

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
Departmental Course Proposals for the 27 October 2009 Meeting**

I. PROPOSALS POSTPONED FROM A PREVIOUS MEETING:

2009 – 64 Proposal to Add CLCS 1XXX. [Revised submission]

1. Date: September 24, 2009
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Spring 2011

CLCS 1XXX. Reading Between the Arts

Either Semester. Three credits. Interrelations between literature, music, and the visual arts, including multi-media. Introduction to Interart Studies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): CLCS
2. Course Number (see Note B): 1XXX
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Reading Between the Arts
4. Semester offered (see Note C): either semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Interrelations between literature, music, and the visual arts, including multi-media. Introduction to Interart Studies.

Optional Items

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

Justification

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

To the instructor's knowledge, no course on international interart studies or comparative arts and media studies exists at UConn. Neither the departments of Art History nor Music offer a course specifically on reading between the arts; English or MCL do not offer such a course either. Susan Lyons's proposed Gen Ed course for the Avery Point campus, "Creative Pathways," focuses more on the processes of art productions (e.g., creative writing) rather than on reading and semiotics in the field of international interart studies and new media. At a time of increasing communication between the arts, due to the rise of video art, hypertext, computer technology, and multimedia, students should have access to and be able to articulate the history of interrelations between the arts and how these interrelations may be approached and negotiated today and in the future. Most importantly, students should begin to acquire a working vocabulary with which to communicate in and comment on an increasingly complex world of human and artistic expression in different but interrelated media and in order to learn to bridge the natural sciences and humanities.

2. Academic Merit (see Note L):

This course will expose students to the network of knowledge and ideas across disciplines, especially literature, the visual arts, and music; it aims to encourage the development of critical thinking between literature and other arts and new media; it contributes to an intellectually exciting curriculum that reflects the expertise and vision of the UConn faculty (the instructor is an expert in interart studies); it provides a meaningful framework within which students can pursue future studies and better apply their education to complex problems of the twenty-first century, especially regarding interdisciplinary communication; and it nurtures students' intellectual curiosity and drive towards excellence, especially with dialoguing about and commenting on human creativity and cultural expression. Furthermore, the kind of semiotic and cross- and trans-disciplinary reading skills explored in this class are considered essential in a fast-changing world that has created many interdisciplinary and hybrid fields where methods and epistemologies established in one area float into others, challenging any professional to negotiate different traditions of interpretation and meaning. UConn, at this point, does not offer any programs specifically focusing on the intersection of comparative arts and media studies, and this course presents a beginning of inquiry for UConn students.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 25 max.

5. Number and Size of Section: 1/25

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: 10/2/09

Department Faculty:10/2/09

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

Anke Finger
anke.finger@uconn.edu
486-3313

2009 – 70 Proposal to Add PRLS 2XXX [Revised submission]

1. Date: 4/13/09
2. Department requesting this course: **Inst. of Puerto Rican and Latino Studies**
3. Semester and year in which course will be first offered: **Fall 2009**

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

PRLS 2XXX. Latinos, Leadership and Mentoring

Fall semester. Three credits. Open to sophomores or higher. Open only with consent of instructor. Examines Latino mentoring relationships, academic success strategies, and leadership development in theory and in practical training. Examines Latino perspectives on educational attainment and success in the United States. Critically analyzes social, cultural and policy issues impacting Latino communities. Addresses responsibilities and commitments in context of leadership for the common good and purposeful change. Must be accepted to be a mentor in the METAS Peer Mentoring Program.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): PRLS
2. Course Number (see [Note B](#)): 2XXX
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: Latinos, Leadership and Mentoring
4. Semester offered (see [Note C](#)): Fall
5. Number of Credits (see [Note D](#)): Three
6. Course description (second paragraph of catalog entry -- see [Note K](#)): **Examines Latino mentoring relationships, academic success strategies, and leadership development in theory and in practical training. Examines Latino perspectives on educational attainment and success in the United States. Critically analyzes social, cultural and policy issues impacting Latino communities. Addresses responsibilities and commitments in context of leadership for the common good and purposeful change. Must be accepted to be a mentor in the METAS Peer Mentoring Program.**

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): Standard
8. Prerequisites, if applicable (see [Note F](#)): Consent of instructor is required. Must be accepted to be a mentor in the METAS Peer Mentoring Program.
9. Recommended Preparation, if applicable (see [Note G](#)):
10. Consent of Instructor, if applicable (see [Note T](#)) Yes
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](#)): staff
14. Open to Sophomores (see [Note U](#)): Consent of instructor is required.
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 class has been successfully offered three times as a 3298 course.
2. Academic Merit (see [Note L](#)):
• Why is this new course needed? A focused course on Latinos mentoring and leadership is needed in the course offerings for the following reasons--
Undergraduate students will benefit from a course where the dynamics of academic achievement of Latinos are addressed from the perspective of policy development, at the higher governmental institution level. They will benefit from examining research that reports the pre-college opportunities available to Latinos for accessing higher education. They will analyze the college attendance and graduation rates of Latinos and the factors that contribute to their success. The potential to expand access for Latinos and to

develop policy is approached from the perspective of engagement and participation that enhances leadership skills and eventually leadership roles for Latinos.

•Why can't the subject matter be addressed in other courses?

This focused subject matter may be touched upon but is not fully addressed in other courses offered. A more intentional curriculum will be provided where readings and guest speakers guide students to opportunities for internships and research experiences in predominantly Latino communities. Awareness of the conditions that can help or hinder networking and leadership skills is promoted and implemented. Local and national perspectives will be considered regarding to their impact on Latinos and Latino access to leadership. Community contacts and organizations will be engaged for learning activities.

Furthermore, the course will expose students to issues faced by Latinos in education and think critically about situations faced in our communities and in society. It will also expose students to select social scientific research on Latinos in educational systems, and engage the students in education research in cultural studies, race and ethnic studies, critical pedagogical studies and public policy. This course will encourage a high level of class discussion and active participation. Students will work through historical and contemporary case studies, participate in simulations, interact with experienced leaders, analyze popular films using Latino and leadership themes, and discuss the impact of current events and the realities of leadership. From this course, students should learn that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. Students should have a firm understanding of the theoretical and practical nature of leadership and the challenges and issues faced by Latinos in a college setting and beyond.

3. Overlapping Courses (see [Note M](#)): No. This course has specialized content. PRLS 3299 "Latinos and US Education" does not emphasize mentorship and leadership theory and engaged learning. EDLR 5126 "Leading toward Multicultural Educational Environment" emphasizes higher education. EDLR 6312 "Leadership for Teaching and Learning: The Role of the Leader in School Improvement Graduate Seminar" explores leadership skills. Both of these are graduate courses. A faculty member in Educational Psych has been contacted for further information.

4. Number of Students Expected: 20

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

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

7. Effects on Regional Campuses: N/A

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

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

Department Curriculum Committee: 11/05/08

Marisol Asencio, Odette Casamayor, Guillermo Irizarry, Xae Alicia Reyes, Diana Rios, C. Robert Venator

Department Faculty: 11/05/08

Marisol Asencio, Odette Casamayor, Guillermo Irizarry, Xae Alicia Reyes, Diana Rios, C. Robert Venator

10. Name, Phone Number, and e-mail address of principal contact person: Diana Rios, Interim Director, Institute for Puerto Rican and Latino Studies 486-3997, diana.rios [at] uconn.edu

•Diana I. Rios Associate Professor of Institute for Puerto Rican and Latino Studies and Communication Sciences is the Interim Director for IPRLS.

•Please cc anne.theriault[at]uconn.edu the PRLS administrative assistant.

Dear Professor Manning,

Below is the announcement of Professor Rios' appointment as Interim Director of the Institute. She also asked that I email you a list of our faculty, all of whom serve as members of the PRLS curriculum committee. They are: Marysol Asencio, Xae Reyes, Odette Casamayor Cisneros, Charles Robert Venator Santiago, Diana Rios and Guillermo Irizarry.

Anne Theriault

Administrative Assistant

Inst. of Puerto Rican and Latino Studies

486-3997

Course Syllabus
Puerto Rican and Latin@ Studies Institute
University of Connecticut-Storrs

Department: PRLS
Course Number: 2XXX **Course Title:** Latin@s, Mentoring and Leadership
Number of Credits: 3
Prerequisites: none (course is required for all new Mentors)
Professor: Dr. Xae Alicia Reyes **Office:** PRLACC
Email: xae.alicia.reyes@uconn.edu **Phone:** 860-486-1135

Texts: Course readings will be emailed as attachments over the duration of the course.

Course Description

This course examines Latin@ perspectives on educational attainment and success in the United States. Mentoring relationships and strategies for academic success and leadership development among Latin@s will be critically analyzed. In addition, this course will address the theories and applications of community-based learning in adjacent communities with growing Latino populations. This course is required of all students who participate as Mentors in PRLACC's METAS program.

Statement of major focus and objectives of the course

Through course readings, guest speakers, class discussions, and mentors' reflections, students will develop competency to assist and motivate entering Latino freshmen to navigate the college environment successfully and to consider leadership roles in and outside of the campus. In addition, mentoring activities in Windham Middle school linked to the PRLACC - KUBE project will be discussed through data gleaned from interviews with participating mentors and teacher coordinators. The middle school mentees will be learning about college and the skills and competencies needed to access higher education. We will discuss strategies being used and their potential for success.

Course outline of the major topics

Major topics to be covered include Latino cultures (including linguistic, socio-economic, and phenotypical characteristics), Latino identities, Community-Based Learning, and Mentoring and Leadership strategies.

Basic instructional plan and teaching methods utilized

- A variety of instructional methods will be used including:
- a. class discussion of reading assignments
 - b. guest speakers
 - c. media presentations
 - d. lecture/questioning
 - e. collaborative learning activities

Course Requirements

- a. active oral participation in classroom discussions
- b. reflections on assigned readings
- c. personal reflections on mentoring experiences
- d. final "Synthesis" paper that blends readings and experiences

Academic dishonesty policy:

Academic dishonesty will not be tolerated and disciplinary measures will be enforced according to UCONN policy. The first offense will result in an F on the project in question, and a subsequent infraction will result in a failing grade for the course (or dismissal from METAS).

Grading

The final grade will be comprised of the following elements:

- Attendance, class preparation and participation
- Written reflections of experience with community-based service (Minimum 1 page or 280 words per week)
- Midterm Reflection-Assessment at Week 7
- Oral Presentation of Final Project
- Written Presentation of Final Project

Grade Scale:

A 100-90% B 89-80% C 79-70% D 69-60% F 59-0%

Note to students with Disabilities: If you have special needs related to a disability which may affect your performance in this course, please arrange an appointment as soon as possible to discuss your needs privately.

COURSE STANDARDS AND POLICES

1. Class preparation:

Students are expected to have read and be ready to discuss the assigned readings for each class meeting.

2. Attendance, active participation, and homework:

Attendance is expected and required. Participation will be graded. Homework will consist of brief reflections (1 page or 280 words per week) on the readings, guest presentations and mentoring activities, to be submitted via email. Students will be encouraged to orally discuss their experiences with peers during class sessions.

3. Late work:

All assignments will be reduced one grade for every day late.

4. Final Project:

(10 page minimum "Synthesis" Paper) Students will synthesize their mentoring experiences and course readings in a relevant project. These final projects will be determined by each student and the course professor.

5. Oral presentations:

Students will make a brief (5 minute) oral presentation as part of the final assessment. They will present to the class what they synthesized from their experiences, and what they have generated to assist in academic success and leadership development in among Latin@ students.

Course Calendar Fall 2009

* Discretionary changes may be made to the syllabus by the professor when deemed appropriate.

Week 1 (August 31) Introductions of class participants.

Course introduction

Please submit via email a cultural educational autobiography describing: school experiences related to language and cultural identity; if you were tracked; if you were identified by others or self-identified as pertaining to any particular ethnic group; cultural values and norms from your home that influence your beliefs about others and about education. Not more than 4pages.nor less than 2.

Reading Assignment for next class: Torres-Campos, et al. (2009) Mentor-Based Targeted Intervention for Latinos. *Journal of Hispanic Higher Education*. 8(2) 158-178.

Week 2 (September 8) Why Mentor?

Discuss Torres Campos reading

Reading Assignment for next class: Lamont Strayhorn (2008) Sense of Belonging Among Latino Students. *Journal of Hispanic Higher Education*. 7(4) 301-320.

Week 3. (September 11) An introduction to Critical Theory (Freire) and Zone of Proximal development theory (Vygotsky): How do these theories relate to your mentoring experiences?

Discuss Strayhorn Reading

Open Discussion of weeks 1-3 Mentoring Experiences with Written Reflections

Reading Assignment: Solorzano, Villalpando and Oseguera (2005) Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress *Journal of Hispanic Higher Education*, Vol. 4, No. 3, July 2005, 272-294

Week 4 (September 15) Critical Race Theory and Latinos

Discuss Solorzano, et al. Reading:

Reading Assignment: Nuñez, A-M (2009) Modeling the Effects of Diversity Experiences and Multiple Capitals on Latina/o College Students' Academic Self-Confidence. *Journal of Hispanic Higher education* 8(2) 179-196.

Week 5 (September 22) Cultural/social Capital and self-confidence

Discuss Reading: Nuñez

Reading Assignment: Urrieta, L. and Mendez Benavidez, L.R. (2007) Community Commitment and Activist Scholarship. *Journal of Hispanic Higher education* 6 (3) 222-236.

Week 6 (September 29) Informing mentoring and leadership through community research

Guest: Dr. Rios—to confirm

Community based learning

Discuss Urrieta and Mendez Reading:

Discuss Student Project and Presentation

Reading Assignment: Oseguera, Locks and Vega (2009) Increasing Latina/o students' Baccalaureate attainment: focus on retention. *Journal of Hispanic Higher education* 8 (1) 23-53.

Week 7 (October 6) The impact of mentoring on the retention of students in K-12 schools

Guest: Dr. Martinez_to confirm

Discuss Oseguera, et al. reading:

Midterm assessment: reflection on meeting mentoring and leadership goals

Assigned Readings:

Saenz and Ponjuan (2009) The Vanishing Latino male in Higher education .*Journal of Hispanic Higher Education* 8 (1) 54-89.

and

Kimura-Walsh, Yamamura, Griffin, and Allen (2009) *Achieving the College Dream?* *Journal of Hispanic Higher Education* 8(3) 298-315.

Week 8 (October 13) Gender and Latina/o Achievement

Guest Speakers -Latin@s who have made it...

Discuss Saenz & Kimura Readings:

signed Reading: Zalaquett (2005) Study of Successful Latina/o students. *Journal of Hispanic Higher education* 5(1) 35-47

Open Discussion of weeks 6-8 Mentoring Experiences with Written Reflections

Week 9 (October 20) Latino students: what generates success?

Discuss Zalaquett Reading:

Week 10 (October 27) Latinos and Access to Healthcare in the US: How does this affect our students?

Dr. Martas (to be confirmed)

Week 11 (November 3) Preparing Latino students for their futures: Latino students' needs;

the impact of mentoring on drug use and violence.

Jose Aguayo- to be confirmed

Week 12 (November 10) Professional Organizations and Mentoring

ALFAS--- CALAHE—UCONN ALUM

Assigned Reading: Gonzalez (2006) Academic Socialization Experiences of Latina Doctoral Students

Week 13 (November 17) Learning from others

Discuss Gonzalez reading.

Assigned Reading: Luna and Prieto (2009) Mentoring Affirmations and Interventions *Journal of Hispanic Higher education* 8(2) 213-214.

Week 14 (November 24) Effects of mentoring...

Discuss Luna and Prieto Reading ...

Open Discussion of Semester Mentoring Experiences compare to readings with Written Reflections

Week 15 (December 1) Continuing the Mentoring Process

Wrapping up the semester: from Critical Theory, ZPD, CRT onward.

Course evaluation

Final Project:

Final Project due with oral presentation to class

II. NEW DEPARTMENTAL PROPOSALS

2009 – 72 Proposal to Add the non-W Variant of ANTH 3522W

1. Date: 24 September 2009
2. Department: **Anthropology**
3. Nature of Proposed Change: **Add a non-W variant of ANTH 3522W**

4. Current Catalog Copy:

ANTH 3522W Ecological Anthropology Seminar

Either semester. Three credits. Prerequisite ENGL 1010, 1011 or 3800. Smith
Interdisciplinary study of the ecology of humans, integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

5. Proposed Catalog Copy:

ANTH 3522 Ecological Anthropology Seminar

Either semester. Three credits. Smith
Interdisciplinary study of the ecology of humans, integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

AND (no change):

ANTH 3522W Ecological Anthropology Seminar

Either semester. Three credits. Prerequisite ENGL 1010, 1011 or 3800. Smith
Interdisciplinary study of the ecology of humans, integrating ecological and anthropological theory with archaeological, historical, and contemporary case-studies.

6. Effective Date: Immediately

Justification

1. Reasons for adding this variant: We would like the flexibility to teach the course both as a W and as a non-W.
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: Alexia Smith
7. Dates approved by (see Note Q):
Department Curriculum Committee: 24 September, 2009
Department Faculty: 24 September, 2009
8. Name, Phone Number, and e-mail address of principal contact person:
Alexia Smith, 486-4264, alexia.smith@uconn.edu
Please cc Sally McBrearty, 486-2857, mcbrearty@uconn.edu
Tracey Andrews

2009 – 73 Proposal to Add MCB 50XY [for preliminary discussion only]

1. Date:
2. Department requesting this course: **Molecular and Cell Biology**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing:

MCB 50XY Biological Optical Spectroscopy: Practical Applications

2 credits. Lecture. Practical applications of spectroscopy in biochemistry and the biological sciences.

Topics include fluorescence, circular dichroism and various spectroscopic techniques with particular emphasis on biological macromolecules. Analysis of raw data and interpretation of published results will be used to define the suitability and limits of these techniques.

Justification

1. Reasons for adding this course: This course instructs students in the biological sciences in the use of spectroscopic instrumentation and interpretation of data obtained from these instruments. The course has been offered several times using MCB 5038, Techniques in Structural Biology, which is designed as a special topics class.

2. Academic Merit: Please see attached syllabus. Spectroscopic techniques commonly used in biochemistry and the biological sciences are described at an advanced level. Practical applications of each technique are demonstrated through the use of uncorrected data in problem sets. Examples of the techniques are discussed through the use of current primary literature (see attached sheet for examples of primary literature sources).

3. Overlapping Courses (see Note M): There is some overlap in topics with Chem 5337. However, the emphasis of this course is more on biological systems and the target audience is different. Of the 50 + students who have taken the course as MCB5038 less than 15% have been from Chemistry.

4. Number of Students Expected: 10-20

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

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

7. Staffing (see Note P): Teschke

8. Dates approved by (see Note Q):

Department Curriculum Committee:

Department Faculty:

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

Carolyn Teschke

6-3992

teschke@uconn.edu

MCB 50XY Optical Spectroscopy: Theory and Practice (as offered Fall 2008 MCB 5038)

Instructor: Carol Teschke, Office: BSP 225, Phone: 6-3992 (lab); teschke@uconn.edu

Lecture: BSP 201; Tues., 4-5:40 pm

Text: *Fluorescence Spectroscopy* by JH Lakowicz. Literature Readings on HuskyCT except underlined readings, which can be photocopied from the MCB office in BSP.

Week	Date	Topic	Readings: L. = literature readings on prior week's topic B. = background readings on topic	Notes
1	8/26	Introduction to electromagnetic radiation	B. Ch. 1 Lakowicz and <u>Miscellaneous chapter</u>	
2	9/2	UV-Vis absorbance spectroscopy	<u>B. Miscellaneous chapter</u>	
3	9/9	Circular dichroism	L. <u>Miller and Kuo, 1990</u> B. Review: Kelly <i>et al.</i> , 2005	<i>Problem set 1 handed out</i>
4	9/16	Surface Plasmon Resonance	B. Brockman and Fernández, 2001; Unfricht <i>et al.</i> , 2005	Guest lecturer: Dr. Lynes Help session, 9/18 3 pm BSP 203
5	9/23	Ligand binding	L. Hynson <i>et al.</i> , 2004; Kim <i>et al.</i> , 2006 B. <u>Miscellaneous chapter</u>	<i>Problem set 1 due</i> <i>Problem set 2 handed out</i>
6	9/30	Fluorescence spectroscopy: overview, fluorophores, probes	B. Ch. 2 and 3, Lakowicz	Help session, 10/2 3 pm BSP 203
7	10/7	Solvent effects and fluorescence lifetime measurements	B. Ch. 6 and 4, Lakowicz	<i>Problem set 2 due</i>
8	10/14	Midterm EXAM		
9	10/21	Fluorescence quenching	B. Ch. 8, Lakowicz	
10	10/28	Fluorescence anisotropy	L. Hamman <i>et al.</i> , 1997 B. Ch. 10, Lakowicz	<i>Problem set 3 handed out</i>
11	11/4	Resonance energy transfer	L. Marshall-Batty <i>et al.</i> , 2008. B. Ch. 13, Lakowicz	Help session, 11/6, 3 pm BSP 203
12	11/11	Electron Paramagnetic Resonance	Handouts will be given in lecture	Guest lecturer: Dr. Frank <i>Problem set 3 due</i> <i>Problem set 4 handed out</i>
13	11/18	Time resolved fluorescence	L. Stryer and Haugland, 1967; Kaiser <i>et al.</i> , 2006; Sharma <i>et al.</i> , 2008. B. Ch. 14 and 17, Lakowicz	Help session, 11/20, 3 pm BSP203
Thanksgiving break				
14	12/2	Fluorescence microscopy	<u>B. http://micro.magnet.fsu.edu/primer/techniques/fluorescence/fluorhome.html</u>	Guest Lecturer: Dr. Knecht <i>Problem set 4 due</i>

Final EXAM 12/9/08, 3:30 – 4:45 pm

Full references of primary literature used in this class—some examples:

Hamman BD, Chen JC, Johnson EE, Johnson AE. The aqueous pore through the translocon has a diameter of 40-60 Å during cotranslational protein translocation at the ER membrane. *Cell*. 1997 89:535-44.Sharma S, Chakraborty K, Müller BK, Astola N, Tang YC, Lamb DC, Hayer-Hartl M, Hartl FU. Monitoring protein conformation along the pathway of chaperonin-assisted folding. *Cell*. 2008 133:142-53.Benjamin Schuler, Everett A. Lipman, Peter J. Steinbach, Michael Kumke, and William A. Eaton. Polyproline and the "spectroscopic ruler" revisited with single-molecule fluorescence. *PNAS*. 2005 102, 2754-2759

Christian M. Kaiser, Hung-Chun Chang, Vishwas R. Agashe, Sathish K. Lakshmiathy, Stephanie A. Etchells, Manajit Hayer-Hartl, F. Ulrich Hartl & Jose' M. Barral. Real-time observation of trigger factor function on translating ribosomes. *Nature*. 2006 444, 455-460.

Yang-Gyun Kim, Hyun-Ju Park, Kyeong Kyu Kim, Ky Lowenhaupt ,and Alexander Rich. A peptide with alternating lysines can act as a highly specific Z-DNA binding domain. *Nucleic Acids Research*. 2006, 34, No. 17 4937–4942.

2009 – 74 Proposal to Change the PHYS Major

1. Date: 10/27/2009
2. Department requesting this change: **Physics**
3. Title of Major: **Physics**
4. Nature of Change: Change **one sentence of the catalog description** of the Bachelor of Science in Engineering Physics, offered by the CLAS and School of Engineering.
5. Existing catalog Description of the Major: [Only the relevant section is transcribed] Bachelor of Science in Engineering Physics Offered jointly by the School of Engineering and the Department of Physics in the College of Liberal Arts and Sciences, Engineering Physics majors can concentrate in either (1) Electrical, (2) Materials Science and Engineering or (3) Mechanical. Students must satisfy the course requirements of both the College of Liberal Arts and Sciences and the School of Engineering to complete this degree.
6. **Proposed catalog Description of the Major:** [Only the relevant section is transcribed] Bachelor of Science in Engineering Physics Offered jointly by the School of Engineering and the *Department of Physics in the College of Liberal Arts and Sciences, Engineering Physics majors can concentrate in either (1) Electrical, (2) Materials Science and Engineering or (3) Mechanical. To complete the degree, students must satisfy the course requirements of the College or School granting the degree.*
7. Effective Date: Spring Semester 2010

Justification

1. Why is a change required?

The suggested changes of the catalog description of the major “Bachelor of Science in Engineering Physics” will update the existing description and makes it consistent with the University of Connecticut requirements to programs involving two or more colleges/schools. The School of Engineering, our partner in the joint major “Bachelor of Science in Engineering Physics”, has already accepted these changes in the catalog description.

2. What is the impact on students?

The new description makes a clear statement that students must satisfy the course requirements of either the college or of the School, but not both, and this simplifies a student's choice of the major programs offered jointly by two colleges/schools.

3. What is the impact on regional campuses?

None, since the Bachelor of Science in Engineering Physics is offered only at the Storrs campus.

4. Dates approved by:

Department Curriculum Committee: 10/01/2009

Department Faculty: 10/08/2009

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

Vasili Kharchenko, Physics Department

telephone: 860-486-3498

e-mail: kharchenko@phys.uconn.edu

2009 – 75 Proposal to Add HIST 3560

1. Date: **September 2009**
2. Department requesting this course: **History**
3. Semester and year in which course will be first offered: **Spring 2011**

Final catalog Listing (see Note A):

HIST 3560. Constructions of Race, Gender, and Sexuality in U.S. History

Either semester. Three credits. McElya

Not open for credit to students who have passed History 3995 offered as Special Topics:

Constructions of Race, Gender, and Sexuality in U.S. History

Examination of historical development, interconnections, and complexities of conceptions of race, gender, and sexuality in U.S. from European conquest to the present.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **HIST**

2. Course Number (see Note B): **3560**

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.

3. Course Title: **Constructions of Race, Gender & Sexuality in U.S. History**

4. Semester offered (see Note C): **Either Semester**

5. Number of Credits (see Note D): **3**

6. Course description (second paragraph of catalog entry -- see Note K): **Examination of historical development, interconnections, and complexities of conceptions of race, gender, and sexuality in U.S. from European conquest to the present.**

Optional Items

7. Number of Class Periods, if not standard (see Note E):

8. Prerequisites, if applicable (see Note F):

9. Recommended Preparation, if applicable (see Note G):

10. Consent of Instructor, if applicable (see Note T)

11. Exclusions, if applicable (see Note H):

12. Repetition for credit, if applicable (see Note I):

13. Instructor(s) names if they will appear in catalog copy (see Note J): **McElya**

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: **New material and course focus reflecting the teaching fields of new faculty person.** (see Note L)

2. Academic Merit (see Note L): **After laying historical and theoretical foundations, the course considers 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. While other departments in CLAS offer courses that explore one or more of these categories broadly, this class is necessary within the History Department and the College for its methodological and disciplinary specificity. Historians analyze, discuss, and write about these subjects and their intersections in particular ways. A fundamental goal of this course is for students to understand that conceptions of race, gender, and sexuality *have* histories, are historically constituted and change over time and in different contexts; and then to put this into methodological and analytical practice.**

3. Overlapping Courses (see Note M): **None. However, this course is not open for credit to students who have passed History 3995:Special Topics: Constructions of Race, Gender, and Sexuality in U.S. History.**

4. Number of Students Expected: **40**

5. Number and Size of Section: **1**

6. Effects on Other Departments (see Note N): **This course will be cross-listed with Women's Studies. Manisha Desai, Director of the Women's Studies Program, fully supports this plan.**

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

8. Staffing (see Note P): **McElya, Micki**

9. Dates approved by (see Note Q):

Department Curriculum Committee: 2 October 2009

Department Faculty: 14 October 2009

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

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

2009 – 76 Proposal to offer MARN 3995 “Special Topics” Course [revival of 2006 – 148, Spring 07, ‘Reef fishes’; cf. 9 below].

1. Date of this proposal: 31 August 2009
2. Semester and year 3995 will be offered: Spring 2010
3. Department: Marine Sciences (*co-listed in History*) ???
4. Title of course: **Historical Ecology and Marine Environmental History**

5. Number of Credits: 3 credits

6. Instructors: Peter Auster (MARN) and Matthew McKenzie (HIST)

7. Instructor's position: Associate Research Professor (PA) and Assistant Professor (MM)

Dr. Auster's research, teaching and outreach activities primarily focus on issues regarding the conservation and sustainable use of marine biological diversity. He is a Pew Fellow in Marine Conservation and has received honors from other organizations and agencies. His general academic focus is the community ecology of marine fishes with processes mediated by variation in attributes of habitat of particular interest. Applied studies are focused on the ecological effects of fishing and the role of marine reserves as a conservation tool. Dr. Auster and his students work in a number of management related areas where understanding historical baselines regarding the state of marine animal populations and communities is key to developing targets for recovery and implementing goals for ecosystem-based management.

McKenzie has taught marine environmental history both on shore, and before coming to UConn, at sea aboard the Sea Education Association's tall ships, *Corwith Cramer* and *Robert C. Seaman*s. In his classes, he presents human historical change as one side of a dialog between people and their environment, and challenges students to consider the intimate relationship between working people and the natural world they come to know and upon which they come to rely. A member of the Census of Marine Life's History of Marine Animal Populations project, McKenzie has similarly focused on the intersection of ecology, society, and cultural representation of coastal ecosystems along the southern New England shore. His work has appeared in *Journal of Cetacean Research and Management*, *Frontiers in Ecology and the Environment*, the *Northern Mariner/Le Marin du Nord*, and in Starkey *et al.* (eds.) *Oceans Past: Management Insights from the History of Marine Animal Populations*. His current project, *Clearing the Coasts: Ecology, Economy, Science, and Culture and the Transformation of Cape Cod Shore*, is under contract with the University Press of New England.

McKenzie and Auster are currently working on a project to understand the impacts of shore-based fisheries on coastal fish communities off southern Massachusetts.

8. Has this topic been offered before? Yes.

9. If so, how many times? Once prior in Spring 2007. Last time we covered a diversity of regions, fisheries and communities. This time we will focus on one major large marine ecosystem and use examples from elsewhere only when they can be used to compare and contrast ecological processes and human context within the case study area.

10. Short description:

As marine environmental historians and marine ecologists are coming to realize, the diversity and composition of life in the oceans was much different in the historical past than it is today. Historical perspectives about life in the sea, the dynamics of coastal economies, and evolving human capabilities to exploit marine resources have all fostered concomitant changes in marine ecosystems. These changes have had severe consequences related to the ecological goods and services that humans derive from the ocean, in addition to directly affecting the social, economic, and cultural dynamics of fishing industries and communities. Furthermore, historically dynamic ecological baselines derived from social, ecological and temporal change present a challenge to environmental managers seeking to restore communities and functions within a context of ecosystem-based management. Ultimately, relationships between marine resources and maritime communities stand as a key question embedded within current efforts to preserve marine resources and human societies.

This course will focus on the history of exploitation of marine megafauna (i.e., marine mammals, sea turtles, finfish), how changing patterns of exploitation have impacted marine and maritime communities and ecosystems, and how the recovery and analysis of such changes offers new insights to managers and environmental historians alike. To do so, the course will provide students with tools from ecology, biology, and history as it challenges them to use and interpret different types of historical data (i.e., fishery-catch and resource survey records, archival material such as port and customs records,

fishermen's logbooks, local historical accounts, cultural sources, and paleoecological data) and apply a diversity of ecological concepts.

The course will focus on the Northwest Atlantic Shelf (from southern New England to the Grand Banks) and draw from a series of case studies to highlight the interdisciplinary nature of historical ecology and marine environmental history, the insights that have emerged from such work, examine how these different viewpoints aid in understanding the present conditions in the sea, and how we might best manage our activities for a sustainable future. Focused on identifying the dialog between human history and marine ecological change, this course will go beyond laying ecological and historical perspectives side by side and demonstrate how ecology and history inform one another.

This class will meet twice weekly. Class time will be structured by initial lectures on topical matter or reviews of literature. This will be followed by a discussion of the issues at hand with a focus on results and interpretation, logical assumptions and uncertainties based on data sources, ecological paradigms, historical contexts and source criticism, and alternative interpretations. Guest lecturers will also provide perspectives from the history of science, and from the Census of Marine Life's decade-old History of Marine Animal Populations (HMAP) project.

This class is designed to accommodate Coastal Studies, American Studies, and Maritime Studies majors, as well as EEB and NRE students in order to foster cross-disciplinary discussions and peer-teaching from diverse disciplines.

Grades will be based on in-class discussion and writing (20%), mid-term exam (20%), a critical book review (15%), group research project (15%) and a final exam (30%). The course's group research element will entail a semester-long project that involves analysis of historic ecological data, analysis of human drivers and conditions, and comparisons and contrasts with the present state of the system.

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

12. Comments, if comment is called for: NA

13. Dates approved by:

Department Curriculum Committee: 2 October 2009

Department Faculty: 14 October 2009

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

Kenneth Gouwens 486-3750 kenneth.gouwens@uconn.edu

Draft Syllabus – MARN 298/HIST 298
Historical Ecology and Marine Environmental History
Peter Auster, Associate Research Professor - Office: 860-405-9121
Email: peter.auster@uconn.edu
Matthew McKenzie, Assistant Professor – Office: 860-405-9270
Email: matthew.g.mckenzie@uconn.edu

Prerequisites: BIO 102 or 108, and HIST 1400, 1501, 1502, or 1503.

Overexploitation of marine communities by humans has resulted in significant changes in the function of marine communities and ecosystems. However, overexploitation is not a phenomena restricted to the recent past. This course will focus on the historical impacts of humans on marine megafauna along the Northwest Atlantic Shelf (from southern New England to the Grand Banks) across time from both ecological and societal perspectives. Classroom lectures, discussions and readings will highlight the interdisciplinary nature of historical ecology, the insights that have emerged from such work, and examine how the integrated nature of ecology and history can aid in understanding the present conditions in the sea and how we might best manage our activities for a sustainable future.

Course Outline

Week Topic

1 What is history and what is science?

Why the Past Matters: The Historical Turn in the Marine Sciences and History's Scientific Turn

2 Historic to contemporary ocean ecosystems of the Northwest Atlantic Shelf

Ice ages to now. How the shelf was shaped and formed. Ocean currents and temperatures. The concept of large marine ecosystems and status both past and present. LME characteristics from southern New England to Grand Banks. Processes that mediate animal populations as well as the feedback loops between coastal communities-economies and natural resources.

3 How can we reconstruct historic patterns of marine animal abundance and associated human communities?

Perspectives from fisheries biology, social systems, and resource economics. Discussion of class projects including identifying explicit questions, data sources, analytical approaches, interpretation and use of strong inference.

4 Changes in ecological goods from the sea: trophic cascades and other community interactions that influence resource availability

5 From the arrival of humans to migrant fisheries (6000 BC to 1800 AD)

6 Settlement to the technological revolution (1801-1949)

7 Mid-term

Historic Visions of a Romanticized Fishing Past (Video: A Fish Story)

8 Fishing for cod and ecological interactions – Ecological effects of changing gear and fishing strategies.

9 The age of overexploitation (1950-1992)

Critical book review, Franklin, *The Most Important Fish in the Sea*, due and discussion.

10 Fisheries without cod (1992-present)

11 Whales, whaling and ecological roles

12 Linking Science to Cultural Perspectives (Guest lecturer - Nancy Shoemaker)

Reading:

Nancy Shoemaker, "Whale Meat in American History." *Environmental History*, vol. 10, no. 2 (2005).

13 From fishing with tourism

14 Group research project presentations (20 minutes each for 6 groups)

15 Predicting the Future from the Past: Does the Future of Georges Bank Lie in the Past?

Readings:

Smith and Link, "Autopsy your dead . . . and living: a proposal for fisheries science, fisheries management and fisheries," *Fish and Fisheries*, vol. 6, no. 1 (2005), pp. 73-87. [On Vista]

Jeff Bolster, "Opportunities in Marine Environmental History." *Environmental History*, vol. 11, no. 3 (2006).

9 May, 2008 12:00 pm MARN 122

Final Exam

Primary reading materials will come from:

Rose, "Cod, *The Ecological History of North Atlantic Fisheries*" Breakwater Books (2007).

Estes et al., "Whales, Whaling, and Ocean Ecosystems" University of California Press, Berkeley (2006).

Roberts, *The Unnatural History of the Sea* (Island Press: Washington DC, 2007).

Smith and Link, "Autopsy your dead . . . and living: a proposal for fisheries science, fisheries management and fisheries," *Fish and Fisheries*, vol. 6, no. 1 (2005), pp. 73-87. [On Vista]

Bolster, "Opportunities in Marine Environmental History." *Environmental History*, vol. 11, no. 3 (2006).

Rosenberg et al., "The History of Ocean Resources: Modeling Cod Biomass Using Historical Records." *Frontiers in Ecology and the Environment*, vol. 3, no. 2 (2005), pp. 78-84.

Shoemaker, "Whale Meat in American History." *Environmental History*, vol. 10, no. 2 (2005).

Palomares et al., "European Expeditions as a Source of Historic Abundance Data on Marine Organisms: A Case Study of the Falkland Islands" *Environmental History* vol. 11, no. 4 (2006).

2009 – 77 Proposal to offer ENGL 3695 "Special Topics": Viking Seminar

1. Date of this proposal: Oct. 20, 2009
2. Semester and year 298 will be offered: Spring 2010
3. Department: **English**
4. Title of course: **Viking Seminar**
5. Number of Credits: 03

6. Instructor: Kohanski

7. Instructor's position: Lecturer

(**Note:** if the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience). Ms. Kohanski has a Ph.D. in English and has taught this and other courses in medieval literature for the English department for fifteen years.

8. Has this topic been offered before? Yes, as ENGL 268.

9. If so, how many times? (maximum = 3) 1

10. Short description: In the class we investigate Viking culture and its ongoing influence through a study of primary and secondary texts in Norse mythology, history, and literature as well as through analysis of art objects and other artifacts.

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: 10/21/09

Department Faculty: 10/21/09

14. Name, Phone Number, and e-mail address of principal contact person: A. Harris Fairbanks, Associate Head, English Department (860) 486-2376 albert.fairbanks@uconn.edu

Interpreting the Vikings

Week 1:

Introduction to the course.

How do we think of the Vikings? How much of our overall impression is based on stereotypes and preconceptions, and how much on actual information?
NOVA: Vikings website and/or documentary and background info.

Week 2:

Mythology .

Read: Gods and Myths of Northern Europe

Week 3:

Mythology, cont.

Read: Poetic Edda. pp. 3-113 and 243-263.

Week 4:

The Runes in Viking culture. Literacy and magic.

Read: Runelore. pp. 3-51 and 93-105

"Sayings of the High One," "Skirnir's Journey," "Lay of Sigrdrifa" in Poetic Edda "Curse of Busla" (in Seven Viking Romances, pp. 204-208)

Inscribed archaeological relics: bracteates, weapons, runestones, etc.

Standing runestones as memorials, land-claims, landmarks.

Significant modern revivals of the runes

Week 5:

Pre-Christian Scandinavia

Read: Heimskringla (through Hacon the Jarl)

Viking warfare: arms, tactics, etc.

The longship. Viking shipbuilding, digs, reconstructions.

The Vikings in Russia

Week 6:

Pre-Christian Scandinavia, cont.

Read: Heimskringla: Olav Trygvason

The Vikings in Ireland and England.

Read: Bits from the Anglo-Saxon Chronicle and Anglo-Saxon prose Battle of Brunanburh Battle of Maldon

Week 7:

The Vikings in Iceland, Greenland, Vinland

Read: Eirik the Red's saga and Vinland Saga Watch NOVA: The Viking Deception (at library)

North American Viking sites.

The Kensington Runestone

Eirik the Red's farmhouse, and other reconstructions

Week 8: Spring break

Week 9:

The Icelandic Sagas: The Warrior Poet

Snorre Sturluson on poetic diction

Week 10:

The Icelandic Sagas, cont.: The Legal Saga

Read: Njal's Saga to chapter 81

Bill Short will be visiting to talk about Viking politics and jurisprudence.

Week 11:

The Icelandic Sagas, cont.: The Legal Saga

Read: Njal's Saga to end

Week 12:

The Icelandic Sagas, cont.: The Mythological Saga, and the influence of European Romance on the Saga tradition.

Read: Saga of the Volsungs.

[Storyteller Tom Lee may be coming to tell us part of Volsungasaga]

Week 13:

Christianity and the decline of the Viking way of life

Read: Heimskringla (St. Olav to Harald Hardrada).

Intermingling mythoi, as witnessed in talismans, stavekirk carvings, Christian magic, etc.

Forcible suppression of paganism and its implications for the later Church in Europe.

Week 14:

Read: Selections from Other Icelandic Sagas.

Selections from Seven Viking Romances.

What's interesting/noteworthy about these texts, in light of our studies to date?

Week 15:

The Vikings in modern interpretations: modern film, art, music, etc. with Viking roots/inspiration.

We'll see what people are interested in when we get here.

Possible titles for discussion:

The Vikings. 1958. w/ Tony Curtis and Kirk Douglas.

The Long Ships. 1964. Dir. Jack Cardiff.

Eric the Viking. 1989. Dir. Terry Jones.

The Viking Sagas. 1995. Dir. Michael Chapman.

The 13th Warrior. 1999. Dir. John McTiernan.

Odin. 1985. Eiichi Yamamoto. Anime.

The Little Norse Prince. Isao Takahata. Anime.

Overview of Viking impact on world culture.

Exam Week:

We'll have 2 hours during the scheduled exam, and will need to schedule another 2, for project presentations.

2009 – 78 Proposal to Add ENGL 3629 [pending syllabus]

1. Date: September 20, 2009
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: **Fall 2010**

Final catalog Listing

ENGL 3629. Holocaust Literature in English

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to sophomores and higher. Not open for credit to students who have passed ENGL 3623 (217) or ENGL 3619 when taught as Holocaust literature.

Introduction to literature of the Holocaust. CA 1 and CA 4.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3629
3. Course Title: Holocaust Literature
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K): Introduction to literature of the Holocaust

Optional Items

7. Number of Class Periods, if not standard (see Note E): standard class periods
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800. ??????
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): Not open for credit to students who have passed ENGL 3623 or ENGL 3619 when taught as Holocaust literature.
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): open to sophomores and higher
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) This course introduces students to this literature and encourages them to reflect upon some of the profound questions it raises, including how do we now conceive of the human; how do we understand "survival" and "survivors"; what do studies of "survival" teach us in terms of public policy and human interaction, community and relationship; what is literature's relation to the Holocaust?

There is at present no regular undergraduate course offering on Holocaust literature. Versions of this course have been offered three times (F2006-08, Storrs) under the Engl Dept's Literature and Culture designation and once under its Literature of Human Rights (F 2008, Stamford) designation. This course will answer a substantial undergraduate demand for a course on Holocaust Literature.

2. Academic Merit (see Note L): There is a substantial body of Holocaust literature, and at present the University offers no regular undergraduate course that considers that literature.
3. Overlapping Courses (see Note M): There will be no overlap with other courses.
4. Number of Students Expected: 35/course
5. Number and Size of Section: 2-3 sections per year, 35 students per section.
6. Effects on Other Departments (see Note N): This course will be offered as part of Human Rights and the Judaic Studies Program. The course will complement both the History of the Holocaust offered by History Prof. Charles Lansing and the Literature of the Holocaust course occasionally offered on the graduate level by German professor Sebastian Wogenstein.

The proposal was approved by History on 9/24/09 and by German on 9/30/09.

7. Effects on Regional Campuses: the course may be offered at regional campuses

8. Staffing (see Note P): regular
9. Dates approved by (see Note Q):
 - Department Curriculum Committee: 10/7/09
 - Department Faculty: 10/21/09
10. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, Margaret.Breen@uconn.edu, 486 2873

SYLLABUS HERE ?????

2009 – 79 Proposal to Add ENGL 3631 / HRTS 3631

1. Date: Sept. 23, 2009
2. Department requesting this course: **English and HRTS**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

ENGL 3631. Literature, Culture, and Humanitarianism

(Also offered as HRTS 3631). Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to sophomores and higher.

Relationship between literature and culture and humanitarian movements, from the eighteenth century to the present.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ENGL
2. Course Number (see [Note B](#)): 3631
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 ___X_ No
3. Course Title: Literature, Culture, and Humanitarianism
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Study of the relationship between literature and culture and humanitarian movements, from the eighteenth century to the present.

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](#)):
10. Consent of Instructor, if applicable (see [Note T](#))
11. Exclusions, if applicable (see [Note H](#)):
12. Repetition for credit, if applicable (see [Note I](#)):
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)): Open to Sophomores or higher.
15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading (see [Note W](#)):

Justification

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

This course has been designed both to strengthen the English department's offerings in the field of literature and human rights and to add depth to the University's Foundations of Humanitarianism Research and Teaching Program, now lodged in the Human Rights Institute. This course will give students in the English department a more focused look at the work done by literature and other cultural forms in the development of and debate around the discourses and practices of humanitarianism. While it could conceivably be offered as a special topic under the current ENGL/HRTS 3619, we wish to offer it more regularly than such a designation would allow. Further, the Foundations of Humanitarianism Program and the Human Rights Institute wish to put in place a course specifically focused on humanitarianism (rather than human rights) in the planned Human Rights major, both to increase the number of humanities courses in the major, and to follow through on the Foundations of Humanitarianism Program's mandate to promote teaching in the field of humanitarian studies. Thus, for practical reasons, having a separately numbered course would be advantageous. Finally, the Human Rights Institute hopes that providing another 3000 level course will both increase the number of English students interested in supplementing their literary studies with a minor or double major in Human Rights, and likewise bring Human Rights minors and (eventual) majors into the English department.

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

This course explores the role of literary and visual culture in enabling human rights and humanitarian campaigns to function. The course examines the ways in which literary works impact and have impacted various human rights campaigns historically and at present. For example, students might examine the role of novels, memoirs, eye-witness accounts and photographs of early humanitarian movements such as Abolitionism (Olaudah Equiano, Harriet Beecher Stowe) and the movement for reform in the Congo (Joseph Conrad, Roger Casement, E.D. Morel). The course may also examine films such as *Blood Diamond* and *Hotel Rwanda*

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

This course may overlap with ENGL/HRTS 3319, but this issue is addressed above. Please note that similar professors will be teaching both courses.

4. Number of Students Expected:

35

5. Number and Size of Section:

1 section, 35 students

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

This course addition has been planned in conjunction with the Acting Director of the Human Rights Institute. It will not affect any other department.

7. Effects on Regional Campuses:

This course is not expected to be offered at any regional campuses, unless instructors at a regional campus choose to do so.

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

Likely instructors to teach this course include K. Bystrom and E. Coundouriotis.

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

ENGL Department Curriculum Committee: 10/07/09

ENGL Department Faculty: 10/21/09

HRTS Department or Program Curriculum Committee: 10/08/09

HRTS Department or Program Faculty:

HRTS Department or Program Head: 10/08/09

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

Kerry Bystrom, 6-5774, kerry.bystrom@uconn.edu

SYLLABUS HERE ??????

2009 – 80 Proposal to Change ENGL 3703

1. Date: 9/27/09
2. Department: English
3. Nature of Proposed Change: Update old course description **to more accurately reflect** current practice and needs of Creative Writing Program. Update prerequisites.

4. Current Catalog Copy:

3703. Writing Workshop

(247) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher. Open only with consent of instructor or Department Head. May be repeated for credit with a change in topic.

For student writers of proved ability who wish training in techniques of fiction or verse. Emphasis on prose fiction.

5. Proposed Catalog Copy:

ENGL 3703. Writing Workshop

(247) Either semester. Three credits. Prerequisite: ENGL 1701. Open only with consent of instructor. May be repeated once for credit.

For advanced student writers who wish intensive training in a single creative genre (fiction, poetry, or creative nonfiction). Genres vary by semester.

6. Effective Date immediately

Justification

1. Reasons for changing this course: Old course description is confusing. Old description does not accurately reflect real course content as it has evolved to meet changing needs of Creative Writing Program's expanded course offerings.

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: Barecca, Bloom, Litman, Pickering, Pelizzon, staff.

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

Department Curriculum Committee: 10/7/09

Department Faculty: 10/21/09

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

Penelope Pelizzon, 860-423-6343, vppelizzon@sbcglobal.net

OR

Ellen Litman, 315-372-7141, ellen.litman@uconn.edu

2009 – 81 Proposal to Change ENGL 3701

1. Date: September 26, 2009
2. Department: English
3. Nature of Proposed Change: Update old course description **to more accurately reflect** current practice and needs of Creative Writing Program. Update prerequisites.

4. Current Catalog Copy:

3701. Creative Writing II

(246) Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher. Open only with consent of instructor. May be repeated for credit with a change in topic. For student writers of proved ability who wish training in techniques of fiction or verse. Emphasis on poetry.

5. Proposed Catalog Copy:

ENGL 3701. Creative Writing II

(246) Either semester. Three credits. Prerequisite: ENGL 1701. Open only with consent of instructor. May be repeated once for credit.

For student writers of proven ability who wish further training in two creative genres (fiction, poetry, or creative nonfiction). Genres vary by semester.

6. Effective Date immediately

Justification

1. Reasons for changing this course: Old course description is confusing. Old description does not accurately reflect real course content as it has evolved to meet changing needs of Creative Writing Program's expanded course offerings.
2. Effect on Department's Curriculum: *None*
3. Other Departments Consulted ([see Note N](#)):
4. Effects on Other Departments: *None*
5. Effects on Regional Campuses: *None*
6. Staffing: Barrecca, Bloom, Litman, Pickering, Pelizzon, staff.
7. Dates approved by ([see Note Q](#)):
Department Curriculum Committee: 10/7/09
Department Faculty: 10/20/09
8. Name, Phone Number, and e-mail address of principal contact person:
Penelope Pelizzon, 860-423-6343, vppelizzon@sbcglobal.net

2009 – 82 Proposal to Change the ENGL Minor

1. Date: **10/22/09**
2. Department requesting this change: **English**
3. Title of Minor: **English**
4. Nature of Change: **Remove an exclusion.**

5. Existing catalog Description of the Minor:

English

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above, including:

1. At least one of ENGL 2100 (or English Honors 3805W or 3807W) and ENGL 2101 (or English Honors 3809W or 3811W);
2. At least one of ENGL 2201/W (or English Honors 3801W) and 2203/W (or Honors 3803W); and
3. Any three other English courses at the 2000-level or above, with the following exceptions: 3010W, 3091, 3111-3119, 3693, and 3800.

The minor is offered by the English Department.

6. Proposed catalog Description of the Minor:

English

Students wishing to complete this minor must take at least 15 credits of English courses at the 2000-level or above, including:

1. **At least one of ENGL 2100 (or English Honors 3805W or 3807W) and ENGL 2101 (or English Honors 3809W or 3811W);**
2. **At least one of ENGL 2201/W (or English Honors 3801W) and 2203/W (or Honors 3803W); and**
3. **Any three other English courses at the 2000-level or above, with the following exceptions: 3010W, 3091, 3693, and 3800.**

The minor is offered by the English Department.

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

Justification

1. Why is a change required? **The courses being added as counting toward the minor are often those most desired by non-majors, particularly since they are often offered as W courses. In the past, enrollment pressures on these courses meant that the department had to discourage enrollment by non-majors, but the recent change in the English major has reduced these pressures and made increased enrollments both possible and desirable.**
2. What is the impact on students? **It will expand the range of choice for courses to fulfill the minor.**
3. What is the impact on regional campuses? **It will make the minor accessible to more students because the courses being added as counting toward the minor are among those most likely to be taught in a given semester.**
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).
5. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: **10/7/09**
Department Faculty: **10/21/09**
6. Name, Phone Number, and e-mail address of principal contact person:
A. Harris Fairbanks 486-2376 albert.fairbanks@uconn.edu

**Requirements for English Minor
College of Liberal Arts and Sciences**

TO STUDENTS: Please identify here courses you have taken or are planning to take in fulfillment of the English minor.

When you prepare your final plan of study, you will need to obtain English department approval that you have satisfied requirements for the minor. For further information, you can check with Associate Head of the department in CLAS 212 or with the Undergraduate Advisory Office in CLAS 209 (phone 486-2322).

After the Associate Head signs this form, you should give one copy to your major advisor and include one signed copy when you submit your final plan of study to the Registrar.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. 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.

In accord with university policy, the **English minor requires at least 15 credits of 2000-level or above English courses** (earning a grade of C or better), distributed as follows:

A. Period or Survey Courses in Literatures of the British Isles

At least one course selected from the following:

English 2100 _____ **or English Honors 3805W or 3807W** _____

English 2101 _____ **or English Honors 3809W or 3811W** _____

Note: Another course from this group, beyond the one required, can also be counted toward the minor and should be identified in category AC@ below.

B. Period or Survey Courses in Literature of the United States

At least one course selected from the following:

English 2201/W _____ **or English Honors 3801W** _____

English 2203/W _____ **or English Honors 3803W** _____

Note: Another course from this group, beyond the one required, can be counted toward the minor and should be identified in category AC@ below.

C. Further Studies in English

**Any three other English courses at the 2000-level or above, with the following exceptions:
3010W, 3091, 3693, and 3800.**

1. _____ 2. _____ 3. _____

Student Name (Last, first, middle)

Student Identification Number

Expected date of graduation _____

Major _____

I approve the program above as suitable for fulfilling a Minor in English.

Signed: _____
English Department Associate Head

2009 – 83 Proposal to Change the Native American Studies Minor

1. Date: **10/20/09**

2. Department requesting this change: **This is an interdisciplinary minor. Kevin McBride, Anthropology, is the coordinator of the minor at Storrs; Margaret Bruchac, Anthropology, is the coordinator at Avery Point. The contact person handling the changes to the minor is Nancy Shoemaker, History, ext. 6-5926, nancy.shoemaker@uconn.edu.**

3. Title of Minor: **Native American Studies**

4. Nature of Change:

- **change in title (from “Native American Studies” to “Native American and Indigenous Studies”)**
- **changes in required credits (from 18 to 15)**
- **change in the structure of the minor (eliminating the concept of core courses and different tracks to a simpler slate of courses more directly related to the minor’s main theme)**
- **elimination and addition of particular courses**

5. Existing catalog Description of the Minor:

Native American Studies

Students must complete a total of nine hours in three courses: ANTH 3026, ENGL 3210, and HIST 3570. Students will then select one of five tracks: Archaeology; History and Culture; Native Latin Americans; Gender and Religion; Ecology, Environment and Policy. Each student will complete three courses within their decided track. Completion of a total of 18 credits is required.

This minor is offered by the College of Liberal Arts and Sciences. For more information, contact Kevin McBride at Kevin.Mcbride@uconn.edu.

6. Proposed catalog Description of the Minor:

Native American and Indigenous Studies

Students must complete a minimum of 15 credits from the following list of courses. The 15 credits must be distributed across at least three disciplines. Students who register for one of the cross-listed courses (ANTH 3028/HRTS 3028 or ART 3715/ANTH 3451) must count ANTH as one of their three disciplines even if they register for the course under the HRTS or ART designation.

ANTH 2511	Anthropology of Museums
ANTH 3026	Peoples and Cultures of North America
ANTH 3027	Contemporary Native Americans
ANTH 3030	Peoples of the Pacific Islands
ANTH 3902	North American Prehistory
ANTH 3904	Ethnohistory of Native New England
ANTH 3028/HRTS 3028	Indigenous Rights & Aboriginal Australia
ANTH 3451/ART 3715	Native American Arts
CLCS 3211	Indigenous Cinema Worldwide
ENG 3210	Native American Literature
ENG 3218	Ethnic Literatures of the United States
HIST 3502	Colonial America: Native Americans, Slaves & Settlers, 1492-1760
HIST 3570	American Indian History
HIST 3640	Andean Societies
HIST 3670	Latin America in the Colonial Period
POLS 3218	Indigenous Peoples’ Politics and Rights

This minor is offered by the College of Liberal Arts and Sciences. For more information, contact Kevin McBride at Kevin.McBride@uconn.edu. At Avery Point, contact Margaret Bruchac at Margaret.Bruchac@uconn.edu.

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

Justification

1. Why is a change required?

- **The minor has not been changed in years and is in need of updating. Most importantly, a significant change in Native American Studies occurred in 2008-2009, when UConn hired two new tenure-track faculty members who will be teaching and creating more courses in Native American Studies, Margaret Bruchac at Avery Point and Theodore Van Alst at Storrs.**
- **The old minor's requirements of three core courses made it difficult for interested students to complete the minor; how often, when, and where those courses were offered put unnecessary constraints on students' ability to minor in Native American Studies.**
- **Native American Studies as a field has been moving toward a larger, more global perspective, evidence for which can be seen in the recent emergence of a national association, the Native American and Indigenous Studies Association, which for the past several years has held annual conferences drawing 500-1000 attendees. This association brings together scholars working primarily on Native America and the Pacific, with some participation by scholars interested in indigenous peoples in other parts of the world, the 20th-century international indigenous rights movement, and indigenous theory. The change in title for the minor and the list of eligible courses reflect this current globalizing and comparative trend.**
- **Many courses that were distantly related to Native American Studies have now been removed as track options, so that the courses that are part of the minor now will all be directly related to the topic of Native American and/or Indigenous Studies (according to the title and/or catalog description of the course). Two of the courses that count toward the minor, HIST 3640 (Andean Societies) and POLS 3218 (Indigenous Peoples' Politics and Rights), may not be taught again since the respective departments may not hire replacement faculty in that specialty, but students should still be able to more easily fulfill the minor with the remaining courses, which offer more choice and flexibility than the existing minor requirements.**
- **Five new courses have been added to the minor requirements, all of which have instructor or department approvals. Margaret Bruchac, instructor of ANTH 2511, and Theodore Van Alst, instructor of CLCS 3211, both approve the addition of their courses as part of their approval of the revised minor (see below). On 10/15/09, Mark Boyer, head of Political Science, approved the addition of POLS 3218 (no faculty member currently teaches this course), and Francoise Dussart, as instructor of the course ANTH/HRTS 3028, approved its addition; on 10/19/09, Jocelyn Linnekin, as instructor of ANTH 3030 approved its addition.**

2. What is the impact on students?

Students will have an easier time fulfilling the minor. It will be 15 credits instead of 18, and the substitution of a broad slate of courses instead of a required three-course core should make it easier for students to schedule and complete courses that fulfill the minor requirements.

3. What is the impact on regional campuses?

At the moment, Avery Point is the only regional campus offering enough courses in Native American Studies to make the minor feasible. These changes to the minor will make it easier for students at Avery Point to fulfill the requirements for the minor because it offers students more flexibility and choice.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). **PENDING**

5. Dates approved by (see Note Q): **10/20/09**

Department Curriculum Committee:

Department Faculty:

An interdisciplinary consortium of faculty approved these changes to the minor: Nancy Shoemaker, History; Kevin McBride, Anthropology; Margaret Bruchac, Anthropology; Theodore Van Alst, English/MCL; Joseph Comprone, English.

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

Nancy Shoemaker, History Department

Ext. 6-5926

Nancy.shoemaker@uconn.edu

New Plan of Study Here ???????????

2009 – 84 Proposal to Change the CAMS Major

1. Date: 21 October 2009
2. Department requesting this change: MCL-CAMS
3. Title of Major: Classics and Ancient Mediterranean Studies, Classics; Classics and Ancient Mediterranean Studies, Ancient Mediterranean Studies
4. Nature of Change: **Add course to requirements [what course????????????]**

5. Existing catalog Description of the Major:

Classics and Ancient Mediterranean Studies

The major in Classics and Ancient Mediterranean Studies allows students to pursue an interest in the Greek, Latin, and Ancient Hebrew/Biblical world. Students may choose to pursue a traditional, language-oriented (Greek or Latin) concentration in Classics or a concentration in Ancient Mediterranean Studies. Students who concentrate in Classics may take courses in Ancient Mediterranean Studies in addition to their language and literature requirements. Those who concentrate in Ancient Mediterranean Studies may also pursue some relevant language study (Greek, Latin, or Biblical Hebrew). Either concentration will lead to a major in Classics and Ancient Mediterranean Studies.

Concentration in Classics. Students must complete a minimum of 8 courses from the following:

A. At least two courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3295*, 3298*, 3299*. (CAMS 3101 and 3102 are topics courses, which may be retaken for credit with a change in subject matter.)

*May count toward major only with consent of advisor.

B. At least one writing course on Classical literature in English translation: CAMS 3241W, 3242W.

C. At least two other courses dealing with the ancient world CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3243, 3244, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299*. (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy). JUDS/HEB 3201 and INTD 3260 may also be included.

*May count toward major only with consent of advisor.

Concentration in Ancient Mediterranean Studies. Students must complete a minimum of 8 courses from the following:

A. At least one writing course on Classical literature in English translation: CAMS 3241W, 3242W.

B. At least six other courses dealing with the ancient world: CAMS 3101, 3102, 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3243, 3244, **3250**, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299*. (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) JUDS/HEB 3201 and INTD 3260 may also be included.

*May count toward major only with consent of advisor.

To satisfy the writing in the major and information literacy competencies, all students must take CAMS 3241W or 3242W.

A minor in Classics and Ancient Mediterranean Studies is described in the "Minors" section.

6. Proposed catalog Description of the Major:

Classics and Ancient Mediterranean Studies

The major in Classics and Ancient Mediterranean Studies allows students to pursue an interest in the Greek, Latin, and Ancient Hebrew/Biblical world. Students may choose to pursue a traditional, language-oriented (Greek or Latin) concentration in Classics or a concentration in Ancient Mediterranean Studies. Students who concentrate in Classics may take courses in Ancient Mediterranean Studies in addition to their language and literature requirements. Those who

concentrate in Ancient Mediterranean Studies may also pursue some relevant language study (Greek, Latin, or Biblical Hebrew). Either concentration will lead to a major in Classics and Ancient Mediterranean Studies.

Concentration in Classics. Students must complete a minimum of 8 courses from the following:

A. At least two courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3295*, 3298*, 3299*. (CAMS 3101 and 3102 are topics courses, which may be retaken for credit with a change in subject matter.)

*May count toward major only with consent of advisor.

B. At least one writing course on Classical literature in English translation: CAMS 3241W, 3242W.

C. At least two other courses dealing with the ancient world CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3243, 3244, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299*. (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy). JUDS/HEB 3201 and INTD 3260 may also be included.

*May count toward major only with consent of advisor.

Concentration in Ancient Mediterranean Studies. Students must complete a minimum of 8 courses from the following:

A. At least one writing course on Classical literature in English translation: CAMS 3241W, 3242W.

B. At least six other courses dealing with the ancient world: CAMS 3101, 3102, 3207, 3208, 3211, 3212, 3213, 3214, 3221, 3224, 3225, 3226, 3227, 3243, 3244, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299*. (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) JUDS/HEB 3201 and INTD 3260 may also be included.

*May count toward major only with consent of advisor.

To satisfy the writing in the major and information literacy competencies, all students must take CAMS 3241W or 3242W.

A minor in Classics and Ancient Mediterranean Studies is described in the "Minors" section.

7. Effective immediately

Justification

1. Why is a change required? Course is appropriate for major, and was missing from it. ??????????

2. What is the impact on students? More choice.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: 10/23

Department Faculty: 10/23

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

Roger Travis, 3313, roger.travis@uconn.edu

2009 – 85 Proposal to Change the ILCS Minor

1. Date: October 19, 2009

2. Department requesting the change: **MCL (ILCS)**

3. Title of the Minor: **Italian Literary Studies**

4. Nature of change: to allow for greater 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, 3251-3252, 3253, 3254, 3259, 3261, 3262

D. One course from the following: ILCS 3237, 3238, 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, 3238, 3239, 3240, 3243, 3244, 3250, 3251-3252, 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 a minor in ILCS (Literary 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 and surges in enrollments in general education courses, the yearly availability of a broad offerings 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? The proposed revision to the plan of study does not alter the academic quality of the minor. Since such revision allows for greater flexibility in the selection of courses, it ensures that students electing to minor in Italian Literary Studies track are able to finish in 4 years.

3. What is the impact on regional campuses? None. The minor is not offered

4. Attach a revised “Minor Plan of Study Form” below

5. Dates approved by:

Department Curriculum Committee: 10/23/09

Department Faculty: 10/23/09

6. Contact Person: Norma Bouchard: 6-3313 or (860) 887 0895; norma.[bouchard@uconn.edu](mailto:norma.bouchard@uconn.edu)

ITALIAN LITERARY AND CULTURAL STUDIES
CONCENTRATION IN ITALIAN CULTURAL STUDIES
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.

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

ILCS 3237 _____
ILCS 3238 _____
ILCS 3239 _____
ILCS 3240 _____
ILCS 3243 _____
ILCS 3244 _____
ILCS 3250 _____
ILCS 3251-3252 _____
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 – 86 Proposal to offer EEB 3895 Special Topics ‘Ethics ... in Life Sciences.’

1. Date of this proposal: September 28, 2009
2. Semester and year Special Topics (EEB 3895-01) will be offered: Spring, 2010
3. Department: Ecology and Evolutionary Biology (EEB)
4. Title of course: **Ethics of Decision-Making in the Life Sciences**

5. Number of Credits: 3
6. Instructor: Theodore L. Taigen
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3) NA

10. Short description:

The goals of this course are to examine the ways in which advances in technology and research in the life sciences constantly challenge the dialogue about our moral balance, and ways that both governmental policy and personal decisions reflect that dialogue. The concept of individual decision-making will also be extended to include a dialogue with the students about scientific responsibility, especially as it applies to research ethics and scientific communication issues. Lectures will focus on the scientific and technological aspects of each topic, with the ethical and policy issues following from that. The introductory material will include historical examples that contain lessons on morality in science, including the Tuskegee Syphilis Project, the Wendell Johnson Stuttering Project, and the curious historical developments related to the discovery and use of anesthetics in Victorian England. The scope of the course will be very broad in a biological sense, including issues and examples ranging from environmental biology to genetics to physiology. Specific topics include: genetic testing and public health legislation, the pitfalls and ethics of using genetic tests for ancestry assessments, the inherent privacy problems of testing for genetic disorders, surgical gender assignment in intersex infants, gender testing for athletic competition, HPV vaccination policy, history of RU-486 policy, history of the use of anesthetics, use of DNA microarray technologies in human reproduction, "gene doping" for muscle development, ethics of genetically modified foods, biodiversity, and environmental "rights" in conflict. Discussion of each topic will begin with an understanding of the technology (both where it is now and where it is going), leading ultimately to the questions of why this becomes an ethical problem and how the latter is resolved through individual decision-making and public research policies. The course will conclude with a discussion about individual responsibility in the conduct of science, including appropriate behavior in biological research and scientific communication.

11. A draft syllabus for the initial offering of this course is attached.

12. Comments, if comment is called for:

Anne Hiskes, Tom Bontly, and Donald Baxter in the Department of Philosophy have been consulted about this course regarding the issue of intellectual separation from their Philosophy courses. Professor Baxter expressed his concern that "significant overlap" could be found between the proposed course and several of those offered by the Philosophy Department. Hence "The philosophy department is not opposed to the course being offered once or twice as a special topics course, though we would prefer that the title not indicate that it is an ethics course. However, the department does oppose the course becoming part of the permanent offerings." The consensus among EEB faculty present at the confirmation meeting was that a dialogue should be continued to reassure the Philosophy Department that the proposed course is not a simple reworking of material already taught in their curriculum. The EEB Department expressed confidence that the course will cover a unique area of biology from a perspective not otherwise available to our students. To reaffirm these points, the EEB Department requests that the course be limited to students who have passed Biology 1107, 1108, or 1110.

The development of this proposed course is partly in response to the recent directive issued by the National Science Foundation regarding instruction in scientific conduct (Responsible and Ethical Conduct of Research – RCR). Effective January 4, 2010, the NSF will require that proposing institutions provide appropriate training in the responsible and ethical conduct of research to undergraduate students,

graduate students, and postdoctoral researchers. This course is intended to provide our undergraduate students with an opportunity to satisfy this directive.

13. Dates approved by:

Department Curriculum Committee: October 13, 2009

Department Faculty: October 14, 2009

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

Theodore Taigen
Dept. Ecology and Evolutionary Biology
U-3043
860-486-4216
email: Taigen@uconn.edu

Proposed syllabus for EEB 3895-01: Ethics of Decision-Making in the Life Sciences

Week 1	Jan 19 Jan 21	Introduction—a course of cases Brief history of ethics and morality in science—bad stuff from not so long ago
Week 2	Jan 26 Jan 28	The strange journey of anesthesia into the operating room The promise and the specter of stem cell technology
Week 3	Feb 2 Feb 4	Genetic testing—who has the right to know And who doesn't
Week 4	Feb 9 Feb 11	History of the Genetic Information Nondiscrimination Act of 2008 Bad boys—politics of forensic DNA database management, who's in and who's out
Week 5	Feb 16 Feb 18	"Spit parties" and your new BFF—ethics of DNA microarray technology Who's your Daddy?—use and misuse of prenatal genetic testing
Week 6	Feb 23 Feb 25	Have it your way--gender selection in human reproduction Dude looks like a lady—ethics of gender testing in a complicated world
Week 7	Mar 2 Mar 4	Nip/tuck—surgical assignment of gender in intersex infants Bringing in the clones—therapeutic cloning, Dolly, and the Raelians
Week 8	Spring Break	
Week 9	Mar 16 Mar 18	Back and forth and back again—history of RU-486 in the USA HPV vaccination and public health policy
Week 10	Mar 23 Mar 25	Ethics of performance enhancing drugs "Gene doping" in muscles
Week 11	Mar 30 Apr 1	Rights in conflict—environmental, animal, and human The trouble with tribbles—Ethics of management strategies for introduced species
Week 12	Apr 6 Apr 8	Blame it on the Spotted Owl--ethics and politics of biodiversity preservation Ecology of Frankenfood-- the myths and realities genetically modified organisms
Week 13	Apr 13 Apr 15	Individual responsibility in the conduct of scientific research Personal politics and the process of science
Week 14	Apr 20 Apr 22	Who's on first—Professional policy in scientific communications Liars, damn liars, and outliers in scientific publications
Week 15	Apr 27 Apr 29	Getting personal—the politics of scientific policy
Week 16	Final exam	

2009 – 87 Proposal to Add MARN 5036

1. Date: **February 9, 2009**
2. Department requesting this course: **Marine Sciences**
3. Semester and year in which course will be first offered: **Fall Semester, 2009**

Final catalog Listing

MARN 5036. Marine Biogeochemistry

First semester. 3 credits. Lecture. Recommended preparation: Courses equivalent to CHEM 1128, MATH 1122 or 1132, PHYS 1202, ENGL 1010 or 1011.

Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **MARN**
2. Course Number (see Note B): **5036**
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? X_Yes ___ No
3. Course Title: **Marine Biogeochemistry**
4. Course description (if appropriate -- see Note K): **Composition, origin and solution chemistry of sea water. Marine biogeochemical cycles of water, salt, carbon, nutrients, gases and trace elements. Effects of ocean circulation, biological cycles and crustal exchanges on the distribution and transfer of substances in the marine environment.**
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): **3**
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
X Lecture; ___ Laboratory; ___ Seminar; ___ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): **None**
8. Recommended Preparation, if applicable (see Note G): **Recommended preparation: Courses equivalent to CHEM 1128, MATH 1122 or 1132, PHYS 1202, ENGL 1010 or 1011.**
9. Consent of Instructor, if applicable (see Note T): **Not Required for graduate students**
10. Exclusions, if applicable (see Note H): **None**
11. Repetition for credit, if applicable (see Note I): **No**
12. S/U grading, if applicable (see Note X): **No**

Justification

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

Marine Biogeochemistry is one the core subject areas for matriculating graduate students in Marine Sciences. Currently it is offered as an upper-level undergraduate course, MARN 4030W. Graduate course credit is appropriate with enhanced academic expectations and graduate level components of the class. Graduate students will be expected to achieve a higher level of knowledge and integrative understanding of marine biogeochemical cycles and their linkages to important biological, physical and geological phenomena related to the oceans. These achievements will be evaluated through separate examinations and homework assignments and by completion of a well-written scientifically sound research paper on a marine biogeochemical subject. Fifty percent of the final grade will be based on the research paper.

2. Academic Merit (see Note L):

Marine Biogeochemistry is an essential part of the graduate core knowledge areas in Oceanography. It provides students with a comprehensive introduction to major marine chemical processes and interactions, their connections to the global biogeochemical cycling of elements, and linkages to important physical and biological phenomena in the oceans. A multi-disciplinary

approach provides an appropriate complement to core knowledge in physics, geology, and biology, and an useful framework for more advanced classes in chemical oceanography.

3. Overlapping Courses (see Note M):

This course will be co-taught with MARN 4030W, Marine Biogeochemistry. As noted, MARN 4030W is an upper-level undergraduate class with a writing requirement. The lectures and writing assignments are the same. Although the W designation and the concomitant instructor's responsibility do not apply to graduate students, their research papers are also carefully supervised and the drafts examined during the course of the semester to ensure the development of its scientific content and written expression. The graduate students are well aware that a well-written and scientifically sound manuscript is expected. Only the final version is graded.

4. Number of Students Expected: **8-12**

5. Number and Size of Section: **1**

6. Effects on Other Departments (see Note N): **There should be none**

7. Staffing (see Note P): **William F. Fitzgerald**

8. Dates approved by (see Note Q):

Department Curriculum Committee: March 4 2009

Department Faculty: April 24 2009

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

William F. Fitzgerald, 860-405-9158 (William.Fitzerald@uconn.edu)

2009 – 88 Proposal to Change the Coastal Studies Major

1. Date: October 22 2009
2. Department requesting this change: Marine Sciences
3. Title of Major: Coastal Studies
4. Nature of Change: The course MARN4050W has been changed to MARN4050 and is one of the courses listed in the description of the Major. Major requirements altered to reflect this change.
5. Existing catalog Description of the Major:

Bachelor of Science in Coastal Studies

The B.S. in Coastal Studies requires a foundation of courses including 29 credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies students must pass the following courses.

I. 1000-Level: BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; either MATH1120Q, 1121Q and 1122Q or MATH 1131Q, 1132Q; either PHYS 1201Q, 1202Q and 1230 or PHYS 1401Q, 1402Q; MARN 1002 or1003

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150

II. Coastal Studies B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from the following groups:

Group 1: MARN 3060, 3061, 4060;

Group 2: MARN 3012, 3013, 3014, 3015, 3016, 3017, 3030

Group 3: MARN 3016, 3030, 4030W, 4050W

Note: MARN 3016 and 3030 may be used to fulfill only one requirement, either Group 2 or 3. Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Coastal Studies B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Coastal Studies: The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study requires students to take additional social science courses. Coastal Studies majors must pass the following courses:

I. 1000-Level: BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q or MATH 1120Q and 1121Q; either PHYS 1201Q, 1202Q or PHYS 1401Q and 1402Q; MARN 1002 or1003.

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150

II. Coastal Studies B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3000, 3801W, 4001, 4002, and 3 electives. The electives are: MARN 3000, 3003Q, 3012, 3013, 3014, 3015, 3016 or 3030, 3017, 3060, 3061, 3230, 4030W, 4050W, 4060. Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General education competency requirements for computer technology and information literacy will be satisfied by completing the requirements above, in particular MARN 2002, 3001 and 4001 for computer technology, and 3001, 3801W and 4002 for information literacy. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Science courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this *Catalog*.

Both a minor in Marine Biology and a minor in Oceanography are described in the *Minors* section.

6. Proposed catalog Description of the Major:

Bachelor of Science in Coastal Studies

The B.S. in Coastal Studies requires a foundation of courses including 29 credits of Marine Science courses, and 12 credits of defined social science courses constituting the Related Area. Coastal Studies students must pass the following courses.

I. 1000-Level: BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; either MATH1120Q, 1121Q and 1122Q or MATH 1131Q, 1132Q; either PHYS 1201Q, 1202Q and 1230 or PHYS 1401Q, 1402Q; MARN 1002 or 1003

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150

II. Coastal Studies B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and 3 electives. The electives must represent different areas of Marine Sciences. At least one course must be chosen from the following groups:

Group 1: MARN 3060, 3061, 4060;

Group 2: MARN 3012, 3013, 3014, 3015, 3016, 3017, 3030

Group 3: MARN 3016, 3030, 4030W, 4050

Note: MARN 3016 and 3030 may be used to fulfill only one requirement, either Group 2 or 3. Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Coastal Studies B.S. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Coastal Studies: The B.A. in Coastal Studies requires a foundation of courses including 25 credits of Marine Science courses, and 18 credits of defined social science courses constituting the Related Area.

The B.A. plan of study requires students to take additional social science courses. Coastal Studies majors must pass the following courses:

I. 1000-Level: BIOL 1107, 1108; either CHEM 1124Q, 1125Q and 1126Q or CHEM 1127Q, 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q or MATH 1120Q and 1121Q; either PHYS 1201Q, 1202Q or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Coastal Studies requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department. Students are encouraged to fulfill some of their General Education requirements with the following choices: HIST/SCI 2206; and either ECON 1201 or ARE 1150

II. Coastal Studies B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3000, 3801W, 4001, 4002, and 3 electives. The electives are: MARN 3000, 3003Q, 3012, 3013, 3014, 3015, 3016 or 3030, 3017, 3060, 3061, 3230, 4030W, 4050, 4060. Students may be able to use MARN 4893, MARN 4895 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Coastal Studies B.A. Related Area

In consultation with their faculty advisor and a social science faculty member, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University's General education competency requirements for computer technology and information literacy will be satisfied by completing the requirements above, in particular MARN 2002, 3001 and 4001 for computer technology, and 3001, 3801W and 4002 for information literacy. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Science courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this *Catalog*.

Both a minor in Marine Biology and a minor in Oceanography are described in the *Minors* section.

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?

MARN4050W has been changed to MARN4050.

2. What is the impact on students?

None

3. What is the impact on regional campuses?

None.

4. Dates approved by (see Note Q):

Department Curriculum Committee: October 22 2009

Department Faculty: October 23 2009

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

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

2009 – 89 Proposal to Change PHYS 4150

1. Date: 10/24/2009
2. Department: **Physics**
3. Nature of Proposed Change: to **include prerequisites in the catalog description of PHYS4150**

4. Current Catalog Copy:

4150. Optics .(281) First semester. Four credits. Three class periods and one 3-hour laboratory period. Recommended preparation: PHYS 3103 or 3201, either of which may be taken concurrently, or instructor consent. An introduction to geometrical and physical optics. Thick lenses, stops, aberrations, interference, diffraction, polarization.

5. Proposed Catalog Copy:

4150. Optics (281) First semester. Four credits. Three class periods and one 3-hour laboratory period. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602 or instructor consent. Recommended preparation: PHYS 3103 or 3201.

An introduction to geometrical and physical optics. Thick lenses, stops, aberrations, interference, diffraction, polarization.

6. Effective Date: Spring 2009

Justification

1. Reasons for changing this course: Studying of PHYS 4150 requires a knowledge of electric and magnetic forces, waves and light, relativity and other physical phenomena provided on an introductory level by listed prerequisites.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by:
Department Curriculum Committee: 10/15/2009
Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:
Vasili Kharchenko
Department of Physics
e-mail: kharchenko@phys.uconn.edu

2009 – 90 Proposal to Change PHYS 3300

1. Date: 10/24/2009

2. Department: Physics

3. Nature of Proposed Change: **to add the prerequisite course for PHYS 3300**

4. Current Catalog Copy:

3300. Statistical and Thermal Physics (271) First semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602; MATH 2110 and 2410, or 2130 and 2420.

The laws of thermodynamics and their microscopic statistical basis; entropy, temperature, Boltzmann factor, chemical potential, Gibbs factor, and the distribution functions.

5. Proposed Catalog Copy:

3300. Statistical and Thermal Physics (271) First semester. Three credits.

Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602; Phys 2300; MATH 2110 and 2410, or 2130 and 2420. Recommended preparation: PHYS 3201 and 3401.

The laws of thermodynamics and their microscopic statistical basis; entropy, temperature, Boltzmann factor, chemical potential, Gibbs factor, and the distribution functions.

6. Effective Date: Spring 2010

Justification

1. Reasons for changing this course: to include into the list of prerequisites the PHYS2300 course, which provides a necessary information for studying the statistical physics

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: none

7. Dates approved by :

Department Curriculum Committee: 10/15/2009

Department Faculty: 10/23/2009

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

Vasili Kharchenko , Department of Physics

e-mail: kharchenko@phys.uconn.edu

2009 – 91 Proposal to Change PHYS 3201

1. Date: 10/24/2009
2. Department: **Physics**
3. Nature of Proposed Change: to **change the prerequisites for PHYS 3201**

4. Current Catalog Copy:

3201. Electricity and Magnetism I (255) First semester. Three credits.
Prerequisite: PHYS 1602; or, with consent of instructor, PHYS 1230 or 1530 or 1402 or 1502 or 3104; MATH 2110 and 2410, or 2130 and 2420. Properties of electric and magnetic fields; direct and alternating current circuits.

5. Proposed Catalog Copy:

3201. Electricity and Magnetism I (255) First semester. Three credits.
Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602 or instructor consent; MATH 2110 and 2410, or 2130 and 2420.
Properties of electric and magnetic fields; direct and alternating current circuits.

6. Effective Date: Spring 2010

Justification

1. Reasons for changing this course: to remove PHYS 3104 from the prerequisite list, because material of this course is not necessary to study the Electricity and Magnetism and other prerequisites are sufficient for PHYS 3201.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by:
Department Curriculum Committee: 10/15/2009
Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:
Vasili Kharchenko
Department of Physics
e-mail: kharchenko@phys.uconn.edu

2009 – 92 Proposal to Change PHYS 3150

1. Date: 10/24/2009
2. Department: **Physics**
3. Nature of Proposed Change: to **include a new course in the list of prerequisites for PHYS 3150**

4. Current Catalog Copy:

3150. Electronics (256) Second semester. Three credits. Two class periods and one 3-hour laboratory period. Prerequisite: PHYS 1230, 1402, 1502 or 1602 or instructor consent.

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

5. Proposed Catalog Copy:

3150. Electronics (256) Second semester. Three credits. Two class periods and one 3-hour laboratory period. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602 or instructor consent.

The principles of devices and their applications to instrumentation in science and engineering. Rectification, filtering, regulation, input and output impedance, basic transistor circuits, operational amplifiers, preamplifiers for photodiodes and other transducers, logic gates, and digital circuits.

6. Effective Date: Spring 2010

Justification

1. Reasons for changing this course: PHYS 1530 satisfies to all requirements to be a comprehensive prerequisite course for PHYS 3150
2. Effect on Department's Curriculum: more students may consider to take PHYS 3150
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by:
Department Curriculum Committee: 10/15/2009
Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:

Vasili Kharchenko
Department of Physics
e-mail: kharchenko@phys.uconn.edu

2009 – 93 Proposal to Change PHYS 3101

1. Date: 10/24/2009
2. Department: **Physics**
3. Nature of Proposed Change: to **change of the prerequisites for PHYS 3101**

4. Current Catalog Copy:

3101. Mechanics I (242) First semester. Three credits. Prerequisite: PHYS 1602; or, with consent of instructor, PHYS 1230 or 1402 or 1502 or 1530 or 3103; MATH 2110 or 2130, which may be taken concurrently. Newton's Laws of motion applied to mass points, systems of particles, and rigid bodies.

5. Proposed Catalog Copy:

3101. Mechanics I (242) First semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602; MATH 2110 or 2130, which may be taken concurrently.
Newton's Laws of motion applied to mass points, systems of particles, and rigid bodies.

6. Effective Date: Spring 2010

Justification

1. Reasons for changing this course: to assign an equal status for the PHYS 1602 and other alternative prerequisites and to remove PHYS 3103 from the list of prerequisites
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by :
Department Curriculum Committee: 10/15/2009
Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:
Vasili Kharchenko
Department of Physics
e-mail: kharchenko@phys.uconn.edu