

Departmental Course Proposals for the 17 March 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
Robert Mason, room 388, Marine Sciences Building
E-mail: 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 – 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

2009 – 6 Proposal to Add MCB 5490 [revised submission]

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. Industrial Insights

2 credits. Lecture. With change of content, may be repeated for credit. Open only with consent of instructor.

Instruction in 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. **Sections do not meet simultaneously. There is no requirement for students to take any specific number or sequence of sections. Students may select from topics as suits their plans of study.**

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. Sections follow:

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: **Course oversight will be provided by faculty/staff associated with the Professional Science Masters Program. Lectures will be given by a mixture of faculty, adjuncts and guests from industry and government.**

8. Dates approved by:

Department Curriculum Committee:

Department Faculty:

9. Principal Contact Person: Linda Strausbaugh, 486-8905, and Linda.Strausbaugh@uconn.edu

Sample topic syllabi:

MCB5490-03
Introduction to Regulatory Issues in the
Biotechnology & Pharmaceutical Industries
Fall 2007

Dr. Thomas Bush

1. Introduction to the U.S. Food and Drug Administration
2. Drug Review, Development and Post-Market Surveillance
3. Center for Drug Evaluation and Research Report to the Nation
4. Innovation or Stagnation: Negotiating the Critical Path
5. Generic Drugs and the FDA Generic Drug Approval Process I
6. Generic Drugs and the FDA Generic Drug Approval Process II
7. Current Good Manufacturing Practices (cGMP)
8. Guidelines for the Monitoring of Clinical Investigations and the Role of the Clinical Monitor
9. Direct-to-Consumer Marketing of Pharmaceuticals
10. Drug Withdrawal: Drug-Induced Hepatotoxicity as an Example
11. A Regulatory Perspective on Pharmacogenomics and Pharmacogenetics
12. The Promise of Personalized Medicine
13. Regulation of Direct-to-Consumer Genetic Testing

TEXT: available at the Co-op, Meeting date and time TBA (one evening for 2 hours)

Drugs from Discovery to Approval

Rick Ng, A.

John Wiley & Sons, Inc. 2004.

MCB 5490-01
INSIGHTS INTO THE BIOTECHNOLOGY & GENOMICS INDUSTRY

1. Introduction, Course Over view, Discussion
 - a. PPM, Presentation
 - b. Selecting a product
 - c. Talking the Talk
 - d. Spinology
 - e. Snipits
2. Getting Started
 - a. The puff play
 - b. Virtual companies
3. The Formula for a successful start up vs What a VC looks for.
 - a. Management
 - b. Markets
 - c. Technology
 - d. Exit
4. Balancing the risk with probability of success
 - a. Backup Ideas
 - b. Keeping your eye on the light
5. Types of Markets and their requirements
 - a. Research
 - b. Medical Devices
 - c. Services
6. Intellectual properties (IP)
 - a. Is it important
 - b. How much do you need
 - c. Protecting It and playing the game
7. Corporate Structure and Finances
 - a. Share holders
 - b. Different Corporate structures
 - c. Use of proceeds
 - d. The race: Run out of money or make money
8. Funding Sources. Pros and Cons
 - a. Venture Capital
 - b. Angels
 - c. Government
 - d. Corporate deals
9. Case study
 - a. Research Markets
10. Case Study
 - a. Medical Devices

11. Presentations
12. Presentations
13. Presentations

Though we have a syllabus, the course will be dynamic in its class to class content. This is to accommodate invited speakers. We hope to have a good mix of speakers. These speakers will present their real life experiences while discussing where they fit into the value chain. Depending on the size of the class the last 2 or 3 days will be set aside for the fundraising presentation. The presenters will hit the imaginary road to see if they can soft circle their first round of money and make payroll.

The class grade will be based on participation (20%), a mini PPM preparation (30%), and a oral presentation with powerpoint slides (50%).

2009 – 7 Proposal to Add PSYC XXXX

1. Date: February 16, 2009
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: Fall, 2010

Final Catalog listing

PSYC 3XXX. 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, two hours lab activity.
8. Prerequisites, if applicable (see Note F): PSYC 3105
9. Recommended Preparation, if applicable (see Note G): N/A
10. Consent of Instructor, if applicable (see Note T): N/A
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: N/A
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification

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

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, Crysdara@aol.com

2009 – 12 Proposal to Add Geography as a B. S. Discipline Option [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 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 [Consideration pending syllabus]

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 [Pending approval of 2009 – 13]

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, 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)

2. New Departmental Proposals

2009 – 20 Proposal to Add COMM 4XXX/PRLS 4XXX

1. Date: 12/08
2. Department requesting this course: **COMM, PRLS**
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing

COMM 4XXX. Soap Opera/Telenovela

Either semester. Three credits. Prerequisite: open to juniors or higher.

Recommended preparation: COMM 1000, COMM 3300. Rios

Socio-cultural functions of soap operas/telenovelas as mediated serials constructed by commercial organizations and consumed by United States and global audiences.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **COMM**
2. Course Number (see Note B): 4470 [THIS IS AVAILABLE]
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Soap Opera - Telenovela
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K):

Optional Items

7. Number of Class Periods, if not standard (see Note E): Standard
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): COMM 1000, COMM 3300
10. Consent of Instructor, if applicable (see Note T) NA
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J): Rios
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification

1. Reasons for adding this course:

The course has been successfully offered as PRLS 298/COMM 298.

This upper level course will be available for COMM majors fulfilling theory major requirements.

The course is needed as part of the offerings of the growing PRLS minor.

The focused material cannot be accommodated in a more general course such as COMM/PRLS Media and Special Audiences.

2. Academic Merit

Regarding academic merit, this course presents theoretical and historical material about the development and impact of mass disseminated melodramas. The readings also wrestle with why soaps and other serials have continued to be so successful. Soap operas-Telenovelas can be appreciated as a melodramatic form as they function for mass entertainment. However informed critique regarding content and negative consequences of viewing is very important. For example, soap opera or telenovela content may support unrealistic expectations in close relationships among viewers. This programming genre also

presents simplistic archetypes of women, racial/ethnic, and sexual minorities. Social, political and economic problems are also minimized or nonexistent in soap-telenovela content though these problems exist in real life.

It is a goal of the course that the student becomes a more discerning media consumer and/or responsible media creator, keeping in mind social, cultural, economic, political influences of mass media.

This course will be part of the upper level course offerings for the growing PRLS minor. This course will also be part of the upper level "theory" course offerings for the high demand Communication major. This course is rigorous, interesting, and treats persistent and contemporary issues related to mass media.

3. Overlapping Courses (see Note M):

This course will be cross-listed with PRLS XXXX(use same # as COMM).

4. Number of Students Expected: 40

5. Number and Size of Section: each section to contain 20

6. Effects on Other Departments (see Note N): Institute for Puerto Rican and Latino Studies, PRLS
This course will be cross-listed with PRLS XXXX (use same # as COMM).

7. Effects on Regional Campuses: N/A

8. Staffing (see Note P): Prof. Diana Rios

9. Dates approved by (see Note Q):

Department Curriculum Committee: **COMM** Undergraduate Committee 11/06/08

Department Faculty: **COMM** Faculty: 12/2/08

Puerto Rican Latino Studies Faculty: 12/2/08

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

Diana.rios@uconn.edu

SYLLABUS--Updated Nov.19, 2008
PRLS/COMM 4470 [proposed perm #]
Soap Opera-Telenovela
Dr. Diana Rios; Diana.Rios@uconn.edu; 860-486-3187
PCSB Office Hours: x and by appointment

Class Goals & Objectives:

We will examine the socio-cultural, and other functions of soap operas, "telenovelas" and other melodramatic creations. What we call soaps are mediated serials that are constructed by commercial organizations and consumed by audiences in the U.S. and around the globe. These dramas have witnessed wide-ranging success in their countries of origin such as in the U.S., Mexico, and Brazil, and have gained important export value to countries such as Germany and Russia, and France, England.

We will explore, question and discuss why soaps and other serials have continued to be so successful in fulfilling audience personal and social needs and expectations. We will appreciate the melodramatic form as it functions for mass entertainment. However we will also critique the unrealistic content and acknowledge the negative social impact of melodramas on various segments of a society. The student should become a more discerning media consumer and/or responsible media creator, keeping in mind potential social, cultural, economic, political influences of mass media.

Class Format:

The course consists of lecture, class experiential learning, and informed class discussion based on course materials. The course will make use of topical texts, articles, in-class visuals, out of class visual exposure (watching television or film individually or in groups). Grading will be based on completed, quality work, in-class discussion-participation, a midterm and final. The examinations will consist of subjective and objective sections. Students are urged to take copious notes. If you do not take notes, there is no way you can do well in this class.

Class Policies:

Preparation: This is not solely a lecture class where you sit back and just listen. Lectures will be balanced with activities to be completed in or out of the classroom. Students will be prepared for discussion that draws squarely from the readings and from other pertinent materials needed for successful participation. Extraneous commentary used to cover-up for not reading is obvious and will not count.

Participation: Students will be civil, expressing points or counter-points in a collegial and professional manner. Disruptive behavior will be reported to the Dean and related offices immediately.

Attendance: Signing an attendance sheet for someone else under any circumstances is cheating. Students are expected to have excellent attendance. Those with excessive absences will fail the course.

Assignments: Assignments will meet due date. Assignments will be well crafted in upper division quality. Students are responsible for obtaining missed notes and info for assignments.

Cheating/Plagiarism: Cheating on assignments, exams, etc. can result in a failing grade in the course and the incident will go into your files at the department and college levels. Students are expected to know and understand the University's Code of Conduct.

Required Texts

- Robert C. Allen (Ed.) (1995). *To Be Continued... Soap Operas Around the World*. NY: Routledge.
- Articles retrieved through WebCT
- Usage of WebCT and Email
- Other materials TBA
- Selective TV and other media exposure
- **EXCELLENT ATTENDANCE**

Proportion of Work

- Midterm Exam 30%**
- Written Assignments **20%**
- Participation (in class, using WebCT, presentations) **20%**
- Final Exam **30%**

Schedule

<p>Course Introduction</p> <ul style="list-style-type: none"> ◆ Introductions, Course Overview, <i>Effects, Roles and Functions of Melodrama</i> •To be Continued, Intro and Ch.1 •Bilandzic, H. and Rossler, P. (2004). Life according to television. Implications of genre-specific cultivation effects: The gratification/cultivation model. <i>Communications</i>, 29, 295-326.
<p>Module One: Soap Opera and Similar Forms</p> <ul style="list-style-type: none"> ◆ <i>Soap Opera and Similar Forms</i> •Radway, J. (1995). Interpretive communities and variable literacies: The functions of romance reading (pp. 49-73). In J. Dimes & J. M. Humez (Eds.), <i>Gender, race and class in media: A text reader</i>. Thousand Oaks, CA: Sage Publications, Inc. •Galician, M. (2004). The influence of the mass media: Research and theories of mass media effects on individuals and society. In <i>Sex, love, and romance in the mass media: Analysis and criticism of unrealistic portrayals and their influence</i>. pp.81-97. NJ: Lawrence Erlbaum. •Berman, M. (2006). What real men watch. <i>Media Week</i>, 16, 13, 1-2.
<ul style="list-style-type: none"> •To be Continued, Ch.9, 10 •Lemish, D. (1985). Soap opera viewing in college: A naturalistic inquiry. <i>Journal of Broadcasting and Electronic Media</i>, 29, 3, pages 275-293. •Carveth, D. & Alexander, A. (1985). Soap opera viewing motivations and the cultivation process. <i>Journal of Broadcasting and Electronic Media</i>, 29, 3, pages 259-273.
<p>Module Two: Telenovelas and Soaps</p> <ul style="list-style-type: none"> ◆ <i>Telenovelas and Soaps</i> •To be Continued: Ch. 13,14, 15 •Acosta-Alzuru, C. (2003). I'm not a feminist...I only defend women as human beings: The production, representation, and consumption of feminism in a telenovela. <i>Critical Studies in Media Communication</i>, 20, 3, pages 269-294. •McAnany, E. & La Pastina, A. (1994). Telenovela Audiences: A review and methodological critique of Latin America research. <i>Communication Research</i>, 21, 6, pages 828-849.
<ul style="list-style-type: none"> ◆ <i>Telenovelas and Soaps</i> •Rios, D. I. (2003). U.S. Latino audiences of telenovelas. <i>Journal of Latinos in Education</i>, 2,1, pages 59-65. •Mayer, V. (2003). Living telenovelas/telenovelizing life: Mexican American girls' identities and transnational telenovelas. <i>Journal of Communication</i>, 53, 3, pages 479-495. •Bielby, D.D. & Harrington, C.L. (2005). Opening America? The telenovela-ization of U.S. soap operas. <i>Television and New Media</i>, 6, 4, 383-399.
<ul style="list-style-type: none"> ◆ REVIEW

◆ MIDTERM EXAM

Module Three: Contemporary Serialized Sexuality

◆ *Sexuality*

Reading:

- Bushnell, C. (2001). Sex and the city, Intro, Ch.1, Ch.2.
- Konig, A. (2004). Reading sex and the city: A fashion editor's dream? In Akass, K. & J. McCabe Reading sex and the city.
- Richards, H. (2003). Sex and the City: A visible flaneuse for the postmodern era? Continuum: Journal of Media and Cultural Studies, 17, 2, pages 147-157.
- Videos, Film: Sex and the City

Guest: mental health and relationships

Reading:

- Brewis, J. (2004). Sex and the city? The aspirations of the thirty-something working woman. Urban Studies, 41, 9, pages 1821-1838.
- Stern, B.B, Russell, C.A. & Russell, D.W. (2007). Hidden persuasions in soap operas: damaged heroines and negative consumer effects. International Journal of Advertising, 26, 1, 9-36.

Guest: self esteem and body image

- Kennedy, M.G., O'Leary, A. Beck, V, et al (2004) Increases in calls to the CDC National STD and AIDS hotline following the AIDS-related episodes in a soap opera. Journal of Communication, [june] page 287-301.
- Larson, S.G. (1991). Televisions mixed messages: Sexual content on All My Children. Communication Quarterly, 39, 2, 156-163.

Guest: responsible sexuality

◆ **Presentations, Critique of Melodrama**

◆ **Presentations, Critique of Melodrama**

FINAL EXAMINATION

2009 – 21 Proposal to Change the Italian Literary and Cultural Studies Major (Cultural Studies)

1. Date: January 31, 2009

2. Department requesting this change: **Modern and Classical Languages**

3. Title of Major: **Italian Literary and Cultural Studies (Cultural Studies track)**

4. Nature of Change: **increase flexibility in course selection**

5. Existing catalog Description of the Major:

Concentration in Italian Cultural Studies

Students must complete a minimum of 8 courses (the equivalent of 24 credits) from the following:

A. Three 2000 level or above Italian courses from the following: ILCS 3237, 3239, 3240, 3243, 3244, 3250, 3253, 3254, 3255W, 3256, 3258/3258W, 3259, 3260W, 3261, 3262, 3270, 4279

B. Two courses from the following: HIST 3325, 3370, 3463, 4994W

C. Three courses to be chosen from the following: ARTH 3030, 3320, 3340, or MUSI 3413, 3421W; or ENGL 3218W

Students must demonstrate proficiency in Italian at a level equivalent to ILCS **1147**.

Study Abroad in Italy: Students can participate in a variety of UCONN-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UCONN do not necessarily receive UCONN credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count towards a major in Italian at this University.

To satisfy the information literary competency, all students must take ILCS 3255W, or 3258W, or 3260W.

To satisfy the writing in the major requirement, all students must take ILCS 3255W, or 3258W, or 3260W.

6. Proposed catalog Description of the Major:

Concentration in Italian Cultural Studies.

Students must complete a minimum of 8 courses (the equivalent of 24 credits):

A. Four 2000 level or above Italian courses from the following: ILCS 3237, 3239, 3240, 3243, 3244, 3250, 3253, 3254, 3255W, 3256, 3258/3258W, 3259, 3260W, 3261, 3262, 3270, 4279

B. Four courses from the following: HIST 3325, 3370, 3463, 4994W; ARTH 3030, 3320, 3340, or MUSI 3413, 3421W; [or ENGL 3218W]

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

Study Abroad in Italy: Students can participate in a variety of UCONN-sponsored Study Abroad Programs and also have the option of enrolling in non-sponsored programs. In either case, students should consult with the ILCS faculty to determine which courses will receive credits. Students who enroll in study abroad programs not sponsored by UCONN do not necessarily receive UCONN credits for their coursework. No more than 12 credits taken in any Study Abroad Program may count towards a major in Italian at this University.

To satisfy the information literary competency, all students must take ILCS 3255W, or 3258W, or 3260W.

To satisfy the writing in the major requirement, all students must take ILCS 3255W, or 3258W, or 3260W.

7. Effective Date: Immediately

Justification

1. Why is a change required?

The current plan of study for the major in **Italian Literary and Cultural Studies (Cultural Studies track)** is highly structured, requiring students to complete a fixed number of courses selected from several distinct categories. As a result of the rescission, the yearly availability of a broad offering of courses for ILCS majors can no longer be guaranteed. Therefore, a revision in the plan of study is hereby requested.

2. What is the impact on students? None. They will benefit from added flexibility

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

4. Dates approved by: Department Curriculum Committee: Department Faculty: February 30, 2009

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

Norma Bouchard Norma.Bouchard@uconn.edu 486-3313

PLAN OF STUDY

**ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN CULTURAL STUDIES
Major Requirements: Audit Check List (from Fall 2009-)**

Students must complete a minimum of 8 courses (the equivalent of 24 credits) from the following:

A. Four 2000-level or above Italian courses to be chosen among the following:

- ILCS 3237
- ILCS 3239
- ILCS 3240
- ILCS 3243
- ILCS 3244
- ILCS 3250
- ILCS 3253
- ILCS 3254
- ILCS3255W
- ILCS 3256
- ILCS 3258/3258W
- ILCS 3259
- ILCS 3260W
- ILCS 3261
- ILCS 3262
- ILCS 3270
- ILCS 4279

B. Four courses to be chosen among the following:

- HIST 3325 _____
- HIS 3370 _____
- HIS 3463 _____
- HIS 4994W _____
- ARTH 3030 _____
- ARTH 3320 _____
- ARTH 3340 _____
- MUSI 3413 _____
- MUSI 3421W _____
- [ENGL 3218W _____]**

D. Four related courses

Students must demonstrate proficiency in Italian at a level equivalent to ILCS 147.

Name of Student (please print): _____ Student ID _____

I approve the above program for the B.A. Major in Italian Literary Studies

(signed) _____ Date _____
(Italian Literary Studies and Cultural Studies Major Advisor)

2009 – 22 Proposal to Change the Italian Cultural Studies Minor

1. Date: March 14, 2009
2. Department requesting this change: MCL (ILCS)
3. Title of Minor: **Minor in Italian Cultural Studies**
4. Nature of Change: **to increase flexibility in course selection**

5. Existing catalog Description of the Minor:
Students electing this minor must complete 18 credits from the following:
A. Two courses in Italian Literature and/or Cinema in English: Italian 3255W, 3256, 3258/3258W, 3260W
B. Two courses in History: HIST 3325, 3370, 3460, 3463, 4994W
C. One course in Art History: 3030, 3320W, 3340W
D. One additional 2000-level or above course in Italian Cultural Studies or History. ILCS 3239, 3240, 3270, and 4270 may count for Group D.
Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.
The minor is offered by the Modern and Classical Languages Department.

6. Proposed catalog Description of the Minor:
Students electing this minor must complete 18 credits from the following:
A. Three courses in Italian Literature and/or Cinema in English: Italian 3255W, 3256, 3258/3258W, 3260W. ILCS 3239, 3240, 3270, and 4270 may also count for Group A.
B. Three courses to be chosen from the following: HIST 3325, 3370, 3460, 3463, 4994W; or Art History 3030, 3320W, 3340W
Students must demonstrate proficiency in Italian at a level equivalent to ILCS 1147.
The minor is offered by the Modern and Classical Languages Department.

7. Effective Date: Immediately

Justification

1. Why is a change required? The current plan of study for a **minor in ILCS-- Cultural Studies Track--** is highly structured, requiring students to complete a fixed number of courses selected from several distinct categories. As a result of the rescission, the yearly availability of a broad offering of courses for ILCS minors can no longer be guaranteed. Therefore, a revision in the plan of study is hereby requested.
2. What is the impact on students? None
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal: **see below**

5. Dates approved by:
Department Curriculum Committee: February 30, 2009

Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard Norma.bouchard@uconn.edu 486-3313

PLAN OF STUDY

ITALIAN LITERARY AND CULTURAL STUDIES MINOR IN ITALIAN CULTURAL STUDIES Minor Requirements: Audit Check List (2009-)

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

Students electing this minor must complete 18 credits from the following:

A. Three courses in Italian Literature and/or Cinema in English to be chosen among the following:

ILCS 3255W
ILCS 3256
ILCS 3258/3258W
ILCS 3260W
ILCS 3239
ILCS 3240
ILCS 3270
ILCS 4270

B. Three courses to be chosen from the following:

HIST 3325
HIST 3370
HIST 3460
HIST 3463
HIST 4994W
ARTH 3030
ARTH 3320W
ARTH 3340W

Name of Student (please print): _____ Student ID _____

I approve the above program for them Minor in Italian Cultural Studies

(signed) _____ Date _____
(Italian Literary Studies and Cultural Studies Minor Advisor)

2009 – 23 Proposal to Change the Italian Cultural Studies Minor

1. Date: March 14, 2009
2. Department requesting this change: MCL (ILCS)
3. Title of Minor: **Minor in Italian Literary Studies**
4. Nature of Change: **to increase flexibility in course selection**

5. Existing catalog Description of the Minor:

This minor requires the completion of 18 credits in 2000-level or above courses. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but these language courses do not count towards the minor. The following are the courses required for completion:

- A. One course in composition and conversation: ILCS 3239 and 3240
- B. Both of the following: ILCS 3243 and 3244
- C. Two courses from the following: ILCS 3250, 3253, 3254, 3259, 3261, 3262
- D. One course from the following: ILCS 3237, 3270, 4279

The minor is offered by the Modern and Classical Languages Department.

6. Proposed catalog Description of the Minor:

This minor requires the completion of 18 credits in 2000-level or above courses. All of the courses listed below require ILCS 1145, 1146, 1147, 1148, or the equivalent, as prerequisites, but these language courses do not count towards the minor.

Students must complete a minimum of 6 courses (the equivalent of 18 credits) to be chosen among the following: ILCS 3237, 3239, 3240, 3243, 3244, 3250, 3253, 3254, 3259, 3261, 3262, 3270, 4279

The minor is offered by the Modern and Classical Languages Department.

7. Effective Date: Immediately

Justification

1. Why is a change required? The current plan of study for the minor in Italian Literary Studies is highly structured, requiring students to complete a fixed number of courses selected from several distinct categories. As a result of the rescission, the yearly availability of a broad offering of courses for ILCS minors can no longer be guaranteed. Therefore, a revision in the plan of study is hereby requested.

2. What is the impact on students? None

3. What is the impact on regional campuses? None

4. Attach a revised "Minor Plan of Study" form to this proposal: **see below**

5. Dates approved by:

Department Curriculum Committee: February 30, 2009

Department Faculty:

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

Norma Bouchard Norma.bouchard@uconn.edu 486-3313

PLAN OF STUDY

**ITALIAN LITERARY AND CULTURAL STUDIES
MINOR IN ITALIAN LITERARY STUDIES**

Minor Requirements: Audit Check List (2009-)

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

Students electing this minor must complete 18 credits to be selected from the following:

- ILCS 3237 _____
- ILCS 3239 _____
- ILCS 3240 _____
- ILCS 3243 _____
- ILCS 3244 _____
- ILCS 3250 _____
- ILCS 3253 _____
- ILCS 3254 _____
- ILCS 3259 _____
- ILCS 3261 _____
- ILCS 3262 _____
- ILCS 3270 _____
- ILCS 4279 _____

Name of Student (please print): _____ Student ID _____

I approve the above program for them Minor in Italian Cultural Studies

(signed) _____ Date _____
(Italian Literary Studies and Cultural Studies Advisor)

2009 – 24 Proposal to Change the Film Studies Minor [items for review in bold] Revision

1. Date: 02/04/09

2. Department requesting this change: MCL

3. Title of Minor: 4. Nature of Change:

A. Addition of CLCS 3XXX: "Global Indigenous Film" in the Group B: 'National Cinemas' section of the minor.

B. Addition of CLCS 3888: "**Special Topics**" [Variable topics] in each of the three sections of the minor.

C. Addition of ILCS 3259: "Topics in Italian Cinema" in the Group B: 'National Cinemas' section of the minor.

D. Separation of WS 217/ENGL 217: "Studies in Literature and Culture," now WS 3217: "Women in Film" and ENGL 3623: "Studies in Literature and Culture."

5. Existing catalog Description of the Minor:

Students electing this minor must take two courses from each of the following three Distribution Groups:

Two courses in Core Film Studies: CLCS 2214; 3207; 3208; DRAM 4152.

Two courses in national cinemas: DRAM 4151; GERM 3261W (taught in German); 3264W (taught in English); FREN 3223 (taught in either English or French); 3226 (taught in English); ILCS 3260W (taught in English); SPAN 3250 (taught in English); 3251 (taught in either English or Spanish); 3252 (taught in Spanish); 3254 (taught in English).

Two interdisciplinary courses: **AASI/ENGL 3212**; CLCS 3201; CAMS 3245; **WS 3217/ENGL 3623**; POLS 3426; **ENGL 3621**; LAMS 3575; SOCI 3703/W; ILCS 3258/W; COMM/PRLS 4320.

This interdisciplinary minor is offered by the Department of Modern and Classical Languages. For more information contact Norma Bouchard by e-mail at Norma.Bouchard@Uconn.edu or by phone at (860) 486-3292.

6. Proposed catalog Description of the Minor:

Students electing this minor must take two courses from each of the following three Distribution Groups:

Two courses in Core Film Studies: CLCS 2214; 3207; 3208; 3888*; DRAM 4152.

Two courses in national cinemas: CLCS 3XXX; 3888*; DRAM 4151; FREN 3223 (taught in either English or French); 3226 (taught in English); GERM 3261W (taught in German); 3264W (taught in English); ILCS 3259 (taught in either English or Italian); ILCS 3260W (taught in English); SPAN 3250 (taught in English); 3251 (taught in either English or Spanish); 3252 (taught in Spanish); 3254 (taught in English).

Two interdisciplinary courses: **AASI/ENGL 3212**; CLCS 3201; 3888*; CAMS 3245; COMM/PRLS 4320; **ENGL 3621**; **3623**; ILCS 3258/W; LAMS 3575; POLS 3426; SOCI 3703/W; WS 3217.

Courses marked with an asterisk (*) require advisor's approval. This interdisciplinary minor is offered by the Department of Modern and Classical Languages. For more information contact Norma Bouchard by e-mail at Norma.Bouchard@Uconn.edu or by phone at (860) 486-3292.

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

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

Justification

1. Why is a change required?

A. A new course on Global Indigenous Film (CLCS 3XXX) has been created and approved by CCC and we would like to include it as one of the "National Cinemas" courses in the minor plan of study. Instructor of course agrees.

B. We would like to include CLCS 3888: "Special Topics" in each of the three categories of the minor so that students can use them towards their Film Studies minor when the specific topic of the course is pertinent to the study of film. In order to use this course for the minor the advisor's consent is required. In this time of budgetary crisis, this inclusion allows for more flexibility.

C. ILCS 3259 is a film-related course which, although seldom offered, could and should count towards the Film Studies minor. ILCS agrees with this inclusion.

D. WS 3217 and ENGL 3623 are not offered together any more [??], although they both still have a strong film-related interdisciplinary focus. For this reason they should now appear as two different courses and not as one cross-listed course, as they used to.

2. What is the impact on students?
They will have a wider variety of courses to choose from.
3. What is the impact on regional campuses?
None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see below).

SEE BELOW

5. Dates approved by (see Note Q):
Department Curriculum Committee: 2/20/09
Department Faculty: 2/20/09
6. Name, Phone Number, and e-mail address of principal contact person:
Gustavo Nanclares, 6-3313, Gustavo.nanclares@uconn.edu

College of Liberal Arts and Sciences Minor Requirements - Audit Check List (2009-)

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

The Film Studies Minor requires the completion of 18 credits in 2000-level courses or above, with a grade letter of C (2.0) or better. A maximum of 3 credits may be transfer credits. No substitutions are allowed. Students must take two courses from each of the following three Distribution Groups:

Group A: Core Courses

- ___ CLCS 2214: "Intro to World Cinema and Comparative Film Theory"
- ___ CLCS 3207: "Film Genres"
- ___ CLCS 3208: "Studies in Film History"
- ___ **CLCS 3888: "Special Topics"***
- ___ DRAM 4152: "World Film"

Group B: National Cinemas

- ___ CLCS 3XXX: "Global Indigenous Cinema"
- ___ **CLCS 3888: "Special Topics"***
- ___ DRAM 4151: "The American Film"
- ___ FREN 3223: "French Film and Theory"
- ___ FREN 3226: "French and Francophone Cinema"
- ___ GERM 3261W: "German Film and Culture"
- ___ GERM 3264W: "German Cinema in Cross Cultural Perspective"
- ___ ILCS 3259: "Topics in Italian Cinema"
- ___ ILCS 3260W: "Italian Cinema"
- ___ SPAN 3250: "Film in Spain and Latin America"
- ___ SPAN 3251: "Latin American Film"
- ___ SPAN 3252: "Spanish Film"
- ___ **SPAN 3254: "Special Topics in Latin American National Cinemas"**

Group C: Interdisciplinary Courses

- ___ AASI/ENGL 3212: "Asian American Literature"
- ___ CLCS 3201: "Comparative Literary and Cultural Studies"
- ___ **CLCS 3888: "Special Topics"***
- ___ CAMS 3245: "Ancient World in Cinema"
- ___ COMM/PRLS 4320: "Media and Special Audiences"
- ___ **ENGL 3621: "Literature and Other Disciplines"**
- ___ **ENGL 3623: "Studies in Literature and Culture"**
- ___ ILCS 3258W: "Cinematic Representations of Italian Americans"
- ___ LAMS 3575: "Cinema and Society in Latin America"
- ___ POLS 3426: "Politics, Propaganda, and Cinema"
- ___ SOCI 3703W: "Modern Africa"
- ___ WS 3217: "Women in Film"

*With advisor's consent

Name of Student (please print): _____

I approve the above program for the B.A. Minor in Film Studies

(signed) _____ Department of Modern and Classical Languages
(Film Studies Minor Key Advisor)

(signed) _____ or _____
(Major Department Head) (Major Key Advisor)

2009 – 25 Proposal to Change HIST 3422

1. Date: 23 February 2009
2. Department: **History**
3. Nature of Proposed Change: **change of course number only**

4. Current Catalog Copy:

HIST 3422: History of Southern Africa

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

Survey of Southern African societies with an emphasis on the socio-economic and political structure of indigenous societies, the imposition of colonial rule, gendered experiences of colonialism, colonial economies, the rise of nationalism and post-independence developments.

Proposed catalog copy:

HIST 3760: History of Southern Africa

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

Survey of Southern African societies with an emphasis on the socio-economic and political structure of indigenous societies, the imposition of colonial rule, gendered experiences of colonialism, colonial economies, the rise of nationalism and post-independence developments.

6. Effective Date: immediately

Justification

1. Reasons for changing this course: the new number, unlike the former, is consistent with History Department's structure of numbering.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: None.
5. Effects on Regional Campuses: None.
6. Staffing: Prof. Fiona Vernal
7. Dates approved by (see Note Q):
Department Curriculum Committee: 23 February 2009
Department Faculty: 23 February 2009
8. Name, Phone Number, and e-mail address of principal contact person:
Kenneth Gouwens 486-3750
kenneth.gouwens@uconn.edu

2009 – 26 Proposal to offer HIST 3995 "Special Topics" [Race, Gender, Sexuality] Approved by Chair

1. Date of this proposal: **2/16/2009**
2. Semester and year 298 will be offered: **Fall 2009**
3. Department: **History**

4. Title of course:

HIST 3995 Special Topics: Constructions of Race, Gender, and Sexuality in U.S. History
The development, interconnections, and complexities of race, gender, and sexuality in U.S. history from European conquest to the present. Historical and theoretical foundation and case studies revealing how these categories are produced and contested over time. Particular attention to political, social, economic, and cultural mechanisms of power and resistance.

5. Number of Credits: **3**

6. Instructor: **Micki McElya**

7. Instructor's position: **Assistant Professor**

8. Has this topic been offered before? **no**

9. If so, how many times? (maximum = 3)

10. Short description:

Course examines the development, interconnections, and complexities of race, gender, and sexuality in U.S. history from European conquest to the present. After laying a solid historical and theoretical foundation, we will consider a series of case studies that reveal how these categories are produced and contested over time while paying particular attention to political, social, economic, and cultural mechanisms of power and resistance.

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

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: 23 February 2009

Department Faculty: 23 February 2009

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

Kenneth Gouwens, 6-3750, kenneth.gouwens@uconn.edu

HIST 3995—Special Topics
Constructions of Race, Gender, and Sexuality in U.S. History
Micki McElya
(proposal 2/2009)

Course Description and Expected Outcomes:

This course examines the development, interconnections, and complexities of race, gender, and sexuality in U.S. history from European conquest to the present. After laying a solid historical and theoretical foundation, we will consider a series of case studies that reveal how these categories are produced and contested over time while paying particular attention to political, social, economic, and cultural mechanisms of power, oppression, and resistance. We will analyze a variety of texts and primary sources, including legal and governmental documents, memoir, documentary and feature film, literature, material culture, visual cultures, and historical and theoretical works.

Students in this class will:

- Understand race, gender, and sexuality as components of identity and experience that *have* multiple histories
- Explore race, gender, and sexuality (along with class, region, and nation) as interdependent categories of identity, experience, and analysis
- Become more conversant with a range of historical and theoretical approaches to the study of race, gender, and sexuality
- Work with a variety of historical documents
- Hone critical reading, verbal expression, and writing skills

Requirements and Class Policies:

Participation: This course is a mixture of lecture and discussion. Your success in it requires thoughtful participation and the completion of all readings and assignments. Each student is expected to attend every class meeting, to be on time, to have read completely and with care all assignments, and to engage actively and intelligently in our discussions.

The assignments are:

- This course has a good deal of **reading**, some of it complex and time consuming. You are expected to complete all of the readings for each day and be prepared to discuss them. Don't worry if something doesn't make sense or has you confused—bring your questions and issues to the class for **discussion**—but make sure to always work your way through the readings.
- **Response papers** of no more than two pages that engage the week's readings and link them to the larger themes of the course in a manner of your choosing will be due most Thursdays in class. Barring extenuating circumstances, late responses will not be accepted after the due date. I expect response papers to reflect a thorough reading of the assignments and thoughtful consideration of ideas, problems, and/or issues they raise in the context of the course as a whole and our discussions. These will be graded on a scale of 1-10, with 10 being the highest possible grade. Over the course of the term, you can drop one response paper grade, meaning you can choose not to do one or I will drop your lowest grade. Response papers will not be due on the days that other written work is to be handed in.
- **Two 5-page Essays** on questions provided at least a week in advance. You will have a choice as to which question you answer. Guidelines will be provided on the question sheet and discussed in greater detail in class. Barring extenuating circumstances, late papers will not be accepted after the due date.

Grades will be calculated in the following manner:

Participation	=	15%
Response Papers =		35%
Paper #1	=	25%
Paper #2	=	25%

Readings:

The following books are required for the course. All are available for purchase at the Co-op and copies are on reserve at Homer Babbidge Library.

- Julian Carter, *The Heart of Whiteness: Normal Sexuality and Race in America, 1880-1940* (Durham: Duke University Press, 2007).
- Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge: Harvard University Press, 2002).
- John D'Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (Chicago: University of Chicago Press, rev. ed., 1998).
- James Goodman, *Stories of Scottsboro* (New York: Vintage Books, 1995).
- Annette Gordon-Reed, *Thomas Jefferson and Sally Hemings: An American Controversy* (Charlottesville: University Press of Virginia, 1998).
- Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles* (New York: Scribner, 2003).
- Ida B. Wells, *Southern Horrors and Other Writings: The Anti-lynching Writings of Ida B. Wells, 1892-1900* (Royster, ed., New York: Bedford/St. Martins, 1996).

In addition, students are required to read a number of articles, chapters, and documents marked on the syllabus with a (•) that can be found on electronic reserve via HuskyCT. Full citations for these readings appear at the end of the syllabus.

SCHEDULE OF READINGS AND ASSIGNMENTS

HISTORICIZING & THEORIZING RACE, GENDER, AND SEXUALITY IN THE U.S.

Week 1:

- selections, Michael Omi & Howard Winant, *Racial Formation in the United States* (1994).
- selections, Ian F. Haney Lopez, *White by Law: The Legal Construction of Race* (1996)
- Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," (1992)

Week 2:

- Judith Halberstam, "An Introduction to Female Masculinity," (1998).
- Gail Bederman, "Remaking Manhood through Race and 'Civilization,'" (1995)
- Evelyn Alsultany, "Los Intersticios: Recasting Moving Selves," (2002)

Week 3:

Julian Carter, *The Heart of Whiteness: Normal Sexuality and Race in America, 1880-1940* (2007)

CASE STUDY #1: NARRATING THE HISTORY OF SEXUALITY IN THE U.S.

Week 4:

John D'Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (rev. ed., 1998)

- Ann DuCille, "Othered Matters: Reconceptualizing Dominance and Difference in the History of Sexuality in America," and D'Emilio and Freedman response, *Journal of the History of Sexuality* 1 (1990): 102-130

CASE STUDY #2: CONTACT AND COLONIAL FANTASIES

Week 5:

- Selections from John Smith's *Generall Historie of Virginia* (1624)
 - Letter from John Rolfe to Sir Thomas Dale (1614)
 - Robert S. Tilton, "Miscegenation and the Pocahontas Narrative in Colonial and Federalist America," (1994)
- Screening: clips from *Disney's Pocahontas* (1995) and *The New World* (2005)

CASE STUDY #3: SLAVERY AND ABOLITION

Week 6:

Annette Gordon-Reed, *Thomas Jefferson and Sally Hemings: An American Controversy* (1998)

- Annette Gordon-Reed, "Introduction" to *The Hemingses of Monticello: An American Family* (2008)

CASE STUDY #4: RACE, RAPE, AND LYNCHING

Week 7:

Ida B. Wells, *Southern Horrors and Other Writings* (orig. 1892)

- Martha Hodes, "The Sexualization of Reconstruction Politics: White Women and Black Men in the South After the Civil War," (1993).

Week 8:

James Goodman, *Stories of Scottsboro* (1995)

Screening: clips from *Scottsboro: An American Tragedy* (2001)

CASE STUDY #5: FOREIGN POLICY, EMPIRE, AND THE MILITARY

Week 9:

- Gail Bederman, "Theodore Roosevelt: Manhood, Nation, and 'Civilization,'" (1995)
- Laura Wexler, "What a Woman Can Do with a Camera," (2000)

Week 10:

- Cynthia Enloe, "Carmen Miranda on My Mind: International Politics of the Banana," (1989)

Screening: *Carmen Miranda: Bananas is my Business* (1995)

Week 11:

Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles* (2003)

- Carol Burke, "Military Culture," (2004)

CASE STUDY #6: MARRIAGE

Week 12:

Nancy Cott, *Public Vows: A History of Marriage and the Nation* (2002)

Week 13:

- Lisa Duggan, "Equality, Inc.," (2004)
- George Chauncey, "Why Marriage Became a Goal" and "The Present as History," (2005)
- Siobhan B. Somerville, "Queer Loving," (2005)

Week 14: Course Wrap

Thinking through the case studies and considering new ones ...

Course Bibliography

Evelyn Alsultany, "Los Intersticios: Recasting Moving Selves," in Gloria Anzaldúa and Analouse Keating, eds., *This Bridge We Call Home: Radical Visions for Transformation* (New York: Routledge, 2002): 106-110.

Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: University of Chicago Press, 1995).

Carol Burke, *Camp All-American, Hanoi Jane, and the High-and-Tight: Gender, Folklore, and Changing Military Culture* (Boston: Beacon Press, 2004).

Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," *Signs* 17:2 (Winter 1992): 251-274.

George Chauncey, *Why Marriage: The History Shaping Today's Debate Over Gay Equality* (New York: Basic Books, 2005).

Lisa Duggan, *The Twilight of Equality?: Neoliberalism, Cultural Politics, and the Attack on Democracy* (New York: Beacon Press, 2004)

Ann DuCille, "Othered Matters: Reconceptualizing Dominance and Difference in the History of Sexuality in America," and D'Emilio and Freedman response, *Journal of the History of Sexuality* 1 (1990): 102-130

Cynthia Enloe, *Bananas, Beaches & Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press, 1989).

Annette Gordon-Reed, *The Hemingses of Monticello: An American Family* (New York: Norton, 2008).

Judith Halberstam, *Female Masculinity* (Durham: Duke University Press, 1998).

Ian F. Haney Lopez, *White by Law: The Legal Construction of Race* (New York: NYU Press, 10th ann. Edition, 2006).

Martha Hodes, "The Sexualization of Reconstruction Politics: White Women and Black Men in the South After the Civil War," *Journal of the History of Sexuality* 3 (1993): 402-417.

Michael Omi & Howard Winant, *Racial Formation in the United States*, 2nd edition (New York: Routledge, 1994).

Siobhan B. Somerville, "Queer Loving," *GLQ* 11:3 (2005): 325-370.

Robert S. Tilton, *Pocahontas: The Evolution of an American Narrative* (New York: Cambridge University Press, 1994).

Laura Wexler, *Tender Violence: Domestic Visions in an Age of U.S. Imperialism* (Chapel Hill: UNC Press, 2000).

2009 – 27 Proposal to Add ENGL 3711

1. Date: 03/06/09
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: Spring 2010

Final catalog Listing (

ENG 3711. Creative Writing for Child and Young Adult Readers.

Either semester. Three credits. Open to juniors or higher. Prerequisite: ENGL 1010 or 1011 or 3800. ENGL 1701 recommended. Open only with consent of instructor. Staff.

Creative writing for an audience of children and young adults.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ENG
2. Course Number (see [Note B](#)): 3711
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Creative Writing for Child and Young Adult Readers
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)): Creative writing for an audience of children and young adults.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): ENGL 1010 or 1011 or 3800.
9. Recommended Preparation, if applicable (see [Note G](#)): ENGL 1701 recommended.
10. Consent of Instructor, if applicable (see [Note T](#)): Open only with consent of instructor.
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](#)): No
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: Course content is not addressed by any other writing course. Students have expressed interest in such a course, which will complement the Department's other offerings in Children's Literature.
2. Academic Merit By composing and revising original poetry or prose in a workshop setting, students will gain an in-depth understanding of the craft of writing for children and young adult readers. Course may be used to fulfill requirements of the Creative Writing Concentration.
3. Overlapping Courses This course complements our literature offerings but, because it is focused on creative writing, does not overlap with current offerings. Meanwhile, because the course is focused specifically on writing for an audience of children and young adults, it is distinct from the other creative writing classes.
4. Number of Students Expected: 15
5. Number and Size of Section: 15
6. Effects on Other Departments (see [Note N](#)): None
7. Effects on Regional Campuses: This course could be offered at regional campuses as well.

8. Staffing (see [Note P](#)): Litman, Smith

9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 03/03/09
Department Faculty: 03/04/09

10. Name, Phone Number, and e-mail address of principal contact person:
Ellen Litman, 486-2111, Ellen.litman@uconn.edu;
Katharine Capshaw Smith, 486-4048, capshaw@uconn.edu

Creative Writing for Child and Young Adult Readers
SYLLABUS, FALL 2009; T: 5:00-7:30 p.m.

REQUIRED TEXTS: The Gliblin Guide to Writing Children's Books by James Cross Giblin, Writer's Institute Publications, West Redding, Ct 2005;
Picture This by Molly Bang, Little Brown, Boston, MA, 1991.
Additional Handouts will include book reviews, technique exercises, book excerpts for analysis, workshop protocol.

Meeting 1: Write!!! Students will immediately write a passage based on a childhood incident. Review of Workshop Protocol. Voluntary share of passages and examples of critique. Discussion of children's literature with examples of various forms and age ranges, e.g. board book, concept book, classic picture book, picture story book, reader, etc. Review of basic story structure and child point of view. Review and discussion of syllabus and structure of each class. Assignment: Write a board book text, 10-40 words, providing copies for all students and teacher.

CLASS STRUCTURE: After meeting 1, the class will usually proceed as follows. Part 1, Students will read their assignments aloud (order picked out of a hat; this may take 2 meetings per assignment later in the course with longer texts). Critique of each story—students are encouraged to write comments on their copies (as well as voice them) and return critiqued copies to "author." Break. Part 2, instruction on next book format.

Meeting 2: Critique of board book texts. Instruction and assignment on concept books.

Meeting 3: Critique of concept books. Instruction and assignment on rhyming verse.

Meeting 4: Critique of verse. Instruction and assignment on picture books.

Meeting 5: Critique of picture books. Instruction on *nonfiction* picture books.

Meeting 6: Critique of nonfiction picture books. Instruction on readers.

Meeting 7: Critique of readers. Revision workshop on one previous assignment.

Meeting 8: Midterm: Critique of revision. Instruction on magazine nonfiction formats—puzzles, lists, quizzes, matching games.

Meeting 9: Critique of magazine nonfiction. Instruction and assignment on First chapter books.

Meeting 10: Critique of First chapter books. Instruction on fiction ages (Middle Grade vs. Young Adult), narrative techniques and genres, e.g. fantasy (low and high); historical, epistolary, contemporary, etc.

Meeting 11: Critique of First chapter books, continued. Instruction and assignment on outlining and character sketching for a MG or YA novel.

Meeting 12: Critique of outlines and character sketches entire class period. Assignment: First chapter of novel.

Meeting 13: Hand in first 1 chapter. Critique of chapter 1 for every student for entire class period. Review Revision.

Meeting 14: Final Exam Project: Hand in revised chapter 1, chapters 2 & 3, and revised outline. Brief review of marketing packet I'll give them, with information on agents, cover letters, synopses, editors, etc.

GRADING

Midterm: 20%

Final: 30%

Quality of manuscripts: 30%

Quality of critique/class participation: 20%

OFFICE HOURS: 2 hours prior to class.

2009 – 28 Proposal to Add MCB 5429

1. Date: January 16, 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 5429. Theory and Practice of Next Generation Sequence Analysis

2 credits. Lecture/Laboratory. With change of content, may be repeated for credit. Open only with consent of instructor.

Advanced training in experimental design, sample preparation, quality control, high throughput sequence acquisition and analysis of data sets for a variety of genomics applications. Taught as a series of modules with each focused on a different aspect of the practice of next-generation genome analysis.

Justification

1. Reasons for adding this course: Formal training is required for sample preparation and use of the University's new Roche/454 FLX pyrosequencer, purchased on an NSF grant and housed in the Center for Applied Genetics and Technology (CAGT). A training course is part of the conditions of the award and of the cost sharing agreement for this instrument.

2. Academic Merit: More than 40 investigators from multiple departments across the University system have expressed a need for pyrosequencing-based next generation sequence analysis. This course will afford all members of the University community the opportunity to learn about experimental design, to prepare samples and libraries, and to acquire and analyze data. The course will also be a key component of CLAS' Professional Science Masters programs in genetics & genomics and in microbiology. A modular format is necessary to allow for combinatorial sessions of basic procedures with specific, different application endpoints. Sections 01, 02, and 07 will be scheduled in 2009; the others will be brought on-line as curricular materials/kits become available and are validated in the CAGT, which will furnish course supplies. **Sections do not meet simultaneously. Students are not required to take any specific number of sections, but section 8 must be preceded by section 2, 3, 4, 5, or 6 as appropriate.** This course is a combination of lecture and laboratory that will meet for 28 hours over 4 days, and will be offered in summer and intersession only.

3. Overlapping Courses: None

4. Number of Students Expected: 24-36 per year

5. Number and Size of Section: Each one credit section will be limited to 12 or fewer students. Sections follow:

- | | |
|----|--|
| 01 | Introduction to Next Generation Sequencing |
| 02 | Genomic DNA and Library Preparation |
| 03 | RNA Isolation and cDNA Library Preparation |
| 04 | Small RNA Isolation and Library Construction |
| 05 | Amplicon Preparation and Multiplex Strategies |
| 06 | Paired End Sequencing |
| 07 | Emulsion PCR, Sequence Acquisition and Data Analysis |
| 08 | Advanced topics in Next Generation Sequencing |

6. Effects on Other Departments: None

7. Staffing: **Course oversight will be provided by faculty/staff associated with the Center for Applied Genetics and Technology. Instruction will be provided by a mixture of faculty, adjuncts and guests from industry**

8. Dates approved by:

Department Curriculum Committee:

Department Faculty:

9. Principal Contact Person: Rachel O'Neill, 486-6031, and Rachel.Oneill@uconn.edu

Sample syllabi of two modules:

MCB 5429 Next Gen Genome Analysis Section 02 General Library Preparation

1. Nebulization (sample dilution and fragment purification)
2. Fragment size selection (gel cut method; double SPRI method)
3. DNA sample quality assessment
4. Fragment end polishing
5. Ligation of adaptors
6. Removal of small fragments
7. Library immobilization
8. Fill-in reaction
9. Isolation of single-stranded library
10. Library quality assessment
11. Physical quantitation of library
12. Library primary dilution and storage
13. Determination of library amounts for emPCR amplification (emulsion titration; full sequencing titration)
14. Preparation of working aliquots

Instructional materials:

"General Library Preparation Method Manual"
Roche Life Sciences
2008

MCB 5429 NextGen Genome Analysis Section 07 emPCR, Sequencing, and Data Analysis

1. Preparation of live and mock amplification mixes
2. DNA library capture
3. Emulsification
4. Amplification (dispensing emulsions in controlled room, reactions in amplicon room)
5. Bead recovery (large volume emulsions or small volume emulsions)
 - emulsion collection and initial wash
 - bead washes and recovery
6. Enrichment of DNA library beads
 - preparation for indirect enrichment
 - preparation of enrichment beads
 - enrichment of DNA-carrying beads
 - collection of enriched DNA beads
7. Annealing of sequencing primers
8. Sequencing on 454 FLX
9. Manipulation of data files

Instructional materials:

"emPCR Method Manual"
Roche Life Sciences
2008

2009 – 29 Proposal to Change MCB 2225W

1. Date: 3/3/09

2. Department: **Molecular and Cell Biology**

3. Nature of Proposed Change: **Change description and remove W status**

4. Current Catalog Copy: **2225W. Advanced Cell Biology Laboratory**

(2225W) Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories. Prerequisite or corequisite: [MCB 2210](#). Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#). Open to honors students. Open to non-honors students with instructor consent.

Research techniques that investigate processes in live cells including DNA transfection, GFP-fusion protein dynamics, confocal fluorescence microscopy, time-lapse video microscopy, and flow cytometry. Students will pursue independent research projects.

5. Proposed Catalog Copy:

2225. Cell Biology Laboratory

(2225) Second semester. Four credits. One 1-hour lecture and two 4-hour laboratories.

Prerequisite or corequisite: [MCB 2210](#). Open to honors students. Open to non-honors students with instructor consent.

A laboratory experience that will prepare students for thesis research. Focus will be on experimental design, data analysis and presentation. Topics include cell culture, DNA transfection, fluorescence and time-lapse microscopy, image processing, and flow cytometry. Students will pursue independent research projects.

6. Effective Date (semester, year -- see [Note R](#)): Spring 2010

Justification

1. Reasons for changing this course: The course is aimed primarily at honors students. Since they must write an honors thesis anyway, they do not need another W course. This has had the effect of reducing honors student enrollment. In addition, the description has been changed to try to more accurately reflect the goals of the course and to try to attract students at an earlier point in their careers.

2. Effect on Department's Curriculum: none

3. Other Departments Consulted (see [Note N](#)): none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: Dr. David Knecht

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

Department Curriculum Committee: 2/18/09

Department Faculty: 2/27/09

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

Dr. David Knecht

486-2200

david.knecht@uconn.edu

2009 – 30 Proposal to offer HDFS 3095 "Special Topics". Approved by Chair

1. Date of this proposal: March 4, 2009
2. Semester and year 3098 will be offered: Fall 2009, Stamford and Storrs
3. Department: **HDFS**

4. Title of course: **Disabilities: A Lifespan Perspective**

This course provides an introduction to disabilities, approaching the topic from a developmental-lifespan, family perspective. Topics include models for understanding disabilities and types of disabilities, coping and adaptation for individuals and families, public policy, and philosophies and systems of education and support.

5. Number of Credits: 3
6. Instructor: Anne Farrell, Stamford. Kim Larrabee, Storrs
7. Instructor's position: Farrell: Assistant Professor, Larrabee: Lecturer
Both are regular members of the faculty.

8. Has this topic been offered before? No

9. If so, how many times? (maximum = 3)

10. Short description: This course provides an introduction to disabilities, approaching the topic from a developmental-lifespan, family perspective. Topics include models for understanding disabilities and types of disabilities, coping and adaptation for individuals and families, public policy, and philosophies and systems of education and support.

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

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: October 10, 2008.

Department Faculty: October 10, 2008.

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

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

**Disabilities: A Lifespan Perspective
HDFS 3098 – Special Topics**

Course Proposal

Fall 2009

Department of Human Development & Family Studies

Anne F. Farrell

UConn Stamford

Kim Larrabee

UConn Storrs

Description

This course provides an introduction to disabilities, approaching the topic from a developmental-lifespan, family perspective. Topics include models for understanding disabilities and types of disabilities, coping and adaptation for individuals and families, public policy, and philosophies and systems of education and support.

Course Overview

The prevalence of disabilities is changing due to increased lifespan, advances in diagnosis and intervention, and related factors. This course addresses disabilities as a natural aspect of the human experience, and acquaints students with various disabilities that commonly emerge in several developmental periods. Several *specific disabilities* will be examined within single developmental periods, and each developmental period will involve discussion of cross cutting themes, including: the prevalence, etiology, and features of those disabilities; the impact of disability on families and family members; systems of education and support; and policy and law relating to those systems.

A few disabilities will be examined across through the lifespan, e.g., autism, Down syndrome, and an acquired or degenerative disorder, in addition to the discussion of other disabilities that emerge at various points. Tracing the course of these disabilities across the lifespan (from birth to later life) will bring unique perspective on: adaptation and coping for individuals and families; interventions; and the changing demands on and roles for family members over the life course. Further, students will be introduced to the systems and agencies that individuals and families have to navigate in order to optimize function, resources, and outcomes for individuals with disabilities.

The course is taught from an interdisciplinary perspective and will incorporate the views and experiences of family members of individuals with disabilities and the perspectives of individuals with disabilities. Instructional methods and activities will include informational presentations, class activities and discussions, student presentations, a brief paper and various assessments.

Course objectives:

1. Students will be exposed to current issues, controversies, ethics, and trends in the field of disabilities.
2. Students will examine ways in which the family system copes with having a family member with a disability.
3. Students will explore various ways of understanding disability (medical, social, charity models; civil rights model) and discuss social, emotional, and motivational factors associated with the experience of being labeled or identified as disabled.
4. Students will discuss stereotypes and stigma associated with disabilities.
5. Students will be able to articulate basic concepts of disability including function, impairment, handicap, epidemiology, inclusion, segregation, stigma, and integration.
6. Students will recognize the important role that family members play in the lives of individuals with disabilities and be able to describe some of the stresses and satisfactions that derive from living with disabilities through the lifespan.
7. Students will identify and describe selected disabilities first recognized in early childhood, adolescence, adulthood, and in later life and will discuss critical issues for transition and coping in each phase.
8. Students will be familiar with the history of the disability rights movement and major components of disability policy.

This matrix depicts how cross-cutting themes may be addressed across the lifespan.

	Disabilities: prevalence, etiology, diagnosis, features	Policy & law	Education and support	Family and social issues
Early childhood (0-8)	<i>Premature birth</i> ; Autism; Down syndrome; Muscular dystrophy/CP?	IDEA, Parts B & C S-CHP	Family-centered practices; medical home	Coping with diagnosis; Parenting stress
Middle childhood, adolescence, transition to adulthood (9-21)	<i>Learning disabilities and ADHD</i> ; Autism; Down syndrome; Muscular dystrophy/CP?	History of inclusion; IDEA; Medicaid & waiver; FAPE, LRE	Special education; cultural competence	Siblings; parents and transition to independent living; social stigma
Young adulthood into middle age	<i>Traumatic brain & spinal cord injury</i> ; Autism Down syndrome; Muscular dystrophy/CP?	ADA; Buck v. Bell; guardianship	<i>No Pity</i> & Jerry Lewis; Employment; SSI; Ticket to Work; community living	Adult siblings; reproductive rights
Aging and end of life issues	<i>Alzheimer's disease</i> (with and without Down syndrome); <i>physical disabilities</i> ; Autism Down syndrome; Muscular dystrophy/CP?	Housing and disability; universal design	Health disparities; changing epidemiology of disability in later life	Grief reactions among support providers, kin and paid; ethics

Proposed assignments and assessments:

1. Disability history: Using one of the on-line disability calendars provided, students will investigate (in small groups) a specific period in disability history and will report on it to the class.
2. Brief paper on a selected disability (not covered in class), which will address: description of the disability (typical onset and features), epidemiology (incidence and prevalence), etiology/origin, common treatments, and family issues (focused on a specific developmental period). OR A brief paper responding to depictions of disability in film.
3. Reading reactions (2): to *No Pity* and one additional reading.
4. Personal perspectives on disability: either a personal reflection on a specific disability topic or controversy or an interview with a person who has a disability (or a family member).
5. View and react to various videos posted on HCT and discussions.
6. Midterm and final exams

Proposed course calendar

Week	Topic	Cross cutting themes and specific disabilities	Readings, assignments, activities, resources
1	Introduction: What is disability? Introduction: Family coping mechanisms	Definitions, models, concepts, images, labels Family Strengths/Resources	Disability as a social construction; <i>Unpacking privilege</i>
2	Disability history – an overview: Evolving models & policy	Introduction to: Disability policy Autism; Down syndrome; and muscular dystrophy or CP	Deinstitutionalization (<i>Unforgotten</i> video) Disability history project due
3	Early childhood	<i>Premature birth</i> ; Autism Service systems: 0-3, 3-5, and 5+	Autism video
4	Early Childhood	Down syndrome; Muscular dystrophy or CP	March of Dimes; President Roosevelt & Disability
5	Early Childhood	Transition between service systems	
6	MC, Adolescence & Transition	<i>Learning disabilities and ADHD</i> ; Special education & accommodations	
7	MC, Adolescence & Transition	Autism; Down syndrome; Muscular dystrophy/CP?	
8	MC, Adolescence & Transition		

Week	Topic	Cross cutting themes and specific disabilities	Readings, assignments, activities, resources
9	Midterm		
10	Young adulthood into middle age	Meaningful work experiences; SSI	<i>No Pity</i> reaction due
11	Young adulthood into middle age		<i>On a roll</i>
12	Young adulthood into middle age		
13	Aging and end of life issues	Aging & Disability; life expectancy; Health disparities; changing epidemiology	
14	Aging and end of life issues	Housing & universal access	
15	Aging and end of life issues	Ethics, guardianship	
16	Final		

Texts/readings under consideration:

- Shapiro, J. (1994). *No pity: People with disabilities forging a new civil rights movement*. Three Rivers Press.
- Shapiro, A.H. (2000). *Everybody belongs: Changing negative attitudes toward classmates with disabilities*. New York: Routledge.
- Davis, L. Ed. (2006). *The disability studies reader, 2nd edition*. New York: Routledge.
- Fadiman, A. (1998). *The spirit catches you and you fall down*. Farrar, Straus and Giroux.
- McHugh, M. (2002). *Special Siblings: Growing up with someone with a disability*. Baltimore, MD: Paul H. Brookes Publishers.
- Naseef, R.A. (2001). *Special children, challenged parents: The struggles and rewards of raising a child with a disability*. Baltimore, MD: Paul H. Brookes Publishers.
- Miller, N.B., & Sammons, C.C. (1999) *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Paul H. Brookes Publishers.

Other readings and resources:

- Berry, J.O. (1995). Families and deinstitutionalization: An application of Bronfenbrenner's social ecology model. *Journal of Counseling & Development*, 73, 379-383.
- Noonan, B., Gallor, S., Hensler-McGinnis, N., Fassinger, R., Wang, S., & Goodman, J. (2004). Challenge and success: A qualitative study of the career development of highly achieving women with physical and sensory disabilities. *Journal of Counseling Psychology*, 51, 68-80.
- Unpacking white privilege (parallels to disabled in an able world)
<http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html>
- The disability calendar of the Institute on Disability
http://www.instituteondisability.org/projects/datetime_view.php
- Disability history museum
<http://www.disabilitymuseum.org/>
- Museum of Disability (interactive site that addresses history and includes activities)
<http://www.museumofdisability.org/home.asp>

Video:

- Unforgotten: 25 years after Willowbrook
<http://www.imdb.com/title/tt0118042/>
- Autism: A world apart (video about the lives of families with young children with autism)
http://www.fanlight.com/catalog/films/039_aawa.php
- Krazy Kripples – South Park episode
<http://www.fancast.com/tv/South-Park/62926/973266033/Krazy-Kripples/videos>
- Refrigerator mother (women who were blamed for their children's autism)
http://www.fanlight.com/catalog/films/346_rm.php
- Christopher Reeve: Hope in Motion (documentary, spinal cord injury, stem cell research)
<http://movies.nytimes.com/movie/419653/Christopher-Reeve-Hope-in-Motion/overview>
- Breathing lessons: The life and work of Mark O'Brien (documentary, iron lung, disability advocacy)
http://www.fanlight.com/catalog/films/180_bl.php
- When Billy broke his head (traumatic brain injury)
http://www.fanlight.com/catalog/films/136_wbbhh.php
- On a roll: Family, disability and the American dream (disabled access, advocacy, sexuality)
<http://www.onarolldocumentary.com/>

2009 – 31 Proposal to change the French Minor

1. **Date:** February 9, 2009
2. **Department requesting this change:** MCL (French)
3. **Title of Minor:** French
4. **Nature of Change:** Adding a course to the minor

5. Existing catalog Description of the Minor:

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200 level in French :

6 credits from A) Language (3268 or 3269, 3250, 3251, 3257),

6 credits from B) French and Francophone Culture (3210, 3211, 3215 or 3216, 3217, 3218, 3224, 3273),

6 credits from C) French Literary Studies (3261 and/or 3262, 3223, 3220, 3221, 3222, 3230, 3231, 3232, 3233, 3234, 3235).

Study abroad in our Paris program is highly recommended; students studying in Paris may earn up to 9 credits towards the French Minor.

Any of the Minor courses may be replaced by an appropriate FREN 3293 from Paris.

Students must demonstrate proficiency in French at a level equivalent to FREN1164.

The minor is offered by the Modern and Classical Languages Department.

6. Proposed catalog Description of the Minor:

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200 level in French :

6 credits from A) Language (3268 or 3269, 3250, 3251, 3257),

6 credits from B) French and Francophone Culture (3210, 3211, 3215 or 3216, 3217, 3218, 3224, 3273),

6 credits from C) French Literary Studies (3261 and/or 3262, 3223, 3220, 3221, 3222, 3230, 3231, 3232, 3233, 3234, 3235, 3280).

Study abroad in our Paris program is highly recommended; students studying in Paris may earn up to 9 credits towards the French Minor.

Any of the Minor courses may be replaced by an appropriate FREN 3293 from Paris.

Students must demonstrate proficiency in French at a level equivalent to FREN1164. The minor is offered by the Modern and Classical Languages Department.

7. Effective Date Spring 09

Justification

1. Why is a change required?

The current plan of study for a **minor in French** does not take into account the present trend toward Women and Gender Studies. Course FREN 3280 redresses this oversight and focuses on the important contribution women writers have made to French and Francophone Literature. The end result is a better balanced minor.

2. What is the impact on students?

The proposed revision allows for greater flexibility in the selection of courses and ensures that students electing this minor are able to finish in 4 years.

3. What is the impact on regional campuses?

4. Attach a revised "Minor Plan of Study" form to this proposal (see below).

5. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Anne Berthelot

486-3314

anne.berthelot@uconn.edu

The French Minor

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

The French minor consists of a minimum of 6 courses (18 semester credit hours) at the 3200 level in French : 6 credits from A) Language, 6 credits from B) French and Francophone Culture, 6 credits from C) French Literary Studies. Study abroad in our Paris program is highly recommended; students studying in Paris may earn up to 9 credits towards the French Minor. Any of the Minor courses may be replaced by an appropriate FREN 3293 from Paris.

A. Language (French grammar, written language and oral skills)

Topics	Courses	Semester
Grammar and Composition	French 3268 or 3269	_____
Conversation and Phonetics	French 3250, 3251, or 3257	_____

B. French and Francophone Culture (any two courses from the list)

Topics	Courses	Semester
Art and Civilization	French 3210	_____
Contemporary France	French 3211	_____
Culture/Media/Social Sciences	French 3224	_____
Francophone Studies	French 3218	_____
Québec Studies	French 3273	_____
Translation	French 3215 or 3216	_____
Business French	French 3217	_____
French Cultural Studies	French 3274	_____

C. French Literary Studies (any two courses from the list)

Topics	Courses	Semester
Introduction to Literature	French 3261W and/or 3262W	_____
Film and Literature	French 3223	_____
Literature (theatre/fiction/poetry)	French 3220, 3221, or 3222	_____
Literary history	French 3230, 3231, 3232, 3234, 3235, or 3280	_____
Literary and Cultural Theory	French 3272	_____

Name of Student : _____ Student's e-mail address: _____

Student's "ID number": _____

I approve the above program for the B.A. Minor in French and Francophone Studies.

(signed) _____ Dept. of Modern & Classical Languages

_____ Minor Advisor

