

# Departmental Course Proposals for the 28 October 2008 Meeting

## 1. Proposals postponed from an earlier meeting

(Italics indicate a proposal awaiting departmental revision)

### 2008 – 55 Proposal to Add SOCI 2XXX & its variant 2XXXW [revised submission]

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 2XXX. Sociology of Intolerance and Injustice**

Either semester. Three credits. Prerequisite: Open to Sophomores and higher  
Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may include social class, race/ethnicity, gender, sexuality, age, religion, 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): 2XXX  
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: Sociology of 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):  
Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may include social class, race/ethnicity, gender, sexuality, age, religion, and disability.

##### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): NA
8. Prerequisites, if applicable (see Note F): Open to Sophomores 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): 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 sociological concepts that describe attitudes and acts affecting marginalized groups in most or all societies. 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 groups, but these courses take an in-depth look at prejudice and discrimination directed towards *specific* marginalized groups. The Department does not have a course that provides a broad overview of the key concepts of intolerance and injustice. 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. We also intend to present the course to HRTS for consideration for cross-listing.

The W variant of this course will help to meet 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 and process consistent with GEOC's 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 or 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.

Class time will be devoted to writing instruction, including choosing a topic, developing a thesis statement, properly outlining the topic, citation format, research skills, library sources and recognizing and avoiding plagiarism. 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 instructor will ask the Sociology representative at the library to 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 Tutor and the instructor 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 the sociology of intolerance and injustice. Several 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 Seven" – groups defined by race/ethnicity, social class, gender, sexuality, age, religion and disability? What other kinds of groups have previously been marginalized in American and other societies, and what kinds of marginalization might be observed in the future? How do the effects of intolerance and injustice differ when looking at the intersection of categories of marginalized groups? What types of change are desirable and/or possible? The above questions will be explored using a wide range of material as case studies, from both an American and an international perspective.

3. Overlapping Courses (see [Note M](#)): There are numerous Sociology courses that have some overlap with this proposed course, including American Jewry, White Racism, Sociology of Gender, Aging in American Society, Prejudice and Discrimination, Ethnicity and Race, etc. The proposed course addresses the concepts of intolerance and injustice from a completely different perspective. Whereas these other courses may include material on intolerance and injustice, the courses primarily focus on a broad array of sociological concepts and factors relevant to a particular group's experiences. This course focuses on the concepts of intolerance and injustice from a much broader theoretical perspective using the listed "Big Seven" as case studies.

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](#)): We consulted HDFS, POLS, and PHIL. HDFS approved and responded that the proposed course complements HDFS 2001, Diversity Issues in Human Development and Family Studies. PHIL raised no objections but did not offer its approval, awaiting assurance that the course will be clearly sociological, not philosophical, in content. Changes to the

Course Title and Justification are intended to address this. POLS approved while noting that the proposed course overlaps POLS 345 Black Leadership and Civil Rights.

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](mailto: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.

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 5<sup>th</sup> 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 a take-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 – 69 Proposal to Change the Latino Studies Minor [revised submission]**

1. Date: October 13, 2008
2. Department requesting this change: **Institute of Puerto Rican and 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.**

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

#### **Latino Studies**

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. Students must complete a minimum of fifteen 2000-level or higher credits with a grade C or higher.

#### A. Core courses:

One required course: [PRLS 3210](#) (3 credits)

Two courses selected from PRLS course offerings (6 credits):

[ANTH 3041/ PRLS 3241](#); [COMM/PRLS 4320](#); [COMM 3221/PRLS 3264 /WS 3260](#); [ENGL 3605/PRLS 3232](#); [ENGL 3607/PRLS 3233](#); [HIST 3575/HRTS 3221/PRLS 3221](#); [HIST 3674/PRLS 3220](#); [HDFS 3442/PRLS 3250](#); [HDFS 3268/PRLS 3251](#); [POLS 3662/PRLS 3270](#); [PRLS 3271](#), [3298-01](#), [3298-02](#); [PRLS 3230/WS 3258](#); [PRLS 3231/WS 3259](#)

One or two of the following research or internship courses (3-6 credits):

[PRLS 3211](#), [3299](#), [4212](#)

#### B. Related Elective courses (if needed):

2000-level and higher courses from a related discipline such as Anthropology, Communication Sciences, Economics, History, Political Science, Sociology, Spanish, or Women's Studies:

[ANTH 3029](#); [ECON 2456](#); [ENGL 3218](#); [HIST 3609](#); [AFAM/HIST 3620](#); [AFAM/SOCI 3501](#); [HDFS 3421](#); [HRTS/SOCI 3421](#), [3429](#); [POLS 3235](#); [POLS/URBN 3632W](#); [POLS/WS 3216](#); [PRLS/SPAN 3265](#); [SOCI 3503](#); [WS 3267](#)

The minor is offered by the [Institute of Puerto Rican/Latino Studies](#). For more information, contact Blanca G. Silvestrini, Director, (860) 486-3997.

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

#### **Latino Studies**

**This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the U.S. society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.**

**Requirements: Students must complete a minimum of fifteen credits, at or above the 2000 level. At least six of these must be listed as or cross-listed with PRLS: (PRLS3210/SPAN3204, PRLS3211, PRLS3220/HIST3674, PRLS3221/HIST3575/HRTS3221, PRLS3230/WS3258, PRLS3231/WS3259, PRLS3232/ENGL3605, PRLS3233/ENGL3607, PRLS3241/ANTH3041, PRLS3250/HDFS3442, PRLS3251/HDFS3268, PRLS3264/WS3260/COMM3321, PRLS3265/SPAN3265, PRLS3270/POLS3662, PRLS3271, PRLS 3295, PRLS3298, PRLS3299, PRLS3660W/PRLSHIST3660W/LAMS3660W, PRLS4212, PRLS4320/COMM4320).**

**Additional courses elected from a list approved by the Minor Program Advisor may be counted toward the nine non-PRLS credits permitted toward satisfaction of the required total of fifteen. These courses are listed on the Latino Studies Minor Plan of Study Form.**

The [Institute of Puerto Rican and Latino Studies](#) offers this minor. For more information contact Dr. Guillermo B. Irizarry at [guillermo.irizarry@uconn.edu](mailto:guillermo.irizarry@uconn.edu) or call 486.3997.

7. Effective Date: Spring 2009

**Justification**

1. Why is a change required? PRLS has hired four new faculty members in the last four years and it has additional new faculty associates offering PRLS courses.

2. What is the impact on students? The proposed minor will accommodate the needs of more students from various schools and CLAS majors.

3. What is the impact on regional campuses? Our new minor will work with various programs, especially Urban and Community Studies in the Greater Hartford Campus, to augment their Latino-content courses and make possible pursuing the PRLS minor in the regional campuses.

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

5. Dates approved by (see Note Q):

Department Curriculum Committee: October 16, 2008.

Department Faculty: October 16, 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



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

**Description:** This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the U.S. society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

**NOTE:** Students must complete a minimum of fifteen 2000-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.

**Requirements:** Students must complete a minimum of fifteen credits, at or above the 2000 level. At least six of these must be listed as PRLS or cross-listed with the minor. No more than three courses may be taken within a single department. Classes not listed under PRLS Directory of Courses may be used to fulfill the minor requirements with the approval of the minor adviser.

**A. At least two PRLS courses** elected from the following list (check courses completed):

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

**B. Additional courses.** Because of its interdisciplinary and transnational framework, students in this minor may complete the total of five required courses by elections from the following list: 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.
- ANTH 3152. Race, Ethnicity, and Nationalism.
- HIST 3635. Mexico in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. (Also offered as LAMS 3635.)
- ECON 2456. Economics of Poverty.
- ENGL 3218. Ethnic Literatures in the US.
- ENGL 3265W. 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. Senior Seminar: Human Rights in Latin America.
- HDFS 3421. Low Income Families.
- LAMS 3635. Mexico in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. (Also offered as HIST 3635.)
- POLS 3218. Indigenous People, Politics, and Rights.

- POLS 3232. Comparative Politics of North America: the NAFTA Countries.
- 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 3503. Prejudice and Discrimination.
- SOCI 3505. White Racism.
- SOCI 3429. 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 3421. Class, Power, and Inequality
- SOCI 3421W. Class, Power, and Inequality
- WS 3209. Ethnicity, Sexualities, and Modernisms.
- WS 3267. Women and Poverty.
- COMM 4450W. 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 – 102 Proposal to Change EEB 3247 [revised submission: 3 sessions, 4-hr lab]**

1. Date: September 19<sup>th</sup>, 2008
2. Department: Ecology and Evolutionary Biology
3. Nature of Proposed Change: Change in distribution of credits between lecture and laboratory; Change in Prerequisites; Change in description.
4. Current Catalog Copy:

**3247. Limnology**

(247) (Also offered as ENVE 3320.) First semester. Three credits. Prerequisite: (MATH 1060 or 1120 or 1131) and (CHEM 1122 or 1127 or 1137 or 1147). Recommended preparation: BIOL 1107 or an introductory biology course. Physical, chemical, and biotic interrelationships of freshwater habitats.

**5. Proposed Catalog Copy:**

**3247. Limnology**

**(247) (Also offered as ENVE 3320.) First semester. Four credits. Three class periods and one 4-hour laboratory period. Prerequisites: MATH 1120 or 1131; CHEM 1122 or 1124 or 1127 or 1137 or 1147; BIOL 1108; or instructor consent. Linkages among physical, chemical, and biological processes in freshwater habitats.**

6. Effective Date: Fall 2009

**Justification**

1. Reasons for changing this course: Limnology has been offered for many years as a three-credit lecture course. Following retirement of the course's instructor, a new faculty member was hired to teach the course. The new faculty member proposes to revise the course structure to take into account the University-wide initiative to "emphasize experiential learning." Toward this end, he proposes to add a mandatory laboratory to the course. As a consequence, the number of credits should be increased to four to reflect the additional workload. The teaching objectives of the revised limnology course would be for students to understand upper-level ideas about aquatic ecology and to learn how to apply standard limnological methods. Adding a mandatory laboratory component to the course would be necessary to meet these objectives.

MATH 1060 (Pre-Calculus) was dropped as a prerequisite because some elements of basic Calculus will be assumed in lectures. BIOL 1108 was added as a pre-requisite as the class will cover advanced material in this discipline. The Instructor will still permit students lacking in these prerequisites to take the class on a case-by-case basis.

The course description was slightly re-worded for improved clarity.

2. Effect on Department's Curriculum: The proposed revision of limnology would extend the breadth of the course and make it more responsive to students' needs and the goals of the Department and University to emphasize experiential learning.

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

4. Effects on Other Departments: The course is cross-listed as ENVE 3320.

5. Effects on Regional Campuses: None

6. Staffing: Mark Urban

7. Dates approved by (see Note Q):

Department Curriculum Committee: 23 September 2008

Department Faculty: 29 September 2008 (slight change to course description approved 15 October 2008)

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

Mark Urban, 486-6113, mark.urban@uconn.edu

**2008 – 125 Proposal to Add MCB 3XXX**

Date: October 8, 2008

Department requesting this course: **MCB**

Semester and year in which course will be first offered: **Fall semester, 2009**

**Final Catalog Listing:**

**MCB 3XXX Introduction to Translational Research**

Fall semester. Three credits. Prerequisite: Bio 107; Recommended preparation: MCB 2000/3010 (203/204) or MCB 2210 (210) or MCB 2610 (226) Open only to juniors or higher. Open only with consent of instructor.

Students will participate in clinical, patient-oriented research projects in a hospital setting. Human subject research study design and the underpinning basic science principles will be discussed during a weekly 2 hour lecture on the Storrs Campus. Students will also work one 4-hour hour period per week at the hospital.

***Justification***

1. Justification for adding this course: This course will introduce students who are pursuing careers in medicine or medical research to clinical research and clinical medicine. Students will learn to relate their background in basic science to clinical research problems. Although integration of basic science and clinical application is the backbone translational research there is no other course of which we are aware that addresses this. The “bench to bedside” approach to medical research is of growing in importance within the research community.
2. Academic merit: The biological principles underpinning current clinical research questions will be presented. Students will be trained in the principles of clinical research, which include study design, sample size calculations, inclusion/exclusion criteria, data collection and enrollment techniques. Students will learn to assess patients for project eligibility and will assist in patient enrollment. This includes providing project information to patients, data collection from patient histories and physical examination findings. Students will prepare a brief presentation on a clinical topic for class presentation. Students will also observe patient evaluations and procedures and will receive certification confirming their understanding and knowledge.
3. Overlapping course: There is no other course offering active participation in clinical research.
4. Number of students expected: 10 - 15
5. Number and size of section: 10 per section, one section
6. Effects on other departments: None.
7. Effects on regional campuses: None.
8. Staffing: Arlene Albert, PhD and Sharon Smith, MD
9. Dates approved by:  
Department Curriculum Committee: 9/11/08  
Department Faculty: 9/12/08
10. Name, Phone Number and E-mail Address of Principle Contact Person: Arlene Albert, 486 5202, Arlene.albert@uconn.edu

## **2008 – 126 Proposal to Add PSYC 5799**

1. Date: 10/7/08. Department requesting this course: **PSYCHOLOGY**
3. Semester and year in which course will be first offered: FALL 2009

### **Final catalog Listing**

**PSYC 5799. RESEARCH TEAM IN SOCIAL PSYCHOLOGY. 1-3 credits, May be repeated for up to 12 credits. Seminar. Instructor consent required.**  
**Planning and execution of both individual and collaborative research projects in social psychology.**

### **Justification**

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

There is no existing course that specifically covers the scholarly inquiry in social psychology that this course will address. There is a need for individual graduate professors in social psychology to convene research teams to plan and carry out both individual and collaborative research projects, and it is that set of activities that the proposed course will cover.

2. Academic Merit

Social science research is not conducted in isolation. It requires collaboration, feedback, and group evaluation of work-in-progress – all critical components of graduate training in social psychology. Formal recognition of these components fulfills a need for graduate faculty to credit graduate students for work on a research team.

3. Overlapping Courses: None.

4. Number of Students Expected: Approx. 15 per offering

5. Number and Size of Section: 1 section each semester, N=15

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

7. Staffing (see Note P): Faculty from the Graduate Program in Social Psychology

8. Dates approved by:

Department Curriculum Committee: Sept. 12, 2008

Department Faculty: N/A

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

Mary Crawford

486-4937

[Mary.Crawford@UConn.edu](mailto:Mary.Crawford@UConn.edu)

## **2008 132 Proposal to offer ANTH 3095 "Special Topics"**

1. Date of this proposal: 29 August 2008
2. Semester and year 298 [now, 3095] will be offered: spring 2009
3. Department: ANTH

### **4. Title of course: Slavery and Freedom**

5. Number of Credits: 3
6. Instructor: Samuel Martínez
7. Instructor's position: Associate Professor
8. Has this topic been offered before? no
9. If so, how many times? (maximum = 3) na

10. Short description: Ethical, political and social dimensions of slavery, and of struggles against human trafficking, debt peonage and other forms of un-free labor, examined in cross-cultural and historical perspectives.

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

12. Comments, if comment is called for: The upsurge in public and expert concern about the resurgence of human trafficking and un-free labor today calls for a course to be added to the UConn curriculum that takes a critical scholarly approach to these issues. There is a particular need for historical and cross-cultural depth to be added to today's public and scholarly discourse on un-free labor problems. Our era is not the first in which the return of slavery has been discovered and struggled against: hence, there are lessons to be drawn from the reach and shortfalls of prior waves of outrage against "new slavery." Nor are we the world's only new abolitionists today: responsible solidarity implies learning about and evaluating a range of anti-slavery and anti-trafficking approaches being pursued by human rights professionals active in diverse settings worldwide.

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

Department Curriculum Committee: 6 October 2008

Department Faculty: 10 October 2008

14. Name, Phone Number, and e-mail address of principal contact person: Jocelyn Linnekin, Dept CC&C rep. 6-2137; [Jocelyn.linnekin@uconn.edu](mailto:Jocelyn.linnekin@uconn.edu)

### **Anthropology 3095**

MWF 12-12:50  
Spring 2009

**Samuel Martínez**

Location TBA

### **Slavery and Freedom**

In recent years there has been a great out-pouring of public concern about new and persisting forms of slavery and other extreme infringements of human liberty, including sweatshop labor and the trafficking of women and children across international frontiers. In this class, a more complete understanding is sought of the reasons why blatant coerced exploitation continues to exist and may even be growing in societies around the world today.

Knowing that our era is hardly the first to have witnessed an upsurge of widespread indignation about "new slavery," this class first looks to history for answers to questions of direct present-day importance: What is "slavery" and what is "freedom"? What have been the successes and failures of past efforts to stamp out coerced exploitation? Have the wrongs and our ways of combating them changed fundamentally with economic globalization?

Today's strategies of research, advocacy and activism will then be given critical scrutiny to assess how concerned global citizens can best organize and militate for greater protection of the rights of those people who are particularly vulnerable to coerced exploitation around the world.

In the third and final segment of the course, participants will work intensively on the preparation of HuskyCT/in-class presentations based on independent and/or collaborative research projects on particular cases of unfree labor or strategies of citizen activism.

### **COURSE REQUIREMENTS**

Course requirements fall under three categories:

1) Your grade, and the success of our collective learning experience, depend largely on your **participation**, mainly via *in-class* activities and discussion but also supplemented by your postings to the course *HuskyCT* site.

Whether in discussion or via HuskyCT, it is always appropriate to raise questions about things that puzzle you or make observations about issues that you find particularly interesting.

- HuskyCT discussion board: 1) In at least 8 of the semester's 14 weeks, you are expected to post at least one message that week's discussion area; *and* 2) also 8 weeks during the semester, you are required to respond to another student's posting.

Each week, 0-2 points will be awarded for discussion board participation. Participation beyond the required 8 weeks' postings will be added as extra credit to your course participation grade.

Guidelines for discussion board participation will be posted to the course HuskyCT Web site.

You should feel free to post questions or comments on any theme that relates to course content. Also, the instructor will often post discussion-opening questions that you may opt to respond to or not. There is no upper limit to the number of times you can post to the discussion boards and in general you will find that a busy discussion is a good one.

2) *In-class activities*, beyond discussion participation, includes short, graded and non-graded in-class writing assignments. The way to prepare for both is to have done the readings carefully, before the day for which they are assigned.

Credit for in-class activities will be awarded for each session's in-class writing assignment, and posted to the course HuskyCT site, as follows:

<u>Points</u>	<u>Criteria</u>
	Absent
	Attended but without raising questions that relate to course content or gave evidence of having done the readings
	Raised a question or comment that contributed positively to discussion and gave evidence of having done the readings carefully

3) An individual **HuskyCT/in-class presentation** plus a **written report** (of roughly ten double-spaced pages) on either a particular case of unfree labor or an initiative to protect workers, migrants, women or children from coerced exploitation.

While every course participant is expected to prepare their own presentation and report, collaborative research is strongly encouraged, through study groups devoted to a particular topic. Each person in such a study group would be responsible for studying and reporting upon one aspect of the larger, group research problem.

The final four weeks of the semester will be given over to HuskyCT/in-class presentations. A few days before her/his presentation, each participant will post a working draft of their report to the class HuskyCT site. Everyone will be expected to read all the others' drafts and to come to class prepared with questions and comments for in-class discussion.

## **HuskyCT**

You should begin each week's course work by consulting the "Weekly Activities" tool on the course's HuskyCT home page. Through the Weekly Activities link you will find each week's reading assignment, PowerPoint presentations, a summary of that week's learning goals, and a link to the week's discussion board. Take-home writing assignments will generally be both distributed on paper in lecture period *and* posted to the Weekly Activities organizer pages.

## **GRADES**

The breakdown of the course grade is as follows:

20%	participation
40%	in-class assignments
40%	presentation and report

**PLEASE NOTE: While detailed comments cannot be provided for most of the grades, please do not hesitate to ask me to clarify the grading criteria. Feel free also to let me know if you think I have made a mistake on a grade.**

## **ACADEMIC MISCONDUCT POLICY**

In this class, cheating (i.e., providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation), will result in a grade of "0" for that exercise. Repeated cheating may result in an "F" for the course as well as other sanctions and remedies described in the Student Code (<http://www.dosa.uconn.edu/>), Section VI, on Academic Integrity.

Abusive language or threats, whether verbal or sent via email or HuskyCT will not be tolerated and is subject to penalty as a form of academic misconduct.

## OFFICE HOURS AND CONTACT INFORMATION

TBA or by appointment: Beach Hall 430.

Please use the course HuskyCT email tool for course-related communication.

If you feel you must reach me by phone (warning: my answering machine is dodgy): 486-4515.

## THE READINGS

The following two books contain required readings and are available for purchase at the Coop (and are also available on reserve at the Babbidge Library):

Bales, Kevin, *Disposable People*.

Kempadoo, Kamala, ed., *Trafficking and Prostitution Reconsidered*.

All other course readings are available via the course HuskyCT site.

## COURSE SYNOPSIS

The authoritative, detailed and up-to-date schedule of readings and course activities for each week can be accessed via the WEEKLY ACTIVITIES link on the course HuskyCT site.

<u>Week</u>	<u>Topic</u>
1	Introductory comments
2-3	What was/is "slavery"?
3-4	Enduring un-freedom
4-5	Abolitionism
5	Mobilizing public indignation
6	Globalization and human rights
6-7	Bonded labor
7	Sweatshop labor, part 1
3/5-10	Spring Break
8	Sweatshop labor, part 2
9	Child labor
10-11	Trafficking
11-14	Presentations
14	Course summation



**2008 – 133 Proposal to Drop MCB 5423**

1. Date: 10/6/08
2. Department: **Molecular and Cell Biology**

**3. Catalog Copy: MCB 5423. Experiments in Molecular Genetics (MCB 323) 3 credits. Laboratory. Modern methods in molecular genetics applied to a research goal. Use of polymerase chain reaction, bacteriophage library screening, molecular cloning, nucleic acid hybridizations, and DNA sequence determinations to isolate and characterize a eukaryotic gene.**

4. Effective Date (semester, year): Spring 2009

**Justification**

1. Reasons for dropping this course: The course has not been taught for many years and there are no plans for anyone to teach it in the future.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Dates approved by:  
Department Curriculum Committee: 10/8/08  
Department Faculty: 10/10/08
6. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 486-2200, [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu)

**2008 -- 134 Proposal to Drop MCB 4994W**

1. Date: 10/7/08
2. Department: **Molecular and Cell Biology**

**3. Catalog Copy: 4994W Honors Undergraduate Seminar  
Either semester. Two credits. Open to honors students; non-honors students require consent of instructor. Prerequisite: At least one 2000-level MCB course; [ENGL 1010](#) or [1011](#) or [3800](#). May be taken for W credit once and may not be repeated.  
Students will attend six to eight research seminars and write papers about the topics presented in each seminar. Students will be introduced to electronic journal databases and their uses.**

4. Effective Date (semester, year): Spring 2009

**Justification**

1. Reasons for dropping this course: The course has never been taught and there are no plans to teach it in the future.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none
5. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 10/8/08  
Department Faculty: 10/10/08
6. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 486-2200, [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu)

## **2008 -- 135 Proposal to Drop MCB 4415**

1. Date: October 6, 2008
2. Department: Molecular and Cell Biology

### **3. catalog Copy: 4415. Experiments in Molecular Genetics**

**(215) First semester. Three credits. One 1-hour lecture and two 3-hour laboratory periods. Open only with consent of instructor. Recommended preparation: [MCB 3010](#); [MCB 3412](#) or [3617](#). Not open for credit to students who have passed MCB 230.**

**Modern methods in molecular genetics arranged to meet a research goal. Use of polymerase chain reaction, bacteriophage library screening, molecular cloning, nucleic acid hybridizations, and DNA sequence determinations to isolate and characterize a eukaryotic gene. A fee of \$20 is charged for this course.**

4. Effective Date (semester, year): Spring 2009

### **Justification**

1. Reasons for dropping this course: The course has not been taught for many years and there are no plans for anyone to teach it in the future.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none

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

Department Curriculum Committee: 10/8/08

Department Faculty: 10/10/08

6. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 486-2200, david.knecht@uconn.edu.

## 2008 -- 136 Proposal to Change MCB 5008

1. Date: 10/8/08
2. Department: **MCB**
3. Nature of Proposed Change: **Change catalog copy**

### 4. Current Catalog Copy:

#### **5008. Theory of Biophysical Techniques**

(MCB 308) Three credits. Lecture.

*The characterization of biological macromolecules (i.e. proteins and nucleic acids) in solution is important to the biotechnology and pharmaceutical industries. This course deals with hydrodynamic techniques (i.e. diffusion, electrophoresis, sedimentation, light scattering, and viscosity) for molecular size and shape, and spectroscopic methods (such as circular dichroism) for more detailed structure.*

### 5. Proposed Catalog Copy:

#### **5008. Techniques of Biophysical Chemistry**

(MCB 308) Three credits. Lecture.

***Theory and applications of biophysical methods for the analysis of the size, shape and interactions of proteins and nucleic acids. Topics include analytical ultracentrifugation, light scattering, X-ray scattering, calorimetry, surface plasmon resonance and single molecule approaches.***

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

### Justification

1. Reasons for changing this course: The title was changed so that it is the same as the title of the undergraduate course MCB 4008 which is taught concurrently. Also, the methods covered in the course have been updated.

2. Effect on Department's Curriculum: NONE
3. Other Departments Consulted (see Note N): NONE
4. Effects on Other Departments: NONE
5. Effects on Regional Campuses: NONE
6. Staffing: No Change.

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

Department Curriculum Committee: 10/8/08

Department Faculty: 10/10/08

8. Name, Phone Number, and e-mail address of principal contact person:  
James Cole, 486-4333, [james.cole@uconn.edu](mailto:james.cole@uconn.edu)

## 2008 -- 137 Proposal to Change MCB 4008

1. Date: 10/8/08
2. Department: **MCB**
3. Nature of Proposed Change: **Change catalog copy**

### 4. Current Catalog Copy:

#### **4008. Techniques of Biophysical Chemistry**

(208) Second semester. Three credits. Prerequisite: [MCB 3007](#), or [CHEM 3563](#), or instructor consent. The characterization of biological macromolecules (i.e. proteins and nucleic acids) in solution is important to the biotechnology and pharmaceutical industries. This course deals with hydrodynamic techniques (i.e. diffusion, electrophoresis, sedimentation, light scattering, and viscosity) for molecular size and shape, and spectroscopic methods (such as circular dichroism) for more detailed structure.

### 5. Proposed Catalog Copy:

#### **4008. Techniques of Biophysical Chemistry**

**(208) Second semester. Three credits. Prerequisite: [MCB 3007](#), or [CHEM 3563](#), or instructor consent.**

***Theory and applications of biophysical methods for the analysis of the size, shape and interactions of proteins and nucleic acids. Topics include analytical ultracentrifugation, light scattering, X-ray scattering, calorimetry, surface plasmon resonance and single molecule approaches.***

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

### **Justification**

1. Reasons for changing this course: The description of the methods covered in the course have been updated to reflect the current course content.
2. Effect on Department's Curriculum: NONE
3. Other Departments Consulted (see [Note N](#)): NONE
4. Effects on Other Departments: NONE
5. Effects on Regional Campuses: NONE
6. Staffing: No Change.
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 10/8/08  
Department Faculty: 10/10/08
8. Name, Phone Number, and e-mail address of principal contact person:  
James Cole, 486-4333, [james.cole@uconn.edu](mailto:james.cole@uconn.edu)

**2008 -- 138 Proposal to Change MCB 2410**

1. Date: 10/8/08
2. Department: **Molecular and Cell Biology**
3. Nature of Proposed Change: **Change the title of the course**

**4. Current Catalog Copy: 2410. Human Genetics**

(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed [MCB 2400](#). Prerequisite: [BIOL 1107](#).

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

**5. Proposed Catalog Copy: 2410. Genetics**

**(200) Either semester. Three credits. Two lectures and one problem session. Not open to students who have passed [MCB 2400](#). Prerequisite: [BIOL 1107](#).**

**Principles of eukaryotic genetics.**

6. Effective Date (semester, year): Spring 2009

**Justification**

1. Reasons for changing this course: The course was previously taught with a focus on human genetics. It has "evolved" to be a more general introduction to genetics without an organismal focus.

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 change

7. Dates approved by:

Department Curriculum Committee: 10/8/08

Department Faculty: 10/10/08

8. Name, Phone Number, and e-mail address of principal contact person: Craig Nelson, 486-5617, [craig.nelson@uconn.edu](mailto:craig.nelson@uconn.edu)

**2008 -- 139 Proposal to Drop MCB 3006**

1. Date: October 9, 2008
2. Department: **Molecular and Cell Biology**
3. catalog Copy:

3006. Fundamentals of Structural Biology

(206) First semester. Three credits. Prerequisite: [BIOL 1107](#) or [CHEM 1128](#), or consent of instructor.

An introduction to principles underlying the structure and function of the molecules guiding life processes. These principles will be applied to proteins, DNA/RNA and membranes as well as to the energetics of life processes.

4. Effective Date (semester, year): Spring 2009

**Justification**

1. Reasons for dropping this course: The course has not been taught for many years and there are no plans for anyone to teach it in the future.
2. Other Departments Consulted: none
3. Effects on Other Departments: none
4. Effects on Regional Campuses: none

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

Department Curriculum Committee: 10/8/08

Department Faculty: 10/10/08

6. Name, Phone Number, and e-mail address of principal contact person: James Cole, 486-4333, james.cole@uconn.edu.

**2008 -- 140 Proposal to Change HIST 3562**

1. Date: **September 23, 2008**
2. Department: **History**
3. Nature of Proposed Change: **Title and description change**

4. Current Catalog Copy:

**3562 History of Women and Gender in the United States, 1790-Present**

**Women and gender in family, work, education, politics, and religion. Impact of age, race, ethnicity, region, class, and affectional preference on women's lives. Changing definitions of womanhood and manhood.**

5. Proposed Catalog Copy:

**3562 History of Women and Gender in the United States, 1850-Present**

**History of gender and the lives and cultural representations of women in the U.S., emphasizing intersections with race, sexuality, class, region, and nation.**

6. Effective Date **Fall 2009**

**Justification**

1. Reasons for changing this course: **New faculty member has taken over the course, description needs updating**

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

3. Other Departments Consulted **This course is cross-listed with Women's Studies (WS 3562)**

4. Effects on Other Departments: **There will be no change in substantive role of course**

5. Effects on Regional Campuses: **n/a**

6. Staffing: **McElya**

7. Dates approved by (see Note Q):

Department Curriculum Committee: 9/24/2008

Department Faculty: 9/24/08

Women's Studies Faculty ???

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

**Dan Caner, 6-3650, daniel.caner@uconn.edu**

## 2008 --141 Proposal to Change HIST 3101W

1. Date: September 22, 2008
2. Department: **History**
3. Nature of Proposed Change: Add language to authorize students to repeat it for credit with a change in topic.

### 4. Current Catalog Copy:

#### **3101W. History through Fiction**

Either semester. Three credits. Prerequisite: [ENGL 110](#) or [111](#) or [250](#). Open to juniors or higher. What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective.

### 5. Proposed Catalog Copy:

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

#### **3101W. History through Fiction**

Either semester. Three credits. Prerequisite: [ENGL 110](#) or [111](#) or [250](#). Open to juniors or higher.

**What classic novels and other works of fiction reveal about major historical periods and themes in history. Variable topics. May be offered from an American or European perspective. With a change in topic, this course may be repeated for credit.**

6. Effective Date Spring 2008

### Justification

1. Reasons for changing this course: With different themes, course would be essentially **different (even fulfilling different geographic requirements)**. This change is being made in order to enable two members of history department faculty of different specialties to offer the course in their areas, and to permit students to take them both if they wish.

2. Effect on Department's Curriculum: No change

3. Other Departments Consulted (see [Note N](#)): N/A

4. Effects on Other Departments: N/A

5. Effects on Regional Campuses: Regional campus faculty may take advantage of this change.

6. Staffing: Forbes et al.

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

Department Curriculum Committee: 10/4/08

Department Faculty: 10/4/08

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

Daniel Caner, 6-3650, [daniel.caner@uconn.edu](mailto:daniel.caner@uconn.edu)



**2008 -- 142 Proposal to Change HIST 3335/CAMS 3250 [pending departmental revisions and approvals]**

1. Date: 9/21/2008
2. Department: **History**
3. Nature of Proposed Change: **Change Course Title**
4. Current Catalog Copy:  
*The Early Church and Christian Thought*
5. Proposed Catalog Copy: *The Early Church*
6. Effective Date.: *Fall 2009*

**(Justification**

1. Reasons for changing this course: *The new title is meant to remove any suggestion/misunderstanding that the course is an introduction to Christianity in general.*
2. Effect on Department's Curriculum: *none*
3. Other Departments Consulted (*see Note N*): *CAMS*
4. Effects on Other Departments: *none*
5. Effects on Regional Campuses: *none*
6. Staffing: *Caner*
7. Dates approved by (*see Note O*):  
Department Curriculum Committee: 9/30/08  
Department Faculty: 9/30/08
8. Name, Phone Number, and e-mail address of principal contact person:  
*Daniel F. Caner, History C&C Chair, 6-3650; daniel.caner@uconn.edu*

## 2. New Departmental Proposals

### 2008 – 143 Proposal to Add COGS 5XXX

1. Date: September 15, 2008
2. Department requesting this course: **Cognitive Science Program**
3. Semester and year in which course will be first offered: Fall 2009

#### Final catalog Listing:

#### **COGS 5XXX. Cognitive Science Proseminar**

3 credits. Seminar.

A survey of current research in cognitive science, with presentations by cognitive science faculty.

#### Items included in catalog Listing:

##### Obligatory Items

1. Standard abbreviation for Department or Program: COGS
2. Course Number: 5XXX
3. Course Title: Cognitive Science Proseminar
4. Course description: A survey of current research in cognitive science, with presentations by cognitive science faculty.
5. Number of Credits: 3 credits
6. Course type: Seminar

##### Optional Items

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: N/A
12. S/U grading, if applicable: N/A

##### Justification

1. Reasons for adding this course:

The Cognitive Science Program is concurrently proposing the creation of a Cognitive Science Graduate Certificate. Because there are currently no graduate level COGS courses, the program's requirements will be fulfilled primarily by cognitive science courses already taught in the various affiliated academic departments. COGS 5xxx is intended to unify the certificate program, to introduce graduate students to the central theories, methodologies, and controversies in cognitive science today, and to expose them to research in cognitive science currently taking place at the University of Connecticut.

2. Academic Merit:

COGS 5xxx will be structured as a proseminar, with each week's session led by a different cognitive science faculty member. The session leader each week will be charged with (a) introducing the central theories, methods, and controversies in his or her area of specialization and (b) presenting his or her current research in that area. The course will be organized and facilitated by one faculty member, who will draw up the schedule, attend all meetings, and read the students' final papers for the course.

COGS 5xxx will have the following more specific educational goals:

- provide a survey of the main theoretical approaches to cognition (representational, computational, connectionist, dynamical, ecological, and neuroscientific);

- examine applications of these approaches to a variety of phenomena, including language, perception, reasoning, and learning;
- describe experimental methods used in testing the above theories;
- expose students to the range of research in cognitive science at the UConn.

### 3. Overlapping Courses:

None.

### 4. Number of Students Expected:

Approximately 5-15 per year.

### 5. Number and Size of Section:

1 section of up to 15 students, once per year.

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

It is anticipated that the effects on other departments will be fairly minor and mainly positive.

The primary benefit will be an increase in interdisciplinary opportunities for faculty and graduate students interested in cognitive science. The Cognitive Science Program involves more than 40 faculty members from 8 or more academic departments (Anthropology, Communication Disorders, Computer Science & Engineering, Electrical & Computer Engineering, Linguistics, Philosophy, Physiology & Neurobiology, and Psychology). To varying degrees, these faculty are already involved in interdisciplinary research and teaching. By creating the Proseminar and the associated Cognitive Science Graduate Certificate, we hope to increase the number of graduate students taking cognitive science courses in other departments and enhance interdisciplinary opportunities in general. (Please see attached Proposal for Graduate Certificate in Cognitive Science.)

The cost of the proposed course is that one faculty member will be required each year to organize and lead the Proseminar and grade the students' final papers, and several more will be required to give presentations on their specialty. Since the organizer's responsibility is considerable, it would be best if he or she were to receive a commensurate release from other teaching responsibilities in his or her academic department. Given the current fiscal climate, however, it is anticipated that responsibility for the Proseminar will for the time being at least fall primarily on the Director of Cognitive Science and the Steering Committee.

Several departments have been consulted in crafting this proposal:

Psychology (approved September 08)

Philosophy (approved September 08)

Linguistics (approved September 08)

Anthropology (no response)

Communication Disorders (approved September 08)

Computer Science and Engineering (no response)

### 7. Staffing:

The first time the course is offered (Fall 2009), the instructor will be either Whitney Tabor (Psychology), Thomas Bontly (Philosophy), or William Snyder (Linguistics). Responsibility for the course will subsequently rotate among the faculty involved in the Cognitive Science Program.

### 8. Dates approved by:

Department Curriculum Committee:

Approved by the Cognitive Science Steering Committee on September 15, 2008

Department Faculty:

Approved by Cognitive Science faculty affiliates, October 13, 2008. (The Cognitive Science Program involves 40+ faculty from 8+ different departments. For a list of all participants, please see our website: [www.cogsci.uconn.edu](http://www.cogsci.uconn.edu))

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

Thomas D. Bontly  
Director of Cognitive Science  
Philosophy Department, U-2054  
860-486-3822  
[thomas.bontly@uconn.edu](mailto:thomas.bontly@uconn.edu)

**Proposal for a Graduate Certificate in Cognitive Science**

The Cognitive Science Steering Committee

September 2008

Since its birth in the latter part of the 20<sup>th</sup> century, cognitive science has experienced rapid growth both in the United States and abroad. At the University of Connecticut, these developments gave rise to the UConn Cognitive Science Program, a cross-departmental collaboration on an undergraduate program, an interdisciplinary speaker series, various research projects, and a variety of supporting mechanisms. However, cognitive science is still not formally reflected in the University's graduate curriculum, despite ample interest among current and prospective graduate students. We propose to remedy the situation by introducing a Cognitive Science Graduate Certificate. The Certificate can be implemented with existing resources, but we expect that it will yield significant benefits both for graduate education and faculty research in cognitive science and related fields.

**Background**

Cognitive science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, computer science, anthropology, neuroscience, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observations.

The cognitive science community at UConn is fairly large—at least 40 faculty members from 8 academic departments consider themselves working cognitive scientists, and many more work in related fields. In the spring of 1999, the faculty established the Cognitive Science Focus, an initiative intended to promote both research and education in cognitive science. The inaugural event was a two-day University of Connecticut Conference on Cognitive Science, at which 21 UConn faculty members gave talks on their research. Following upon the Conference, we initiated the Cognitive Science Colloquium Series, which brings 5-6 speakers to campus each year and often includes talks by local cognitive scientists as well.

A proposal to create an undergraduate major in cognitive science was submitted to the Department of Higher Education in 2001; final accreditation of the program was granted in March 2006. Since first accepting students into the major in 2006, the number of declared majors has grown from 10 in August 2006, to 26 in August 2007, to 43 in August 2008. The program has already graduated 8 majors (5 with BA degrees, 3 with BSs) and expects another 12 to graduate in 2008-09. To complement the major, an undergraduate minor was approved in 2007, and the first minor was granted in May 2008.

We have also introduced several undergraduate courses in cognitive science, including a COGS 2201 (formerly 201), Foundations of Cognitive Science. COGS 2201 serves as the core course for Cognitive Science majors and also can be used to satisfy General Education Area 3 (Science and Technology). COGS 201 was offered for the first time in Spring 2006 with an enrollment of 18. It was offered again in Spring 2007 with an enrollment of 31, and in Spring 2008 with an enrollment of 51. (The course is capped at 50 due to the lack of GAs to assist with grading.) Last fall, we proposed four additional courses: COGS 3584 (Seminar), COGS 3589 (Undergraduate Research), COGS 3599 (Independent Study), and COGS 4596W (Senior Thesis). COGS 3584, a 1-credit seminar intended primarily for our majors, was offered in Spring 2008 with an enrollment of 7 juniors and seniors.

The cognitive science major at UConn is a demanding program, intended primarily for students wishing to apply to graduate school. Nonetheless, the number of majors is rapidly expanding, due to growing interest in cognitive science. But there is also demonstrable interest in cognitive science among graduate students, and an interest among the faculty in training graduate students in the field. The Cognitive Science Graduate Certificate will tap into this interest.

**Educational objectives**

Because cognitive science is an interdisciplinary field bridging several traditional academic disciplines (including linguistics, psychology, computer science, philosophy, anthropology, and neuroscience), students in these degree programs are likely to have some familiarity with work in cognitive science. The primary objective of the certificate will be to provide these students with an advanced course of study that complements and/or exceeds any introduction to cognitive science they might receive through their respective graduate degree programs. Specifically, the Cognitive Science Certificate will aim to:

- introduce the central theories, methodologies, and controversies in cognitive science today;

- provide a range of coursework in theoretical and experimental areas of cognitive science so that students can individualize their course of study and enter into greater depth on a topic that best complements their respective degree programs;
- encourage students to engage in interdisciplinary research and teaching in cognitive science and its affiliated disciplines.

### Course sequence

Students earning the certificate would take 12 credits of graduate work in cognitive science, including both:

- (1) COGS 5xxx, Cognitive Science Proseminar. COGS 5xxx will serve as the core course for the Certificate and will be team-taught by the faculty affiliates of the Cognitive Science Program. Each week will investigate a different core topic in cognitive science and be led by a faculty member who is expert in that area. One faculty member will coordinate the Proseminar, arrange the presenters for each week, participate in the discussion, and grade final papers. (See **Appendix A** for a detailed course proposal.)
- (2) Three additional courses, including courses from at least two different academic departments or divisions. A list of qualifying graduate courses is found in **Appendix B**.

Students interested in obtaining the certificate will design an individualized plan of study in consultation with their major advisors. The plan of study will be submitted to the Cognitive Science Steering Committee, which will advise on the appropriateness of the selected courses for the student's stated goals, the availability of such courses, and the preparation necessary to undertake them. An external advisor will be appointed if appropriate.

If a student wishes to count a course not on the list of qualifying cognitive science courses, he or she may petition the committee. As a rule, courses taken at other institutions will not count toward satisfaction of these requirements.

### How course sequence meets educational objectives

The first goal ("Introduce the central theories, methodologies, and controversies in cognitive science today") is served primarily by requirement (1), COGS 5xxx, Cognitive Science Proseminar. COGS 5xxx has four specific aims:

- provide a survey of the main theoretical approaches to cognitive science (representational, computational, connectionist, dynamical, ecological, and neuroscientific);
- examine the application of these approaches to a variety of phenomena, including language, perception, reasoning, and learning;
- introduce methods used in testing the above theories and applications;
- expose students to the range of research in cognitive science that is on-going at the UConn.

Students completing COGS 5xxx will thus have an introduction to cognitive science in general, with particular emphasis on research pursued at UConn.

The second goal ("Provide a range of coursework in theoretical and experimental areas of cognitive science so that students can individualize their course of study and enter into greater depth on a topic that best complements their respective degree programs") is served primarily by requirement (2). To complete the certificate program, students must take three additional graduate courses, drawn from a list of existing cognitive science courses at the University. These courses cover a wide range of theoretical perspectives and empirical phenomena, allowing students to focus their cognitive science coursework in areas that are particularly relevant to the respective degree programs and career goals.

For instance, a graduate student in the Linguistics PhD program could complete the certificate by taking courses in psycholinguistics (e.g., PSYC 5514 'The Mental Lexicon', PSYC 5568 'Psychology of Language', PSYC 5583 'Sentence and Discourse Processing', CDIS 6370 'Seminar in Psycholinguistics'), or in language development (e.g. LING 5110, 'The Acquisition of Syntax' or PSYC 5440 'Development of Language'), or in language disorders (e.g., CDIS 5342 'Aphasia', CDIS 5343 'Cognitive-Communicative Disorders', CDIS 5348 'Language Disorders I: Birth to 5 Years'), or in philosophy of language (e.g., PHIL 5342 'Seminar in Philosophy of Language'). Similarly, a graduate student in the Communication Disorders PhD program could complete the certificate with courses in linguistics and/or psycholinguistics; a PhD student in Clinical Psychology may wish to take courses in cognitive neuroscience or connectionist modeling; a PhD student working in the philosophy of mind may choose to take courses on dynamical systems, or neuropsychology, or perception; and so on.

In any case, the Steering Committee of the Cognitive Science Program will work with interested graduate students and their major advisors to devise a program that best fits their research interests.

The third goal ("Encourage students to engage in interdisciplinary research and teaching in cognitive science and its affiliated disciplines") is served both by COGS 5xxx, which will introduce students to the range of research in cognitive science currently pursued at UConn, and by the requirement to take three more specialized courses in cognitive science. Students in the certificate program will also be urged to include cognitive scientists from outside departments serve on their committees, and they will have opportunities to participate in other events organized by the Cognitive Science Program (e.g., the Cognitive Science Colloquium Series).

### Need for Certificate

Several considerations indicate both that there is an existing market for a Cognitive Science Certificate and that the development would prove beneficial for existing graduate programs at the University of Connecticut.

The interest in cognitive science among UConn graduate students is evident. Grads regularly attend talks by visiting Cognitive Science Colloquium speakers, and they often take cognitive science courses offered by other academic departments. While hard data on the number of students doing so are not available, instructors informally polled report having 1-2 graduate students from other cognitive science fields enroll whenever they offer a graduate course with significant cognitive science content. Thus, the

certificate program would formalize an arrangement which to an extent already exists. But the certificate program can also be expected to strengthen cross-departmental collaboration by encouraging graduate students to take relevant courses in other departments and by providing a mechanism for cross-departmental advising.

As to the benefits, it should first be noted that UConn already has strong graduate programs in many of the traditional academic disciplines associated with cognitive science. The addition of a graduate program in cognitive science would assist existing departments with graduate recruitment and retention, and their PhD students who complete the certificate will be more competitive on the academic job market.

Second, it is evident that interdisciplinary graduate education can generate further opportunities for cross-departmental collaboration on research. Faculty working in cognitive science and related fields publish widely, and many are able to secure external funding to support their research. Cognitive scientists at UConn are presently responsible for approximately \$2 million in external funding, generating some \$500 thousand in indirect costs (in FY08). Included in these numbers are 4 active grants with Co-PIs from two or more departments. By creating additional opportunities for faculty and grads from different departments to learn from each other, we anticipate that the program will catalyze further research, leading to more grant applications and ultimately to more external funding.

Third, the addition of a graduate program in cognitive science will allow the Cognitive Science Program to pursue external support for graduate training. If the current proposal is approved, the next step will be to develop proposals for training grants such as NSF's IGERT (Integrative Graduate Education and Research Traineeship) program. This would allow the program to compete nationally for top students and will help participating departments with graduate recruitment.

Fourth, it bears emphasis that cognitive science is a young but growing field both nationally and internationally. As of 2007, the Cognitive Science Society listed 69 institutions in the US offering graduate degrees in cognitive science. Some of these 69 offer graduate certificates as well. The Cognitive Science Society lists an additional 14 institutions offering only graduate certificates and no degree. Finally, many institutions (no count available) offer a 'specialization' or 'concentration' in cognitive science as part of a degree program in a traditional discipline. A partial listing of institutions in these three categories would include:

- Degree and certificate: Indiana University<sup>[1]</sup>, University of Colorado, and University of Maryland
- Certificate only: Rutgers University, University of Arizona, and University of Kentucky, University of Massachusetts, and University of Michigan
- PhD specialization/concentration only: Michigan State University, Northwestern University, Stanford University, UC-Santa Barbara, and University of Pennsylvania.

Data on the numbers of students applying to these programs are not readily available, but it would appear that the field is experiencing steady growth. The development of a graduate program in cognitive science would help elevate UConn's reputation in this and related fields.

#### **Participating faculty**

Approximately 40 faculty from 8 academic departments are currently involved with the Cognitive Science Program. A complete list of these faculty members, along with their departmental affiliations, may be found in **Appendix C**.

The Cognitive Science Program is administered by a Steering Committee of representatives from several academic departments and divisions. For 2008-09, the Steering Committee consists of Thomas Bontly (PHIL), James Dixon (PSYC/Developmental), Inge-Marie Eigsti (PSYC/Clinical), Bernard Grela (CDIS), Letitia Naigles (PSYC/Developmental), William Snyder (LING), and Whitney Tabor (PSYC/Experimental). The Steering Committee is chaired by Bontly, who was appointed Director of Cognitive Science by Dean Ross MacKinnon in 2006.

#### **Program coordinator**

For purposes of communication with the Graduate School, the coordinator would be Thomas Bontly as Director of Cognitive Science and Chair of the Steering Committee. (See **Appendix D** for Director's *curriculum vita*.)

The Cognitive Science Steering Committee will serve as the Executive Committee of the certificate program.

**Appendix A: Proposal to add COGS 5XXX [as above]**

**Appendix B: Existing graduate courses in cognitive science**

Anthropology

- 5306. Human Behavioral Ecology
- 5332. Cognitive Anthropology
- 5335. Psychological Anthropology

Communication Disorders

- 5342. Aphasia
- 5343. Cognitive-Communicative Disorders
- 5348. Language Disorders I: Birth to 5 Years
- 6370. Seminar in Psycholinguistics

Communication Science

- 5500. Nonverbal Communication
- 5501. Seminar in Nonverbal Communication and Persuasion

Computer Science and Engineering

- 5705. Advanced Artificial Intelligence
- 5709. Natural Language Processing

Linguistics

- 5110. The Acquisition of Syntax
- 5120. Readings and Research in Acquisition
- 5310. Phonology I
- 5320. Phonology II
- 5410. Semantics I
- 5420. Semantics II
- 5510. Syntax I
- 5520. Syntax II
- 6210. Morphology

Philosophy

- 5317. Seminar in Philosophy of Psychology
- 5331. Seminar in Philosophy of Mind
- 5342. Seminar in Philosophy of Language

Psychology

- 5140. Foundations in Neuropsychology
- 5251. Neural Foundations of Learning and Memory
- 5285. Neurobiology of Aging Changes in Cognitive Processes
- 5302. Adult Psychopathology
- 5303. Child Psychopathology
- 5410. Advanced Developmental Psychology
- 5420. Cognitive Development
- 5440. Development of Language
- 5450. Infancy and the Effects of Early Experience
- 5470. Current Topics in Developmental Psychology
- 5512. Ecology of Language and Cognition
- 5513. Memory
- 5514. The Mental Lexicon
- 5515. Connectionist Models
- 5541. Reading Acquisition and Reading Disorders
- 5553. Introduction to Nonlinear Dynamics
- 5554. Advanced Nonlinear Dynamics for the Behavioral Sciences
- 5564. Dynamics of Language and Cognition
- 5567. Cognition
- 5568. Psychology of Language
- 5569. The Neuropsychology of Language
- 5570. Current Topics in Cognitive Science
- 5571. Sensation and Perception I
- 5572. Sensation and Perception II

- 5574. Control and Coordination of Action
- 5575. Introduction to Cognitive Systems
- 5583. Sentence and Discourse Processing
- 6733. Social Cognition



## Appendix C: List of faculty affiliates of the Cognitive Science Program

Ben Bahr (Pharmacology)  
Eva Bar-Shalom (Linguistics)  
Jonathan Bobaljik (Linguistics)  
Thomas Bontly (Philosophy)  
Zeljko Boskovic (Linguistics)  
James Boster (Anthropology)  
Andrea Calabrese (Linguistics)  
Claudia Carello (Psychology)  
Roger Chaffin (Psychology)  
William Chapple (PNB)  
James Chrobak (Psychology)  
Austen Clark (Philosophy)  
Carl Coelho (Communication Disorders)  
Roy D'Andrade (Anthropology) (Emeritus)  
James Dixon (Psychology)  
Inge-Marie Eigsti (Psychology)  
Monty Escabi (Computer Science & Engineering)  
Carol Fowler (Psychology)  
Till Frank (Psychology)  
Jon Gajewski (Linguistics)  
Jim Green (Psychology)  
Bernard Grela (Communication Disorders)  
F. Elizabeth Hart (English)  
Patrick Hogan (English)  
Leonard Katz (Psychology) (Emeritus)  
Bruce Kay (Psychology)  
Diane Lillo-Martin (Linguistics)  
James Magnuson (Psychology)  
Etan Markus (Psychology)  
Kerry Marsh (Psychology)  
Robert McCartney (Computer Science & Engineering)  
Claire Michaels (Psychology)  
Ruth Millikan (Philosophy) (Emeritus)  
Andrew Moiseff (PNB)  
Letitia Naigles (Psychology)  
Felicia Pratto (Psychology)  
Heather Read (Psychology)  
John Rickards (Psychology)  
Maria Rubio (PNB)  
Jay Rueckl (Psychology)  
John Salamone (Psychology)  
Yael Sharvit (Linguistics)  
Robert Shaw (Psychology) (Emeritus)  
Dong-Guk Shin (Computer Science and Engineering)  
William Snyder (Linguistics)  
Whitney Tabor (Psychology)  
Michael Turvey (Psychology) (Emeritus)  
Harry van der Hulst (Linguistics)  
Susanne Wurmbrand (Linguistics)

**2008 – 144 Proposal to Change HIST 3335**

1. Date: 10/14/2008

2. Department: **History**

3. Nature of Proposed Change: **Title and description of Hist 3335/CAMS 3250**

4. Current Catalog Copy:

**Hist 3335. The Early Church and Christian Thought (257)** (Also offered as [CAMS 3250](#).) Either semester. Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [HIST 3325](#) or [CAMS 3255](#). *Caner*

A critical approach to the evolution of Christian thought, social organization and institutions ca. 50-450 C.E. Topics include gnosticism, apostolic succession, heresy, orthodoxy.

**CAMS 3250. The Early Church and Christian Thought (250)** (Also offered as [HIST 3335](#).) Either semester. Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [HIST 3325](#) or [CAMS 3255](#). *Caner*

A critical approach to the evolution of Christian thought, social organization and institutions ca. 50-450 C.E. Topics include gnosticism, apostolic succession, heresy, orthodoxy.

5. Proposed Catalog Copy:

**Hist 3335. The Early Christian Church (257)** (Also offered as [CAMS 3250](#).) Either semester. Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [HIST 3325](#) or [CAMS 3255](#); [HIST 3330](#) or [CAMS 3256](#) *Caner*

**The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 CE. Topics may include gnosticism, prophesy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy.**

**CAMS 3250. The Early Christian Church (250)** (Also offered as [HIST 3335](#).) Either semester. Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: [HIST 3325](#) or [CAMS 3255](#), [HIST 3330](#) or [CAMS 3256](#). *Caner*

**The evolution of Christian institutions, leadership and doctrines in the Roman Empire ca. 50-451 CE. Topics may include gnosticism, prophesy, martyrdom, asceticism, pilgrimage, heresy, orthodoxy.**

6. Effective Fall 2009

**Justification**

1. Reasons for changing this course: The new title and course descriptions are meant to remove any suggestion that the course is a general introduction to Christianity.

2. Effect on Department's Curriculum: none

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: *Caner*

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

History Department Curriculum Committee: 9/30/08

History Department Faculty: 9/30/08

CAMS Department Curriculum Committee: 10/15/08

CAMS Department Faculty: 10/15/08

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

Daniel F. Caner, History C&C Chair, 6-3650; [daniel.caner@uconn.edu](mailto:daniel.caner@uconn.edu)

**2008 – 145 Proposal to Change EEB 2214 (introduce online version)**

1. Date: September 3, 2008
2. Department: **Ecology and Evolutionary Biology**
3. Nature of Proposed Change: **addition of a fully online section of EEB2214**

4. Current Catalog Copy:

2214. Biology of the Vertebrates (214) First semester. Three credits. Two 1-hour lecture periods, with demonstrations. Prerequisite: Three credits of introductory Biology. *Rubega, Schwenk, Wells*  
Evolutionary history and diversity of vertebrates with emphasis on classification, fossil history, feeding, locomotion, physiological ecology, reproduction, defense, and social behavior.

5. Proposed Catalog Copy:

2214. Biology of the Vertebrates (214) First semester. Three credits. Two 1-hour lecture periods, with demonstrations. Prerequisite: Three credits of introductory Biology. *Rubega, Schwenk, Wells*  
Evolutionary history and diversity of vertebrates with emphasis on classification, fossil history, feeding, locomotion, physiological ecology, reproduction, defense, and social behavior.

6. Effective Date effective immediately

**Justification**

1. Reasons for changing this course: A fully online section will allow students who otherwise may not be able to enroll in the course to do so (e.g. students at regional campuses, continuing education students, students who return home during intersession semesters).

2. Effect on Department's Curriculum: None

3. Other Departments Consulted None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: Offering EEB2214 in a fully online section will allow regional campus students to enroll in this class.

6. Staffing: Charles F. Smith

7. Dates approved by (see Note Q):

Department Curriculum Committee: 10 October 2008

Department Faculty: 16 October 2008

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

Charles F. Smith

860-486-4158

smithcf@hotmail.com

## **2008 – 146 Proposal to Add ENGL 3082**

1. Date: October 17, 2008
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Fall 2009

### **Final catalog Listing:**

#### **ENGL 3082. Writing Center Practicum**

Either semester, One credit. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#).

Consent of instructor is required. Students taking this course will be assigned a grade of S (satisfactory) or U (unsatisfactory).

Introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3082
3. Course Title: Writing Center Practicum
4. Semester offered: Either
5. Number of Credits: One credit
6. Course description: An introduction to Writing Center pedagogy, theory and research methods. Intended primarily for Writing Center staff.

#### **Optional Items**

7. Number of Class Periods, if not standard (see [Note E](#)): n/a
8. Prerequisites, if applicable (see [Note F](#)): n/a
9. Recommended Preparation, if applicable (see [Note G](#)): n/a
10. Consent of Instructor, if applicable: Consent of instructor is required.
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: Yes
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: Open to sophomores or higher
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): n/a
16. S/U grading (see [Note W](#)): Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

### **Justification**

1. Reasons for adding this course: (see [Note L](#)) Currently, the Writing Center's practicum is listed under a number for the English Department's variable topic courses. Tonry, Deans and Bedore have offered it at Storrs and Avery Point for the past two years, and would like to add it to the department's offerings as a discrete course with a grade of S/U. Currently, the variable topic course is graded.

2. Academic Merit (see [Note L](#)): This course introduces new undergraduate staff members to the field of Writing Center research and theory, and develops their tutorial skills. Practicum assignments typically include a book review, a peer observation, extensive work on the practice and underlying theories of peer tutoring, and a research proposal. Over the past two years, this course has consistently prepared undergraduates for independent research in the field, and presentations at regional and national conferences. The course also prepares students for work with the English Department's 1010S course, the interdisciplinary Writing Fellows program, and the Writing Center's outreach projects with public high schools.

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

4. Number of Students Expected: 25.

5. Number and Size of Section: One section

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

7. Effects on Regional Campuses: Offered at regional campuses.

8. Staffing (see [Note P](#)): Unchanged.

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

Department Curriculum Committee: 9/15/08

Department Faculty:10/22/08

10. Name, Phone Number, and e-mail address of principal contact person: Kathleen Tonry; 486-9104;  
kathleen.tonry@uconn.edu

## **2008 – 147 Proposal to Change the ENGL Major**

1. Date: October 22, 2008
2. Department requesting this change: **English**
3. Title of Major: **English**
4. Nature of Change: **These plug some new courses into their proper slots in the structure of our major requirements, reflect changed course numbers, and delete the discontinued C skill courses.** Specifically:
5. Existing catalog Description of the Major:

### English

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

- A. Introduction to Literary Studies (3 credits) ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.
- B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3:
  - 1) Survey and period courses before 1800: 2100, 3111, 3113, 3115, 3805W, 3807W.
  - 2) Survey and period courses after 1800: 2101, 2201, 2203, 2301, 3119, 3177W, 3801W, 3803W, 3809W, 3811W.
  - 3) Multi-period, multicultural, and ethnic literature courses: 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.
- C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:
  - 1) 2401, 2405, 2407, 3240, 3265W, 3318, 3403, 3406, 3409, 3420, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.
  - 2) 3003W, 3003WC, 3701, 3703, 3705, 3707, 3709.
- D. Major Author (3 credits). One course from the following: 3501, 3503, 3505, 3507, 3509.
- E. Advanced Study (3 credits). One from the following: 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W. These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy.
- F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

### **Distribution Requirements:**

- 1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are 2100, 3111, 3113, 3115, 3301, 3495, 3501, 3503, 3505, 3507, 3805W, 3807W, 4965W.
- 2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are 2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, 3605, 3607, 4203W, 4301W, 4302W.
- 3) No more than three credits from the following courses may count toward the English major: 3003W, 3003WC, 3011C, 3011W, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

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

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

**Study Abroad in London:** The Department of English sponsors programs in London occurring on an as-offered basis. These include the UConn Summer in

London program and ENGL 3193, a spring course that includes a trip to London during the winter break.

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

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

A. Introduction to Literary Studies (3 credits) ENGL 2600. This course should be taken within a semester of declaring the major or at its next offering.

B. Literary History (9 credits): One course from group 1, one course from group 2, and a third course from group 1, 2, or 3:

1) Survey and period courses before 1800: 2100, 3111, 3113, 3115, 3805W, 3807W.

2) Survey and period courses after 1800: 2101, 2201, 2203, 2301, 3117, 3118, 3119, ~~3177W~~, 3801W, 3803W, 3809W, 3811W.

3) Multi-period, multicultural, and ethnic literature courses: 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3605, 3607.

C. Methods (6 credits). One course from group 1 and a second course from group 1 or 2:

1) 2401, 2405, 2407, 2408, 2409, 2411, 3240, 3265W, 3318, 3320, 3403, ~~3406, 3409~~, 3420, 3422, 3601, 3603, 3609, 3613, 3617, 3619, 3621, 3623, 3625, 3650, 3651.

2) 3003W, ~~3003WC~~, 3010W, 3701, 3703, 3705, 3707, 3709.

D. Major Author (3 credits). One course from the following: 3501, 3503, 3505, 3507, 3509.

E. Advanced Study (3 credits). One from the following: 4101W, 4201W, 4203W, 4301W, 4302W, 4401W, 4405W, 4407W, 4600W, 4601W, 4613W, 4965W. These courses also satisfy the departmental requirements for Writing in the Major and Information Literacy.

F. Additional courses (6 credits). In addition to courses used to satisfy requirements A-E above, six credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.  
Distribution Requirements:

1) At least two courses must concern literature written before 1800. Courses satisfying this requirement are 2100, 3111, 3113, 3115, 3301, 3495, 3501, 3503, 3505, 3507, 3805W, 3807W, 4965W.

2) At least one course must concern ethnic or postcolonial literatures in English. Courses satisfying this requirement are 2301, 3120, 3122, 3210, 3212, 3214, 3216W, 3218, 3318, 3320, 3605, 3607, 4203W, 4301W, 4302W.

3) No more than three credits from the following courses may count toward the English major: 3003W, ~~3003WC~~, 3010W, ~~3011W~~, 3011W, 3082, 3091, 3692, 3701, 3703, 3705, 3707, 3709.

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

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

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

7. Effective Date (Spring, 2009)

## Justification

1. Why is a change required? To accommodate recently added courses, changes in course numbers, and discontinued courses.

### Explanation of changes:

... to **sec. B.2:** "Romantic and Victorian Lit" is deleted and replaced by the new (previously approved) separate courses 3117 (Romantic) and 3118 (Victorian).

... to **sec. C.1:** Previously approved numbering changes are reflected for Modern Novel (previously 3409, now 2409) and Modern Drama (previously 3406, now 2408. 2411 (Popular Lit), previously approved as a course, is now added to this list that includes other genre courses.

... to **sec. C.2:** 3003WC (formerly 249WC—Advanced Composition) is deleted because all C courses have now been phased out of the catalog. 3003W remains.

3010W is added to this list because the department approved counting it toward the major, but it presumably belongs among those courses from which only three credits may be counted.

... to **Distribution Requirement 2:** 3320 (India) is added because it teaches an ethnic literature and belongs in the same category as 3318 from which it was extracted.

### ... to Distribution Requirement 3:

Two C courses are deleted because the C skill code has been discontinued. Their W counterparts remain.

3082, the new 1-credit Writing Center practicum, and 3010W, Advanced Composition for Teachers, are added because they appear to belong in the same category as writing courses and internships.

2. What is the impact on students? It will offer a few more choices.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: 10/13/08

Department Faculty: 10/22/08

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

A. Harris Fairbanks

6-2376

albert.fairbanks@uconn.edu



## **2008 – 148 Proposal to Change the Environmental Sciences Major**

1. Date: October 20, 2008
2. Department requesting this change: **Environmental Sciences**
3. Title of Major: **Environmental Sciences**
4. Nature of Change: **Drop a course requirement, PHYS 1230 (formally PHYS 123)**
5. Existing catalog Description of the Major:

The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required courses in Basic Science: [ARE 1150](#); [BIOL 1107](#), [BIOL 1108](#) or [1110](#); [CHEM 1124Q](#), [1125Q](#), [1126Q](#) or [1127Q](#), [1128Q](#); [MATH 1120Q](#), [1121Q](#) or [1122Q](#), [1131Q](#), [1132Q](#); [PHYS 1201Q](#), [1202Q](#), [1230](#) or [1401Q](#), [1402Q](#) ; [STAT 1000Q](#), or [1100Q](#) or [3025Q](#)

B. Required Courses in Introductory Environmental Science: Select any two from [GEOG 2300](#), [GEOL 1050](#), [MARN 1002](#), [NRME 1000](#).

C. Required Courses in 2000-level or above in Environmental Science: [AH 3175](#), [EEB 2244](#) or [2244W](#), [GEOL 3020](#), [MARN 3000](#), [NRME 3145](#)

D. Capstone course: [GEOG 3320W](#)

E. General Education competency requirements: Completion of [GEOG 3320W](#) will satisfy the writing in the major and information literacy competency requirements. Completion of [BIOL 1108](#) and [EEB 2244](#) will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

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

**The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.**

**A. Required courses in Basic Science: [ARE 1150](#); [BIOL 1107](#), [BIOL 1108](#) or [1110](#); [CHEM 1124Q](#), [1125Q](#), [1126Q](#) or [1127Q](#), [1128Q](#); [MATH 1120Q](#), [1121Q](#) or [1122Q](#), [1131Q](#), [1132Q](#); [PHYS 1201Q](#), [1202Q](#) or [1401Q](#), [1402Q](#) ; [STAT 1000Q](#), or [1100Q](#) or [3025Q](#)**

**B. Required Courses in Introductory Environmental Science: Select any two from [GEOG 2300](#), [GEOL 1050](#), [MARN 1002](#), [NRME 1000](#).**

**C. Required Courses in 2000-level or above in Environmental Science: [AH 3175](#), [EEB 2244](#) or [2244W](#), [GEOL 3020](#), [MARN 3000](#), [NRME 3145](#)**

**D. Capstone course: [GEOG 3320W](#)**

**E. General Education competency requirements: Completion of [GEOG 3320W](#) will satisfy the writing in the major and information literacy competency requirements. Completion of [BIOL 1108](#) and [EEB 2244](#) will satisfy the Computer Literacy requirement.**

**F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.**

7. Effective Date    immediately

#### **Justification**

1. Why is a change required? The wide range of concentrations in the Environmental Sciences program has always made requiring PHYS 1230 (formally PHYS 123 and the final semester of a 3 semester sequence) controversial. Some concentrations consider it fundamental to the degree whereas other concentrations consider it unnecessary and more often a burden rather than a benefit to obtaining a degree. In addition, the College of Liberal Arts and Sciences no longer requires PHYS 1230 for its BS degree, which will have significant impact on the class availability for Environmental Sciences students were it to remain part of the required curriculum. The Physics Department also anticipates that the content of the course will change, focusing more on the needs of engineering undergraduates rather than on the needs of CLAS undergraduates. We therefore propose to remove Physics 1230 from the requirements for the Environmental Science degree, noting that some concentrations may still require it as part of their concentration.

2. What is the impact on students? This will have a positive impact on students and increase the likelihood that students will complete their degrees in 4 years or less. For many students, this change will also provide more time to focus on their area of concentration, and for some students it will provide time for independent study or research.

3. What is the impact on regional campuses? None

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

Department Curriculum Committee: April 25, 2008

Department Faculty: April 25, 2008

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

Tim Byrne

860 455 6291

tim.byrne@uconn.edu

## **2008 – 149 Proposal to Add PSYC 5600**

1. Date: **October 21, 2008**
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: **Fall 2009**

### **Final catalog Listing**

**PSYC 5600. Research and Practice of Industrial/Organizational Psychology.**

**1 Credit. Instructor Consent Required. May be repeated for up to 12 credits. Seminar.**

**Current research and practice in industrial/organizational psychology, with intra- and extramural speakers.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: **PSYC**
2. Course Number: **5600**

If using a specific number, have you verified with the Registrar that this number is available for use?  Yes  No

3. Course Title: **Research and Practice of Industrial/Organizational Psychology**

4. Course description:

**Current research and practice in industrial/organizational psychology, with intra- and extramural speakers.**

5. Number of Credits: 1

6. Course type:

Lecture;  Laboratory;  Seminar;  Practicum.

#### **Optional Items**

7. Prerequisites, if applicable: **Students must be admitted to a graduate program in Psychology**
8. Recommended Preparation, if applicable: **N/A**
9. Consent of Instructor, if applicable: **Consent of Instructor Required**
10. Exclusions, if applicable: **N/A**
11. Repetition for credit, if applicable: **Repeatable for up to 12 credits**
12. S/U grading, if applicable: **S/U grading**

#### **Justification**

1. Reasons for adding this course:

**There is no existing course that specifically covers the broad range of topics in industrial/organizational 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 and practitioners about cutting-edge research in the field.**

2. Academic Merit:

**Graduate students need the opportunity to hear and react to current research in their chosen field. The Graduate Program in Industrial/Organizational psychology has active researchers in several areas of specialization of industrial/organizational psychology (eg., personnel and organizational, human factors, occupational health psychology), and it is critical that graduate students be exposed to cutting-edge research in both their own, and other areas of specialization. The seminar and colloquium format of this course will allow students and faculty to come together on a regular basis to engage other researchers and practitioners, 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: **None**
7. Staffing: **Faculty from the Graduate Program in Industrial/Organizational Psychology**
8. Dates approved by:
  - Department Curriculum Committee: **Sept 12, 2008**
  - Department Faculty: **N/A** (Dept. CC&C gives final approval)
9. Name, Phone Number, and e-mail address of principal contact person:  
**Robert A. Henning**  
**486-5918**  
[robert.henning@uconn.edu](mailto:robert.henning@uconn.edu)

## **2008 – 150 Proposal to Add PSYC 5699**

1. Date: 10/21/08. Department requesting this course: **PSYCHOLOGY**
3. Semester and year in which course will be first offered: FALL 2009

### **Final catalog Listing**

**PSYC 5699. Research team in industrial/organizational psychology.**

**1-3 credits. May be repeated. Seminar. Instructor consent required.**

**Planning and execution of both individual and collaborative research projects in industrial/organizational psychology.**

### **Justification**

1. Reasons for adding this course:

There is no existing course that specifically covers the scholarly inquiry in industrial/organizational psychology that will be addressed in this course. There is a need for individual graduate professors in industrial/organizational psychology to convene research teams to plan and carry out both individual and collaborative research projects, and it is that set of activities that the proposed course will cover.

2. Academic Merit

Industrial/organizational research is not conducted in isolation. It requires collaboration, feedback, and group evaluation of work-in-progress – all critical components of graduate training in industrial/organizational psychology. Formal recognition of these components fulfills a need for graduate faculty to credit graduate students for work on a research team.

3. Overlapping Courses: None.

4. Number of Students Expected: Approx. 15 per offering

5. Number of Credits: 1

6. Course type:

Lecture;  Laboratory;  XX Seminar;  Practicum.

### **Optional Items**

7. Prerequisites, if applicable: **Students must be admitted to a graduate program in Psychology**

8. Recommended Preparation, if applicable: **N/A**

9. Consent of Instructor, if applicable: **Consent of Instructor Required**

10. Exclusions, if applicable: **N/A**

11. Repetition for credit, if applicable: **Can be Repeated**

12. S/U grading, if applicable: **S/U grading**

5. Number and Size of Section: **1 section each semester, N=15**

6. Effects on Other Departments: **None**

7. Staffing: **Faculty from the Graduate Program in Industrial/Organizational Psychology**

8. Dates approved by:

Department Curriculum Committee: **Sept. 12, 2008**

Department Faculty: **N/A**

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

**Robert Henning**

**486-5918**

[robert.henning@UConn.edu](mailto:robert.henning@UConn.edu)

## 2008 – 151 Proposal to Cross-List HIST 3207 (action deferred April 2008)

1. Date: 10-22-2008

2. Department initiating this proposal: **HISTORY**

3. Current Catalog Copy/Copies:

HIST 3207: Genocide after the Second World War Second semester. Three credits. Lecture.

Recommended preparation: HIST 3201. *Gilligan*

Origins of the 1948 Genocide Convention. Several case studies of genocide post WWII: Cambodia, Rwanda, the former Yugoslavia, and Darfur. Causes and underlying dynamics of genocide with an emphasis on the international response. Critical evaluation of military, political, and non-governmental measures to prevent genocidal acts.

4. Proposed Catalog Copy/Copies:

HIST 3207: Genocide after the Second World War (Also offered as HTRS 3207). Second semester.

Three credits. Lecture. Recommended preparation: HIST/HRTS 3201. *Gilligan*

Origins of the 1948 Genocide Convention. Several case studies of genocide post WWII: Cambodia, Rwanda, the former Yugoslavia, and Darfur. Causes and underlying dynamics of genocide with an emphasis on the international response. Critical evaluation of military, political, and non- governmental measures to prevent genocidal acts.

HRTS 3207: Genocide after the Second World War (Also offered as HIST 3207). Second semester. Three credits. Lecture. Recommended preparation: HRTS/HIST 3201. *Gilligan*

Origins of the 1948 Genocide Convention. Several case studies of genocide post WWII: Cambodia, Rwanda, the former Yugoslavia, and Darfur. Causes and underlying dynamics of genocide with an emphasis on the international response. Critical evaluation of military, political, and non- governmental measures to prevent genocidal acts.

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

### Justification

2. Reasons for cross listing this course:

This course is an integral part of the Human Rights Minor. Although not a core course, many of our majors and minors in both history and human rights may take this course to fulfill other requirements.

3. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes

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

5. Effects on Regional Campuses: None

6. Staffing: Gilligan

### Approvals

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

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

Department or Program Curriculum Committee:

Hist C&C: 10-10-08

Department or Program Faculty:

HIST: 10-21-08

Department or Program Head:

Rachel L. Jackson, Human Rights Institute Program Administrator 10-22-08

3. Name, Phone Number, and e-mail address of principal contact person: Daniel Caner, 6-3650, [daniel.caner@uconn.edu](mailto:daniel.caner@uconn.edu)

## **2008 – 152 Proposal to Change the Human Rights Minor**

1. Date: **October 22, 2008**
2. Department requesting this change: **Human Rights**
3. Title of Minor: **Human Rights**
4. Nature of Change: Add a course to the Minor: **HIST 3207/HRTS 3207, Genocide After WWII**

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

#### **Human Rights**

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives; and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).

\* Group A. Core Courses.

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202

\* Group B. Electives.

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; HIST/WS 3562; HIST3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3299; HRTS/POLS 3418; HRTS/SOCI 3421, 3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; POLS 3255; SOCI/HRTS 3831; SOCI 3503, 3701

\* Group C. Internship: HRTS 3245

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

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

#### **Human Rights**

**This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required. Six credits from Group A, Core Courses, six credits from Group A or B, Electives; and three credits from Group C, Internship. More than six credits may not be taken in one department. A student may petition the Director of the Human Rights Minor to allow a course not on the following list to count as an Elective (Group B).**

\* Group A. Core Courses.

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202

\* Group B. Electives.

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; HIST/HRTS 3207 HIST/WS 3562; HIST3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/ PRLS 3221; HRTS 3293, 3295, 3299; HRTS/POLS 3418; HRTS/SOCI 3421, 3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; POLS 3255; SOCI/HRTS 3831; SOCI 3503, 3701

\* Group C. Internship: HRTS 3245

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact Richard Hiskes in the Political Science department.

7. Effective Date Spring, 2009

**Justification**

1. Why is a change required? **This is a new course of great interest to the Minor faculty and students.**
2. What is the impact on students? **It will offer them another course from which to choose to meet the Group B requirements.**
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): **April 15, 2008**  
Department Curriculum Committee: **April 15, 2008**  
Department Faculty: **April 15, 2008**
6. Name, Phone Number, and e-mail address of principal contact person:

**Richard P. Hiskes, 486-2536; 428-5331 (cell)**  
**Richard.hiskes@uconn.edu**

**[Insert plan of study here]**



**2008 – 153 Proposal to offer MCB 3895 "Special Topics": Cancer Cell Biology & Genetics**

1. Date of this proposal: 10/21/082. Semester and year 3895 will be offered: Spring 2009 3.

Department: **Molecular & Cell Biology** 4. Title of course: **Cancer Cell Biology and Genetics**

5. Number of Credits: 36. Instructor: Charles Giardina7. Instructor's position: Associate Professor8. Has this topic been offered before? No10. Short description: Genetics and epigenetics of cancer, and how molecular alterations affect cell proliferation, differentiation and death.Recommended preparation: MCB 2210 and MCB 2410

11. See draft syllabus below: The course will cover the topics discussed in the textbook "Cancer Biology" by Robert Weinberg, which is widely considered the best in the field.

12. Comments, if comment is called for: 13. Dates approved by (see Note Q): Department Curriculum Committee: October 22, 2008

Department Faculty: October 22, 2008

14. Name, Phone Number, and e-mail address of principal contact person: Charles Giardina, 6-0089, charles.giardina@uconn.edu

**Preliminary syllabus for Cancer Biology (MCB 3895), Spring 2009**

Instructor: Charles Giardina, Department of Molecular & Cell Biology, U-3125

Textbook: *The Biology of Cancer* Robert A. Weinberg, Garland Science

List of Topics to be covered:

The Nature of Cancer

Tumor Viruses

Oncogenes

Growth Factors and Their Receptors

Cytoplasmic Signaling & the Traits of Cancer

Tumor Suppressor Genes

pRb and Cell Cycle Control

p53 and Apoptosis

Cell Immortalization and Tumorigenesis

Multistep Tumorigenesis

Maintenance of Genomic Integrity

The Biology of Angiogenesis

Invasion and Metastasis

Rational Treatment of Cancer

Examinations:

There will be two exams and a final for this course.

## **2008 – 154 Proposal to Change GEOG 3210**

1. Date: 10/15/08
2. Department: **Geography**
3. Nature of Proposed Change: **Change Number and Title**

### 4. Current Catalog Copy:

3210. Applied Population Geography

(238) Either semester. Three credits. Recommended preparation: GEOG 1000 or 2100.

The study of the composition and growth of small area populations with respect to public and private sector decision making in more developed societies. Basic concepts and techniques for analyzing local populations are presented in the context of significant population issues in the United States.

### 5. Proposed Catalog Copy:

**4210. Population Geography**

(238) Either semester. Three credits. **Prerequisite: Open to juniors or higher.** Recommended preparation: GEOG 1000 or 2100.

**The study of the composition and growth of small area populations with respect to public and private sector decision making in more developed societies. Basic concepts and techniques for analyzing local populations are presented in the context of significant population issues in the United States.**

6. Effective Date: Fall 2008

### **Justification**

1. Reasons for changing this course:

In the renumbering process that recently occurred, this course was inadvertently given a 3000 level number. This course is more appropriate for the senior level. The new title "Population Geography" is more consistent with all other geography course titles that denote a particular field within geography.

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: Drs. Cooke and Vias

7. Dates approved by:

Department Curriculum Committee: 10/10/08

Department Faculty: 10/15/08

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

Robert Cromley, x-2059, robert.cromley@uconn.edu

**2008 – 155 Proposal to Add MARN 5035 [ Postponed at department's request]**

1. Date: 24 October 2008
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: Fall 2009

**Final catalog Listing**

**MARN 5035. Environmental Analytical Techniques**

3 credits. 2 hours lecture, 3 hours lab. Prerequisite: CHEM127 and 128 or consent of instructor. Skoog, Mason. Basic analytical concepts and techniques used in marine chemistry and marine biology.

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): MARN
2. Course Number (see Note B): 5034
3. Course Title: Environmental Analytical Techniques
4. Course description (if appropriate -- see Note K):  
Basic analytical concepts and techniques used in marine chemistry and biology.
5. Number of Credits): 3
6. Course type Lecture and lab

**Optional Items**

7. Prerequisites CHEM127 and 128 or consent of instructor
8. Recommended Preparation
9. Consent of Instructor, above
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X):

**Justification**

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

The department has acquired a large number of analytical instruments during the past 10 years. This equipment is used extensively by our graduate students. There is presently no course that focuses on analytical techniques.

2. Academic Merit (see Note L):

The department has no course with focus on analytical techniques and their physical, biological or chemical basis. This course will give our grad students a way of learning a number of analytical techniques they can use in their research while at the same time learning about the fundamental chemical principles behind the techniques and analytical applications in general. Statistical approaches and experimental design will also be discussed. The course will endeavor to include discussion of the major branches of analytical chemical techniques (spectroscopy, spectrometry, chromatography, electrochemistry) and applications based on kinetics and thermodynamic principles.

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, Associate Professor

Robert Mason, Professor

8. Dates approved by (see Note Q):

Department Curriculum Committee:05/01/08

Department Faculty:10/24/08

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

### **Environmental Analytical Techniques (EAT)**

#### **Principles of basic analytical techniques used in marine environments, 3 credits**

- I. Professors: Annelie Skoog, room 384, Marine Sciences Building  
E-mail: [annelie.skoog@uconn.edu](mailto:annelie.skoog@uconn.edu)  
Robert Mason, room 388, Marine Sciences Building  
E-mail: [robert.mason@uconn.edu](mailto:robert.mason@uconn.edu)
- A. Class Hours: Mon, Wed  
B. Office Hours: By arrangement  
C. Prerequisites: Basic chemistry or consent of professor

#### II. Course Aim and Scope:

A. Aim: To familiarize students with basic analytical concepts and techniques used in marine chemistry.

B. Scope: Subject material will emphasize:

1. Function of equipment in the SMALER facility and equipment owned by faculty in the department
2. Active use of analytical techniques
- ~~1.~~ 2.3. Appropriate documentation of analytical work and results
4. Basic statistical techniques useful for evaluation of analytical data
5. Basic concepts in chromatography and spectroscopy
6. Whole core sediment incubations and processes occurring in the sediment and at the sediment-water interface.

#### III. Course Format/Function:

- A. Lectures: Usually Monday, but see the schedule for exceptions. Before class, handouts will be distributed that contain pertinent figures and tables. Many class notes can be taken on the handout.
- B. Laboratories: Usually 3 hours on Wednesdays, but see the schedule for exceptions. In addition, during the sediment-core incubation, students are required to take turns sampling the cores on a schedule determined by the student group. Expect to spend ~3 hours per sampling time. See handout on sediment-core incubation for further information.
- C. Laboratory note book: You are expected to keep a VERY detailed laboratory note book. The note book is due at the end of the semester and will be graded for completeness, readability, and neatness. Leave the first few pages of the notebook open when you start it – this should be used to add an index. Number the pages consecutively. Write only on the left OR right hand pages. One page in each spread should be left open so you can add additional notes if needed. DO NOT take notes on other paper and copy it in to your lab note book. The lab note book should always be with you in the lab and you should be using it continuously.
- D. Laboratory reports: Reports on technique and data are due ~one week after the lab (see schedule for due dates). All lab reports are expected to include Introduction, Methods, Results, and Discussion. All should be brief. The Introduction should be a brief description of the technique and the equipment used. The Methods section should include information on chemicals used, range of concentrations for standard curves,  $r^2$  for standard curves, and information on any statistical method used. Results should include appropriately formatted figures with figure legends and a brief description of the results. (As in the Results section in a paper). The Discussion should include one paragraph discussing the results.
- E. Reading logs: A reading log will be required for all material read in class (including copies of book chapters and primary literature) and will be graded for content, clarity, and context. The reading logs are due at the end of the semester. The reading logs should have the format of informal notes, comments, and connections with present or previous research performed by the student. The comments and connections with research are the most important for the grade on this assignment.
- F. Final paper and presentations. The student will write a short paper (10-12 pages double spaced, not including Reference list) on a subset of data from the class. The student chooses the subset, but the data should include at least 3 of the techniques and results from the class. The chosen data should give a coherent picture of one or more processes. The paper should include Abstract, Introduction, Methods, Results, Discussion, Conclusion, and References. 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. Final exam (30%)
  - ~~1.2.~~ 1.2. Reading log (10%)
  - ~~1.3.~~ 1.3. Lab reports (20%)
  - ~~1.4.~~ 1.4. Lab note book (10 %)
  - ~~1.5.~~ 1.5. Final paper and talk (15%)
  - ~~1.6.~~ 1.6. Overall class participation and participation quality (15%)

#### IV. Literature:

- A. Primary literature and short sections from analytical books. Expect 1-3 papers per week.

**2008 – 156 Proposal to offer ANTH 3095 "Special Topics" Historical Archaeology**

1. Date of this proposal: October 24, 2008
2. Semester and year 298 will be offered: Spring 2009
3. Department: Anthropology
4. Title of course: Historical Archaeology
5. Number of Credits: 3
6. Instructor: Kevin McBride
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3)

**10. Short description: This course is an overview of the field of Historical Archaeology; defined as the integration of anthropological theory, archaeology, material culture and the written record, to reconstruct the histories of literate societies.**

11. Please attach a sample/draft syllabus to first-time proposals. (Attached)
12. Comments, if comment is called for:
13. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 23 October 2008  
Department Faculty: 23 October 2008
14. Name, Phone Number, and e-mail address of principal contact person:  
Kevin McBride  
6-2137  
[Kevin.mcbride@mptn.org](mailto:Kevin.mcbride@mptn.org)

Anthropology 3095  
Historical Archaeology  
Spring 2009

Kevin McBride  
Beach Hall Room 444  
Phone 486-4511  
E-Mail: [kevin.mcbride@uconn.edu](mailto:kevin.mcbride@uconn.edu)

**Course Description:**

This course presents an overview of the field of Historical Archaeology; defined as the integration of anthropological theory, archaeology, material culture and the written record, to reconstruct the histories of literate societies. Other definitions include; "the study of the material remains and people from any historic period", "the archaeological study of historically documented cultures" or "a discipline within archaeology concerned with supplementing written oral history with archaeological research to create a more complete account of the past".

Until recently, North American Historical Archaeology has primarily been directed at European and Euro-American colonial and post-colonial settlements and societies, generally excluding the histories of minorities, people of color or other groups not well represented in the historical record such as Native Americans, African Americans, women, children and people on the lower end of the socio-economic scale. This course will include peoples and communities sometimes defined as 'non-literate', as their histories are an integral part of the colonial past.

The course is not intended to be an exhaustive review of the various subfields of Historical Archaeology (e.g. Industrial Archaeology, Landscape Archaeology, Frontier Archaeology, Battlefield Archaeology, etc.) but will serve as a preliminary introduction to various topics on the theory, method, and practice of Historical Archaeology. The course will consist of lectures, readings in the required textbooks (Orser 2004; Lewis 2006), weekly readings available on WebCT, four in-class exercises, four written exercises/assignments, two quizzes, two exams (mid-term and final), a final research project, guest lectures and two field trips.

With the exception of readings from the required text books, all of the materials needed by the student for any given week (e.g. readings, data, instructions for written exercises/assignments and in-class exercises, etc.) will be organized by week and available on WebCT (e.g. under the heading Week 2 "Integrating Material Culture and the Historic Record" the student will find Barber 1994, materials for In-Class exercise #1 and instructions and data for Written Assignment #1; under Week 4 "Material Culture" the student will find all readings, assignments, web sites to view ceramics, and other information relevant to pipe and ceramic typologies).

**Required Texts:**

Orser, Charles E. (2004). *Historical Archaeology*. Pearson: Prentice Hall.  
Lewis, Kenneth (2006). *Camden: Historical Archaeology in the South Carolina Backcountry*. Case Studies in Archaeology: Jeffrey Quilter, Editor. Thompson:Wadsworth.

## Assigned Readings in Bibliography available on WebCT organized by week

### Course Requirements:

The class will be a seminar format to discuss the assigned readings. Students are expected to read the assigned materials before class and come prepared to discuss the readings and participate in the in-class assignments and exercises. Discussions will involve critical evaluation of the assigned readings, as well as opportunities to offer alternative perspectives or interpretations of the materials. Regular attendance and participation in class discussions and exercises count as 10 % of the final grade)

In addition to readings, four written exercises/assignments will be assigned relevant to various topics discussed in class. Each written exercise/assignment will require a short (3-5 pages) written analysis and interpretation. Each exercise will count as 7.5% of the final grade.

Four of the class periods will involve in-class assignments/exercises whereby students will become familiar with various aspects/topics of Historical Archaeology through assigned readings, examination of material culture provided in class, internet sources and in-class assignments/exercises (i.e. probate records, demography, chronology and foodways). Students must prepare for these in-class assignments by reading and reviewing all material assigned **prior** to class. Two quizzes will be given to encourage students to develop a degree of knowledge and comfort in the identification of material culture (ceramics, nail types, etc.). Each quiz will count as 5% of the final grade.

A final research project/paper will be required that will count as 20% of the final grade.. Students have several options for the final project including but not limited to a comprehensive review and critical analysis of an article(s), topic or issue in historical archaeology (e.g. cultural or spiritual landscapes, politics of the African-American burial ground in New York, ethnicity in the archaeological record), a laboratory project whereby the student will conduct an analysis of materials remains from previously excavated sites (e.g., activity areas or house form as inferred from the nature and distribution architectural remains from excavated 18<sup>th</sup> century dwellings, reconstruction of foodways from animal and plant remains recovered from an 18<sup>th</sup> century site), or a field project which may consist of an analysis of some aspect of historical archaeology (e.g., vernacular architecture of a neighborhood or town, analysis of colonial field systems and land use patterns through extant stone walls, stone piles, etc.). A title and a brief abstract of the topic for the final paper **must** be submitted in writing by **March 6** and should be discussed with both the professor and teaching assistant before it is submitted. Students will give a 10 minute PowerPoint presentation of their research during the last week of class. The presentation will be worth 10% of the final grade.

### Attendance

As class participation counts for 10% of the final grad, regular attendance is **STRONGLY** encouraged. In addition, participation in class discussion, exercises, workshops, etc is essential preparation for exams, quizzes and written exercises.

### Grading:

Course grading will be derived from two exams (mid-term and final – 10% each), four written assignments/exercises (7.5% each), two quizzes (5% each) and a final research paper (20%) and presentation (10%). Class participation and attendance will be 10% of the final grade.

### Written Assignments/Exercises:

#### Exercise 1: Probate Analysis. Assigned 1/29, Due 2/12

In this exercise the student will evaluate the contents of two probate inventories from a single inn in Annapolis Maryland (1723 and 1733). Students will submit a short written analysis of the two probates (data and instructions are on WebCT). Analyses might include an examination of the relative wealth of the two individuals, explanation of the differences in material culture, changes in the number of patrons, how and what they were served with and to what extent the probates reflect the emerging Georgian mindset in Colonial America. (Deetz 1996, Chapters 1-2; Instructions and data on WebCT).

#### Exercise 2: Cemetery Studies: Assigned 2/5, Due 2/26

This exercise will require the student to conduct field research on a historic cemetery or cemeteries, and to construct a research design and sampling strategy to gain insight on the mortality profile within the cemetery over time and to infer the historical demography of the population. Cemeteries can provide data for historical demography in two ways; forensic analysis (which you will not be involved with) and the information contained on grave markers such as birth year, death year, age at death, sex, inferred life expectancy, infant mortality rates and crude death rate. The assignment will be to select one or more cemeteries to investigate the patterning of mortality over time. Some cemeteries are large enough to contain graves over a long period of time (18<sup>th</sup> through 19<sup>th</sup>) and some were used for much shorter periods of time. Analysis of a single large cemetery may be sufficient for a study. The student might choose to compare the profiles within larger cemetery (perhaps a church or public cemetery) with one or more (obviously much smaller) family cemeteries. As some of the cemeteries could be quite large, students will have to devise an appropriate sampling strategy which is statistically valid. Students will submit a report with a brief description of the historical context of the cemetery, description of the research and sampling design, presentation of data (table, spread sheet, etc.) and an analysis of the mortality/demographic patterns. (Barber 1994; 191-198, 206-225; Instructions on WebCT).

#### Exercise 3: Manufacture-Deposition Time Lag Analysis: Assigned 2/21, Due 3/13

The phenomenon of time-lag is a crucial issue in the temporal placement and estimation of the duration of occupation of histories sites. The necessary documentary information (i.e. chain of title, maps, etc.) is not always available to determine period and duration

of occupation and archaeologists often have to rely on material culture. The assumption that there is a relatively brief interval between the manufacture its use and deposition/entry into the archaeological record is not always the case. This exercise will examine bottled good consumption patterns through a technique known as manufacture-deposition lag. Students will complete a worksheet that calculates the manufacture-deposition lag for the assemblage and then prepare a written analysis to address a series of questions about the household's bottled good consumption pattern. The concepts learned in this exercise will then be applied to Pequot domestic sites on the Mashantucket Pequot Reservation and Euro-American sites at the Lake of Isles. (Adams, 2003; Instructions and data on WebCT).

**Exercise 4: Foodways: Assigned 3/18, Due 4/8.**

The term foodways refers to the distinctive cultural patterns that a group holds relative to food, including what is eaten, how it is procured, how it is prepared, how it is served, what artifacts are used in conjunction with food, and what place food holds in the social system, value system, and ideology of the consumer. Foodways can be studied through three classes of archaeological data: faunal remains, botanical remains, and food-related objects. In addition, documentary and oral sources may provide valuable information on foodways. This exercise will be limited to an analysis of recovered botanical remains from two storage/refuse features; the first associated with the Monhantic Fort Site (72-91, ca. 1675-1680) and the second with Site 72-58, a mid-to-late eighteenth century domestic site/farmstead. Students will be provided with two lists of botanical remains associated with each feature (available on WebCT). Students will conduct a comparative and written analysis of the two features/sites to examine aspects of change and continuity in plant use, local environment, relative importance of indigenous vs. European introduced plants, etc. plants, etc.). (Instructions and data on WebCT).

**Relevant Web Pages:**

**An Archaeological Guide to Historic Artifacts of the Upper Sangamon Basin, Central Illinois.**

<http://virtual.parkland.edu/1stelle1/en/archguide/documents/archguide.htm>

Good overview and description of many English and American historical ceramics with dates and references. Decent images. Most of the ceramics are late, post-1800.

**Digital Type Collection at the University of Florida Museum of Natural History**

[http://www.flmnh.ufl.edu/histarch/gallery\\_types/how-to.asp](http://www.flmnh.ufl.edu/histarch/gallery_types/how-to.asp)

Great Images, extensive inventory of New World ceramics (i.e. Spanish, French, English, American). Obviously your focus will be English and American ceramic types. The site also contains an extensive glossary (paste type, paste color, finish/glaze, decorative technique, motif) with definitions and images and steps in the identification process.

The site allows you to identify a sherd based on attributes or you can search the extensive reference collection by type.

**Mid-Term Exam:** March 6

**Quizzes:** 2/21; 3/25

**Written Assignments:**

Written Assignment/Exercise #1 Probate Analysis: Assigned 1/29, Due 2/12  
Readings: Deetz 1996, CH 1 & Ch 2

Written Assignment/Exercise #2 Cemetery Studies: Assigned 2/5, Due 2/26  
Readings: Barber 1994:

Written Assignment/Exercise #3 Manufacture-Deposition Lag Analysis: Assigned 2/21,  
Due 3/13  
Readings: Adams 2003

Written Assignment/Exercise #4 Foodways: Assigned 3/18, Due 4/8  
Readings to be assigned

**In-Class Exercises:**

- #1 Integrating Documents & Archaeological Data; Barber 1994, pp: 42-52.
- #2 Cemetery Demography; Barber 1994, pp: 206-213.
- #3 Mean Ceramic Dating; Barber 1994, pp: 166-173
- #4 Foodways – Analysis of faunal assemblage; Data and readings available on WebCT

**Field Trips:** march 22, April 12

The location of the field trips have yet to be determined. Every effort will be made to make at least one, and preferably both field trips in the Storrs area.

**SYLLABUS****Anth 298.10**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>Week 1</b> 1/22, 1/24	Introduction to Course Introduction to Historic Archaeology	Feder 1994; pp: 6-24; Orser, CH1, CH2, CH3
<b>Week 2</b> 1/29, 1/31	Integrating Mat. Culture and the Hist. Record IC # 1(In-Class Exercise #1); Assignment #1	Orser, Ch 7 Barber 1994 42-52
<b>Week 3</b> 2/5, 2/7	Cemetery Studies: Demography, Status IC #2; Assignment #2	Barber 1994; 191-198, 206-225
<b>Week 4</b> 2/12, 2/14	Introduction to Material Culture Material Culture - Ceramics	Orser, Ch 4; Sutton & Arkush 1998; 201-213; Beaudry et al 1991; pp:21-30; Deetz 1977 Ch3
<b>Week 5</b> 2/19, 2/21	Material Culture – Ceramics Quiz #1; Assignment #3	Miller 1991; pp: 37-58 Orser, CH 5
<b>Week 6</b> 2/26, 2/28	Chronology – Mean Ceramic Date, Pipe Stem Date Chronology – Time lag IC#3	Orser Ch 5; pp: 127-132; Barber 1994 pp: 149-173 Adams, 2003
<b>Week 7</b> 3/4, 3/6	Foodways – Faunal; IC#4 Mid-Term Exam	Crader 1990; Scott 1996
<b>Week 8</b> 3/11, 3/13	SPRING BREAK	
<b>Week 9</b> 3/18, 3/20	Foodways-Botanical Assignment # 4 Skim Landon 2005 Domestic Architecture Guest Lecture: Kris Thompson <b>Field Trip March 22</b>	McKee 1987; Bowen 1992 Schultz 1983; Landon 2005; Sportman et al n.d. Deetz Ch 5; Hubka 32-69; Kelly 1963, CH2: 5-20
<b>Week 10</b> 3/25, 3/27	Architectural Material Culture Quiz #2; Race, Gender, Ethnicity	Data available on WebCT Otto 1977; Singleton 2001; Orser, CH 10
<b>Week 11</b> 4/1, 4/3	Race, Gender, Ethnicity Rural Farmsteads <b>Field Trip April 5</b>	Lightfoot 1998; Delle 2001; Wall 1999 Orser, CH 6;
<b>Week 12</b> 4/8, 4/10	Cultural Landscapes; Guest Lecture: R. Thorson Rural Farmsteads	Thorson 2002: 1-9, 97-163; Allport 1990: 71-86; Bochnak 2007 Cunzo 2001-2002
<b>Week 13</b> 4/15, 4/17	Guest Lecture – Doug Harris <b>Field Trip April 12</b> Community Studies	Leveille 1997; 1998; Crosby ?? Meli 2007 Lewis, Camden Case Study
<b>Week 14</b> 4/22, 4/24	Community Analysis, Community Analysis	Cusick 1995; Fleiss 2000 Sportman n.d.
<b>Week 15</b> 4/29, 5/1	Class Presentations	



**Anth 298.10**  
**Historical Archaeology**  
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**2008 – 157 Proposal to Drop ANTH 3023**

1. Date: 23 October 2008
2. Department: **Anthropology**

**3. catalog Copy:**

**3023. Pre-Colonial Africa**

**(223) Either semester. Three credits.**

**A survey of African society and history prior to and including the Atlantic slave trade.**

4. Effective Date): immediately

**Justification**

1. Reasons for dropping this course: This has not been taught in some time because the faculty member in charge has left the university. We do not currently have the staffing to offer it. Also, the department is revising our curriculum and we do not intend to offer this in the foreseeable future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

**2008 – 158 Proposal to Drop ANTH 3042**

1. Date: 23 October 2008
2. Department: **Anthropology**

**3. catalog Copy:**

**3042. Contemporary Mexico**

**(227) Either semester. Three credits.**

Analysis and interpretation of interrelated economic, political and cultural processes in the contemporary social life of Mexico and the U.S.-Mexico borderland. Draws broadly on the social science literature with a special focus on anthropological contributions.

4. Effective Date (immediately

**Justification**

1. Reasons for dropping this course: This has not been taught by a regular faculty member (vs. an adjunct) in some time because no member of our department specializes in Mexico. We do not currently have the staffing to offer it and we do not anticipate hiring a Mexico specialist in the foreseeable future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dtes approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

### **2008 – 159 Proposal to Drop ANTH 3100**

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3100. Theories of Society

(283) Either semester. Three credits. Recommended preparation: 2000-level or above social science course work.

Theories about human culture and society. Attempts to formulate general theories that integrate cultural, social, and psychological factors in the ethnographic investigation of human life.

4. Effective Date : immediately

#### **Justification**

1. Reasons for dropping this course: The faculty member in charge of this course has left the university. We offer and continue to introduce other theory courses that overlap in content and no current faculty member wants to teach this one.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / [jocelyn.linnekin@uconn.edu](mailto:jocelyn.linnekin@uconn.edu)

### **2008 – 160 Proposal to Drop ANTH 3102**

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

3102. Cultural Dynamics

(239) Either semester. Three credits.

Interrelations among cultural, social and psychological factors influencing the process of cultural growth and change.

4. Effective Date ): immediately

#### **Justification**

1. Reasons for dropping this course: The faculty member who introduced this course left the university nearly a decade ago. Although this has been taught by others intermittently, it has been superseded by new courses that address similar content with more contemporary rubrics. We offer other courses that overlap in content with this one and no current faculty member has expressed interest in teaching this in the future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

**2008 – 161 Proposal to Drop ANTH 3201**

1. Date: 23 October 2008

2. Department: **Anthropology**

3. catalog Copy:

**3201. People and the Conservation of Nature**

**(282) Either semester. Three credits.**

**Local communities and their environments, resource use, land tenure and conservation of healthy landscapes.**

4. Effective Date : immediately

**Justification**

1. Reasons for dropping this course: The faculty member who introduced this course left the university several years ago. Since then we have hired new faculty members who are addressing the same issues with more current conceptual frameworks. New courses have been and continue to be added that cover this content and fulfill the role that this course had in our curriculum.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by (see Note Q):

Department Curriculum Committee: 20 October 2008

Department Faculty: 20 October 2008

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

Jocelyn Linnekin / 486-2137 / <jocelyn.linnekin@uconn.edu>

## **2008 – 162 Proposal to Add ANTH 3XXX**

1. Date: 2008.09.29
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Spring 2009

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

### **ANTH 3XXX Human Dimensions of Sustainability**

**Either semester. Three credits. Open to sophomores or higher.**

**Historical survey of human responses to sustainability problems & analysis of solution effectiveness and failures. The correspondence of cultural institution design, collective action failure and success, and cultural resilience.**

**Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **3XXX**  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?  Yes  No
3. Course Title: **Human Dimensions of Sustainability**
4. Semester offered: **either**.
5. Number of Credits: **three credits**
6. Course description: **Historical survey of human responses to sustainability problems & analysis of solution effectiveness and failures. The correspondence of cultural institution design, collective action failure and success, and cultural resilience.**

#### **Optional Items**

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course;**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

#### **Justification**

1. Reasons for adding this course: **The University of Connecticut is building strength in environmental sciences. Existing programs and courses focus on knowledge and skills necessary to understand ecosystem components and changes and to distinguish effective from ineffective resource management. None address the human dimensions, which determine our effectiveness in responding to specific sustainability problems. Too often, human interventions make matters worse, not better.**
2. Academic Merit: **Human resource management effectiveness depends on successful collective action to address specific sustainability problems. The problems arise from complexly related sets of variables at multiple scale levels, and exhibit important non-linearities. Cultural institutions may produce, exacerbate, or minimize sustainability problems, and variations in cultural design correspond with successful and failed responses to these problems. The study of how cultures achieve specific goals and of the properties of cultures that produce resilience constitutes a goal of central importance to the sustainability of human communities.**
3. Overlapping Courses: **None.**

4. Number of Students Expected: **20-30**
5. Number and Size of Section: **One offering, no sections.**
6. Effects on Other Departments: **None.**
7. Effects on Regional Campuses: **None.**
8. Staffing: **Handwerker**
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 23 october 2008  
Department Faculty: 23 october 2008
10. Name, Phone Number, and e-mail address of principal contact person:

**W. Penn Handwerker, 0071, handwerker@uconn.edu**

Human Dimensions of Sustainability  
Anth 3XXX

**THIS COURSE** surveys human responses to sustainability problems & analysis of solution effectiveness and failures. We focus on the correspondence of cultural institution design, collective action failure and success, and cultural resilience. Resource management effectiveness depends on successful collective action to address specific sustainability problems. The problems arise from complexly related sets of variables at multiple scale levels, and exhibit important non-linearities. Cultural institutions may produce, exacerbate, or minimize sustainability problems, and variations in cultural design correspond with successful and failed responses to these problems. Too often, human interventions make things worse than better. The study of how cultures achieve specific goals and of the properties of cultures that produce resilience thus constitutes a goal of central importance to the sustainability of human communities.

**REQUIREMENTS:** Six discussion papers (due at the beginning of class the day of discussion), active participation in class discussions, and a Final Exam.

**WEEK 0. ORIENTATION**

**WEEK 1. THE PROBLEM & THE PROTAGONISTS**

*Big Question*

If the earth has a carrying capacity, how can we know what it is?

Readings:

Hardin, Garrett. The Tragedy of the Commons. *Science* 1968; 162:1243-1248.

Simon, Julian Resources, Population, Environment: An Oversupply of False Bad News. *Science* ;1980208:1431-1437.

**WEEK 2. ONE RULE FOR 400,000 YEARS OF CULTURAL EVOLUTION**

*Big Question*

How did our ancestors create ever-improving productivity and a better life?

Readings:

Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009.  
Chapter 1

Tainter, Joseph A. Archaeology of Overshoot and Collapse. *Annual Review of Anthropology* 2006; 35: 59-74

Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 4

**WEEK 3. TWO RULES FOR CULTURAL DESIGN**

*Big Question*

What highly effective and specific forms of resource management systems did our ancestors create?

Readings:

Netting, Robert M. *Cultural Ecology*. 2<sup>nd</sup> edition. Long Grove, IL: Waveland Press, 1986.

**WEEKS 4-5. CULTURES**

*Big Question*

How do cultures make people do things, so that they accomplish specific goals?

Readings:

- Netting, Robert M. *Cultural Ecology*. 2<sup>nd</sup> edition. Long Grove, IL: Waveland Press, 1986.
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 5
- Sheridan, Thomas E. Embattled Ranchers, Endangered Species, and Urban Sprawl: The Political Ecology of the New American West. *Annual Review of Anthropology* 2007; 36:121-38

**WEEK 6. CONSCIOUSNESS, COGNITION & IRRATIONALITY**

*Big Question*

What are major limitations to the effective design of resource management systems?

Readings:

- D'Andrade *The Development of Cognitive Anthropology*. Cambridge: CUP, 1995. Chapters 8, 9
- Shafir E, LeBoeuf RA. Rationality. *Annual Review of Psychology* 2002;53:491-517.

**WEEK 7. CREATIVE MINDS, INFORMATION FLOW, & WINNOWING**

*Big Question*

Where do new things come from?

Readings:

- Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009. Chapters 2, 3, 4

**WEEK 8. HOW PEOPLE MAKE CHOICES**

*Big Question*

What can we learn about resource management design from corruption and war?

- Handwerker, W Penn. *The Evolution of Choice & the Origin of Cultures*. Walnut Creek, CA: Left Coast Press, 2009. Chapters 5, 6

- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapter 6

**WEEKS 9, 10, 11. CULTURAL DESIGN & COLLECTIVE ACTION**

*Big Question*

What do we have to do to avoid catastrophes like the 'tragedy of the commons'?

Readings:

- Liu, J. et al. Complexity of Coupled Human and Natural Systems. *Science* 2007;317:1513-1516.
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapters 8, 9
- Borgerhoff-Mulder, M, P Coppolillo *Conservation: Linking Ecology, Economics, and Culture*. Princeton: Princeton Univ Press, 2005. Chapters 10, 11
- Acheson James M. Institutional Failure in Resource Management. *Annual Review of Anthropology* 2006; 35:117-34.
- Folke, Carl, T. Hahn, P. Olsson, and J Norberg. Adaptive Governance of Social-Ecological Systems. *Annual Review of Environment & Resources* 2005;30:441-73.
- Ostrom, Elinor A Diagnostic Approach for Going Beyond Panaceas. *PNAS* 2007; 104:15181-15187.

**WEEK 12. DIRECTIONS FOR POLICY AND PROGRAMS**

*Big Question*

What are the 5 most important sustainability issues today and how are they interrelated?



I EXPECT YOU to familiarize yourself with

- Malthusian, Boserupian, and Darwinian perspectives on human population growth;
- the general course of human cultural evolution from the first appearance of contemporary *Homo sapiens sapiens* to the present day;
- the major changes in social relationships that have accompanied significant steps in human cultural evolution;
- the changes in resource access costs and power relationships that these processes reflect, and the changes in resource access costs and power relationships that these processes generate; and
- key controversies in the study of human population ecology.

#### *Subsidiary Issues*

- did population pressure lead to the origins of agriculture?
- did agriculture lead to the origins of "overpopulation"?
- what new problems arose when people created settled communities?
- how were the earliest agricultural communities organized?
- what sequence of changes led to the first cities and civilizations?
- did people eat better before or after the origins of agriculture?
- did population growth have anything to do with the origins of the state?
- why has population growth gone along with change in agricultural technologies?
- why did people begin to intentionally space births, and yet to have more children, after the development of agriculture?
- when were birth control techniques first developed, under what circumstances were they used, and how effective were they?
- where and how often have people killed their infants to control their population size?
- does warfare effectively control population size?

#### *Subsidiary Issues*

- was 18th century population growth responsible for England becoming the world's first industrial nation?
- why did European populations begin to grow so rapidly in the 19th century?
- when did people in Europe begin to sharply limit the sizes of their families and how did they do it?
- why did people in Europe and North America begin to want small families?
- why did people in China begin to have small families?
- why did the United States experience a Baby Boom between 1947 and 1960?
- why are the Eastern European countries that want to increase their populations having such a hard time convincing women to have more children?
- why have countries like India and Bangladesh had such a hard time reducing their birth rates? How do they compare with Mexico?
- why has the world's population grown so extraordinarily since 1950?
- why are cities growing so rapidly today?
- why don't Africans have fewer children?
- are Africans starving because there are too many of them?
- why can't family planning programs reduce birth rates significantly?
- what can family planning programs do?

#### *Subsidiary Issues*

- how did the U.S. become the world's breadbasket?
- what mistakes has U.S. agriculture made, and what, if anything, is being done about them?
- what are the prospects for people in Africa to feed themselves?
- should we close our borders to immigrants?
- who should decide who gets pregnant?
- who should decide the pregnancy outcome?
- what policy or policies should we pursue to assure the best quality of life for future generations?

## **2008 – 163 Proposal to Add ANTH 3XXY**

1. Date: 2008.01.30
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Fall 2008

### **ANTH 3XXX Violence and Human Rights**

**Either semester. Three credits. Open to sophomores or higher.**

**Violence and human rights as cultural constructs; human rights claims; war, genocide, terrorism, street crime, domestic violence; deterrence and intervention policy.**

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

##### **Obligatory Items**

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **3XXX**  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use?  Yes  No
3. Course Title: **Violence and Human Rights**
4. Semester offered: **either**.
5. Number of Credits: **three credits**
6. Course description: **Violence and human rights as cultural constructs; human rights claims; war, genocide, terrorism, street crime, domestic violence; deterrence and intervention policy.**

##### **Optional Items**

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course; one or more of the courses for the Human Rights minor.**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

#### **Justification**

1. Reasons for adding this course: **Violence constitutes a central issue of daily life for people throughout the world. In the mid 20<sup>th</sup> century, for example, terrorist incidents reported in the international media numbered one or two per year. The number rose to around one per day through the late 20<sup>th</sup> century. Terrorist incidents skyrocketed to around three per day by the first years of the 21<sup>st</sup> century. Israelis alone have experienced more than 1,000 terror attacks since the signing of the Oslo agreement in 1993, which was intended to establish non-violent relations between Israel and Palestinians. But terrorist attacks have also killed Russians, Americans, British, Danes, Canadians, Saudis, Germans, French, Egyptians, Jordanians, Indians, Australians, Japanese, Philipinos, Indonesians, Pakistanis, Iraqis, and Afghans. Terrorists left Dutch filmmaker Theo van Gogh dead on the sidewalk with a knife in his chest, and the editor of a Sudanese newspaper, Mohammed Taha, without a head. Terrorist threats drove Hirsi Ali, a member of the Dutch parliament, to flee to the United States, and Seyran Ates, a German women's rights lawyer who won the Berlin Women's Prize in 2004 and a Civil Courage Prize in 2005, to close her law practice. Over the last three years, terrorists have carried out nearly 1,000 attacks in southern Thailand. The Rand-MIPT data base now contains information on more than 31,000 terrorist attacks carried out since 1968.**

**The frequency of these kinds of terrorist incidents, however, pales in comparison to another form of violence that terrorizes its recipient, violence against women. Data collected in the U.S.**

through the National Violence Against Women Survey indicate that 5.3 million terrorist incidents of this kind occur to women each year. These result in nearly 2 million injuries, 8 million days of lost paid work, and around 5.6 million days of lost household work. The direct effects of violence include scratches, bruises, welts, lacerations, knife wounds, broken bones, head injuries, sore muscles, internal injuries, broken teeth, burns, bullet wounds, and death. Sequelae of violence include traumatic brain injury; permanent disability, poor pregnancy outcomes, an elevated risk of STDs/HIV, PID, and cervical cancer, chronic pain and alcohol and drug abuse, chronic fatigue and tension, intense startle reactions, disturbed sleeping and eating patterns, nightmares, chronic headaches, abdominal pain, recurrent vaginal infections, and delayed physical effects such as arthritis, hypertension, and heart disease, depression and PTSD, suicide attempts, homicide by the victim, and later homicide of the initial victim. The CDC has estimated the annual costs of intimate partner violence against women in the United States at \$5.8 billion. Even within the United States, the annual costs of violence of all kinds against all people may exceed that figure by a factor of 10.

Although existing courses discuss particular forms of violence (e.g., crime, violence against women, racism, genocide) or particular relationships marked by violence (e.g., Israeli-Palestinian relations), no current undergraduate course in the social and behavioral sciences treats violence as a unitary phenomenon. Despite its many forms (e.g., war, genocide, terrorism, street crime, domestic violence, school yard bullying, and various forms of structural violence), however, all forms of violence induce trauma in individuals and the same long-term consequences in violence survivors, and may emanate from the same source.

2. Academic Merit: Freedom from violence forms a part of a widely recognized (albeit not by legalist scholars within the international human rights community) cluster of human rights. But it's not clear why humans inflict violence on each other; nor is it clear how to prevent the occurrence of its various forms. Because violence as well as human rights exhibit cultural variation, it's not always clear what constitutes either violence or a human right. Indeed, violence may constitute a means for claiming human rights. The proposed course provides a forum for students to acquaint themselves with the range of violence-related issues that affect their lives, including cultural variation in the construction of both violence and human rights, to become aware of and critically evaluate a significant range of views about the source or sources of violence, and to use that evolving understanding to critically evaluate contemporary policies and programs aimed at preventing violence.

3. Overlapping Courses: Existing courses in anthropology, political science, psychology, and sociology touch on issues raised in the proposed course, but the overlaps complement rather than conflict with one another.

4. Number of Students Expected: **20-30**

5. Number and Size of Section: **One offering, no sections.**

6. Effects on Other Departments: **None.**

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

8. Staffing: **Handwerker**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 23 October 2008

Department Faculty: 23 October 2008

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

**W. Penn Handwerker, 0071, handwerker@uconn.edu**

## Violence & Human Rights

ANTH 3XXX

**THIS COURSE** surveys theory and observations bearing on violence and human rights as cultural constructs; human rights claimed by people regardless of national or international governing bodies, sometimes through violent means; and cultural variation in how people think of and act in forms of violence that range from war, genocide and terrorism, to street crime and domestic violence. We conclude by examining the assumptions that underline current prevention, deterrence, and intervention policies inside and outside the 'human rights' establishment.

**YOUR GRADE** will come from 3 sources:

- (1) 35% will come from a 3,000 word (maximum) typed, single-spaced paper that identifies and critically evaluate the assumptions used to formulate policy and programs bearing on violence prevention, identifies an alternative (set of) assumption(s), and outlines some of the policy and program implications of that alternative. All forms of violence are fair game, from war, genocide, and suicide terrorism, to domestic violence, drunk driving, street shootings, school yard bullying, and community disadvantage. Present your findings during Weeks 10, 11, and 12; revise this paper in light of class discussion and submit a final version by the last day of Finals Week.
- (2) 35% will come from three (15% each) 500 word (maximum) typed, single-spaced papers that critically evaluate the issues and provide an answer to the questions posed for Weeks 1-9. Submit each paper the week we discuss the question that you address.
- (3) 30% will come from a Final Exam.

NOTE: The length restrictions mean that you have to write very high density sentences, which implies much re-writing; use Strunk & White's *The Elements of Style* as your guide to good writing. I will evaluate early drafts submitted electronically: ([handwerker@uconn.edu](mailto:handwerker@uconn.edu)).

### **Week 0: Orientation: How Does Violence Feel?**

#### **Week 1: Does Violence Come from Cultural Values, Norms, and Moral Beliefs?**

Atran S. The Moral Logic and Growth of Suicide Terrorism. *The Washington Quarterly* 2006;29:127-147.  
de la Roche RS. Collective Violence as Social Control. *Sociological Forum* 1996; 11:97-128.  
Bagley W. Brigham Young's Culture of Violence. Conference paper, 2002.  
Vandello JA, Cohen D. Male Honor and Female Fidelity: Implicit Cultural Scripts That Perpetuate Domestic Violence. *Journal of Personality and Social Psychology* 2003; 84:997-1010.

#### **Weeks 2-3: Does Religion Promote Violence?**

##### *Week 2:*

.Defense-The Torah and Self Kopel DB *Penn State Law Review* 42-109:17;2004  
Kopel DB The Scottish and English Religious Roots of the American Right to Arms. *Bridges* 2004;12:291-312.  
Kopel DB Self-Defense in Asian Religions. *Journal of Firearms and Public Policy* 2006; 18.

##### *Week 3:*

.A Manual of Islamic Fundamentalist Terrorism .Israeli R *Terrorism and Political Violence* 40-14:23;  
,Jihad Against Jews and Crusaders Islamic Front Statement, 1998.  
.interview with Abu Bakaar Bashir –We Should Not Fear Being Called Radical Noor FAAI *Jazeera*. August 18 ,2006  
.The Making of an Arch Terrorist :Zawahiri-Ayman Muhammad Rabi' Al .Raphaeli N *Terrorism and Political Violence*. 22-14:1;2002  
.in press ,2007 .Evolutionary Perspectives on Religion and Terrorism :Militants and Martyrs .Alcorta CS ,Sosis R

#### **Week 4: Does Violence Come from Unmet Expectations?**

.Toward A Theory of Revolution .Davies JC *American Sociological Review*. 19-27:5;1962  
Bellair PE, McNulty TL. Beyond the bell curve: Community disadvantage and the explanation of black-white differences in adolescent violence. *Criminology* 2005;43: 1135-1168  
.Countering Global Insurgency Kilcullen DJ *Journal of Strategic Studies*. 617-28:597;2005

#### **Week 5: Do Guns Promote Violence?**

Miller M, Hemenway D, Azrael D. State-level homicide victimization rates in the US in relation to survey measures of household firearm ownership, 2001-2003. *Social Science & Medicine* 2007;64:656-664.  
Kates DB, Schaffer HE, Lattimer JK, Murray GB, Cassem EH. Guns and Public Health. *Tennessee Law Review* 1994;62:513-596.

**Week 6: What Do Classic Experiments Tell Us About Human Violence?**

Milgram S. Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*. 1963;67:371-378.  
Haney C, Banks C, Zimbardo P. A Study of Prisoners and Guards in a Simulated Prison. *Naval Research* 1973;1-17.  
Zimbardo P. The Mind is a Formidable Jailer: A Pirandellian Prison. *New York Times Magazine* 1973;April 8:38-60.

**Weeks 7-8: Are the Roots of Violence Evolved Properties of Human Minds?***Week 7:*

de Quervain DF-J et al. The Neural Basis of Altruistic Punishment. *Science* 2004;305:1254-1258.  
Henrich J et al. Costly Punishment Across Human Societies. *Science* 2006;312:1767-1770.

*Week 8:*

Diagnostics (O'Connor): Antisocial Personality, Sociopath, and Psychopathy  
Widom CS. The Cycle of Violence. *Science* 1989; 244: 160-166.  
Perry BD. Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.' In: *Children, Youth, and Violence*. (J Osofsky, Ed). Guilford Press, NY, pp. 124-148, 1997.

**Week 9: Does Violence Come from Relationship Inequalities?**

Handwerker WP. Why violence? *Human Organization* 1998;57:200-208.

.International Intervention and the Severity of Genocides and Policides. *Krain MInternational Studies Quarterly* -49:363;2005  
.388

.and Mass Murder ,Genocide ,Power ,Democracy .Rummel RJJ*Journal of Conflict Resolution*.26-39;3;1995

**Weeks 10-12: STUDENT PRESENTATIONS: Violence and the Human Rights Establishment**

Messer E. The Anthropology of Human Rights. *Annual Review of Anthropology* 1993; 22:221-249.

Biolsi T. Bringing the Law Back In. *Current Anthropology* 1995; 36:543-571.

Wilson RA. Afterword to "Anthropology and Human Rights in a NewKey": The Social Life of Human Rights. *American Anthropologist* 2006;108:77-83.

*Week 10: Domestic Violence*

Thomas DQ Beasley ME. Domestic Violence as a Human Rights Issue. *Human Rights Quarterly* 1993;15:36-62.

Merry SE. Constructing a Global Law – Violence Against Women and the Human Rights System. *Law and Social Inquiry* 2003a;28:941-977.

Koss MP. Blame, Shame, and Community: Justice Responses to Violence Against Women. *American Psychologist* 2000; 1332-1343.

*Week 11: Genocide*

Wilson RA. Defining Genocide: Racial and Ethnic Groups at the International Criminal Tribunal for Rwanda. Unpublished manuscript.

.Americanist Reconsideration-Toward an Afro :The Second Amendment .Diamond RT ,Cottrol RJJ*Georgetown Law Journal*.361-80:309;1991

*Week 12: Self-Defense Rights Claims*

Frey B. Prevention of Human Rights Violations Committed with Small Arms and Light Weapons. Final Report to the General Assembly of the United Nations, 2006.

.Protection-The Second Amendment and the Ideology of Self Kates DB*Constitutional Commentary*.104-9:87 ;1992  
Of Holocausts and Gun Control Kates DB ,Polsby DD*Washington University Law Quarterly*.75:1237;2004

**2008 – 164 Proposal to Add ANTH 53XX**

**Final catalog Listing**

ANTH 53xx. *Evolutionary Cognitive Anthropology*  
3 credits. Seminar.

*An introduction to recent work exploring the variety of ways in which we can understand human cognition as a product of evolution.*

**Justification**

1. *Reasons for adding this course: This course has been taught three times before as a special topics course and will contribute to the departmental focus in Evolution, Culture, and Cognition. It also contributes in an interdisciplinary focus in cognitive science.*
2. *Academic Merit: This course complements existing courses, including Anth 5306 Human Behavioral Ecology [Sosis]; Anth 5308 Human Evolutionary Theory [McBrearty]; Anth 5336 Cultural Ecology [Smith]; and Anth 5361 Ecology of Human Evolution [McBrearty]. It provides an emphasis on the evolution of cognition and emotion missing from the other offerings.*
3. *Overlapping Courses: Although this course complements the other courses in this cluster, it does not overlap with any of them.*
4. *Other Departments Consulted: Psychology, Cognitive Science*
5. *Number of Students Expected: Less than 15*
6. *Number and Size of Section: 1 section, 15 students*
7. *Effects on Other Departments: None*
8. *Effects on Regional Campuses: None*
9. *Staffing: No new staff required.*
10. *Approvals Received and Dates:*  
*Department Curriculum Committee:*  
*Department Faculty:*
11. *Names and Phone Numbers of Persons for the CCC to contact:*  
*James Boster: (860)486-2795; [James.Boster@uconn.edu](mailto:James.Boster@uconn.edu)*

**[Awaiting syllabus here]**

## **2008 – 165 Proposal to Add ANTH 2XXX**

1. Date: 2008.09.22
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Spring 2009

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

### **ANTH 2XXX Anthropology of Museums**

**Either semester. Three credits. Open to sophomores or higher.**

**Museums as locales for intersecting issues of identity, memory, place, power, ethnicity, history, representation, and ownership. Special focus on collectors, theories, and methods touching on the collection and display of Native American bodies, histories, art, and artifacts.**

**Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: **Anth**
2. Course Number: **2XXX**  
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: **Anthropology of Museums**
4. Semester offered: **either.**
5. Number of Credits: **three credits**
6. Course description: **Museums as locales for intersecting issues of identity, memory, place, power, ethnicity, history, representation, and ownership. Special focus on collectors, theories, and methods touching on the collection and display of Native American bodies, histories, art, and artifacts.**

#### **Optional Items**

7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **at least one Anthropology course or one of the required courses for the Native American Studies minor.**
10. Consent of Instructor, if applicable: **n/a**
11. Exclusions, if applicable: **n/a**
12. Repetition for credit, if applicable: **n/a**
13. Instructor(s) names if they will appear in catalog copy: **n/a**
14. Open to Sophomores: **open to sophomores and higher.**
15. Skill Codes "W", "Q", or "C": **n/a**
16. S/U grading: **n/a**

#### **Justification**

1. Reasons for adding this course: **This course examines the role of museums as locales where issues of identity, memory, place, and power intersect. Museums are, both overtly and covertly, engaged in the selective preservation, representation, and contextualization of objects, cultures, and histories over space and time. Museum professionals serve as culture-brokers and memory-shapers in their dealings with the general public, and are often highly influential in shaping and re-shaping popular perceptions of the past.**

**The emergence of the academic discipline of anthropology is inextricably linked with the increasing popularity of public and private museums in European, American, and other world-wide settings. During the 19th century, antiquarian impulses inspired the collecting of diverse objects as fetishized curiosities. Scientific impulses led museums to exhibit human remains and other biological specimens. Nationalist impulses drove the construction of monuments to house and promote heroic events and imperialist memories. During the formative years of modern anthropology, Euro-American museums were intensely devoted to collecting rare ethnographic materials, guarding national patrimony, and promoting white cultural values.**

Since the late 20th century, these museums have been at the center of complex, often contentious discourse around the legacy of these colonial representations, the impact of scientific and pseudo-scientific studies, and the ownership and repatriation of human remains and cultural property. Museum staff members have been increasingly challenged to include the diverse perspectives of people of color, women, and other under-represented minorities. In 21st century America, museums are also engaging with Native American communities as sovereign nations, rather than the vanishing remnants.

## **2. Academic Merit:**

As part of this course, students will review the histories, theories and paradigms that have influenced regional, national, and international collecting processes and exhibitions, with a particular focus on Native American Indian collections. Students will gain practical hands-on experience outside the classroom through field trips to local archives to view primary sources, and to local museums to observe collections, curatorial methods, accession records, exhibition models, and interpretative practices. These sites will include: Mashantucket Pequot Museum, Tantaquidgeon Museum, Plimoth Plantation, Mystic Seaport, and the Indian and Colonial Research Center, among others. Students will also be expected to select an exhibition for critical review, focusing on the following points: content, themes, audience message, graphic design and physical structure, cultural representations, language, interpretive strategies, etc. This targeted study will enable students to directly examine specific practices surrounding a few particular exhibitions, while developing critical analyses of the myriad ways in which museums and museum audiences wield the power to form and transform social identities.

This proposed course will familiarize students with the impact of museum representations on contemporary social relations. Students will learn about various modes of signifying and communicating meaning and power, and they will come to appreciate the wide range of variables that determine precisely whose cultures are constructed and represented within the walls of any particular museum. Discussions of social relations, gender differences, ethnic concerns, tourism, marketing, cultural survival, and other topics will likely resonate with students' experiences elsewhere in academia and in their communities, and will inform the emergence of different communication skills and strategies.

Exploration of new trends in living history and historical museums will help students understand how people and communities who were once marginalized by Euro-centric museums have become collaborators and initiators in devising more respectful and historically accurate multicultural representations. The legal and social dimensions of new human rights legislation affecting museums and the ownership of cultural property (e.g. the Native American Grave Protection and Repatriation Act, the United Nations Resolution on the Rights of Indigenous Peoples), have provided fertile ground for complex anthropological research and discourse, and changing archaeological and curatorial practices. The material covered in this course will be particularly useful to students of anthropology who choose to minor or major in Native American Studies, but the material will also be relevant and useful to other students in anthropology, history, and sociology.

3. Overlapping Courses: **Existing courses in anthropology, art, and history touch on some of the issues raised in the proposed course, but none of the existing courses has a specifically anthropological approach to museums. Any overlaps in subject matter will, therefore, complement rather than conflict with other courses.**

4. Number of Students Expected: **20-30**

5. Number and Size of Section: **One offering, no sections.**

6. Effects on Other Departments: **None.**

7. Effects on Regional Campuses: **This course would be based at the Avery Point campus, and could also be offered at Storrs.**

8. Staffing: **Bruchac**

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



Department Curriculum Committee: 23 October 2008

Department Faculty: 23 October 2008

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

**Dr. Margaret M. Bruchac (413) 512-0176 margaret.bruchac@uconn.edu**

## **ANTHROPOLOGY OF MUSEUMS**

**Memory, Place, Power, and Representation**

### **DRAFT SYLLABUS**

**Margaret Bruchac**

#### **Course Description:**

This course examines the role of museums as sites where issues of identity, memory, place, and power intersect, and where museum professionals serve as culture-brokers and memory-shapers. Museums are, in practice, engaged in the selective preservation and representation of objects, identities, and histories over space and time. During the 19<sup>th</sup> century, antiquarian impulses inspired the collecting of diverse objects as fetishized curiosities, scientific impulses led museums to exhibit human remains and other biological specimens, and nationalist impulses drove the construction of monuments to house imperialist memories. During the formative years of modern anthropology, Euro-American museums were intensely devoted to collecting ethnographic materials, guarding national patrimony, and promoting white cultural values.

Museums have remained highly influential in shaping and re-inventing perceptions of the past, and have been increasingly challenged to consider Indigenous peoples, women, and other under-represented minorities. Since the late 20<sup>th</sup> century, museums have been at the center of sometimes contentious discourse around the legacy of colonial representations, the impact of scientific and pseudo-scientific studies, and the ownership and repatriation of human remains and cultural property. We will review the histories, theories and paradigms that have influenced regional, national, and international collecting processes and exhibitions, with a particular focus on Native American Indian collections. Students will examine practices at several regional art, history, and living history museums, while developing critical analyses of the myriad ways in which museums and museum audiences wield the power to form and transform social identities.

#### **Required Texts:**

Ames, Michael M. 1992. *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Vancouver: UCB Press.

Anderson, Gail, ed. 2004. *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, CA: AltaMira Press.

Leah Dilworth, ed. 2003. *Acts of Possession: Collecting in America*. New Brunswick, New Jersey, and London: Rutgers University Press.

Shepard Krech III and Barbara Hail, eds. 1999. *Collecting Native America 1870-1960*. Washington, DC: Smithsonian Institution Press.

#### **Required Reader:**

Reader for Museum Anthropology available at Collective Copies.

#### **Course Requirements:**

- Completion of all assigned readings.
- Attendance and active participation in all class sessions.
- Completion of 5 response papers.
- Mid-term exam based on the assigned readings and class lectures.
- Participation in 4 out of the 5 scheduled museum field trips.
- Museum exhibition review.
- Final paper and final presentation.

#### **Notes on Writing Response Papers:**

You will be required to write FIVE short Response Papers, about 3 pages long and approximately 500-800 words each. These will be due every other week, starting with the second week.

Your Response Papers may include questions, insights, observations, points of confusion, and/or ideas for research that emerge from your readings. You may also discuss your reactions to films, lectures, discussions, or field trips. Please do *not* summarize the readings. These papers will serve as written reactions to what you've read and heard, and will form a record of some of your original ideas, questions, and comments on the topic for that week. You might discover resonances between readings, or surprising ideas, or you might choose to critique an author, then explain your position. Please be prepared to share your comments in class during group discussions. The thoughts in your Response Papers will also help you to generate ideas for potential topics for your final paper. These must be submitted on paper, in person, in class. They cannot be accepted late or via electronic mail.

#### **Notes on the Museum Field Trips:**

**As a part of this class, you will participate in several scheduled field trips to local archives to view collecting records, and to several museums to observe exhibition and interpretation practices (precise locations and dates to be determined). We will visit the Indian and Colonial Research Center archives on several occasions. Visits to museums will include: Mashantucket Pequot Museum, Mystic Seaport Museum, Old Sturbridge Village, Plimoth Plantation, and the Tantaquidgeon Indian Museum.**

#### Notes on the Museum Exhibition Review:

As a part of this class, you will be required to select a local museum exhibition that intrigues you for further study. Make arrangements to interview the curator (or another knowledgeable museum professional involved in this exhibition) and locate reviews of this exhibition (if available) to gather more background history. You will be required to write a 4-5 page (minimum 1,300 words) critical review of this exhibition, focusing on the following points: content, themes, audience message, graphic design and physical structure, cultural constructions, representations, interpretive strategies, etc. (More details to come on this assignment.)

#### Course Topics and Reading Assignments:

##### *Week One: Introduction to the Anthropology of Museums*

###### CHAPTERS IN TEXT:

Anderson, Gail.

2004. "Introduction," pp. 1-7 in G. Anderson, ed., *Reinventing the Museum*.

Ames, Michael M.

1992. Chapters 1-2, "The Critical Theory and Practice of Museums," and "The Development of Museums in the Western World," pp. 3-24 in *Cannibal Tours and Glass Boxes*.

Low, Theodore.

[1942] 2004. "What Is a Museum?" pp. 30-43 in G. Anderson, ed., *Reinventing the Museum*.

###### ARTICLES IN READER:

Hooper-Greenhill, Eilean. 1992. "What is a Museum?" pp. 1-22 in *Museums and the Shaping of Knowledge*. London and New York: Routledge Press.

Sturtevant, William C.

1969. "Does Anthropology Need Museums?" in *Proceedings of the Biological Society of Washington* 82: 619-650.

##### **Week Two: Constructing the Past and Situating Knowledge**

###### CHAPTERS IN TEXTS:

Dana, John Cotton.

[1917] 2004. "The Gloom of the Museum," pp. 13-29 in G. Anderson, ed., *Reinventing the Museum*.

Ames, Michael M.

1992. Chapters 3-4, "Dilemma of the Practical Anthropologist" and "What Could a Social Anthropologist Do in a Museum of Anthropology?," pp. 25-48 in *Cannibal Tours and Glass Boxes*.

Brown, Claudine K.

2004. "The Museum's Role in a Multicultural Society," pp. 143-149 in Anderson, ed., *Reinventing the Museum*.

###### ARTICLES IN READER:

Lowenthal, David.

1985. "How We Know the Past." Chapter 6, pp. 185-259 in *The Past is a Foreign Country*. Cambridge and New York: Cambridge University Press.

Cook, Ian et al.

2005. "Positionality / Situated Knowledge" in David Sibley, Peter Jackson, David Atkinson & Neil Washbourne, eds. *Critical Concepts in Cultural Geography*. London: IB Taurus.

##### **FIELD TRIP: Indian and Colonial Research Center**

##### **Week Three: Taxonomic Systems and Preservation Methods**

###### CHAPTERS IN TEXT:

Ames, Michael M.

1992. Chapters 5-6, "How Anthropologists Stereotype Other People," and "How Anthropologists Help to Fabricate the Cultures They Study," pp. 49-69 in *Cannibal Tours and Glass Boxes*.

###### ARTICLES IN READER:

Clifford, James.

1988. "On Collecting Art and Culture," pp. 215-251 in *The Predicament of Culture: Twentieth Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.

Haraway, Donna. 1989. "Teddy Bear Patriarchy Taxidermy in the Garden of Eden," pp. 26-58 in *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. London: Routledge.

Jacknis, Ira.

1985. "Franz Boas and Exhibits: On the Limitations of the Museum Method of Anthropology," pp. 75-111 in George W. Stocking, Jr., ed. *Objects and Others: Essays on Museums and Material Culture*. Madison, WI: University of Wisconsin Press.

##### **Week Four: Cabinets of Memory: Collection Histories**

###### CHAPTERS IN TEXTS:

Kidwell, Clara Sue.

1999. "Every Last Dishcloth: The Prodigious Collecting of George Gustav Heye," pp. 232-258 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Krech III, Shepard.

1999. "Rudolf F. Haffenreffer and the King Philip Museum," pp. 105-138 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

McCaffrey, Moira T.

1999. "Rononshonni – The Builder: David Ross McCord's Ethnographic Collection," pp. 43-73 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Robinson, Joyce H.

2003. "An American Cabinet of Curiosities: Thomas Jefferson's 'Indian Hall' at Monticello," pp. 16-41 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

### **FIELD TRIP: Mystic Seaport Museum**

#### **Week Five: National Identities and Public Monuments**

CHAPTERS IN TEXT:

Cameron, Duncan F. [1971] 2004. "The Museum, A Temple or the Forum" [1971], in G. Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Anderson, Benedict.

1991. "Official Nationalism and Imperialism," pp. 83-111, and "Census, Map, Museum" pp. 163-185 in *Imagined Communities*.

London: Verso.

Handler, Richard.

1985. "On Having a Culture: Nationalism and the Preservation of Quebec's Patrimoine," pp. 192-217 in George W. Stocking, Jr., ed. *Objects and Others: Essays on Museums and Material Culture*. Madison, WI: University of Wisconsin Press.

Hobsbawm, Eric.

1983. "Introduction," pp. 1-14 in E. Hobsbawm and T. Ranger, eds. *The Invention of Tradition*. New York, NY: Cambridge University Press.

St. Clair, William.

2006. "Imperial Appropriations of the Parthenon," pp. 65-97 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*.

Cambridge: Cambridge University Press.

### **FIELD TRIP: Mashantucket Pequot Museum**

#### **Week Six: Objects of Desire: Fetishism and Exoticism**

CHAPTERS IN TEXT:

Gurian, Elaine Heumann.

[1999] 2004. "What is the Object of This Exercise? A Meandering Exploration of the Many Meanings of Objects in Museums" pp. 269-283 in G. Anderson, ed., *Reinventing the Museum*.

Fabian, Ann.

2003. "The Curious Cabinet of Dr. Morton," pp. 113-137 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

ARTICLES IN READER:

Crane, Susan A. 2000. "Curious Cabinets and Imaginary Museums," pp. 60-80 in Susan A. Crane, ed. *Museums and Memory*.

Stanford: Stanford University Press.

Bieder, Robert E.

2000. "The Representation of Indian Bodies in Nineteenth-Century American Anthropology," pp. 19-36 in Devon A. Mihesuah, ed. *Repatriation Reader: Who Owns Native American Indian Remains*. Lincoln and London: University of Nebraska Press.

Pick, Nancy.

2004. "Natural History at Harvard," pp. 7-33 in Nancy Pick, *The Rarest of the Rare: Stories Behind the Treasures at the Harvard Museum of Natural History*. New York, NY: Harper Collins.

#### *Week Seven: Exhibiting Conflict and Marketing Cultural Survival*

CHAPTERS IN TEXTS:

Kotler, Neil and Philip Kotler.

[2000] 2004. "Can Museums Be All Things to All People? Missions, Goals, and Marketing's Role," pp. 167-186 in G. Anderson, ed., *Reinventing the Museum*.

Maertz, Gregory.

2003. "Exhibiting Nazi Artifacts and Challenging Traditional Museum Culture," pp. 267-285 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

ARTICLES IN READER:

Phillips, Ruth B.

1994. "Why Not Tourist Art? Significant Silences in Native American Museum Representations" pp. 98-125 in G. Prakash, ed. *After Colonialism*. NJ: Princeton University Press.

#### **VIRTUAL MUSEUM TOURS:**

**United States Holocaust Memorial Museum on-line at: <<http://www.ushmm.org/>>**

**National Museum of the American Indian on-line at: <<http://www.nmai.si.edu/>>**

### **FIELD TRIP: Tantaquidgeon Indian Museum**

#### **MID-TERM EXAM**

#### **Week Eight: Gendered Memories and Personalized Collections**

CHAPTERS IN TEXTS:

Barnet, Teresa.

2003. "Tradition and the Individual Memory," pp. 221-235 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

Hankins, Evelyn C.

2003. "Engendering the Whitney's Collection of American Art," pp. 163-189 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

Wajda, Shirley Teresa.

2003. "And a Little Child Shall Lead Them: American Children's Cabinets of Curiosities," pp. 42-65 in L. Dilworth, ed. *Acts of Possession: Collecting in America*.

### **FIELD TRIP: Old Sturbridge Village**

#### **Week Nine: Living History and Performing Colonialism**

##### ARTICLES IN READER:

Bain, Angela Goebel.

2000 "Historical Pageantry in Old Deerfield: 1910, 1913, 1916," pp. 120-136 in Peter Benes, ed. *New England Celebrates: Spectacle, Commemoration, and Festivity*. Boston, MA: Boston University.

Coombs, Linda.

2002. "Holistic History," in *Plimoth Life*, 1 (2):12-15.

Barry O'Connell.

1992. "Who Owns History, and How Do We Decide?" in Dorothy Schlotthauer Krass and Barry O'Connell, eds. *Native Peoples and Museums in the Connecticut River Valley – A Guide for Learning*. Northampton, MA: Historic Northampton.

Snow, Stephen Eddy.

1993. "The Emergence of a New Genre of Cultural Performance," pp. 183-212 in *Performing the Pilgrims: A Study of Ethnohistorical Role-Playing at Plimoth Plantation*. Jackson, MI: University Press of Mississippi.

### **FIELD TRIP: Plimoth Plantation**

#### **Week Ten: The Politics of Interpretation and Dialogue**

##### CHAPTERS IN TEXTS:

Ames, Michael M.

1992. Chapters 13-14, "Cannibal Tours, Glass Boxes, and the Politics of Interpretation," and "Museums in the Age of Deconstruction," pp. 139-168 in *Cannibal Tours and Glass Boxes*.

Gaither, Edmund Barry.

2004. " 'Hey! That's Mine': Thoughts on Pluralism and American Museums," pp. 110-117 in Anderson, ed., *Reinventing the Museum*.

Hood, Marilyn G.

2004. "Staying Away: Why People Choose Not to Visit Museums," pp. 150-157 in Anderson, ed., *Reinventing the Museum*.

McClellan, Kathleen.

[1999] 2004. "Museum Exhibitions and the Dynamics of Dialogue," pp. 193-211 in G. Anderson, ed., *Reinventing the Museum*.

Mesa-Bains, Amalia.

2004. "The Real Multiculturalism: A Struggle for Authority and Power," pp. 99-109 in G. Anderson, ed., *Reinventing the Museum*.

### **FIELD TRIP: Indian and Colonial Research Center**

#### **Week Eleven: Issues of Repatriation, Reclamation & Reparation**

##### ARTICLES IN READER:

Isaac, Barbara. 2002.

"The Implementation of NAGPRA: the Peabody Museum of Archaeology and Ethnography, Harvard," pp. 160-170 in Cressida Fforde, Jane Hubert, and Paul Turnbull, eds. *The Dead and Their Possessions: Repatriation in Principle, Policy, and Practice*. London and New York: Routledge Press.

McKeown, C. Timothy and Sherry Hutt.

2004. "In the smaller scope of conscience: the Native American Graves Protection & Repatriation Act twelve years after," *UCLA Journal of Environmental Law and Policy* 21(2): 153-212.

Wobst, H. Martin.

2004. "Indigenous Archaeologies in World-wide Perspectives: Who Is in Charge and Who Benefits?" Paper presented for the 11th Deerfield-Wellesley Symposium, Historic Deerfield.

#### *Week Twelve: Claiming and Reclaiming Public Spaces*

##### CHAPTERS IN TEXTS:

McCaffrey, Moira T.

1999. "Museums as Inspiration: Clara Endicott Sears and the Fruitlands Museum," pp. 172-202 in S.K. Krech III and B. Hail, eds. *Collecting Native America 1870-1960*.

Silverman, Lois H.

2004. "Making Meaning Together: Lessons from the Field of American History," pp. 233-242 in Anderson, ed., *Reinventing the Museum*.

##### ARTICLES IN READER:

Batinski, Michael C.

2004. "Whose Past is It?" Chapter 6, pp. 194-233 in *Pastkeepers in a Small Place: Five Centuries in Deerfield, Massachusetts*. Amherst, MA: University of Massachusetts Press.

Fuller, Nancy J.

1992. "The Museum as a Vehicle for Community Empowerment," pp. 327-365 in edited by I. Karp, C .M. Kreamer and S. D. Lavine, eds. *Museums and Communities: The Politics of Public Culture*, Washington, DC: Smithsonian Institution Press.

**Week Thirteen: Future Visions: Reframing Museums**

CHAPTERS IN TEXTS:

Corrin, Lisa G.

2004. "Mining the Museum: An Installation Confronting History," pp. 248-256 in Anderson, ed., *Reinventing the Museum*.

ARTICLES IN READER:

Boyd, Willard L.

2006. "Museums as Centers of Cultural Understanding," pp. 47-64 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*. Cambridge: Cambridge University Press.

Halman, Taalat.

2006. "From Global Pillage to Pillars of Collaboration," pp. 37-46 in John Henry Merryman, ed. *Imperialism, Art, and Restitution*. Cambridge: Cambridge University Press.

**Week Fourteen: Student Presentations**

## 2008 – 166 Proposal to Change the Religion Minor

1. Date: 26 October 2008

2. Department requesting this change: **Anthropology**. (Interdisciplinary CLAS Minor supported by ad hoc faculty committee; Prof. Jocelyn Linnekin, Anthropology, is Coordinator of the Religion Minor.)

3. Title of Minor: **Religion**

4. Nature of Change:

**Add three courses to list of “Group B, Topical Courses,” to wit:**

- HIST 3704 [204] Medieval Islamic Civilization to 1700
- ENGL 3623 [217] Studies in Literature and Culture, when offered as ‘Literature of the Holocaust’
- ENGL 3627 [267] - Studies in Literature, when offered as ‘The Satanic in Literature.’

5. Existing catalog Description of the Minor:

### **Religion**

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

#### **Group A. Foundational Courses:**

[ANTH 3400/W](#), [3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

#### **Group B. Topical Courses:**

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail [Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

6. Proposed catalog Description of the Minor:

### **Religion**

Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department.

#### **Group A. Foundational Courses:**

[ANTH 3400/W](#), [3401](#), [INTD 3260](#), [PHIL 3231](#), [SOC 3521](#)

#### **Group B. Topical Courses:**

[ANTH/WS 3402](#); [ANTH/WS 3403](#); [ARTH 3140/CAMS 3251](#); [ARTH 3150/CAMS 3252](#); [ARTH 3210, 3220, 3230, 3240](#); [CAMS \(Latin\) 3213, 3244](#); [CAMS 3243/HIST 3340](#), [CAMS 3250/HIST 3335](#); [CAMS 3253/HIST 3301](#); [CAMS 3256/HEB 3218/HIST 3330/JUDS 3218](#); [ENGL 3617, 3621](#) (when offered as *Literature and Mysticism*), [3623](#) (when offered as *Literature of the Holocaust*), [3627](#) (when offered as *The Satanic in Literature*); [HEB/JUDS 3201](#); [HEB 3298](#); [HDFS 3252](#); [HIST 3704](#); [INTD 3999](#); [JUDS 3202](#); [JUDS /SOC 3511](#); [PHIL 3261, 3263](#)

The minor is offered by the College of Liberal Arts and Sciences. For more information, contact the [Anthropology Department](#) by phone (860) 486-0067 or e-mail [Jocelyn.Linnekin@uconn.edu](mailto:Jocelyn.Linnekin@uconn.edu)

7. Effective Date: immediate

### **Justification**

1. Why is a change required? Relevant courses are added to the Minor as they are introduced by departments and after permissions have been secured.
2. What is the impact on students? A greater selection of courses benefits the students who wish to fulfill this Minor.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

Attached.

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: see Plan of Study form.

5. Dates approved by (see Note Q):

Department (Minor) Curriculum Committee Chair: 10/23/2008

Department Faculty: History 3/26/2007; English 10/26/2007 and 10/1/2008; Anthropology 10/23/2008

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

Jocelyn Linnekin (Anthropology), Coordinator for the Religion Minor  
486 2137 messages

UNIVERSITY OF CONNECTICUT  
DEPARTMENT OF ANTHROPOLOGY  
MINOR IN RELIGION  
PLAN OF STUDY

**Fifteen credits at the 2000-level or above are required, six credits from Group A, *Foundational Courses*, and nine additional credits from either Group A or B, *Topical Courses*. No more than six credits may be taken in one department. 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.**

**Consult with your advisor and the Coordinator of the Religion Minor when completing this plan. An approved Final Plan of Study must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate. Once filed, changes can only be made with the consent of the major advisor.**

STUDENT NAME: \_\_\_\_\_

PeopleSoft I.D. # \_\_\_\_\_

I plan to complete these degree requirements in \_\_\_\_\_ of \_\_\_\_\_.

(month) (year)

This plan meets the requirements of the \_\_\_\_\_-\_\_\_\_\_ catalog.

(academic year)

I, Prof. Jocelyn Linnekin, Coordinator of the Religion Minor, approve this plan of study.

Signed:

Date:

Jocelyn Linnekin, Professor of Anthropology

<

Jocelyn.Linnekin@uconn.edu>  
Unit 2176 / 486-2137

	<i>Credits</i>
ANTH 3400 [234] – Culture & Religion	
ANTH 3401 [269] – World Religions	
INTD 3260 [294] – The Bible	
PHIL 3231 [231] – Philosophy of Religion	
SOCI 3521 [253] – Sociology of Religion	
ANTH 3403 [274] / WS 3403 [270] - Women and Religion	
ANTH 3402 [273] / WS 3402 [273] - Women in the Bible	
ARTH 3140[243]/CAMS 3251 [251] - Greek Art	
ARTH 3150[246]/CAMS 3252[252] - Roman Art	
ARTH 3220/W [257] - Early Medieval Art	
ARTH 3230/W [258] - Romanesque Art	

ARTH 3240 [259] - Gothic Art	
ARTH 3210/W [280] - Early Christian & Byzantine Art	
CAMS 3244 [244] - Ancient Fictions	
CAMS 3256 [256] / HEB 3218 [218] / HIST 3330 [218] / JUDS 3218 [218] - Palestine under the Greeks & Romans	
CAMS 3213 [213] - Ovid & Mythology	
CAMS 3243 [243]/HIST 3340 [217] - World of Late Antiquity	
ENGL 3617 [240] - Literature & Religion	
ENGL 3621 [291] - Literature & Other Disciplines (topic 'Literature & Mysticism')	
ENGL 3623 [217] - Studies in Literature & Culture (topic 'Literature of the Holocaust')	
ENGL 3627 [267] - Studies in Literature (topic 'The Satanic in Literature')	
HDFS 3252[252] - Death, Dying & Bereavement	
HEB 3201 [201] / JUDS 3201 [201] -Selected Books of the Hebrew Bible	
JUDS 3202 [202] - Sects & Movements in Judaism	
HEB 3298 [295] - Variable Topics	
HIST 3704 [204] - Medieval Islamic Civilization to 1700	
HIST 3301 [213] / CAMS 3253 [253] - Ancient Near East	
HIST 3335 [257] / CAMS 3250 [250] - The Early Church	
INTD 3999 [299] - Independent Research	
JUDS 3511 [242] / SOCI 3511/W [242] -American Jewry	
PHIL 3261 [261] - Medieval Philosophy	
PHIL 3263 [263] - Oriental Philosophy & Religion	
<b>TOTAL CREDITS GROUP A + B</b>	



## 2008 – 167 Proposal to Change ANTH 3402

1. Date: 23 October 2008
2. Department: **Anthropology**
3. Nature of Proposed Change: Remove prerequisite of **INTD 3260 [294]** from ANTH 3402.

### 4. Current Catalog Copy:

#### **3402. Women in the Bible**

(273) (Also offered as [WS 3402.](#)) Either semester. Three credits. Prerequisite: [INTD 3260.](#)

An introduction to Biblical interpretation from a feminist perspective, examining how women are represented in the Hebrew Scriptures and the New Testament. Issues of authorship, translation, point of view, cultural context and language.

### 5. Proposed Catalog Copy:

#### 3402. Women in the Bible

(273) (Also offered as [WS 3402.](#)) Either semester. Three credits.

An introduction to Biblical interpretation from a feminist perspective, examining how women are represented in the Hebrew Scriptures and the New Testament. Issues of authorship, translation, point of view, cultural context and language.

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

### Justification

1. Reasons for changing this course: When first offered this course attracted a full enrollment of ca. 30 students. After PeopleSoft started enforcing the prerequisite, enrollment sank to the point where the course was non-viable. This course applies to the Religion Minor but the majority of interested students appear to come from Women's Studies, and few of them have taken the course on 'The Bible.' Even with the prerequisite, I begin by reviewing the historical and religious context of the Bible as well as authorship theories such as the Documentary Hypothesis. Therefore I do not feel that the prerequisite is necessary preparation for students to succeed in this course.

2. Effect on Department's Curriculum: None.
3. Other Departments Consulted: Women's Studies
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: J. Linnekin
7. Dates approved by (see [Note Q](#)):  
Department Curriculum Committee: 23-Oct-08  
Department Faculty: Anthropology 23-Oct-08; Women's Studies 23-Oct-08
8. Name, Phone Number, and e-mail address of principal contact person:  
Jocelyn Linnekin, Anth. CC&C Representative & Coordinator of the Religion Minor  
486 2137 messages / <Jocelyn.Linnekin@uconn.edu>

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<sup>[1]</sup> The Cognitive Science Program at Indiana University offers five certificates: in Dynamical Systems in Cognitive Science; Human-Computer Interaction; Language and Speech; Logic, Language, and Computation; and Modeling in Cognitive Science.