

# Departmental Course Proposals for the 10 February 2009 Meeting

## 1. Proposals postponed from an earlier meeting (Italics indicate a proposal awaiting departmental revision)

### 2008 – 155 Proposal to Add MARN 5935 [ 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
    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.~~ Reading log (10%)

~~1.3.~~ Lab reports (20%)

~~1.4.~~ Lab note book (10 %)

~~1.5.~~ Final paper and talk (15%)

~~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 – 162 Proposal to Add ANTH 3XXX [Revised submission]**

1. Date: 2009.01.23
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 Cultural Designs for Sustainability**

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

**Correspondences among 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: **Correspondences among 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: **none.**
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: 10/23/08  
Department Faculty: 10/23/08
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 [Revised Submission]**

1. Date: 2009.01.23
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: **Fall 2008 ??**

Proposed catalog copy:

### **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 \_\_\_X\_ 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: **none**
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 Afghanis. 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. The course was designed in consultation with Prof. Richard Wilson and the Human Rights Minor Committee.

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: 10/23/08

Department Faculty: 10/23/08

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

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

**9008 – 165 Proposal to Add ANTH 2XXX (Revised for December meeting)**

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**

**ANTH 2XXX Anthropology of Museums**

**Either semester. Three credits. Open to sophomores or higher. Recommended Preparation: ANTH 3027 or ANTH 3904.**

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

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program: **ANTH**
2. Course Number: **2XXX**
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 for the collection and display of Native American bodies, histories, art, and artifacts. Four museum field trips and related field research required.**
7. Number of Class Periods, if not standard: **n/a**
8. Prerequisites, if applicable: **none**
9. Recommended Preparation, if applicable: **ANTH 3027 or ANTH 3904**
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: 10-23-08  
Department Faculty: 10-23-08

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

Assistant Professor Margaret Bruchac

#### Course Description:

This course examines the role of museums as sites 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 influential in shaping and re-shaping popular perceptions of the past.

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. Since the late 20<sup>th</sup> century, museums have been at the center of complex, often contentious discourse around 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.

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 and interview staff 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 Anthropology of Museums available at Co-op.

#### 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 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, ideas that influence other course work, or you might choose to critique an author. 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 papers must be submitted on paper, in person, in class.

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 primary sources, and you will also visit several museums to observe collection and accession records, and exhibition and interpretation practices. These sites will include: Mashantucket Pequot Museum, Tantaquidgeon Museum, Plimoth Plantation, Mystic Seaport, and the Indian and Colonial Research Center, among others.**

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, and you will be asked to engage in study and writing about that exhibition. You will be expected to 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 then 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 representations, language, 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, Eileen. 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: Mystic Seaport Museum

### 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: Tantaquidgeon Indian Museum**

#### **Week Five: 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.

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

#### **Week Six: 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 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/>>**

### **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: Plimoth Plantation**

#### **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 Plimouth Plantation*. Jackson, MI: University Press of Mississippi.

#### **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*.

#### **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 – 170 Proposal to Add WS 2XXXW**

1. Date: October 18, 2008
2. Department requesting this course: **Women's Studies**
3. Semester and year in which course will be first offered: **Spring 2009**

### **Final catalog Listing**

#### **WS 2XXXW. Sexualities, Activism, and Globalization**

**Either semester. Three credits.**

**Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media; analytical and writing skills.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): WS
2. Course Number (see Note B): 2XXXW  
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: *Sexualities, Activism, and Community in the Digital Age*
4. Semester offered (see Note C): *Either Semester*
5. Number of Credits (see Note D): *Three credits*
6. Course description  
**Globalization of LGBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media; analytical and writing skills.**

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): *No Prerequisites*
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): *W; CA4 Diversity and Multiculturalism*
16. S/U grading (see Note W):

#### **Justification**

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

*This course will elaborate an area of knowledge and scholarship not covered in other classes in the major or college. This course contributes to current course offerings in a significant way by offering an interdisciplinary and global interrogation of contemporary cultural and movement trends. This new general education course will contribute to the Women's Studies Program emphasis on globalization, building knowledge about gender around the world, and increasing offerings in sexualities. It will also offer a W course in WS for majors and non-majors alike. It will complement existing courses including WS 1124, "Gender in a Global Perspective," WS3255W, "Sexual Citizenship," and WS 3252, "Genders and Sexualities."*

2. Academic Merit (see Note L):

*New digital technologies and globalization are changing the social and activist landscapes for lesbians, gay men, bisexuals, and transgender persons. In this class we will investigate global Lesbian/Gay/Bisexual/ Transgender (LGBT) social movements and communities in the technologically rich 21<sup>st</sup> century. Focusing on the mid 20<sup>th</sup> century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of*

LGBT identities, social movements, and cultures, and engage contemporary debates about LGBT organizing from a transnational perspective.

There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills.

*How Meets Goals of Gen Ed.:* This course contributes to the broad goals of general education by expanding students' "intellectual breadth and versatility, critical judgment" and "moral sensitivity," and developing skills for lifelong learning (GEOC Guidelines, pg 1).

*Specific Criteria Diversity and Multiculturalism:* This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on global variations in GLBT identities, communities, and social norms; attention to sexual freedom as a human right; and "awareness of the dynamics of social, political, and economic power" in the digitally informed 21st century. (GEOC Guidelines, pg 12). The class will work to help students situate themselves as global citizens who are "aware of their era and society" and "conscious of the diversity of human culture and experience" (GEOC Guidelines, pg 1) by reading, writing, and conducting research about global GLBT communities and be evaluated through in-class and on-line discussion and course activities and papers.

*W Criteria:* This course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development.

1. By the end of the course students will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of the course grade.
2. Students will each contribute 5 pages on a group curriculum development and teaching project and the related class wiki site.
3. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor.
4. Students will receive formal guidance from the instructor, members of the Writing Center staff, and university librarians about the research and writing process.
5. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

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

There are no courses on the books in any department that address the theme that is the focus for this course. There are several courses that focus on sexuality OR activism OR internet communications (e.g. SEXUALITY: ENG269 Introduction to LGBT Literature; ENG290W Advanced Study: Lesbian, Gay, Bisexual and Transgendered Literature; SOC/WS245 Sociology of Sexualities; WS252 Genders and Sexualities; WS255W Sexual Citizenship; ARTH290/ WS290 Ethnicities, Sexualities, Modernisms; ACTIVISM: SOCI 290. Social Movements and Social Change; COMM 4422 (243) - Protest and Communication; COMM 4420 (271) - Communication and Change. DIGITAL MEDIA: COMM 3600 (262) - New Communication Technologies, \*COMM 4450W (270W) - Global Communication), COMM 4630 (265) – Communication Technology and Social Change). However, none of these courses explore the intersection of sexuality, activism, & digital media from an interdisciplinary feminist perspective.

We have contacted relevant departments. We have received affirmative response from English Dept. Head Robert S. Tilton who reports that his dept. sees no problem with our proposing this course. Sociology Dept. Head Davita Glasberg reported that on Oct. 15 that "the Sociology Dept. voted yesterday at our faculty meeting that the proposed new WS course does not overlap significantly with our curriculum and therefore support the proposal." Response from Communications Dept. received on Oct. 8 also reported that there was little overlap with communications in that "there isn't any communication

technology theory, mediated communication theory” and limited coverage of communication technology in the course outline.

4. Number of Students Expected: 19
5. Number and Size of Section: 19
6. Effects on Other Departments (see Note N):
7. Effects on Regional Campuses: None anticipated.
8. Staffing (see Note P): Eve Shapiro, Nancy Naples
  
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/15/2008  
Department Faculty: 9/15/2008
10. Name, Phone Number, and e-mail address of principal contact person:

Eve Shapiro 860-486-1129 [Eve.shapiro@uconn.edu](mailto:Eve.shapiro@uconn.edu)  
Nancy Naples 860-468-3049 [Nancy.Naples@uconn.edu](mailto:Nancy.Naples@uconn.edu)

**WS 2XXX & WS2XXXW**  
**Sexualities, Activism, and Globalization**

Instructor: Eve Shapiro, Ph.D.  
Phone: 860-486-1129  
E-

Office: Beach Hall 410  
Office Hours:

**Globalization and new digital technologies are changing the community and activist landscapes for lesbians, gay men, bisexuals, and transgender persons. In this class we will investigate global Lesbian/Gay/Bisexual/ Transgender (LGBT) social movements and communities in the technologically rich 21<sup>st</sup> century. Focusing on the mid 20<sup>th</sup> century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of LGBT identities, social movements, and cultures, and engage contemporary debates about LGBT organizing from a transnational perspective.**

**There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills.**

**Course Texts:** There are four books required for this course. These texts are available for purchase at the bookstore, and are on reserve at the library. We will be reading all of each of these books. You will not be able to do well in this course unless you do the reading. In addition, readings will be posted on our class WebCT site.

1. Barry D Adam, Jan Willem Duyvendak and André Krouwel. 1999. The Global Emergence of Gay and Lesbian Politics. Philadelphia: Temple University Press.
2. Gilbert Herdt. 1997. Same Sex, Different Cultures: Exploring Gay and Lesbian Lives. Westview Press.
3. Dennis Altman. 2002. Global Sex. University of Chicago Press.
4. Fourth book varies, depending on assigned case study. They include:

Tommy Boys, Lesbian Men, and Ancestral Wives, by Morgan and Wieringa

Unspeakable Love: Gay and Lesbian Life in the Middle East, by Brian Whitaker

Queer Japan: Personal Stories of Japanese Lesbians, Gays, Transsexuals and Bisexuals, by Barbara Summerhawk, Cheiron McMahon, and Darren McDonald

Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality, by Sue-Ellen Jacobs, Wesley Thomas, and Sabine Lang

Tropics of Desire: Interventions from Queer Latino America, by Jose Quiroga.

**Resources:** There are many resources that will help you in this course. Here are a few to start:

Writing Center  
Women's Center

Babbidge Library  
Rainbow Center

**WebCT:** Using our course WebCT site is **required** for this course. All assignments and announcements will be posted on WebCT.

<b>Requirements:</b>	Paper Idea Generation	5 points	
	Research Paper Draft		10 points
	Peer Paper Feedback		10 points
	Final Paper		20 points
	Midterm Exam		15 points
	Group Teaching Project		20 points
	Final Exam		25 points
	(Optional Campus Events)		(6 points Extra Credit)
<b>Total</b>			<b>100 points</b>

This class relies on the active and engaged participation of all members. You will not be able to do well in the course if you do not read the material and come to lecture prepared to discuss. **On-time work must be turned in within the first 5 minutes of our regularly scheduled class time. Work submitted after that time will be considered late. Late work will be reduced one letter grade per day, starting the day it is due. No work will be accepted over email.**

**Research Paper:** Writing matters. Indeed, it is one of the most important skills one gains at university. As a writing-intensive (W) course, writing is integral to the learning goals and subject matter of this course. Writing is not only evaluated, but taught in this class, with the goal of "learning how writing can ground, extend, deepen, and even enable [your] learning" of both course material and throughout your life beyond college (General Education W course guidelines). In addition to the writing work we will do in this course, the Writing Center (CLAS 159) on campus is a great resource to help you develop your writing skills this semester.

Throughout the semester you will work on a **15-page** research paper (12 point font, standard margins, typed) connected to the course topic. We will break the paper up into several components (idea generation and outlining, draft, revision, and final paper) and your progress will be evaluated throughout. Please note that as a W course, you must pass the writing component (the paper and all of its component assignments) in order to pass the course.

**\*\*\*Any time that you use somebody's ideas or words you MUST give credit. Failure to do so is plagiarism. You must provide a citation whenever you paraphrase, quote, or borrow an idea.\*\*\*** If I find that you have plagiarized or cheated you will receive a failing grade and will be reported to the Committee on Academic Honesty. I encourage you to visit UConn's website on academic honesty: [http://www.dos.uconn.edu/student\\_code\\_appendixa.html](http://www.dos.uconn.edu/student_code_appendixa.html)

**Exams:** There will be two in-class exams. The exams will be a combination of multiple-choice, short answer, and essay questions about both in-class material and readings.

**Group Teaching Project:** Throughout the semester you will work in groups of five preparing and teaching (during the second half of our class) a case study about global sexuality movements. Groups and topics will be established during the second week of the course. Based on your selected topic you will develop and teach a curriculum to cover one hour of class time. See pages 8 - 9 for the detailed assignment.

**Extra Credit:** Throughout the course there will be opportunities for you to gain extra points by attending campus or community events. Each event will be worth **one point** and you may earn up to 6 extra credit points. To earn the points, you need to attend an approved event and turn in a one-page reaction **at the next class meeting**. There will be a number of events throughout the semester that will qualify for extra credit; the requirement is that the event address a topic or theme from this class. I will try to mention these opportunities weekly. If you have a suggestion for an event, please come talk to me.

**A Note About the Course:** There will be times during this course that sensitive issues will be raised about race, gender, sexuality, religion, etc. Passion is welcome, disrespect is not. With this in mind, it is absolutely essential that we each **show respect to all others**, regardless of their views. There is no doubt that the material and discussion in this course can and will arouse strong feelings.

## **Weekly Schedule**

### **Week 1: Making Sense Of Gender, and Sexual Diversity**

Herd: "Introduction: Gays and Lesbians Across Cultures"  
Chapter 2, "Cultural Myths About Homosexuality"  
Chapter 4, "Coming of Age and Coming Out Ceremonies Across Cultures"  
Altman: "Introduction: Thinking about Sex and Politics"  
Adam: "Introduction" by the Editors

### **Week 2: Making Sense Of Sexual Communities**

WebCT: "Global Identities: Theorizing Transnational Studies of Sexuality" by Inderpal Grewal and Caren Kaplan. 2001. GLQ. 7(4) 663-679.

"Virtual Communities as Communities: Net Surfers Don't Ride Alone," by Barry Wellman and Milena Gulia. Communities in Cyberspace. Smith and Kollock. 1999.

"Nostalgia, Desire, Diaspora: South Asian Sexualities in Motion" by Gayatri Gopinath. Queer Studies. Corber and Valocchi. 2007.

"Global metaphors and local strategies in the construction of Taiwan's lesbian identities" by Antonia Chao. Culture, Health & Sexuality. 2(4) 377-390. 2000.

"The idea of a sexual community" by Jeffrey Weeks. Making Sexual History. Oxford: Polity Press: 181-193. 1996.

### **Week 3: Technology, Sexuality, and Globalization**

#### **Paper Idea Generation Due**

Altman: Chapter 2, "The Many Faces of Globalization"  
Chapter 3, "Sex and Political Economy"  
Chapter 7, "The New Commercialization of Sex: From Forced Prostitution to Cybersex"

WebCT: "Communities in Cyberspace" by Peter Kollock and Marc Smith. Communities in Cyberspace. Smith and Kollock. 1999.

"Writing in the Body: Gender (Re)Production in Online Interaction," by Jodi O'Brien. Communities in Cyberspace. Smith and Kollock. 1999.

"The Social Shaping of Technology" by Donald MacKenzie and Judy Wajcman. The Social Shaping of Technology. MacKenzie and Wajcman. 2002.

### **Week 4: Histories, and Identities**

Herd: Chapter 3, "Same-Gender Relations in Nonwestern Cultures"

Adam: "Gay and Lesbian Movements in the United States: Dilemmas of Identity, Diversity, and Political Strategy" by Steven Epstein

Altman: Chapter 6, "The Globalization of Sexual Identities"

### **Week 5: Emergence Of Large-Scale Sexualities Movements**

Adam: "More Love and More Desire: The Building of a Brazilian Movement" by James N. Green

"The Dutch Lesbian and Gay Movement: The Politics of Accommodation" by Judith Schuyf and André Krouwel

"Gay and Lesbian Activism in France: Between Integration and Community-Oriented Movements" by Olivier Fillieule and Jan Willem Duyvendak

### **Week 6: Modern Identities, and Movements**

Herd: Chapter 5, "Sexual Lifeways and Homosexuality in Developing Countries"  
Chapter 6, "Lesbians, Gays, and Bisexuals in Contemporary Society"

Adam: "Passion for Life: A History of the Lesbian and Gay Movement in Spain" by Ricardo Llamas and Fefa Vila

WebCT: "Re-Orienting Desire: The Gay International and the Arab World" by Joseph Massad. 2002. Public Culture 14(2): pp. 361-385.

### **Week 7: Modern Identities, and Movements Continued**

- Adam: "Gay and Lesbian Movements in Eastern Europe: Romania, Hungary, and the Czech Republic" by Scott Long
- "The Largest Street Party in the World: The Gay and Lesbian Movement in Australia" by Geoffrey Woolcock and Dennis Altman
- WebCT: "Under the Rainbow Flag: Webbing Global Gay Identities" by Heinz, Gu, Inuzuka, and Zender. 2002. International Journal of Sexuality and Gender Studies, 7(2-3), 107-123.

### **Week 8: Midterm Exam**

Altman: Chapter 4, "The (Re)Discovery of Sex"

### **Week 9: Science, the State, and Sexuality**

- Adam: "Moral Regulation and the Disintegrating Canadian State" by Barry D Adam
- "Democracy and Sexual Difference: The Lesbian and Gay Movement in Argentina" by Stephen Brown
- Altman: Chapter 8, "Sexual Politics and International Relations"  
Chapter 9, "Squaring the Circle: The Battle for 'Traditional' Morality"
- WebCT: "State Violence and Lesbian, Gay, Bisexual and Transgender Rights" by M. Ungar. 2000. New Political Science. 22(1).

### **Week 10: AIDS, and Sexuality Worldwide**

#### **Research Paper Draft Due**

- Altman: Chapter 5, "Imagining AIDS: And the New Surveillance"
- WebCT: "Activist Media in Native AIDS Organizing: Theorizing the Colonial Conditions of AIDS" by Scott Morgensen. 2008. American Indian Culture and Research Journal 32(1).  
"Ushikwapo Shikamana" (If Assisted, Assist Yourself)" Kenyan Comic Strip
- "AIDS: Keywords" by Jan Zita Grover in Douglas Crimp (ed.), AIDS: Cultural Analysis/Cultural Activism, Cambridge: MIT Press, 1988, pp.17-30.

### **Week 11: Case Study: Historical Specificity and Two-Spirit Mythology**

Excerpts from Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality, by Sue-Ellen Jacobs, Wesley Thomas, and Sabine Lang, as well as group-selected readings.

### **Week 12: Case Studies: Globalization, Gender and Sexual Identity in Central and South America and Globalization and Contemporary African Same-Sex Sexualities**

#### **Peer Paper Feedback Due**

Excerpts from Tropics of Desire: Interventions from Queer Latino America, by Jose Quiroga, and Tommy Boys, Lesbian Men, and Ancestral Wives, by Morgan and Wieringa, as well as group-selected readings.

### **Week 13: Case Study: Japan, Popular Culture, and Same-Sex Sexualities and the Internet and Same-Sex Activism in the Middle East**

Excerpts from Unspeakable Love: Gay and Lesbian Life in the Middle East, by Brian Whitaker, Queer Japan: Personal Stories of Japanese Lesbians, Gays, Transsexuals and Bisexuals, by Barbara Summerhawk, Cheiron McMahill, and Darren McDonald, as well as group-selected readings.

### **Week 14: The State Of Same-Sex Sexuality In The 21<sup>st</sup> Century**

#### **Final Paper Due**

- Herd: Chapter 7, "Conclusion: Culture and Empowerment of Sexual Minorities"
- Adam: "Gay and Lesbian Movements Beyond Borders? National Imprints of a Worldwide Movement" by the Editors
- Altman: Chapter 10, "Conclusion: A Global Sexual Politics?"

\* Fourteen weeks of coursework has been schedule to account for Thanksgiving or Spring break.

### **Check the final exam schedule for our scheduled exam time**

### **Group Teaching Project**

In groups of five you will spend the semester researching a particular case study that profiles unique aspects of global sexuality movements and technology. Based on your selected topic or issue, you will develop and teach a curriculum to cover one class meeting (1 hour of class time).

Your group will pick from an established list of case studies including: the role of the Internet in GLBT movements in the Middle East; globalization and contemporary African same-sex sexualities; Japan, popular culture, and GLBT sexualities; Historical specificity and Two-Spirit mythology; globalization, gender and sexual identity in Central and South America.

Much of your work will be done through course wiki pages, so that we can share work among and between groups. During the first few weeks of class we will receive training on how to create wiki pages. Each group will develop wiki pages associated with your teaching project, and all work will be posted there instead of turned in hard copy.

There are four components to the project:

1. **Project Declaration:** During **Week 4** you will complete a project declaration sheet on your group wiki. On this page you will provide a brief description of what your teaching topic is, who is in the group, what readings you plan to assign for your week, and what preliminary research you have conducted. In addition to the assigned book, you must find and read at least ONE additional reading about your chosen topic/organization/ place. A good place to start is by looking over the extensive bibliography posted on our class wiki.
- | **1.2. Curriculum Development:** (In final form on your group wiki two weeks before your presentation date)
  - a. **Overview:** Give an overview of the issue and how it relates to class. Make sure you provide any necessary background information, a description of how the topic has been studied, and whether and how people are responding or resisting to the phenomenon.
  - | **a.b. Learning Objectives:** Case studies allow us to examine actual events/phenomena in order to understand broader abstract processes. Your learning objectives should reflect the abstract processes you hope students will understand from having studied your chosen case. Two to four learning objectives is a good number. Three is ideal. Be realistic about what you can accomplish.
  - | **a.c. Lesson plan:** Your lesson plan is the strategy, or road map, you will follow to accomplish the learning objectives. The lesson plan should be tied to the actual time spent in class. Your approach could include lecturing on the assigned readings, guided discussion, small group discussion, a video followed by discussion, role playing, or any other activity. The idea is to plan activities that have specific outcomes in mind.
  - | **a.d. Assigned Readings:** Think carefully about how your readings can help you achieve your learning objectives. In some cases, you might settle on a topic and begin finding readings before you have any learning objectives in mind. In this case, think about the readings you want to assign and figure out what the learning objectives should be based on the readings. Alternatively, your group may go from selecting a topic directly to identifying learning objectives. In this instance you'll need to try to find readings that can help convey the information students will need to accomplish your already-identified learning objectives. You do not need to have readings tied to each of your learning objectives.
  - | **a.e. Assignments:** Assignments are another tool for accomplishing learning objectives. The assignment could be a fun task (like exploring websites or organizational materials), or something serious like a brief essay in response to a prompt related to your group's case. Regardless, don't assign something just for the sake of giving everybody work. There should be a link between an assignment and your learning objectives.
3. **Class Presentation:** On your selected day between Week 11 and Week 14 your group will lead class for one hour. In addition to teaching about your topic, you should develop a set of activities and/or discussion questions that capture the main points of the readings but which also move your classmates beyond a simple summary of the material and toward a critical analysis of the readings and their relationship to prior readings, current events, cultural debates, campus activities, everyday life, etc. Part of your objective here is to get your classmates involved and intellectually engaged.
- | **3.4. Evaluation:** Within a week of your group's class meeting, you should return to me, graded, any assignments you might have collected. In addition, each group member should write up an evaluation of the group process. Your 500-word-or-less evaluations should emphasize what, if anything, you learned from the experience. The types of learning you should discuss are (a) class-related things like information, perspectives, theories, or types of analyses relative to environments and societies; and (b) "personal-growth-related" things like how you managed to overcome the challenges—logistical, personal, or otherwise—of working in a group, lessons about leadership or communication, or other types of learning valuable to you. You should also discuss how well you think your group accomplished its learning objectives.



## **2008 – 177 Proposal to Add LING 3791 [pending revision]**

1. Date: 11/05/08
2. Department requesting this course: **Linguistics**
3. Semester and year in which course will be first offered: spring semester 2009

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

#### **LING 3791. Internship**

Either semester. One to three credits. Open only with consent of instructor. May be repeated for credit. Individual work directed by a faculty member.

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): LING
2. Course Number (see Note B): 3791  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes \_\_\_ No
3. Course Title: Internship
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): One to three credits.
6. Course description (second paragraph of catalog entry -- see Note K): Individual work directed by a faculty member.

#### **Optional Items**

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

### **Justification**

1. Reasons for adding this course: To provide a separate course number for students doing directed work - generally data collection and analysis in language acquisition experiments - for faculty members in Linguistics.
2. Academic Merit (see Note L):
3. Overlapping Courses (see Note M): None
4. Number of Students Expected:
5. Number and Size of Section:
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P):
9. Dates approved by (see Note Q):  
Department Curriculum Committee:  
Department Faculty:
10. Name, Phone Number, and e-mail address of principal contact person:  
Jon Gajewski, 6-1584, jon.gajewski@ucom.edu

## 2. New Departmental Proposals

### 2009 – 1 Proposal to Add MATH 3626 [Actuarial Science Proposal I]

1. Date: December 16, 2008
2. Department requesting this new course: **Mathematics**
3. Nature of Proposed Changes: **Add New Course.**
4. Effective Date: Fall 2009

#### Proposed Catalog Copy:

#### **Math 3632: Loss Models**

**Three credits. Prerequisite: Math 3630**

**Topics from the fourth actuarial exam relating to survival, severity, frequency and aggregate models, and the use of statistical methods to estimate parameters of such models given sample data.**

#### Justification

1. Reasons for adding this course: To allow students the option of taking either Math 3631 (which is life insurance oriented) or Math 3632 (which is casualty insurance oriented), whichever is more oriented to their area of specialty, and to prepare for accreditation by the Society of Actuaries or the Casualty Actuarial Society.
2. Effect on Department's Curriculum: This topic will be removed from the syllabus for Actuarial Mathematics I, II, with a resulting decrease in number of credits
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: \*
7. Dates approved by:  
Department Curriculum Committee: December 1, 2008  
Department Faculty: December 10, 2008
8. Name, Phone Number, and e-mail address of principal contact person: Louis J. Lombardi, 486-8392, [louis.lombardi@uconn.edu](mailto:louis.lombardi@uconn.edu)

- We are trying to raise funds from the insurance profession to pay for an adjunct to teach this course. The syllabus in a loss models course is usually tied to the book *Loss Models: From Data to Decisions* by S. Klugman, H. Panjer, and G. Willmot (3<sup>rd</sup> edition, 2008). Its table of contents includes

#### PART I: INTRODUCTION.

1. Modeling.
2. Random variables.
3. Basic distributional quantities.

#### PART II: ACTUARIAL MODELS.

4. Characteristics of Actuarial Models.
  5. Continuous models.
  6. Discrete distributions and processes
  7. Multivariate models.
  8. Frequency and severity with coverage modifications
  9. Aggregate loss models.
  10. Discrete-time ruin models.
  11. Continuous-time ruin models.
- and an additional 10 sections.

**2009 – 2 Proposal to Change MATH 3630 & 3631 [Actuarial Science Proposal II]**

1. Date: December 16, 2008
2. Department: **Mathematics**
3. Nature of Proposed Changes: **Revise credits.**
4. Effective Date: Fall 2009

I (a)

**5. Current Catalog Copy:**

**Math 3630. Actuarial Mathematics I**

(287) (Also offered as MATH 5630.) First semester. Four credits. Prerequisite: [MATH 3160](#) or [STAT 3375](#); and [MATH 2620](#). MATH 3630 is not open to students who have passed MATH 5630.

Provides the theoretical basis of actuarial models and the application of those models to insurance and other financial risks. The concept of “model” in an actuarial context, how and why models are used, their advantages and their limitations. Extracting important results from models for the purpose of making business decisions, and approaches to determining these results.

**6. Proposed Catalog Copy:**

**Math 3630. Actuarial Mathematics I**

(287) (Also offered as MATH 5630.) First semester. Three credits. Prerequisite: [MATH 3160](#) or [STAT 3375](#); and [MATH 2620](#). MATH 3630 is not open to students who have passed MATH 5630.

**Provides the mathematical foundations of life contingencies and their applications to quantifying risks in other actuarial contexts. Topics include survival and life table models, actuarial present value calculations in annuities and insurances, and premium and reserve calculations based on a single life.**

I(b)

**7. Current Catalog Copy:**

**Math 3631. Actuarial Mathematics II**

(288) (Also offered as MATH 5631.) Second semester. Four credits. Prerequisite: [MATH 3630](#). MATH 3631 is not open to students who have passed MATH 5631.

A continuation of Actuarial Mathematics I. This course, along with [MATH 3630](#), helps students prepare for the actuarial examination on models for quantifying risk .

**8. Proposed Catalog Copy:**

**Math 3631. Actuarial Mathematics II**

(288) (Also offered as MATH 5631.) Second semester. Three credits. Prerequisite: [MATH 3630](#). MATH 3631 is not open to students who have passed MATH 5631.

**A continuation of Actuarial Mathematics I. Topics include calculations of premiums and reserves based on multiple lives, multiple decrement and multiple state models. This course, along with [MATH 3630](#), helps students prepare for the actuarial examination on models for quantifying risk.**

**Justification:** 1. Reasons for changing these courses: To reflect the addition of a new course and to prepare for the accreditation by the Society of Actuaries

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 effect on staffing

7. Dates approved by: Department Curriculum Committee: December 1, 2008

Department Faculty: December 10, 2008

8. Name, Phone Number, and e-mail address of principal contact person: Louis J. Lombardi, 486-8392,

[louis.lombardi@uconn.edu](mailto:louis.lombardi@uconn.edu)

### 2009 – 3 Proposal to Change the MATH Actuarial Science Major [Actuarial Science Proposal III]

1. Date: December 16, 2008
2. Department requesting this change: **Mathematics**
3. Title of Major: **Actuarial Science Majors**
4. Nature of Change: Change requirements to reflect the addition of a new course
5. Effective Date: Fall 2009

#### 6. Bachelor of Science or Arts in Mathematics-Actuarial Science

a. Existing catalog Description of the Major:

**Bachelor of Science or Arts in Mathematics-Actuarial Science:** The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to [MATH 2110Q](#) or [2130Q](#) or [2143Q](#)). The required courses are: [MATH 2210Q](#) (or [2144Q](#)), [2620](#), [3160](#), [3630-3631](#), [3634](#), [STAT 3375Q-3445](#); and either [MATH 2610](#), [FNCE 3221](#) or [FNCE 4325](#). Students should include [ECON 1201](#) and [1202](#), a Computer Science course, and [ACCT 2001](#) and [2101](#) in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: [MATH 2194W](#), [2720W](#), [2794W](#), [3670W](#), or [3796W](#).

Admittance to the University of Connecticut's Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.0 or higher or a grade point average of 3.0 or higher in mathematics. The student must also satisfy one of the following:

1. successfully completed Math 1121Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for Math 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science major, the student is expected to maintain a total grade point average of 3.0 or higher.

b. Proposed catalog Description of the Major:

**Bachelor of Science or Arts in Mathematics-Actuarial Science:** The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to [MATH 2110Q](#) or [2130Q](#) or [2143Q](#)). The required courses are: [MATH 2210Q](#) (or [2144Q](#)), [2620](#), [3160](#), [3630](#), [3634](#), [STAT 3375Q-3445](#); either [MATH 3631](#) or [3632](#); and either [MATH 2610](#), [FNCE 3221](#) or [FNCE 4325](#). Students should include [ECON 1201](#) and [1202](#), a Computer Science course, and [ACCT 2001](#) and [2101](#) in their program of study as early as possible. To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: [MATH 2194W](#), [2720W](#), [2794W](#), [3670W](#), or [3796W](#).

Admittance to the University of Connecticut's Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.0 or higher or a grade point average of 3.0 or higher in mathematics. The student must also satisfy one of the following:

1. successfully completed Math 1121Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for Math 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science major, the student is expected to maintain a total grade point average of 3.0 or higher.

**Justification** 1. Reasons for these changes: To reflect the modifications to Math 3630 and Math 3631 and the addition of Math 3632.

2. Effect on Department's Curriculum: Students will have a second option for the course they take to build on Actuarial Mathematics I.

7. Dates approved by:  
Department Curriculum Committee: December 1, 2008  
Department Faculty: December 10, 2008

8. Name, Phone Number, and e-mail address of principal contact person:  
Louis J. Lombardi, 486-8392, [louis.lombardi@uconn.edu](mailto:louis.lombardi@uconn.edu)

**2009 – 4 Proposal to Add MATH 3550 [Actuarial Science Proposal IV]**

1. Date: December 16, 2008
2. Department requesting this new course: **Mathematics**
3. Nature of Proposed Changes: **Add New Course.**
4. Effective Date: Fall 2009

**Proposed Catalog Copy:**

**Math 3550: Programming for Actuaries**

**Three credits. Prerequisite: Consent of instructor**

**Explores how an actuary uses computers to solve common actuarial problems. The student will learn how to design, develop, test and implement programs using Microsoft Office Excel with Visual Basic on a laptop computer.**

**Justification**

1. Reasons for adding this course: To reflect the needs of the business community and comments from our actuarial science alumni.
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: Requires one adjunct
7. Dates approved by:  
Department Curriculum Committee: December 1, 2008  
Department Faculty: December 10, 2008
8. Name, Phone Number, and e-mail address of principal contact person: Louis J. Lombardi, 486-8392, [louis.lombardi@uconn.edu](mailto:louis.lombardi@uconn.edu)

**2009 – 5 Proposal to Change MATH 3370**

1. Date: December 16, 2008
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change course prerequisites.**

4. Current catalog copy (2008-09 Catalog):

Math 3370. Differential Geometry

(225) Either semester, alternate years. Three credits. Prerequisite: Either (i) MATH 2110 or 2130, and 2410, and MATH 2710 or 2142 or (ii) MATH 2144.

The in-depth study of curves and surfaces in space.

5. Proposed Catalog Copy:

**Math 3370. Differential Geometry**

**(225) Either semester, alternate years. Three credits. Prerequisite: Either (i) MATH 2110 or 2130, and 2410 or 2420, and 2710 or 2142, and 2210, or (ii) MATH 2144.**

**The in-depth study of curves and surfaces in space.**

6. Effective Date: Immediate (although MATH 3370 will not be offered again until Fall 2010)

Justification.

1. Reasons for changing this course:

There are two prerequisite changes. The first change allows MATH 2420 (Honors Differential Equations) as an alternative to MATH 2410 (Elementary Differential Equations) and the second change adds the prerequisite MATH 2210 (Applied Linear Algebra). Linear Algebra is an essential tool for Differential Geometry and both of the previous two instructors for this course have stressed the importance of adding this prerequisite. The fact that MATH 2210 is not currently a prerequisite is a mistake from when MATH 3370 was created several years ago.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No changes from present

7. Dates approved by:

Department Curriculum Committee: November 6, 2008

Department Faculty: December 10, 2008

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



## 2009 – 6 Proposal to Add MCB 5490

1. Date: January 15, 2009
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Summer 2009

### Final catalog Listing:

#### **MCB 5490. Insights on Industrial Topics**

**2 credits. Lecture. With change of topic, may be repeated for credit, sequentially or in a semester. Open only to graduate students with consent of instructor.**

**A variable topics course, offering instruction on the research, development, regulation, intellectual property protection, and production of commercial services and products from the vantage point of genomics-related industries. Taught as a series of specialized courses with each focused on a different topic related to the genomics, biotechnology, and pharmaceutical industries.**

### Justification

1. Reasons for adding this course: The content covered in the proposed course has been developed within the Department of Molecular & Cell Biology, in partnership with the Connecticut Business and Industry Association and various state biotechnology/genomics industries, as part of the requirements for CLAS' Professional Science Master's (PSM) programs. It is new content, does not overlap with existing courses, and several have been offered as pilot courses under special topics. Formal training in industrial aspects is a requirement for national PSM certification.

2. Academic Merit: Developed for and supported by the PSM programs, excess seating capacity will also be open to other graduate students at the University. A modular format with sections is desirable since two (or at most 3) sections will be offered in any one year, on a rotational basis. Sections 01, 02, and 03 have been offered previously; sections 04 and 05 are planned for initial offerings in the next two years – curricular materials and text books for 05 and 06 are available ([At the Helm – A Laboratory Navigator](#), CSH Press; [Industry Immersion Learning – Real Life Industry Case-Studies in Biotechnology and Business](#), Wiley-Blackwell). Section 06 provides an opportunity to include emerging topics. Instruction in all of these specialized courses includes majority participation by scientists and specialists from the private sector, providing our students with a vantage point they would otherwise not have, and an advantage in hiring.

3. Overlapping Courses: None

4. Number of Students (Different Participants) Expected: Typically, 30-40 students per year

5. Number and Size of Section: Each two credit section will be limited to 20 students. Exemplary Sections:

01	Insights into the Biotechnology and Genomics Industries	
02	Quality Assurance in Pharmaceutical and Biotechnology	Manufacturing
03	Regulatory Issues	
04	Laboratory Management	
05	Industry Immersion Learning	
06	Special Topics	

6. Effects on Other Departments: None

7. Staffing: Linda Strausbaugh will provide oversight and coordinate any instructors of record (In the past, all have been either UConn faculty or adjuncts. This practice will continue). All off-campus guest speakers provide resume information and are vetted in advance. Many guests in the new course will be building upon prior participation in pilot offerings.

8. Dates approved by:

Department Curriculum Committee:

Department Faculty:

9. Principal Contact Person: Linda Strausbaugh, 486-8905, and [Linda.Strausbaugh@uconn.edu](mailto:Linda.Strausbaugh@uconn.edu)

## **2009 – 7 Proposal to Add PSYC 3XXX**

1. Date: September 9, 2008
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: Fall, 2010

### **Final catalog Listing**

#### **PSYC XXXX. Laboratory in Health Psychology**

**Either semester. Three credits. Prerequisite: PSYC 3105**

**Introduction to experimental design and research methods in health psychology. Includes a class research project.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): PSYC
2. Course Number (see Note B):3xxx  
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? \_\_\_ Yes \_\_\_ NA
3. Course Title: Laboratory in Health Psychology
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):

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): Two hours lecture, one hour lab activity.
8. Prerequisites, if applicable (see Note F): PSYC 3105
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H): None
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): Park
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W): N/A

### **Justification**

1. Reasons for adding this course: (see Note L) This course is necessary to provide a more advanced course in health psychology to those who have taken the introductory-level health psychology course and desire in-depth exposure to the field with a particular focus on research.

2. Academic Merit (see Note L): Health psychology is a fast-growing and important subdiscipline within psychology. This course will allow students to learn more about the various approaches to research in health psychology, including various types of designs and methods. Students will also get hands-on experiences in designing, conducting, and reporting empirical research.

3. Overlapping Courses (see Note M): None.

4. Number of Students Expected: 20

5. Number and Size of Section:1/year

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

7. Effects on Regional Campuses: None

8. Staffing (see Note P): Park

9. Dates approved by Department Curriculum Committee: 10/31/2008

Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Crystal Park, Department of Psychology, Box 1020, Storrs. 486-3520.

## **2009 – 8 Proposal to Add CLCS 3XXX**

1. Date: November 4<sup>th</sup>, 2008
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Summer 2009

### **Final catalog Listing:**

#### **CLCS 3XXx: Global Indigenous Film**

**Either semester. Three credits.**

**Films by and about indigenous people. Narrative films and contemporary artists. Study of historical backgrounds for a more thorough understanding of the world's indigenous people's past, present, and future on the world stage.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: CLCS
2. Course Number: 32XX
3. Course Title: Global Indigenous Film
4. Semester offered: either semester
5. Number of Credits: three credits
6. Films by and about indigenous people. Narrative films and contemporary artists. Study of historical backgrounds for a more thorough understanding of the world's indigenous people's past, present, and future on the world stage.

#### **Optional Items**

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

### **Justification**

1. Reasons for adding this course:

For much of the world's history, the stories of Indigenous people have been told by others. In today's global theater this is situation is rapidly changing. Indigenous stories are told through a multitude of styles and media, and this course will survey those intersections as well as the meetings of history, literature and film. The focus will be on narrative film and contemporary cinematic authors and artists while providing the background for the works they present. The Anthropology Department offers ANTH 1001W Anthropology Through Film, which is an introduction to cultural anthropology, approached through the medium of ethnographic film.

2. Academic Merit:

In attempting to understand these creations through the eyes, voices and hands of the artists, students will gain a more thorough understanding of Indigenous people's past, present and future on the world stage. Diversity and multiculturalism are addressed through the visual, aural, and written arts, accessing

a range of student learning styles. Film and video are increasingly important media in education and are familiar to most students. This course will support the University's focus on actively engaging students in critical thinking in an interdisciplinary framework. While the course is offered as a survey meant to cover a broad range of works within a large subject area, students will be expected to actively participate in class discussion, select works of their own choosing for study, and in effect, offer up their own "story" by the end of the class.

3. Overlapping Courses: No film courses currently on offer deal in depth with Global Indigenous content.

4. Number of Students Expected: 25-30

5. Number and Size of Section: One section, 25-30 students.

6. Effects on Other Departments: As noted above, the Anthropology course on offer provides an ethnographic focus. The selected films for this proposed course have been compared to the limited works used in two ENGL 3210 Native American Literature courses with different instructors. It was found that they do not overlap in either case.

7. Effects on Regional Campuses: None

8. Staffing: Van Alst

9. Dates approved by:

Department Curriculum Committee: 1/30/09

Department Faculty: 1/30/09

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

Theodore C. Van Alst Jr. 486-9262 theodore.vanalst@uconn.edu

## **2009 – 9 Proposal to Change SOCI 3211Q**

1. Date: December 3, 2008
2. Department: **Sociology**
3. Nature of Proposed Change: **Add mandatory one-hour weekly discussion session and change 3 credit course to 4 credit course.**

### **4. Current Catalog Copy:**

Either semester. Three credits. Prerequisite: SOCI 3201 and either STAT 1000 or 1100; or instructor consent; open to juniors and higher.

Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.

### **5. Proposed Catalog Copy:**

**Either semester. Four credits. Prerequisite: SOCI 3201 and either STAT 1000 or 1100; or instructor consent; open to juniors and higher.**

**Practical work in the design and execution of research, hypothesis testing, data analysis, and interpretations.**

6. Effective Date (semester, year -- see Note R): Fall 2009.

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

### **Justification**

1. Reasons for changing this course: Over a year ago the Department of Sociology submitted a proposal to change our undergraduate course in quantitative research (which is required of all Sociology majors) from three credits to four credits. This would permit the Department to add a required laboratory session of two hours. In that proposal we were following models in the biological sciences.

CLAS C&CC approved the proposal on April 10, 2007. However, we did not submit that proposal to GEOC for Q skills approval and did not implement it. As instructors revised their syllabi to take advantage of this additional class period, they learned that the model of the natural sciences laboratory was not what this course needs. Instead, it needs what is offered locally by the department with courses most closely related to our course, Statistics: mandatory discussion sessions every week.

Sociology students taking a course in quantitative methods need opportunities for discussion, the asking of questions in smaller groups than those of the lecture sessions, and demonstrations. In addition, they need hands-on experience in calculating statistics. What our students need is what is offered on many other campuses where this course is required of Sociology majors: one-hour discussion sections to occur in a room equipped with projectors and computers. In the setting of this smaller group, students will have "hands-on" review and practice with statistical topics presented in lecture; assistance with quizzes, exams, and other assignments; and in-class demonstrations and discussions of statistical applications, primarily using SPSS.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments: None, other than sharing with other departments the properly-equipped room in Monteith. We have discussed this with Mark Boyer, Head of the Department of Political Science, which schedules the use of the room on behalf of CLAS.

5. Effects on Regional Campuses: This course is not taught on most regional campuses, because those campuses do not offer a local major in Sociology. The Hartford campus is properly equipped for these discussion sessions.

6. Staffing: Wallace, M. Fisher, Weakleim, Cheng

7. Dates approved by (see Note Q):

Department Curriculum Committee: December 3, 2008

Department Faculty: December 3, 2008

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

Kathryn Strother Ratcliff, Chair Sociology Undergraduate Program Committee  
Kathryn.ratcliff@uconn.edu

## **2009 – 10 Proposal to Add SOCI 5XXX**

1. Date: September 28, 2008
2. Department requesting this course: **Sociology**
3. Semester and year in which course will be first offered: Spring 2010. This course was taught as a special topics course in Spring 2007 and Spring 2009.

### **Final Catalog Listing:**

**SOCI 5XXX: SOCIOLOGY OF IMMIGRATION. 3 credits. Seminar. Recommended preparation: Equivalent of one year of graduate courses. Instructor consent required.**

**Theoretical and empirical work on immigration and ethnicity, including forms of assimilation, ethnicity, and transnationalism; challenges and opportunities for incorporation of people into the US and other societies; and struggles over political, social, and economic human rights. The course focuses on the US with selected cases from Europe and Asia.**

### **Items included in Catalog Listing:**

#### Obligatory Items

1. Four-letter abbreviation for Department or Program : SOCI
2. Course Number: 5XXX
3. Course Title: Sociology of Immigration
4. Semester offered : Either Semester.
5. Number of Credits: 3
6. Course description (second paragraph of catalog entry):  
Theoretical and empirical work on immigration and ethnicity, including forms of assimilation, ethnicity, and transnationalism; challenges and opportunities for incorporation; and struggles over political, social, and economic human rights. The course focuses on the US along with selected cases from Europe and Asia.

#### **Optional Items**

7. Number of Class Periods: One (Three hour seminar one day a week).
8. Prerequisites: None
9. Recommended Preparation: The equivalent of one year of graduate courses.
10. Consents/Exclusions: Consent of instructor required.
11. Repetition for credit, if applicable: not applicable
12. Instructor(s) names if they will appear in catalog copy : Purkayastha

### **JUSTIFICATION**

1. Reasons for Adding this Course: Sociology has not offered a graduate course on immigration, although this is one of our discipline's major thematic areas. This course complements established graduate courses in Political Sociology, Racism, Population, and Gender. The course has a significant section on human rights.

2. Academic Merit: A course on the Sociology of Immigration introduces students to the processes and institutions that have, historically and recently, shaped immigration and incorporation of people into the US and other societies. Apart from gaining a thorough knowledge in long-established models for studying immigration, students will be introduced to contemporary methodologies for understanding intersecting global and local level processes, including transnationalism, and how these shape the lives of contemporary immigrants.

3. Overlapping Courses: Professor Samuel Martinez in Anthropology has also taught a special topics course on migration. However, the content and foci of the courses rarely overlap. An announcement of Prof. Martinez's course is attached in Appendix I.

4. Number of Students Expected: 8-14
5. Number and Size Section: one section, 8-14 students.

6. Effects on Other Departments: None.
7. Effects on regional campuses: None
8. Staffing: One instructor (Purkayastha).
9. Dates approved by:  
     Department Graduate Program Committee: October 24, 2007  
     Department Faculty: February 6, 2008.
10. Name, phone number, and e-mail address of principal contact person:  
 Bandana Purkayastha, (860) 486-3791, [bandana.purkayastha@uconn.edu](mailto:bandana.purkayastha@uconn.edu)

### Syllabus

TITLE: SOCIOLOGY OF IMMIGRATION. 3 credits.

INSTRUCTOR: Bandana Purkayastha, Associate Professor, Sociology and Asian American Studies.

OVERVIEW: This course will introduce students to scholarly work in on immigration, ethnicity, and citizenship to help explain patterns of voluntary and involuntary movement of people across nation-states and their subsequent adjustment to the institutional structures of the new societies. The course will use an intersecting race/class/gender approach to examine theoretical concepts such as assimilation, segmented assimilation, symbolic ethnicity, racialized gendered ethnicity and transnationalism with reference to the lives of 20<sup>th</sup> and 21<sup>st</sup> century migrants. Students will be expected to critically analyze concepts of political, social, and cultural citizenship and the different types of human rights. The discussions of citizenship and human rights will include discuss of the ways in which groups attempt to claim, contest, challenge, and expand these rights. While this course begins with a focus on the US, it includes readings from Europe and Asia. I expect students to acquire an international socio-historical perspective on immigration.

GRADING: Students will write three two-page papers on selected topics during the semester. They will also be expected to write a research paper on migration comparing at least two different parts of the world.

#### Texts.

- Das Gupta, Monisha. 2007. *Unruly Immigrants*. Duke University Press.
- Espiritu, Yen-le. 1999. *Asian American Women and Men: Love Labor, Laws*. Thousand Oaks: Sage.
- Hondagneu-Sotelo, Pierette. 2005. *Domestica: Immigrant Workers Cleaning and Caring in the shadow of Affluence*. University of California Press.
- Kofman, Eleanore, Annie Phizacklea, Parvati Raghuram and Rosemary Sales. 2001. *Gender and International Migration in Europe*. London: Routledge.
- Portes, A. and R. Rumbaut. 2006. *Immigrant America*. Berkeley: University of California Press.
- Purkayastha, Bandana. 2005. *Negotiating Ethnicity: Second Generation South Asian American s Traverse a Transnational world*. New Brunswick: Rutgers University Press.
- Suarez-Orozco, Marcielo and Paez, Mariela. 2002. *Latinos Remaking America*. Berkeley: University of California Press.

#### Recommended

- Glenn, E. 2004. *Unequal Citizenship*. Harvard University Press.
- Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge.
- Killian, Kaitlin. 2006. *North African Women in France*. Stanford: Stanford University Press.
- Levitt, P. and Waters, M. 2004. *The Changing Face of Home*. Russell Sage Foundation.
- Hongadneu Sotelo, P. 2007. *Religion and Social Justice for Immigrants*. Rutgers University Press.
- Joshi, Khyati. 2006. *On America's Sacred Ground*. Rutgers University Press.

#### Additional Readings

1. Anthias, Floya. 2001a. New hybridities, old concepts: the limits of "culture." *Ethnic and Racial Studies*, 24: 619-641.
2. Anthias, Floya. 1998. Evaluating Diaspora: Beyond ethnicity? *Sociology*, 32: 557-580
3. Conzen, K., Gerber, D., Morawska, E., Pozetta, G., and Veccoli, R. 1992. The Invention of ethnicity: A perspective from the U.S. *Journal of American Ethnic History*, 3-41.
4. Diner, Hasia, 1983. *Erin's Daughters in America: Irish Immigrant Women in the 19th Century*. Baltimore: John's Hopkins Press. (pp.71-105)
5. Gans, Herbert. 1979. Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America. *Ethnic and Racial Studies*, 2: 1-20.
6. Glick-Schiller, N. Basch, L., C. Blanc-Szanton. 1996. Transnationalism: a new analytic framework for understanding migration. In *Towards a Transnational Perspective on Migration*, edited by N. Glick Schiller, L. Basch and C. Blanc-Szanton. New York: New York Academy of Sciences.
7. Ignatiev, Noel, 1995. *How The Irish Became White*. New York Routledge (pp.124-144)
8. Kibria, Nazli. 2000. Race, Ethnic Options, and Ethnic Binds: Identity Negotiations of Second Generation Chinese and Korean Americans. *Sociological Perspectives*, 43: 77-93.

9. Ong, Aihwa. 1996. Cultural Citizenship as Subject Making: Immigrants Negotiate Racial and Cultural Boundaries in the U.S. *Current Anthropology*, 37:737-751.
10. Puri, Jyoti. Puri, 2004. Checking (Homo) Sexualities at the Nation's door: Nationalisms and Sexualities. In *Encountering Nationalism*. Pp142-169. Malden, MA: Blackwell Publishers.
11. Sacks. 1996 How did the Jews become White Folk? In S.Gregory and R. Sanjek (eds). *Race*. Rutgers University Press. pp. 78-102.
12. Simon, R. and Alexander, S. 1993. *The Ambivalent Welcome: Print Media, Public Opinion and Immigration*. Westport: Praeger Press, (pp.13-47)
13. Soysal, Yasemin, 1998. Towards a Postnational Model of Membership. In *The Citizenship Debates*, edited by Gershon Shafir. Minneapolis: University of Minnesota Press, pp.189-220
14. Zhou, Min. 1997. Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31: 975-1008.

and selected articles from the following special issues:  
 on the second generation in *International Migration Review* (2002),  
 special issue of gender and skilled migration in *Geoforum* (2004),  
 papers on transnationalism at Oxford University (Available at [www.transcomm.ox.ac.uk/working%20papers/](http://www.transcomm.ox.ac.uk/working%20papers/))  
 and Amerasia 2000 (Across the Color Line).

#### URLs

Immigration statistics: (look up the statistics from 1820s to 2005/2006)  
<http://www.dhs.gov/ximgtn/statistics/data/index.shtm>

#### Historical immigration and naturalization legislation

<http://www.uscis.gov/portal/site/uscis>  
 (look on the CIS website and search for historical immigration and naturalization legislation).

#### Universal declaration of human rights:

Core Human Rights Documents <http://www.hrweb.org/legal/undocs.html>  
 Universal Declaration of Human Rights (UDHR), covenants on Civil, Political, Economic and social rights (ICCPR and ICESR).  
 Covenant on women's rights (CEDAW), on genocide.

#### GRADING:

- ◆ Each student will present an overview of an assigned reading at least *three* times during the semester. Other students will submit questions for discussions via WEBCT.
- 5X4 (three presentations and participation via questions and discussions) =20%
- ◆ Each student will write two book reviews (one monograph, one edited collection) during the semester. 20%
- ◆ Students will pick from one of two final projects. They will either complete (a) a research proposal on some aspect of immigration or write (b) a publishable paper on recent immigrant groups. 60%

#### Schedule:

**Week 1:** Migration: causes and consequences of voluntary and involuntary migration. Overview. Sociodemographic overview of US migration (data from Citizenship and Immigration Service (CIS), laws from CIS, and a brief overview handout from Parillo).

*Readings:* Portes and Rumbaut 2006. Overview of the migration literature and cases. Reception of immigrants: Simon and Alexander.

**Week 2-6:** Concepts and cases: Modes of adjustment and factors that affect immigrant and post immigrant group adjustment. Assimilation, ethnicity, symbolic ethnicity, segmented assimilation, racialized ethnicity, transnationalism.

*Cases:* Irish (Ignatiev), Jews (Sacks), Latinos (Suarez-Orozco and Paez) and Asian Americans (Espiritu).

*Rem:* February 7<sup>th</sup> Documentary at the Jorgensen Auditorium.

*Readings:* Park (assimilation), Conzen et al, Gans (symbolic ethnicity), Portes and Rumbaut 2006, Zhou 1997 (segmented assimilation), Kibria 2000 (racialized ethnicity), Glick-Schiller et al, Purkayastha, Vertovec (transnationalism), Selections from *International Migration Review*.

**Week 7-8:** Patterns of migration: skilled, unskilled, involuntary. Structuring of gender, race, class.

*Readings:* Diner, Kofman, Hondagneu-Sotelo, Selections from *Geoforum*.

#### **Student presentations of draft papers/projects**

**Week 9-14:** Citizenship and human rights: political, social, economic, sexual.

The Universal Declaration of Human Rights and immigration questions.

Political, social, and cultural citizenship and group attempts to claim, contest, challenge, and expand their rights.

*Readings:*

Das Gupta (transnational citizenship), Ong (cultural citizenship), Puri (sexual citizenship), Soysal (post national citizenship), Yang-Murray, Ebel (stratified citizenship cases)

Also Glenn (stratified citizenship), Joshi, Hondagneu Sotelo 2007, Sarna and Dalin (religion and citizenship).



## **2009 – 11 Proposal to Change GEOG 4220**

1. Date: 2/04/09
2. Department: **Geography**
3. Nature of Proposed Change: **Course Description Change**
4. Current Catalog Copy (as approved Fall 2008):

### 4220. 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.

### **5. Proposed Catalog Copy:**

#### **4220. Population Geography**

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

**Study of the composition and growth of human populations. Concepts and techniques for analyzing populations are presented in the context of significant population issues in the United States.**

6. Effective Date: Fall 2009

### **Justification**

1. Reasons for changing this course: In the CLAS C&C committee discussion regarding a title and course number change for this course last Fall Semester, it was suggested by the committee that the description should also be revised. The proposed new course description is a condensation of the previous one.
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: 1/20/09  
Department Faculty: 2/04/09
8. Name, Phone Number, and e-mail address of principal contact person:  
Robert Cromley, x-2059, robert.cromley@uconn.edu

**2009 – 12 Proposal to Add Geography as a B. S. Discipline Option [Docketed here as a placeholder, pending review by the Committee's B.S. sub-committee]**

1. Date: 02/04/09

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

3. Title of Major: **Geography**

4. Nature of Change: Add Geography to the disciplines included in B. S. degree program

5. Existing catalog Description of the Major:

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

For students whose goals are the bachelor's degree, coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. Our students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, geographic information systems specialists, location analysts, and transportation planners. Students with a B.A. degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees which enables them to teach at the college level or to secure higher ranking positions in the public and private sectors

**Requirements for the Major.** The geography major requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. Majors complete a basic core of 3 courses: GEOG 2100, 2300, and one methods course (choice of GEOG 2510, 3110, 3300, 3500Q, 3510, 4500), and 15 additional credits, including at least one "W" course in geography in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3300, 3500Q, 3510, or 4500

A minor in Geographic Information Science is described in the Minors section.

6. Proposed catalog Description of the Major:

Geography is a multidimensional discipline that analyzes the interactions between people and their environments. Our geographers teach courses and engage in research on a wide range of relevant and timely topics such as urban sprawl, the nature and impact of migration, globalization of the economy and international trade, the spatial prevalence of disease, regional development, global climatic change, environmental degradation and restoration, watershed and landscape change, and the analysis and display of spatial data using geographic information systems (GIS) technology.

For students whose goals are the bachelor's degree, coursework in geography enables graduates to find employment in the private and public sectors while providing both the regional and global perspective required of informed citizens. B.A. students have gone on to work as urban and regional planners, marketing specialists, environmental program managers, location analysts, and transportation planners.

The B.S. degree prepares students to pursue a technologically oriented career as geographic information systems specialists. Students with an undergraduate degree in geography are also prepared to move on to graduate school to pursue M.A. and Ph.D. degrees which enables them to teach at the college level or to secure higher ranking positions in the public and private sectors

**Bachelor of Arts.** The B.A. degree requires 24 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.A. majors must complete a basic core of 3 courses: GEOG 2100, 2300, and one methods course (choice of GEOG 2510, 3300, 3500Q, 3510, 4500), and 15 additional credits, including at least one "W" course in geography in consultation with their departmental advisor.

**Bachelor of Science.** The B.S. degree requires degree requires 30 credits in 2000-level or above geography courses and 12 credits of related course work in other departments. B.S. majors must complete a basic core of 6 courses: GEOG 2100, 2300, 3500Q, 3510, 4500, 4510, and one methods course (choice of GEOG 2510, 3300, 3505, 4520) and 6 additional credits, including at least one "W" course in geography in consultation with their departmental advisor.

The writing in the major requirement for Geography can be met by passing any of the following geography courses: GEOG 3320W, 3330W, 4110W, or 4200W

The information literacy requirement in Geography can be met by passing any of the following geography courses GEOG 3320W, 3330W, 4110W, or 4200W

The computer technology exit requirement in Geography can be met by passing one of the following courses: GEOG 2510, 3300, 3500Q, 3510, or 4500

A minor in Geographic Information Science is described in the Minors section.

7. Effective Date: Fall 2009

### **Justification**

1. Why is a change required? The proposed B.S. degree focuses on the methods and techniques of geographic information science and technology (GIST). Within the field of GIST, there are three main foci of study beyond the basic principles (GEOG 4500): 1) proper understanding of the statistical analysis of geographic data (GEOG 3500Q), 2) proper methods for the visualization of geographic data (GEOG 2510, GEOG 3500), and 3) proper use of GIST in a normative decision-making environment (GEOG 3110, GEOG 4510C). By taking this degree, including courses with a spatial focus in other departments as related courses, students can effectively prepare themselves for technical careers in spatial analysis in the federal government (e.g., Defense Mapping Agency, National Atmospheric and Oceanic Administration), and private firms.

2. What is the impact on students? It will increase the range of job opportunities for students after graduation.

3. What is the impact on regional campuses? It would have no adverse impact.

4. Dates approved by:

Department Curriculum Committee: 01/27/09

Department Faculty: 02/04/09

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

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

## **2009 – 13 Proposal to Add PSYC 32XX**

1. Date: Oct 31, 2008
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: Fall 2009

### **Final catalog Listing:**

**PSYC 32XX: Sensory Neuroscience Laboratory. Either semester. 3 Credits. Prerequisite: Psyc 2100Q or 2100WQ; and Psyc 3501. Techniques employed in the experimental investigation of sensory neuroscience. Laboratory exercises in psychophysics and assessment of human and animal sensory abilities. Elementary computer programming is used to synthesize and process sound files and analyze psychophysics data.**

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

1. Four-letter abbreviation for Department or Program : PSYC
2. Course Number : 32XX
3. Course Title: Sensory Neuroscience Laboratory
4. Semester offered : Either semester
5. Number of Credits : 3
6. Course description (second paragraph of catalog entry):  
Techniques employed in the experimental investigation of sensory neuroscience. Laboratory exercises in psychophysics and assessment of human and animal sensory abilities. Elementary computer programming is used to synthesize and process sound files and analyze psychophysics data.

### **Optional Items**

7. Number of Class Periods, if not standard : not applicable
8. Prerequisites, if applicable : Psyc 2100Q or 2100WQ; and Psyc 3501
9. Recommended Preparation, if applicable: not applicable
10. Exclusions, if applicable : not applicable
11. Repetition for credit, if applicable : not applicable
12. Instructor(s) names if they will appear in catalog copy : none

### **Justification**

1. Reasons for adding this course: A Sensation and Perception laboratory exists however, this course is not a Neuroscience course and there is currently no laboratory in Sensory Neuroscience that would mentor practical aspects on the topic. The proposed course would provide a focus on laboratory methods that would augment the information learned in PSYCH 3501 for specializing in neuroscience, biomedical research and engineering. This course will offer the increasing number of students who are seeking the BS degree in Psychology and the Neuroscience minor additional options for fulfilling the laboratory requirements for these programs. Furthermore, it will be tailored to introduce undergraduates in Psychology, Physiology and Neurobiology and Biomedical Engineering to sensory psychophysical methods.
2. Academic Merit: Sensory Neuroscience is a very broad area of research within psychology, neuroscience, which also has applications for communication science, clinical psychology, biomedical engineering and cognitive neuroscience. This course is intended to provide direct exposure to specific laboratory methods within the broad field of neuroscience, and is designed to have broad appeal to undergraduate students in various areas of psychology, including behavioral neuroscience, clinical psychology, communication sciences, as well as students in related disciplines such as physiology, biomedical engineering and neuroscience.
3. Overlapping Courses : None
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section, 15 students
6. Effects on Other Departments: None
7. Effects on Regional Campuses: None
8. Staffing: No new staff is required.

9. Dates approved by: Department Curriculum Committee: 10/31/08 Department Faculty:

10. Name, Phone Number, and e-mail address of principal contact person: Heather Read  
heather.read@uconn.edu

11. Use of Animals: The use of animals for this class will be regulated in the same way that other existing laboratory classes in psychology are regulated. Currently, we have two existing laboratory classes that use animals. Each of these classes has an animal care protocol associated with it, which has to be approved by the Institutional Animal Care and Use Committee (IACUC). These protocols must be renewed every year, and re-submitted every three years, in accordance with the IACUC regulations. Dr. Read has added provisions for this laboratory in an approved IACUC animal care protocol currently being used. Any graduate teaching assistants would have to be listed as active by the IACUC in terms of their animal care training status, and these teaching assistants will be listed on the protocol for the class. Also, we disseminate information about animal welfare in class, and we give information to the students about animal care from OARS (the university office of animal research services). In class students receive orientation training instructions for proper animal care and use as provided by IACUC. They are invited to attend the one-day animal care course run by one of the university veterinarians, but the IACUC does not require each student in a class to attend. Thus, the proposed class will follow all the procedures laid out by the university for the care and use of animals for either research or educational purposes. All necessary approvals are currently in place as we are currently teaching this laboratory as a Special Topics course (Fall 2008).

## **2009 – 14 Change the Neuroscience Minor**

1. Date: Feb 5, 2009
2. Department requesting this change: **Psychology**
3. Title of Minor: **Neuroscience**
4. Nature of Change: **Add 2 elective courses the minor**

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

The requirements for this minor are at least 15 credits of 2000 level courses that are structured in the following manner. Required lecture courses: All students must take both [PSYC 2200](#) Physiological Psychology and [PNB 3251](#) Biology of the Brain. Lab requirement: Students must take at least one of the following: [PSYC 3250/3250W](#) Laboratory in Animal Behavior and Learning, [PSYC 3251/3251W](#) Laboratory in Physiological Psychology, [PSYC 3252](#) Drugs and Behavior Laboratory, [PSYC 32XX](#) Sensory Neuroscience Laboratory, or [PNB 3263 WQ](#) Investigations in Neurobiology. Additional courses required to satisfy the 15 credit requirement may include: [PSYC 2201](#), [2500,3200](#), [3201](#), [3250/W](#), [3251/W](#), [3252](#), [3501](#); [PNB 3262](#), [3263WQ](#), [3276](#). Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in Psychology or Physiology and Neurobiology, and may include a lab course that was not used to fulfill the lab requirement. Up to 3 credits of independent study ([PNB 3299](#), [PSYC 3889](#), [PSYC 3299](#)) may be counted towards the minor with permission of the neuroscience minor advisor. The minor is offered jointly by the Psychology Department and the Physiology and Neurobiology Department.

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

The requirements for this minor are at least 15 credits of 2000 level courses that are structured in the following manner. Required lecture courses: All students must take both [PSYC 2200](#) Physiological Psychology and [PNB 3251](#) Biology of the Brain. Lab requirement: Students must take at least one of the following: [PSYC 3250/3250W](#) Laboratory in Animal Behavior and Learning, [PSYC 3251/3251W](#) Laboratory in Physiological Psychology, [PSYC 3252](#) Drugs and Behavior Laboratory, [PSYC 32XX](#) Sensory Neuroscience Laboratory, or [PNB 3263 WQ](#) Investigations in Neurobiology. Additional courses required to satisfy the 15 credit requirement may include: [PSYC 2201](#), [2500,3200](#), [3201](#), [3250/W](#), [3251/W](#), [3252](#), [32XX](#), [3501](#); [PNB 3262](#), [3263WQ](#), [3276](#), [4400](#). Graduate courses in Psychology or PNB may be counted with permission of the neuroscience minor advisor. The additional courses should be selected in consultation with a neuroscience advisor in Psychology or Physiology and Neurobiology, and may include a lab course that was not used to fulfill the lab requirement. Up to 3 credits of independent study ([PNB 3299](#), [PSYC 3889](#), [PSYC 3299](#)) may be counted towards the minor with permission of the neuroscience minor advisor. The minor is offered jointly by the Psychology Department and the Physiology and Neurobiology Department.

7. Effective Date immediate

### Justification

1. Why is a change required? It will relieve the shortage of lab courses and elective courses within the minor.

**[Note on PNB 4400 - Biology of nervous system diseases Instructors [Akiko Nishiyama](#) and [Randall Walikonis](#)**

*Three credits. Prerequisites: PNB 2274 or PNB 2251; and one of MCB 2000, 2210, 2410, or 3010; or consent of instructor.*

*Application of basic biological principles of genetics, molecular and cell biology, and physiology toward an interdisciplinary understanding of the mechanisms of disease and repair processes in the nervous system. Topics include established concepts and areas of current research on chronic neurodegenerative, synaptic, and demyelinating disorders; acute trauma and cerebrovascular disorders; and plasticity and repair.]*

2. What is the impact on students? Make it possible for more students to complete the minor

3. What is the impact on regional campuses? N/A

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

5. Dates approved by:

All four members of the Neuroscience Minor committee have approved BOTH courses to be added February, 2009

6. Name, Phone Number, and e-mail address of principal contact person:  
John Salamone, john.salamone@uconn.edu, 860 486-4302 (PSYC)  
Andy Moiseff (PNB) [ANDREW.MOISEFF@uconn.edu](mailto:ANDREW.MOISEFF@uconn.edu), 860 486-6373

Minor in Neuroscience Plan of Study

Consult with a Neuroscience Advisor in either Psychology, Physiology and Neurobiology, or both, before completing this plan of study: During the first four weeks of your graduating semester, three copies of your completed plan of study, approved by one of the Neuroscience Advisors, must be submitted as follows: two copies to a Neuroscience Advisor (one will be submitted to Degree Auditing), and one copy for you. Once the final plan of study has been filed with Degree Auditing, changes may be made only with the consent of a Neuroscience advisor.

Name of Student: \_\_\_\_\_ Student ID: \_\_\_\_\_

This plan of study is intended to meet the requirements of the \_\_\_\_\_ (year you entered the university) catalog.

Date you expect to complete the degree requirements: \_\_\_\_\_

**Course Requirements.** Not less than 15 credits at the 2000 level, as follows:

1. PSYC 2200 \_\_\_\_\_ and PNB 3251 \_\_\_\_\_

2. One of the following laboratory courses:

PSYC 3252 \_\_\_\_\_ PSYC 3250/W \_\_\_\_\_ PSYC 3251/W \_\_\_\_\_ **PSYC 32XX** \_\_\_\_\_

or PNB 3263WQ \_\_\_\_\_

3. At least 6 additional credits from the following:

PSYC 3200 \_\_\_\_\_ PNB 3262 \_\_\_\_\_

PSYC 2500 \_\_\_\_\_ PNB 3263WQ \_\_\_\_\_ (if not used for lab requirement)

PSYC 3201 \_\_\_\_\_ PNB 3276 \_\_\_\_\_

PSYC 3501 \_\_\_\_\_ **PNB 4400** \_\_\_\_\_

PSYC 2201 \_\_\_\_\_

PSYC 3252 \_\_\_\_\_ (if not used for lab requirement)

PSYC 3250/W \_\_\_\_\_ (if not used for lab requirement)

PSYC 3251/W \_\_\_\_\_ (if not used for lab requirement)

**PSYC 32XX** \_\_\_\_\_ (if not used for lab requirement)

PSYC 3889 or PSYC 3899 or PNB 3299 \_\_\_\_\_ (up to 3 credits may count towards minor with permission of the Neuroscience Minor Advisor).

Graduate Courses \_\_\_\_\_ (with permission of the Neuroscience Minor Advisor)

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

Neuroscience: \_\_\_\_\_  
(Neuroscience Minor Advisor) (Date)

## **22009 – 15 Proposal to Add PP 53XX**

1. Date: January 23, 2009
2. Department requesting this course: **Public Policy**
3. Semester and year in which course will be first offered: Fall 2009

### **Final catalog**

#### **PP 53XX. Analysis for Management Decision Making**

**3 credits. Seminar.**

**The major analytic approaches to decision making in a public management environment..**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: PP
2. Course Number: 53XX
3. Course Title: Analysis for Management Decision Making
4. Course description:

The purpose of this course is to introduce students to some of the major analytic approaches to decision making in a public management environment.

5. Number of Credits: 3

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")

Seminar

#### **Optional Items**

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

### **Justification**

1. Reasons for adding this course:

This course is part of the Public Policy Analysis focus area in the Masters of Public Administration (MPA) program. It has been developed, and taught, as PP 5397 Special Topics in Public Policy.

2. Academic Merit:

This course is important for MPA students studying Public Policy Analysis as part of the MPA program. The course is applied and makes use of spreadsheets to solve analytical problems facing public managers. Students in other MPA focus areas, including Public Finance and Budgeting and Nonprofit Management also use this course to meet their focus area requirements.

3. Overlapping Courses: None

4. Number of Students Expected: about 20

5. Number and Size of Section: 1 section of about 20 students

6. Effects on Other Departments: None

7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.

8. Dates approved by:

Department Curriculum Committee: January 16, 2009      Department Faculty: January 16, 2009

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

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



**UNIVERSITY OF CONNECTICUT**  
**PP 53XX Analysis for Management Decision Making**  
**Abbreviated Syllabus**

**Course Description:**

The purpose of this course is to introduce students to some of the major analytic approaches to decision making in a public management environment. This is an applied course with a particular focus on setting up and solving policy problems using spreadsheets and solvers. Students completing this course should have a set of analytic skills to frame and solve a variety of different policy

- **Decision analysis.** The basic concepts of decision trees, probabilities, expected values, payoffs and risk. Stochastic process theory, and queuing theory.
- **Simulation.** Modeling events and processes that have probabilistic components. Simulation using replication, Markov chains and Montecarlo simulation.
- **Benefit-Cost Analysis.** A review and application of one of the fundamental tools of economic analysis, with attention to discounting and valuation.
- **Constrained optimization.** An exploration of the logic underlying problems of objective maximization (e.g. profit, outputs) with an emphasis on linear programming.
- **Performance and productivity analysis.** This section of the course examines special analytical problems when assessing multi-input, multi-output systems (particularly when direct input and output measurement are impossible). The primary technique emphasized will be data envelopment analysis.

## **2009 – 16 Proposal to Add PP 53XY**

1. Date: January 23, 2009
2. Department requesting this course: Public Policy
3. Semester and year in which course will be first offered: Fall 2009

### **Final catalog**

#### **PP 53XX. Public Investment Management**

**3 credits. Seminar.**

**The key dimensions of investment decision making in government, including portfolio analysis and understanding of appropriate investment instruments.**

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

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: PP
2. Course Number: 53XX
3. Course Title: Public Investment Management
4. Course description:

The course covers important dimensions of investment decision making in government, including portfolio analysis and understanding of appropriate investment instruments.

5. Number of Credits: 3

6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")  
Seminar

#### **Optional Items**

7. Prerequisites, if applicable: None
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

### **Justification**

1. Reasons for adding this course:

This course is part of the Public Finance and Budgeting focus area in the Masters of Public Administration (MPA) program. It has been developed, and taught, as PP 5397 Special Topics in Public Policy.

2. Academic Merit:

This course is important for MPA students studying public finance and budgeting because investment management is an important function undertaken in government finance departments. In fact, investment management is one of the five areas of the Government Finance Officers Association Certified Public Finance Officer exam.

3. Overlapping Courses: None

4. Number of Students Expected: about 20

5. Number and Size of Section: 1 section of about 20 students

6. Effects on Other Departments: None

7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.

8. Dates approved by:

Department Curriculum Committee: January 16, 2009

Department Faculty: January 16, 2009

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

Bill Simonsen 860-570-9045 [william.simonsen@uconn.edu](mailto:william.simonsen@uconn.edu)

**UNIVERSITY OF CONNECTICUT**  
**PP 53XX Public Investment Management**  
**Abbreviated Syllabus**

**Course Description:**

Public Investment Management describes a unique and important set of responsibilities of leaders in state and local government with regard to the cash, retirement and special purpose funds of those organizations. The study of public investment requires two pursuits; the study of investment theory and the study of public financial management. Those who complete this course should acquire an introductory understanding of financial instruments and portfolio theory, and proficiency in the key dimensions of investment decision making in government. The lessons of this course are an essential component of a suite of courses in public finance, budgeting and financial management offered by the University of Connecticut Department of Public Policy designed to prepare students for management careers in public and non-profit sector. In particular we hope to give those with a career interest in working as finance officers a sufficient foundation to do so.

Students in this class are presumed to have general proficiency in the terms and principles of financial management such as those attained through satisfactory completion of Public Policy 5318: Financial Management for Public and Non-Profit Organizations. These include an understanding of key accounting and finance terms, principles and concepts. There is, however, no formal prerequisite for this course and students are left to make their own judgment about the adequacy of their preparation. Public Policy 5318: Financial Management for Public and Non-Profit Organizations is sometimes offered the same semester and students taking both courses may find their parallel completion to be complementary. Students should already have facility in the use of Microsoft Excel.

## **2009 – 17 Proposal to Change PP 5315**

1. Date: January 23, 2009
2. Department: **Public Policy**
3. Nature of Proposed Change: **Change course credit, description, and add prerequisite.**
4. Current Catalog Copy:  
PP 5315. Capstone in Public Administration I  
1 credit. Seminar.  
Development of the research question, bibliography, and methodology for the capstone project.

**5. Proposed Catalog Copy: [Credit and description change:]**  
**PP 5315. Capstone in Public Administration I**  
**3 credits. Seminar. Prerequisite: PP 5370 or equivalent.**  
**Development of project management skills and the research question, bibliography, and methodology for the capstone project.**

6. Effective Date:  
Immediate

### **Justification**

1. Reasons for changing this course:  
PP 5315 is the first semester of a two term capstone project required of all Master of Public Administration (MPA) students. The change in credit reflects the effort required of students to complete the course. Along with developing their research question, literature review and methodology, students also complete Institutional Review Board submissions, if appropriate. We are also adding project management material to this course to help the students successfully complete the projects on time and with high quality.

The change in the course description adds the note about the addition of project management material. PP 5370 is the required MPA core course in applied research design. Research design skills are an important prerequisite for the beginning capstone course where the requirement is developing a research methodology.

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: We are located on the Greater Hartford Campus
6. Staffing: No changes
7. Dates approved by (see Note Q):  
Department Curriculum Committee: January 16, 2009  
Department Faculty: January 16, 2009
8. Name, Phone Number, and e-mail address of principal contact person:

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

**2009 – 18 Proposal to Change PP 5322**

1. Date: January 23, 2009
2. Department: **Public Policy**
3. Nature of Proposed Change: **Add prerequisite.**

4. Current Catalog Copy:

PP 5322. Evaluating Public Programs

3 credits. Seminar.

The tools and concepts important to evaluation research.

**5. Proposed Catalog Copy: [Credit and description change:]**

**PP 5322. Evaluating Public Programs**

**3 credits. Seminar. Prerequisite: PP 5376 or equivalent**

**The tools and concepts important to evaluation research.**

6. Effective Date:

Immediate

**Justification**

2. Reasons for changing this course:

PP 5322 is designed for Master of Public Administration (MPA) students with a focus area in public policy analysis. The course emphasizes regression-based approaches to program evaluation. PP 5376 is the MPA program's required applied quantitative methods course. Students should have mastery of the statistical techniques covered in PP 5376, which includes the basics of regression analysis, prior to enrolling in PP 5322 where they will be expected to apply regression to evaluation of public programs.

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: We are located on the Greater Hartford Campus

6. Staffing: No changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: January 16, 2009

Department Faculty: January 16, 2009

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

Bill Simonsen

860-570-9045

[william.simonsen@uconn.edu](mailto:william.simonsen@uconn.edu)

**2009 – 19 Proposal to Change PP 5364**

1. Date: January 23, 2009
2. Department: **Public Policy**
3. Nature of Proposed Change: **Change course title and description**

4. Current Catalog Copy:

PP 5364. Governmental Financial Administration

3 credits. Seminar.

Techniques, practice, and organization of the financial functions in governmental administration, including revenues administration, fund operation, debt operations, records administration, purchasing, audits, and financial reports.

**5. Proposed Catalog Copy:**

**PP 5364. Public Finance and Budgeting**

**3 credits. Seminar.**

**Techniques, practice, and organization of the financial functions in governmental organizations, including revenue analysis, budgeting skills, and financial statement analysis.**

6. Effective Date:

Immediate

**Justification**

3. Reasons for changing this course:

The Master of Public Administration (MPA) program recently completed a curriculum review. PP 5364 will now be a required course for all MPA students and will include a section on public budgeting. The new title better reflects the intention of the course--which is to familiarize MPA students with the government finance and budgeting functions. The change to the catalog reflects the inclusion of budget material and makes clear the course is focused on analysis and skill development.

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: We are located on the Greater Hartford Campus

6. Staffing: No changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: January 16, 2009

Department Faculty: January 16, 2009

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

Bill Simonsen

860-570-9045

william.simonsen@uconn.edu