?

Week Six, February 24

- Sharing and discussing family life education program reviews: What were the programs? Who was the audience? What topics were covered? What did you learn? How was the information presented? What teaching materials were used? How was the program evaluated? What organization sponsored the program? What organization did the family life educator work for or was he/she a volunteer? What was the setting of the program?

Week Seven, March 3

- Program development: How do you design, develop, and deliver short, single-issue family life education programs? What is the topic? What content resources should you use? Who is the audience? What do you want them to learn? How will you know if they have learned it? What teaching materials will you need? What is the best way to present the information? What equipment will you need? How will you know if the program has been successful? What ethical considerations should be part of the planning and delivery of the program?

March 8 – 14, Spring Break**Week Eight, March 17**

- Program Evaluation: What is the purpose of program evaluation? How does evaluation relate to program design? What ethical considerations should be part of program evaluation plans for family life education programs?

Week Nine, March 24

- Single issue presentations

Week Ten, March 31

- Single issue presentations (contd.)
- Developing complex curricula and programs: As programs become more complex, how do the processes of program design, development, delivery, and evaluation change? How do you design, develop, and deliver short, complex family life education programs? What are the topics? What content resources should you use? Who is the audience? What do you want them to learn? How will you know if they have learned it? What teaching materials will you need? What is the best way to present the information? What equipment will you need? How will you know if the program has been successful? What ethical considerations should be part of the planning and delivery of the program?

Week Eleven, April 7

- Developing complex curricula and programs (contd.)

Week Twelve, April 14

- Program presentations

Week 13, April 21

- Program presentations (contd.)

Week 14, April 28

- Program presentations (contd.)
- Professional opportunities in family life education: What are the career opportunities in family life education? What are the opportunities locally and/or nationally? What skills and credentials are employers looking for?
- International perspectives on family life education: What global issues have an impact on families in the U.S.? What is the status of family life education globally? How does the concept of family vary in different cultural settings? How might family life education differ in different countries?

Final Exam

- Portfolio presentations and reviews.

Assignments: In addition to reading assignments, quizzes, a final exam, and class participation, students will attend and review two family life education programs of their choice and develop, present, and evaluate two family life education programs including a short presentation focused on a single issue or concept and a multi-faceted presentation of a more complex issue. The final examination will include a presentation of the student's family life education materials developed in class and revised for inclusion in a portfolio of materials and program information.

Grades: Final grades will be calculated using the following weighted course components.

Component	Weight (% of your grade)
Program Reviews	20%
Program development, presentation, and evaluation	
Short program	15%
Long program	25%
Quizzes	10%
Participation	10%
Final Examination/Presentation and Portfolio	20%

Letter Grade	Points (%)
A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69

Expectations and Policies:

Academic Integrity -- The University's code of conduct, located at www.dosa.uconn.edu/student_code_appendixa.html reads:

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

If any student requires further clarification of this statement, I will be glad to discuss it individually or in class. All references and use of work of others should be cited using APA guidelines.

Climate for Teaching and Learning -- Please review the HDFS "Statement on the Climate for Teaching and Learning." Students with special needs should notify the instructor on the first day of classes so that arrangements can be made to accommodate special needs as best as possible.

Communication -- I strongly encourage student questions, input, feedback, and interaction, either in or outside of class. The most efficient way to contact me is by e-mail. Unless there is some emergency or technology failure, I will respond within 24 hours of receiving a message.

E-mail is also the best way for me to communicate with you. It will be important that you check your e-mail at least twice a week, including once on class day in case it is necessary to cancel a class.

If you must miss class, please notify me, preferably by e-mail, before class. To follow up on a missed class, first consult with other students for notes and updates and then contact me if you require further assistance.

Due Dates for Assignments -- If a student has an emergency or a particularly impelling reason for being unable to submit an assignment on the due date, an individual discussion regarding a change in the due date would be appropriate.

However, unless that discussion occurs and the student is given permission to turn in the assignment at a later date, points will be subtracted for late submission with ten points subtracted at the time the assignment is due and an additional five points for each subsequent class session until the assignment is turned in.

Class Participation -- The design of this class depends on participation by all students to be successful. It is important that you participate actively and a portion of your grade will come from the frequency and quality of your class participation.

I understand that class participation and class presentations are more difficult for some people than they are for others. I will be glad to work with any students who are concerned about this portion of the course.

Preparation -- Students are expected to come to class prepared -- you should have read/reviewed/completed the assignment. You will have a course calendar, much of which you will have helped to determine and you will know when assignments are due well in advance.

Revised September 8, 2008

2008 – 98 Proposal to Change the PSYC Major

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: September 19, 2008

2. Department requesting this change: Psychology

3. Title of Major: Psychology

4. Nature of Change: We want to add a newly-approved course to the list of courses from which students may select to fulfill the **Area IV: Advanced/Specialty** courses, Subgroup: **Lecture Courses**, on our 6 plans of study. And, we want it added to the list of courses that will "satisfy the writing in the major requirement." The course is **PSYC 3402W, Child Development in Sociopolitical Context**. The course is already in the proofs of the 2009-2010 Undergraduate Catalog in the course listings for Psychology, but we now want to add it to the description of the major for our Plans of Study.

5. Existing catalog Description of the Major:

Psychology

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

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

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

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

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

Foundation: 2100Q or 2100WQ

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

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

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

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

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

Research: 3889, 3899, 4197W

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

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

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

Bachelor of Arts: Research Concentration

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

Bachelor of Science: Research Concentration

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

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)
31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), 3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

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

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

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

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

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

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

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

6. Proposed catalog Description of the Major:

NOTE: The changes are in red.

Psychology

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

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

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

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

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

Foundation: 2100Q or 2100WQ

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

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

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

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103, 3104, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3402W, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

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

Research: 3889, 3899, 4197W

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

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

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

Bachelor of Arts: Research Concentration

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

Bachelor of Science: Research Concentration

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

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)
31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), 3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

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

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

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

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

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

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3102W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

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

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

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

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

Justification

1. Why is a change required?

The recently-approved ***PSYC 3402W, Child Development in Sociopolitical Context***, will provide yet another option for students seeking another Area IV (Advanced & Specialty Lecture Courses). It will also provide students with another opportunity to enroll in a W course in their major.

2. What is the impact on students?

The course will provide another opportunity to obtain a W course in their major as well as another Area IV option on our Plans of Study.

3. What is the impact on regional campuses?

None. This course is offered only at Storrs.

4. Dates approved by (see Note Q):
Department Curriculum Committee: September 19, 2008
Department Faculty: September 19, 2008
CLAS Curriculum Committee:

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

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

2008 – 99 Proposal to Change the PSYC Minor

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: September 19, 2008

2. Department requesting this change: Psychology

3. Title of Minor: Psychology

4. Nature of Change: We want to add a newly-approved course to the list of courses from which students may select to fulfill the **Area IV: Advanced/Specialty** courses, Subgroup: **Lecture Courses**, on our 6 plans of study. The course is **PSYC 3402W, Child Development in Sociopolitical Context**. The course is already in the proofs of the 2009-2010 Undergraduate Catalog in the course listings for Psychology, but we now want to add it to the description of the minor for our Minor Plan of Study.

5. Existing catalog Description of the Minor:

Psychology

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

Foundation: 2100Q or 2100WQ

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

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

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

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

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

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

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

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

The minor is offered by the Psychology Department.

6. Proposed catalog Description of the Minor:

(Note: Change is in red)

Psychology

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

Foundation: 2100Q or 2100WQ

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

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

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

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFAM 3106/W), 3200/W, 3300/W, 3301, 3370, 3401, 3402W, 3470/W, 3502, 3503, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885

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

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

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

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

The minor is offered by the Psychology Department.

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

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

Justification

1. Why is a change required?

Students pursuing a Minor in Psychology will have another Area IV (Advanced & Specialty Lecture Courses) from which to choose.

2. What is the impact on students?

The addition of this course will provide another Area IV option for all of our students pursuing a Minor in Psychology.

3. What is the impact on regional campuses?

None. The course is offered only at Storrs.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 19, 2008

Department Faculty: September 19, 2008

CLAS Curriculum Committee:

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

David B. Miller

3516 or 4301

David.B.Miller@uconn.edu

[Insert PSYC Minor Plan here]

2008 – 100 Proposal to Add WS 2XXXW

Last revised: Monday, December 8, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: September 12, 2008
2. Department requesting this course: Women's Studies
3. Semester and year in which course will be first offered: Spring 2010

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

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

WS 2XXXW. Gender Representation in U.S. Popular Culture

Either semester. Three credits. Prerequisite: ENGL 1010, 1011, or 3800. Open to sophomores.

An interdisciplinary exploration of the social, historical, economic, and political forces in the U.S. that shape and re-shape gender through popular culture. Critical analysis and evaluation of representations in popular culture for underlying values, ideology, and relationship to social structure.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): WS
2. Course Number (see [Note B](#)): 2XXX W
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Gender Representation in U.S. Popular Culture
4. Semester offered (see [Note C](#)): Either semester.
5. Number of Credits (see [Note D](#)): Three credits.
6. Course description (second paragraph of catalog entry -- see [Note K](#)): An interdisciplinary exploration of the social, historical, economic, and political forces in the U.S. that shape and re-shape gender through popular culture. Critical analysis and evaluation of representations in popular culture for underlying values, ideology, and relationship to social structure.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Standard.
8. Prerequisites, if applicable (see [Note F](#)): ENGL 1010, 1011, or 3800.
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](#)): Open to sophomores and higher.

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](#)) The emerging, dynamic field of popular culture is widely appealing to students from all fields of study and are underrepresented in University course offerings. Courses of this type are interdisciplinary in nature and add significantly to students' intellectual breadth and versatility. A critical examination of U.S. popular culture can provide students with a powerful method of analysis that they will be able to apply to other contexts.

2. Academic Merit (see [Note L](#)): This course will build on and enhance knowledge and skills gained in many Liberal Arts Introductory courses, as well as the required Freshman English course. Central to this course will be an understanding in how to use theoretical perspectives to examine popular culture for its structure and values. This presents opportunities for critical analysis, evaluation, and synthesis.

3. Overlapping Courses (see [Note M](#)): There is little or no overlap with other courses.

4. Number of Students Expected: 19

5. Number and Size of Section: 19

6. Effects on Other Departments (see [Note N](#)): This course was proposed for the Provost's General Education Requirement Course Development Grant in conjunction with a Provost's Grant proposal submitted by Pamela Bedore of the English Department. It has been designed to link thematically with Professor Bedore's course proposal, Popular Literature. It should not impact the English department, but will have a beneficial effect on students who choose to take the two-course sequence.

7. Effects on Regional Campuses: This course will be available at the Avery Point campus and can also be offered at the other regional campuses.

8. Staffing (see [Note P](#)): Margaret Breen, Kathleen O'Reilly

9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: October 2007
Department Faculty: October 2007

10. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

2008 – 101 Proposal to Add GEOL 4330

1. Date: September 3, 2008
2. Department requesting this course: **Center for Integrative Geosciences**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

GEOL 4330. Active Tectonics

First semester, alternate years. Three credits. Prerequisite: GEOL 1050 or GEOL 1051 and 1052 or GEOL 1070 and 1052 or GEOG 2300 or consent of instructor. Recommended preparation: GEOL 3020 and 3030, *Byrne*

Study of the tectonic processes that shape the Earth's surface, particularly its landforms. Emphasis on short-term processes that produce disasters and catastrophes and affect human society.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): GEOL
2. Course Number (see Note B): 4330
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: Active Tectonics
4. Semester offered (see Note C): First semester, alternate years
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K): Study of the tectonic processes that shape the Earth's surface, particularly its landforms. Emphasis on short-term processes that produce disasters and catastrophes and affect human society.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): Prerequisite: GEOL 1050 or GEOL 1051 and 1052 or GEOL 1070 and 1052 or GEOG 2300
9. Recommended Preparation, if applicable (see Note G): GEOL 3020 and 3030
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): Byrne
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

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

No course exists that deals with the relation between active (that is, generally measurable at a scale of years to centuries) geologic processes like earthquakes and volcanic eruptions and the processes that shape the Earth's surface, including the habitable world. A few 1000-level courses include aspects of Earth surface processes (e.g., climate, sedimentation, and natural disasters), but no course deals directly and quantitatively with the active tectonic processes that drive earthquakes, plate collisions and volcanic eruptions. The course will fill a critical gap in the upper-level curriculum of Geoscience majors and provide an interdisciplinary option for students majoring in Environmental Science, Geography, Coastal Studies, Natural Resources and Civil Engineering.

2. Academic Merit (see Note L):

During the last few decades the widespread availability of high-resolution global positioning system (GPS) data and more powerful geographic information systems (GIS) software has resulted in a small revolution in the Earth sciences. These new data have been used to identify previously unrecognized areas of tectonic activity and document the detailed history of known areas of activity. The proposed new course will integrate these new tools and data sets with well-documented examples of tectonic processes that

have shaped the Earth's surface and influenced the development of human societies. The course will build on material that students have learned throughout their careers at UConn and highlight the dynamic nature of the Earth's surface.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6 to 15
5. Number and Size of Section: 1 section 25 students
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none
8. Staffing (see Note P): Tim Byrne
9. Dates approved by (see Note Q):
Department Curriculum Committee: 10 September 2008
Department Faculty: 10 September 2008
10. Name, Phone Number, and e-mail address of principal contact person:
Tim Byrne
tim.byrne@uconn.edu
ph. 455 6291

Syllabus

Active Tectonics

Instructor: Tim Byrne

Textbooks:

Active Tectonics: Earthquakes, Uplift and Landscape

Edward Keller and Nicholas Pinter, 2002

Exercises in Active Tectonics (free as PDFs from Prentice Hall)

Nicholas Pinter

2.

Preliminary Syllabus (1-2 weeks per major topic)

3. Introduction to Active Tectonics
 - a. Earthquakes
 - b. Deformation
4. Introduction to Landforms
 - a. Descriptive analysis and geomorphic indices
 - i. rivers and coastlines as markers of deformation
 - b. Tectonic geomorphology
 - c. Geochronology
5. Introduction to Geodesy
 - a. Principles
 - b. Techniques
 - c. Applications
6. Active Tectonics and Rivers
 - a. Bedrock rivers, alluvial rivers, and river grade
 - b. Fluvial responses to tectonic modification
 - c. Models of tectonic modifications
 - d. Case study
7. Active Tectonics and Coastlines
 - a. Coseismic deformation
 - b. Long-term uplift
 - c. Case study
8. Active Tectonics, Folds, Domes and Volcanoes
 - a. Fold and thrust belts
 - b. Extensional settings
 - c. Domes associated with volcanoes
 - d. Case study
9. Paleoseismology and Earthquake Prediction
 - a. Evidence for paleoearthquakes
 - b. Earthquake hazard reduction
10. Mountain Building
 - a. Dynamics of mountain building
 - i. Driving mechanisms
 - ii. Structural support of mountain belts
 - b. Linkages and feedbacks in mountain systems
 - i. erosion and exhumation
 - ii. climate
 - iii. tectonics, uplift and deformation

- c. Landscape evolution
- d. Case study

Class Organization:

The initial class periods will be a combination of lectures on fundamental tools, technology and knowledge that students will be expected to use in the later parts of the semester. In the last weeks of the semester students will be studying selective case studies related to active tectonics and integrating what they've learned into a review paper.

Grading:

Mid-term exam		25%	
Exercises	6 x 5		30%
Contribution to the review of a case study		10%	
15-page review paper		25%	
Final exam			10%
Total			100%