

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
Departmental Course Proposals for the 16 March 2010 Meeting
[Revised 26 March 2010]**

I. PROPOSALS POSTPONED FROM A PREVIOUS MEETING:

2009 – 107 Proposal to Change the Human Rights Minor

1. Date: November 19, 2009
2. Department requesting this change: **Human Rights (HRTS)**
3. Title of Minor: **Human Rights**
4. **Nature of Change:**
 - a. Move SOC/HRTS 3831 from Group B to Group A Core Course list
 - b. Drop SOC 3701 and POLS 3255 from the Group B listings
 - c. Change HRTS 3295 Special Topics to HRTS 3295 **Variable** Topics
 - d. Add English 3629, **Holocaust Literature in English** to Group B offerings
 - e. Add English/HRTS 3631, **Literature, Culture, and Humanitarianism** to Group B offerings
 - f. Delete last line of catalog description: "A student may petition the Director of the Human Rights minor to allow a course not on the following list to count as an Elective (Group B).

5. Existing catalog Description of the Minor:

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

• **Group A. Core Courses.**

[HRTS/POLS 3042](#); [POLS/HRTS 3212](#); [HIST/HRTS 3201](#), [3202](#)

• **Group B. Electives.**

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

• **Group C. Internship:** [HRTS 3245](#)

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

6. Proposed catalog Description of the Minor:

[Text revised for March 2010 meeting:

Evidently the requirements for Human Rights' problems date back much longer than the Dec. 09 and Feb. 10 CLAS C&C Minutes.

I have located Minutes dated 3/13/07 and the proposal that was made (when 3 digit numbers were still in use) in which courses were added to and dropped from the requirements list. Dropped were: ANTH/ART 280W, ENGL/HRTS 241, PHIL/HRTS 219, and POLS/HRTS 256. According to Rachel Jackson in the Human Rights program, the last 3 courses were not dropped intentionally, but in error. The current "approved" version of the requirements includes: HIST/HRTS 3207, PHIL 3220, and PHIL/HRTS 2170W by agreement (although they were not included in the CLAS C&C Minutes). Will you also allow the

problem from 2007 to be resolved in the same way? I have been told that the current situation could cause a problem for graduating seniors if this isn't resolved immediately.

Current "approved" version:]

Human Rights

This minor provides interdisciplinary instruction in theoretical, comparative, and historical perspectives on human rights through classroom courses, and valuable practical experience in the human rights field through a supervised internship. Fifteen credits at the 2000-level or above are required; at least six credits from Group A (Core Courses); no more than six credits from Group B (Electives); and three credits from Group C (Internship). No more than six credits taken in any one department may be applied to this minor.

Group A. Core Courses.

HRTS/POLS 3042; POLS/HRTS 3212; HIST/HRTS 3201, 3202; SOCI/HRTS 3831

Group B. Electives.

AFAM/HIST/HRTS 3563; AFAM/HRTS/SOCI 3505, 3825; ANTH 3026; ANTH/WS 3350; ANTH/HRTS 3028; AASI 3215; AASI/HIST 3531; AASI 3221/HRTS 3571/SOCI 3221; AASI 3222/HRTS 3573/SOCI 3222; ECON 2127, 2198, 3473; ENGL 3629; ENGL/HRTS 3631; HIST/HRTS 3207; HIST/WS 3562; HIST 3770/AFAM 3224; HIST 3570, 3995; HIST 3575/HRTS 3221/PRLS 3221; HRTS 3293, 3295, 3298, 3299; HRTS/POLS 3418; HRTS/SOCI 3421, 3429, 3801; HRTS/WS 3263; PHIL 2215, 3218; PHIL 2245/ECON 2126; PHIL 3220; PHIL/HRTS 2170W; SOCI 3503

Group C. Internship: HRTS 3245

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

[February 2010 text:]

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

Group A. Core Courses.

[HRTS/POLS 3042](#); [POLS/HRTS 3212](#); [HIST/HRTS 3201, 3202](#); [SOC/HRTS 3831](#)

Group B. Electives.

[AFAM/HIST/HRTS 3563](#); [AFAM/HRTS/SOCI 3505, 3825](#); [ANTH 3026](#); [ANTH/WS 3350](#); [ANTH/HRTS 3028](#); [AASI 3215](#); [AASI/HIST 3531](#); [AASI 3221/HRTS 3571/SOCI 3221](#); [AASI 3222/HRTS 3573/SOCI 3222](#); [ECON 2127, 2198, 3473](#); [ENG 3629](#); [ENG/HRTS 3631](#); [HIST/WS 3562](#); [HIST3770/AFAM 3224](#); [HIST 3570, 3995](#); [HIST 3575/HRTS 3221/ PRLS 3221](#); [HRTS 3293, 3295, 3299](#); [HRTS/POLS 3418](#); [HRTS/SOCI 3421, 3429, 3801](#); [HRTS/WS 3263](#); [PHIL 2215, 3218](#); [PHIL 2245/ECON 2126](#); [SOCI 3503](#)

Group C. Internship: [HRTS 3245](#)

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

7. Effective Date IMMEDIATELY

Justification

a. This course has been in the Group B category on a trial run. It has proven to be a popular and needed addition to the Minor offerings, and a topic central and fundamental enough to warrant inclusion in core course category. The move will have no impact on students except to make the course more readily available, and no impact on regional campuses.

b. The instructors for these courses have been retired for several years and the courses are no longer being taught. Department heads from both departments have approved this move to drop them from the

minor. The move will have no impact on students or regional campuses.

c. When HRTS added 3295 to its offerings 2 years ago it mistakenly titled the course "Special Topics" rather than "Variable Topics." The latter is a needed change since the flexibility is needed for courses taught by visiting Gladstein professors, who are brought to campus individually on an annual basis for one semester. The move will have no impact on students or regional campuses.

d. and e. These two courses have been approved recently by the CLAS C&C Committee. In both cases (obviously for the cross listed 3631 course) the courses were designed in conjunction with HRTS for inclusion in the Minor offerings. Both courses are welcome additions that will give Minors more choices in how to complete the minor. No impact on regional campuses.

f. This sentence is in violation of CLAS policy concerning substitutions for Minor courses; the policy being that substitutions are not allowed.

1. Why is a change required? See justification.
2. What is the impact on students? None.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal. See below.
5. Dates approved by Department Curriculum Committee: Nov. 12, 2009.
Department Faculty: Nov. 12, 2009.
6. Name, Phone Number, and e-mail address of principal contact person:

Richard P.Hiskes, POLS, U-1024
Richard.hiskes@uconn.edu
860 486-2536; 860 428-5331 (cell)

PLAN OF STUDY: Human Rights Minor

Name of Student: _____

The Human Rights Minor:

Fifteen (15) credits at the 2000 or 3000 level are required. Students take six credits from Core Courses (Group A); six credits from Electives (Group B); and three credits of Internship (Group C). More than six credits may not be taken in one department.

Cross-listed courses appear under both the primary department and HRTS, but they may only count once toward the minor requirement.

Group A – Core Courses (6 credits):

HIST: 3201, 3202

POLS: 3042, 3212

HRTS: 3042, 3201, 3202, 3212

SOC/HRTS 3831

Group B – Electives (6 credits):

ANTH: 3026, 3028, 3153W, 3350

ECON: 2126, 2127, 2198, 3473

ENGL: 3619, 3629, 3631

HIST: 3207, 3531, 3562, 3563, 3570, 3575, 3770

HRTS: **2170W**, 3028, 3042, 3153W, 3207, 3219, 3220, 3221, 3263, 3293, 3295, 3299, 3418, 3421, 3429, 3505, 3563, 3571, 3573, 3619, 3631, 3801, 3807, 3825, 3831

PHIL: 2215, 2245, 3218, 3219, **3220, 2170W**

POLS: 3418, 3807

PRLS: 3221

SOCI: 3221, 3222, 3421, 3429, 3503, 3505, 3701, 3801, 3825

WS: 3263

Group C – Internship (3 credits): **HRTS:** 3245

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

Consult your advisor while completing this plan. **An approved final plan of study must be filed with the registrar during the first four weeks of classes of the semester in which a student expects to graduate.**

SID#: _____

Expected date of graduation: _____

This plan is for the requirements of the _____ catalogue.

Student Signature

Date

I approve the above program for the Minor in Human Rights.

(signed) _____

Richard P. Hiskes, Professor,
Dept. of Political Science
Director of Human Rights Minor

Date

Revised: 11/09

2010 – 02 [2009–112] Proposal to Change FREN 1169 [revised text pending]

1. Date: **January 21, 2010**
2. Department: **Modern and Classical Languages**
3. Nature of Proposed Change: **Title and description**

4. Current Catalog Copy:

French 1169. Studies in the French Speaking World.
Either semester. Three credits. Conducted in English.

Recent trends in French Life. Selected materials to acquaint students with the French contribution to the changing face of modernity. Weekly topics include: Popular culture, women in France, cultural myths, the Francophone world, regionalism, decolonization and racism, etc. Conducted in English

CA1/CA4-INT

5. Proposed Catalog Copy:

French 1169. Scandals and Revolutions: French and Francophone Modernity. Either semester. Three credits. Conducted in English.

Political and literary scandals, cultural and social revolutions, controversial authors, artists and thinkers, and their place in the global crisis of modernity. Interdisciplinary exploration of French and Francophone cultures, and the ups and downs of French influence in the world. Materials include: film clips, short fiction, letters, newspapers and documentary excerpts.

CA1/CA4-INT

6. Effective Date: **Fall 2010**

Justification

1. Reasons for changing this course: **To reflect more accurately actual course content and methodology.**
2. Effect on Department's Curriculum: **none**
3. Other Departments Consulted (see Note N): **none**
4. Effects on Other Departments: **none**
5. Effects on Regional Campuses: **none**
6. Staffing: **Celestin, DalMolin, Terni**
7. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
8. Name, Phone Number, and e-mail address of principal contact person: **Eliane DalMolin; 6-3314/3313; eliane.dalmolin@uconn.edu**

II. NEW DEPARTMENTAL PROPOSALS

2010 – 06 Proposal to Drop Span 6400

1. Date: 1/7/2010
2. Department: **Spanish (Modern and Classical Languages)**
3. Catalog Copy:
SPAN 6400. Seminar on Lope de Vega
(SPAN 400) 3 credits. Seminar.
A study of the life and works of Lope de Vega with special emphasis on his comedia.
4. Effective Date : immediately

Justification

1. Reasons for dropping this course:
This Seminar has not been offered since Professor Gabriel Rosado retired more than two decades ago.
2. Other Departments Consulted: No
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/2010
Department Faculty:2/1/2010
6. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 860-4863313, miguel.gomes@uconn.edu

2010 –07 Proposal to Add SPAN 6XXX

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Fall 2011 or Spring 2012

Final catalog Listing

SPAN 6400. Seminar on Sixteenth or Seventeenth Century Studies
3 credits. Seminar. With a change in content this course may be repeated for credit.
Open topics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6400
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: SPAN 6400. Seminar on Sixteenth or Seventeenth Century Studies
4. Course description (if appropriate -- see Note K):
Open topics.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. With a change in content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change in content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L)
This course is part of the Spanish graduate program's effort to offer a more flexible curriculum by bridging areas of research traditionally separated. In this specific case the areas are (a) Golden Age Spain and (b) Colonial Spanish America.
2. Academic Merit (see Note L):
This course provides a venue for our faculty with expertise on the fields of early modern Spain or Colonial Spanish America to offer direct research training to our graduate students by sharing with them their own research projects, in particular those with a clear transatlantic focus or an interdisciplinary nature.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Chinchilla (Spanish), Pardo (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 08 Proposal to Add SPAN 6XXY

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog Listing

SPAN 6404. Special Topics in Nineteenth-Century Spanish-American Literature and Cultural Production

3 credits. Seminar. One 3-hour class period. With a change of content this course may be repeated for credit.

Study of particular aspects of nineteenth-century Spanish-American cultural production from the dawn of the Independence to the fin-de-siècle. Emphasis will be placed on the interaction of literature and social thought, on the relations between literature and other forms of art, or on the role of artistic and intellectual practices in shaping the new nations.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6404
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: **Special Topics in Nineteenth-Century Spanish-American Literature and Cultural Production**
4. Course description (if appropriate -- see Note K):
Study of particular aspects of nineteenth-century Spanish-American cultural production from the dawn of the Independence to the fin-de-siècle. Emphasis will be placed on the interaction of literature and social thought, on the relations between literature and other forms of art, or on the role of artistic and intellectual practices in shaping the new nations.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. One 3-hour class period. With a change of content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change of content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L): Our program did not have a course entirely devoted to nineteenth-century Spanish American studies.
2. Academic Merit (see Note L): Extensive changes in our field have taken place since the last time our list of graduate courses was revised. Nineteenth-century Spanish American literary and cultural studies have expanded immensely in recent years and are widely recognized as independent areas of research. This course acknowledges these changes.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None

7. Staffing (see Note P): Casamayor (Spanish/PRLS), Gomes (Spanish), Irizarry (Span/PRLS), Loss (Spanish), Seda (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 09 Proposal to Add SPAN 6XXZ

1. Date: 1/7/2010
2. Department requesting this course: Spanish (Modern and Classical Languages)
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog listing

SPAN 6405. Special Topics in Twentieth-Century Spanish-American Literature and Cultural Production

3 credits. Seminar. With a change in content this course may be repeated for credit.

Study of particular aspects of twentieth-century Spanish-American cultural production. Emphasis will be placed on the interaction of artistic practices and social thought, or on the relations between literature, other forms of art, and social or political movements.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6405
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Special Topics in Twentieth-Century Spanish-American Literature and Cultural Production
4. Course description (if appropriate -- see Note K):
Study of particular aspects of twentieth-century Spanish-American cultural production. Emphasis will be placed on the interaction of artistic practices and social thought, or on the relations between literature, other forms of art, and social or political movements.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. With a change in content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change in content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L) The courses devoted to twentieth-century Spanish American listed on the Spanish graduate catalog have an emphasis on specific literary genres. This is the first course open to diverse twentieth-century literary genres and/or cultural practices.
2. Academic Merit (see Note L): This course will enhance students' appreciation of twentieth-century Spanish American cultural production from an interdisciplinary perspective and encompassing both literary and cultural studies.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Casamayor (Spanish/PRLS), Gomes (Spanish), Irizarry (Span/PRLS), Loss (Spanish), Seda (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/10
Department Faculty: 2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 10 Proposal to Add SPAN 6XYX

1. Date: 1/7/2010
2. Department requesting this course: Spanish (Modern and Classical Languages)
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog Listing

SPAN 6407. Special Topics in Modern Spanish Cultural Production

3 credits. Seminar. With a change in content this course may be repeated for credit.

Study of particular aspects of Spanish culture since the Enlightenment to our days. Emphasis will be placed on the interaction of art and social thought, on the relations between art and the media, or on the role of intellectual practices in shaping or challenging notions of gender, ethnic, and national identity.

Items included in catalog Listing:

Obligatory Items

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

2. Course Number (see Note B): 6407

If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No

3. Course Title: SPAN 6407. Special Topics in Modern Spanish Cultural Production

4. Course description (if appropriate -- see Note K):

Study of particular aspects of Spanish culture since the Enlightenment to our days. Emphasis will be placed on the interaction of art and social thought, on the relations between art and the media, or on the role of intellectual practices in shaping or challenging notions of gender, ethnic, and national identity.

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.")

Lecture; Laboratory; **Seminar**; Practicum.

3 credits. **Seminar**. With a change in content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None

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

9. Consent of Instructor, if applicable (see Note T): No

10. Exclusions, if applicable (see Note H): No

11. Repetition for credit, if applicable (see Note I): With a change in content this course may be repeated for credit.

12. S/U grading, if applicable (see Note X):

Justification

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

The courses listed on the Spanish graduate catalog have a strict focus on literary studies. This course allows for a more interdisciplinary approach to modern Spanish culture.

2. Academic Merit (see Note L):

This course will provide students with an essential in-depth understanding of modern Spanish cultural production by placing it in specific social, historical and political contexts from a strong interdisciplinary perspective.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 6-10 students expected

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

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

7. Staffing (see Note P): Díaz-Marcos (Spanish), Nanclares (Spanish)

8. Dates approved by (see Note Q):

Department Curriculum Committee: 2/1/10

Department Faculty: 2/1/10

9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 11 Proposal to Add SPAN 64YY

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog Listing

SPAN 6408. Special Topics in Nineteenth-Century Spanish Literature

3 credits. Seminar. One 3-hour class period. With a change of content this course may be repeated for credit.

Study of particular aspects of nineteenth-century Spanish literature. Emphasis will be placed on the interaction of literature and social thought or the relations between literature and other forms of art.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6408
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Special Topics in Nineteenth-Century Spanish Literature
4. Course description (if appropriate -- see Note K): Study of particular aspects of nineteenth-century Spanish literature. Emphasis will be placed on the interaction of literature and social thought or the relations between literature and other forms of art.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. One 3-hour class period. With a change of content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change of content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L):
Our program did not have a special topics course devoted to nineteenth-century Spanish literature.
2. Academic Merit (see Note L):
The only other course on nineteenth-century Spanish literature in our catalog focuses on the novel and the essay. This new course allows for a more comprehensive approach and the study of other important genres.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Díaz-Marcos (Spanish), Nanclares (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee: 2/1/10
Department Faculty: 2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 12 Proposal to Add SPAN 6XYZ

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog Listing

SPAN 6410. Cognitive Approaches to the Study of Cultural Production

3 credits. Seminar. May be repeated for credit with a change of topic.

Literary texts and/or other forms of cultural production studied in the light of modern linguistic theory, in particular cognitive linguistics.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6410
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: SPAN 6410. Cognitive Linguistic Approaches to the Study of Cultural Production
4. Course description (if appropriate -- see Note K):
Literary texts and/or other forms of cultural production studied in the light of modern linguistic Theory, in particular cognitive linguistics.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. With a change in content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change in content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L)
The Spanish graduate catalog only lists another course devoted to the advanced study of the Spanish language (Span 5322 History of the Spanish Language.) This new course allows for a more interdisciplinary approach encompassing cognitive linguistics, literary studies, and cultural studies.
2. Academic Merit (see Note L):
This course is part of the Spanish graduate program's effort to offer a more interdisciplinary curriculum by integrating our traditional Literary Studies courses and complementary fields of research such as Linguistics and Cultural studies.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Urios-Aparisi (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 13 Proposal to Add SPAN 64WW

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Spring 2011 or Fall 2011

Final catalog Listing

SPAN 6411. Pragmatics of Language, Literature and Culture Teaching
3 credits. Seminar. May be repeated for credit with a change of topic.
Practical approaches to the teaching of language, literature and culture.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6411
If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: SPAN 6411. Pragmatics of Language, Literature and Culture Teaching
4. Course description (if appropriate -- see Note K):
Practical approaches to the teaching of language, literature and culture.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. With a change in content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change in content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

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

The Spanish graduate catalog only lists another course devoted to the advanced study of the Spanish language (Span 5322 History of the Spanish Language.) We have found that Graduate Students need some advanced training in how language, literature and culture work and how it can be taught in the classroom.

2. Academic Merit (see Note L):

This course is part of the Spanish graduate program's effort to adapt to the student's needs as they teach basic language courses and develop their own teaching methods and experience.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Urios-Aparisi (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 14 Proposal to Add SPAN 6416

1. Date: 1/7/2010
2. Department requesting this course: **Spanish (Modern and Classical Languages)**
3. Semester and year in which course will be first offered: Fall 2011 or Spring 2012

Final catalog Listing

SPAN 6416. Theoretical Debates and the Hispanic Tradition

3 credits. Seminar. One 3-hour class period. With a change of content this course may be repeated for credit.

Specific aspects of critical methodology, literary and cultural theory, or literary and cultural history relevant to the study of cultural production in Hispanic societies.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): SPAN
2. Course Number (see Note B): 6416
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: Theoretical Debates and the Hispanic Tradition
4. Course description (if appropriate -- see Note K):
Specific aspects of critical methodology, literary and cultural theory, or literary and cultural history relevant to the study of cultural production in Hispanic societies.
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.")
 Lecture; Laboratory; **Seminar**; Practicum.
3 credits. **Seminar**. One 3-hour class period. With a change of content this course may be repeated for credit.

Optional Items

7. Prerequisites, if applicable (see Note F): None
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): No
10. Exclusions, if applicable (see Note H): No
11. Repetition for credit, if applicable (see Note I): With a change of content this course may be repeated for credit.
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L): Our program did not have a course entirely devoted to issues of critical methodology, literary and cultural theory, or cultural history applied to the Spanish-speaking world.
2. Academic Merit (see Note L): Students will deepen their knowledge of the theoretical traditions of the Spanish-speaking world or develop their ability to apply international theoretical trends to Hispanic cultural production.
3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 6-10 students expected
5. Number and Size of Section: 1 section, capacity 10 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): Casamayor (Spanish/PRLS), Chinchilla (Spanish), Díaz-Marcos (Spanish), Gomes (Spanish), Irizarry (Span/PRLS), Loss (Spanish), Nanclares (Spanish), Pardo (Spanish), Seda (Spanish), Urios-Aparisi (Spanish)
8. Dates approved by (see Note Q):
Department Curriculum Committee:2/1/10
Department Faculty:2/1/10
9. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 15 Proposal to Change SPAN 5325

1. Date: 1/7/2010
2. Department: **Spanish (Modern and Classical Languages)**
3. Nature of Proposed Change: **Course content and methodology will be updated.**

4. Current Catalog Copy:

SPAN 5325. Cervantes

(SPAN 325) 3 credits. Lecture.

A study of the life and works of Cervantes with special emphasis on Don Quixote.

5. Proposed Catalog Copy:

5325. Cervantes Studies

3 credits. Lecture. With a change of content this course may be repeated for credit.

Readings will include *Don Quixote* I and II and the critical corpus. The *Novelas Ejemplares*, *Entremeses* and other works will be discussed.

6. Effective Date

Justification

1. Reasons for changing this course:

The previous description suggested a biographical approach that has been superseded by recent trends in the field of literary studies. The course will also include works by Cervantes other than *Don Quixote*.

2. Effect on Department's Curriculum:

None.

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

No

4. Effects on Other Departments:

None.

5. Effects on Regional Campuses:

None

6. Staffing:

Chinchilla (Spanish)

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

Department Curriculum Committee:2/1/10

Department Faculty:2/1/10

8. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 16 Proposal to Change SPAN 5332 .

1. Date: 1/7/2010
2. Department: Spanish (**Modern and Classical Languages**)
3. Nature of Proposed Change: **Course content and methodology will be updated.**

4. Current Catalog Copy:

SPAN 5332. Spanish Poetry of the Renaissance

(SPAN 332) 3 credits. Seminar.

Analysis of the currents of Spanish poetry from Boscán to Fray Luis de León.

5. Proposed Catalog Copy:

SPAN 332. Poetic Traditions in the Spanish Renaissance.

3 credits. Lecture. With a change in content this course may be repeated for credit.

Topics included are courtly poetry, influence of Italian Humanism, theory of imitation, genre theory, the Folkloric and Castilian traditions.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

The new title and description suggest a more interdisciplinary approach to the subject, with a clear contextualization of poetry in the social, political, and philosophical circumstances of the Spanish Renaissance.

2. Effect on Department's Curriculum:None.

3. Other Departments Consulted No

4. Effects on Other Departments:None.

5. Effects on Regional Campuses:None

6. Staffing:Chinchilla (Spanish)

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

Department Curriculum Committee:2/1/10

Department Faculty:2/1/10

8. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 17 Proposal to Change SPAN 5333

1. Date: 1/7/2010
2. Department: **Spanish (Modern and Classical Languages)**
3. Nature of Proposed Change: **Course content will be made more specific.**

4. Current Catalog Copy:

SPAN 5333. Spanish Poetry of the Golden Age

3 credits. Seminar.

Analysis of the currents of Spanish poetry from Cervantes to Calderón.

5. Proposed Catalog Copy:

5333 The Rise of Baroque Poetry

3 credits. Lecture. With a change in content this course may be repeated for credit.

Readings will include both poetry and prose as it relates to the main poetic currents in Spain and in the Americas. Readings will cover the period 1580-1700.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

Extensive changes in our field of study have taken place since the last time our list of graduate courses was revised. The area of Baroque poetry has become more complex and demands a course fully devoted to it. The growing interest in transatlantic studies is also addressed by including in this course both Spanish and Spanish-American authors.

2. Effect on Department's Curriculum:

The contents of Span 5332 and Span 5333 will become more clearly distinguishable. Additionally, this course will provide students with an in-depth understanding of the Baroque period from a transatlantic perspective, including poetry from both Spain and Spanish-America.

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

No

4. Effects on Other Departments:

None.

5. Effects on Regional Campuses:

None

6. Staffing:

Chinchilla (Spanish), Pardo (Spanish)

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

Department Curriculum Committee: 2/1/10

Department Faculty: 2/1/10

8. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 – 18 Proposal to Change SPAN 5359

1. Date: 1/7/2010
2. Department: **Spanish (Modern and Classical Languages)**
3. Nature of Proposed Change: **Course title, content, and methodology will be updated.**

4. Current Catalog Copy:

SPAN 5359. Prose of the Golden Age

(SPAN 359) 3 credits. Lecture.

The picaresque novel and the chief works of Quevedo, Gracián and Saavedra Fajardo.

5. Proposed Catalog Copy:

SPAN 5359. SPECIAL TOPICS IN EARLY MODERN SPANISH LITERATURE.

3 credits. Seminar. With a change in content this course may be repeated for credit.

Study of the novel, the short story, and other prose genres in the early modern period.

6. Effective Date immediately

Justification

1. Reasons for changing this course:

The previous title and description were too narrow. The new description signals a more comprehensive approach to the study of Renaissance and Baroque prose genres.

2. Effect on Department's Curriculum:

None.

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

No

4. Effects on Other Departments:

None

5. Effects on Regional Campuses:

None

6. Staffing:

Chinchilla (Spanish)

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

Department Curriculum Committee:2/1/10

Department Faculty:2/1/10

8. Name, Phone Number, and e-mail address of principal contact person: Miguel Gomes, 4863313, miguel.gomes@uconn.edu

2010 -- 19 Proposal to change the Spanish Major

1. **Date:** January 14, 2010

2. **Department requesting this change:** SPANISH (MCL)

3. **Title of Major:** SPANISH

4. **Nature of Change:** One Spanish course is being reclassified as belonging to two of the three existing groups of courses, and the list of related courses is being altered.

5. Existing catalog Description of the Major:

SPANISH

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

Group 2 (Culture): SPAN 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W

Group 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W

The Spanish major requires 27 credits in 3000 and 4000-level Spanish courses and at least one semester of Study Abroad. A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad courses, with advisor's consent. Up to 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 2000-level or above related courses from programs other than Spanish. These may include appropriate Study Abroad courses (ARTH 3993, ECON 3493, SOCI 3993, POLS 3993, HIST 3993). Other related courses require advisor's prior consent.

All majors in Spanish must complete SPAN 3177, 3178, or 3178W and eight more courses from the three main groups.

A student majoring in Spanish can choose between the *Literature and Culture* track and the *Culture and Communication* track.

a) Majors pursuing the ***Literature and Culture*** track must take SPAN 3230.

The other courses must be distributed as follows: four courses from Group 1 (one of which must be 3231, 3232, 3233 or 3234), two courses from Group 2, and one course from Group 3.

b) Majors pursuing the ***Culture and Communication*** track must take SPAN 3242.

The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.

Variable topics courses (3204, 3207, 3208, 3261, 3293, 3298, 4200W) may be applied to any of the three groups as determined by course content and with prior consent by the Department.

To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3178W, 3240W, or 4200W.

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

6. Proposed catalog Description of the Major:

SPANISH

Spanish courses comprise three main groups:

Group 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

Group 2 (Culture): SPAN **3179**, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W

Group 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W

The Spanish major requires 27 credits in 3000 and 4000-level Spanish courses and at least one semester of Study Abroad. A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Study Abroad courses, with advisor's consent. Up to 6 credits may be transfer credits. AP credits may not be used toward the major. An additional 12 credits are required in 2000-level or above related courses from programs other than

Spanish. These may include appropriate Study Abroad courses (**ARTH 2993, POLS 3993, INTD 3993, ECON 2493, HIST 3993**). Other related courses require advisor's prior consent.

All majors in Spanish must complete SPAN 3177, 3178, or 3178W and eight more courses from the three main groups.

A student majoring in Spanish can choose between the *Literature and Culture* track and the *Culture and Communication* track.

a) Majors pursuing the *Literature and Culture* track must take SPAN 3230.

The other courses must be distributed as follows: four courses from Group 1 (one of which must be 3231, 3232, 3233 or 3234), two courses from Group 2, and one course from Group 3.

b) Majors pursuing the *Culture and Communication* track must take SPAN 3242.

The other courses must be distributed as follows: two courses from Group 1, three courses from Group 2, and two courses from Group 3.

Variable topics courses (3204, 3207, 3208, 3261, 3293, 3298, 4200W) may be applied to any of the three groups as determined by course content and with prior consent by the Department.

To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3178W, 3240W, or 4200W.

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

7. Effective Date:

Fall 2010

Justification

1. Why is a change required?

The changes are required in order to:

- (a) More accurately reflect the contents of Span 3179 "Spanish Conversation: Cultural Topics," which was originally classified as a "Language and Communication" course (Group 3), but is actually both a "Language and Communication" course (Group 3) and a "Culture" course (Group 2)
- (b) Update the list of "related courses" available at our study abroad program in Granada, Spain, which have been altered in the past few years

2. What is the impact on students?

Students will be able to clearly identify Span 3179 as a culture course and will have a more accurate list of available "related courses"

3. What is the impact on regional campuses?

None

4. Dates approved by:

Department Curriculum Committee: 2/1/10

Department Faculty: 2/1/10

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

Miguel Gomes

(860) 4863288

Miguel.Gomes@uconn.edu

2010 – 20 Proposal to change the Spanish Minor

1. **Date:** January 14, 2010
2. **Department requesting this change:** SPANISH (MCL)
3. **Title of Minor:** SPANISH
4. **Nature of Change:** One “Language and Communication” course is being reclassified as also belonging to the “Culture” group.

5. Existing catalog Description of the Minor:

Spanish

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 3000 and 4000-level Spanish courses. Students must earn a C (2.0) or better in each course. The requirements are:

- a) One course in composition: SPAN 3178, 3178W, 3177, or 3240W.
- b) One introductory course: SPAN 3230 (Introduction to Literary Study) or 3242 (Spanish Communicative Grammar)

c) One from each group and one additional from any group:

GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

GROUP 2 (Culture): SPAN 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W.

GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W.

Variable subject courses (such as 3204, 3207, 3208, 3261, 3293, 3298, 4200W) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 3293).

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

6. Proposed catalog Description of the Minor:

Spanish

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 3000 and 4000-level Spanish courses. Students must earn a C (2.0) or better in each course. The requirements are:

- a) One course in composition: SPAN 3178, 3178W, 3177, or 3240W.
- b) One introductory course: SPAN 3230 (Introduction to Literary Study) or 3242 (Spanish Communicative Grammar)

c) One from each group and one additional from any group:

GROUP 1 (Literature): SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3293, 3298, 4200W.

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 3298, 4200W.

GROUP 3 (Language and Communication): SPAN 3170, 3177, 3178/W, 3179, 3204, 3240W, 3241, 3242, 3261, 3293, 3298, 4200W.

Variable subject courses (such as 3179, 3204, 3207, 3208, 3261, 3293, 3298, 4200W) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be counted toward the minor. A maximum of 6 credits may be used from Study Abroad (SPAN 3293).

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

7. Effective Date:

Fall 2010

Justification

1. Why is a change required?

The changes are required in order to more accurately reflect the contents of Span 3179 "Spanish Conversation: Cultural Topics," which was originally classified as a "Language and Communication" course (Group 3), but is actually both a "Language and Communication" course (Group 3) and a "Culture" course (Group 2.)

2. What is the impact on students?

Students will be able to use Span 3179 to fulfill their culture requirement.

3. What is the impact on regional campuses?

None

4. Dates approved by:

Department Curriculum Committee: 2/1/10

Department Faculty: 2/1/10

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

Miguel Gomes

(860) 4863288

Miguel.Gomes@uconn.edu

[PROPOSED]

Minor in Spanish 2006-
College of Liberal Arts and Sciences
Minor Requirements

The Minor in Spanish requires at least 18 credits in upper division Spanish courses. All of the courses below require Spanish 1001, 1002, 1003, 1004 or the equivalent, as prerequisites, but these courses do not count towards the Minor.

During the beginning of the last semester before graduation you should submit one copy to your major advisor, and one copy to the Registrar when you submit your final plan of study.

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

18 credits required:

a) One language and writing course from SPAN 3178, 3178W, 3177, or 3240W _____

b) One introductory course: SPAN 3230 or 3242 _____

c) One from each group and one additional from any group.

GROUP 1 (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3295, 4200W, 3293, 3265, 3233, 3234, 3266. _____

GROUP 2 (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3295, 4200W, 3293. _____

GROUP 3 (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3295, 3241, 3240W, 3242, 4200W, 3293. _____

Additional one _____

Variable subject courses (such as 3179, 3204, 3207, 3208, 3261, 3295, 4200W, 3293) and study abroad courses may be applied to any of the three groups as determined by course content and with advisor's prior consent. A single course cannot satisfy more than one requirement from categories a, b, and c, nor can a single course be applied to more than one group of courses as described in category c. AP credits may not be used toward the minor. A maximum of 6 credits Study Abroad may be used toward the minor.

Name of the student (please print) _____

student ID _____ catalog year _____

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

Advisor's signature _____

Dept. of Modern & Classical Languages, Spanish Section Minor Advisor

Major advisor's signature _____ department _____ date _____

Name of major advisor _____

or

major department head _____

2010 – 21 Proposal to Add AASI 3998

1. Date: 03/01/2010
2. Department requesting this course: **Asian American Studies Institute**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing

AASI 3998 Variable Topics in Asian American Studies

Either Semester. Three credits. Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary; open to juniors or higher.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program AASI
2. Course Number 3998 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. Variable Topics in Asian American Studies
4. Semester offered Either Semester
5. Number of Credits Three Credits
6. Course description: see above.

Optional Items

7. Number of Class Periods: Standard
 8. Prerequisites, Prerequisites and recommended preparation vary; open to juniors or higher.
 9. Recommended Preparation: see 8
 10. Consent of Instructor The course will be offered to juniors and seniors
 11. Exclusions, Offered to juniors and seniors except with authorization from instructor
 12. Repetition for credit: The course may be repeated for credit with different topics.
 - 13. Instructor: Instructors will vary from Adjuncts, grad students, Our own faculty and post docs.**
 14. Open to Sophomores With permission from instructor
 15. Skill Codes "W", "Q", or "C" (see [Note T](#)):
16. S/U grading No

Justification

1. Reasons for adding this course: To date, an increasing number of students have sought to pursue Asian American Studies as a minor. To that end, such an addition could support more options and allow for more diversity in the Institute's course offerings.
2. Academic Merit: By offering this course we will be able to offer more diversity and more course offerings to students at the Storrs campus and possibly at the regional campuses
3. Overlapping Courses None
4. Number of Students Expected: 20-40 students
5. Number and Size of Section: This course would draw a large amount of students.
6. Effects on Other Departments None
7. Effects on Regional Campuses: Many of our courses are taught at the regional campuses.

8. Staffing: Adjuncts, AASI Professors, Post docs, Grad. Students.

9. Dates approved by (see [Note Q](#)):
Department Curriculum Committee:
Department Faculty: Cathy Schlund-Vials, Bandana Purkayastha, Margo Machida,

10. Name, Phone Number, and e-mail address of principal contact person:
Maxine Haines Asian American Studies Institute
Maxine.Smestad-Haines@uconn.edu 860-486-4751

Cathy Schlund-Vials, Associate Director Asian American Studies Institute
Cathy.Schlund-Vials@uconn.edu 860-486-9412

2010 -22 Proposal to Change the AASI Minor [Placeholder pending departmental review]

1. Date: 2/24/10

2. Department requesting this change: **Asian American Studies Institute**

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

4. Nature of Change: To **add a "Variable Topics" course** to the minor's optional elections

5. Existing catalog Description of the Minor:

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

Students are required to complete eighteen credits at the 2000-level and above by completion of Sections A, B, C, and D:

[You must record here the complete present catalog text, p 79, for comparison to #6 below]

6. Proposed catalog Description of the Minor: Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

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

Students are required to complete eighteen credits at the 2000-level and above by completion of Sections A, B, C, and D:

[You must enter here the complete catalog text as it should appear in future editions, for comparison to # 5 above.]

7. Effective Date immediate

Justification

1. Why is a change required? To date, an increasing number of students have sought to pursue Asian American Studies as a minor. To that end, such an addition would offer prospective and current students more options and would allow for more diversity with regard to the Institute's course offerings.

2. What is the impact on students? More courses would be available to students. What is more, the Institute would be able to run more interdisciplinary courses that bring together the strengths of the faculty.

3. What is the impact on regional campuses? Many of our courses are taught at the regional campuses. Indeed, some of our current minors began their UConn undergraduate careers at the regional campuses. With the addition to the minor, we would be able to offer more diversity and more course offerings to students on these campuses.

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

5. Dates approved by 2/22/2010

Department Curriculum Committee:

Department Faculty: Cathy Schlund-Vials, Margo Machida, Bandana Purkayastha

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

Maxine Haines

Administrative Assistant
Asian American Studies Institute
Maxine.smestad-haines@uconn.edu
860-486-4751

Cathy Schlund-Vials
Associate Director
Asian American Studies Institute
Cathy.Schlund-Vials@uconn.edu

Asian American Studies

Asian American Studies is an interdepartmental, interdisciplinary program devoted to the study of the Asian American experience within the larger context of an increasingly diverse American society. Although the primary focus of the minor is upon Asian Americans, attention is also given to the study of the global context, especially Asia, since this larger context informs the Asian American experience.

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

Students are required to complete eighteen credits at the 2000-level and above by completion of Sections A, B, C, and D:

Three credits from Section A: [AASI 3201](#).

- **Six credits from Section B:** [AASI 3215](#); [AASI 3220/ARTH 3020](#); [AASI/ENGL 3212](#); [AASI/HIST 3531](#), [AASI 3578/HIST 3530](#); [AASI 3221/HRTS 3571/SOCI 3221](#); [AASI 3295*](#), [AASI 4999*](#)
- **Six credits from Section C:** [AASI 3214](#), [3216](#); [AASI 3222/HRTS 3573/SOCI 3222](#), [AASI/HIST 3808](#), [3809](#), [3812](#); [HIST 3822](#); [POLS 3472](#); [AASI 3295*](#), [AASI 4999*](#)
- **Three credits from Section D:** [AFAM/ENGL 3214W](#); [AFAM/HIST/HRTS 3563](#); [ANTH 3041/PRLS 3241](#); [AFAM/HRTS/SOCI 3505](#), [3825](#); [COMM/PRLS 4320](#); [DRAM 3401](#); [AFAM/HIST 3564](#); [HIST/WS 3562](#); [PRLS 3298](#).

*Must be approved by the Asian American Studies Minor Advisor

Name of Student _____

Total Number of Credits _____

I approve the above program for the B.A. or B.S. Minor in Asian American Studies.

Minor Advisor Signature, Asian American Studies

Date _____

This minor is offered by the [Asian American Studies](#) Minor Advisor, Director, Asian American Studies Institute, Beach Hall, Room 417. For more information, e-mail Cathy Schlund-Vials@uconn.edu

2010 – 23 Proposal to Change PP 5315

1. Date: February 26, 2010
2. Department: **Public Policy**
3. Nature of Proposed Change: **Add two prerequisites.**

4. Current Catalog Copy:

PP 5315. Capstone in Public Administration I

3 credits. Seminar. Prerequisite: PP 5370 or equivalent.

Development of project management skills and the research question, bibliography, and methodology for the capstone project.

5. Proposed Catalog Copy:

PP 5315. Capstone in Public Administration I

3 credits. Seminar. Prerequisites: PP 5370 or equivalent and PP 5340. Open only to students in the Master of Public Administration Program.

Development of project management skills and the research question, bibliography, and methodology for the capstone project.

6. Effective Date:

Immediate

Justification

1. Reasons for changing this course:

PP 5315 is the first semester of a two term capstone project required of all Master of Public Administration (MPA) students. This two course sequence is designed specifically to provide the integrating ending experience for MPA students and so is inappropriate for students in other programs.

PP 5340 is the required MPA core course that provides instruction in professional communication. Professional communication skills are an important prerequisite for the capstone sequence which culminates in a written report and presentation to a client.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: We are located on the Greater Hartford Campus

6. Staffing: No changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: February 26, 2010

Department Faculty: February 16, 2010

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

Bill Simonsen

860-570-9045

william.simonsen@uconn.edu

2010 – 24 Proposal to Change PP 5316

1. Date: February 26, 2010
2. Department: **Public Policy**
3. Nature of Proposed Change: **Add prerequisite.**

4. Current Catalog Copy:
PP 5316. Capstone in Public Administration II
(PP 316) 3 credits. Seminar.
Research and writing of the capstone project.

5. Proposed Catalog Copy:
PP 5316. Capstone in Public Administration II
3 credits. Seminar. Prerequisite: PP 5315.
Research and writing of the capstone project.

6. Effective Date:
Immediate

Justification

2. Reasons for changing this course:

PP 5315 is the first semester of a two term capstone project required of all Master of Public Administration (MPA) students. Students must have completed PP 5315 before beginning PP 5316, the second course in the sequence.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: We are located on the Greater Hartford Campus
6. Staffing: No changes
7. Dates approved by (see Note Q):
Department Curriculum Committee: February 26, 2010
Department Faculty: February 26, 2010
8. Name, Phone Number, and e-mail address of principal contact person:

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

2010 – 25 Proposal to Add PP 5340

1. Date: February 26, 2010
2. Department requesting this course: **Public Policy**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog copy

PP 5340. Introduction to Public Policy

3 credits. Seminar. Open only to students in the Master of Public Administration Program. Introduction to the fundamentals of public policy making in the United States with a focus on developing the communication skills required in a professional workplace.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: PP
2. Course Number: 5340
3. Course Title: Introduction to Public Policy
4. Course description: Introduction to the fundamentals of public policy making in the United States with a focus on developing the communication skills required in a professional workplace.
5. Number of Credits: 3
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
Seminar

Optional Items

7. Prerequisites, if applicable: Open only to students in the Master of Public Administration Program
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: Not Required
10. Exclusions, if applicable: None
11. Repetition for credit, if applicable: No
12. S/U grading, if applicable: A-F Graded

Justification

1. Reasons for adding this course: This course is a required course for all Master of Public Administration students. It has been developed, and taught, as PP 5397 Special Topics in Public Policy.

2. Academic Merit: The MPA program developed this course as a part of an overall curriculum review that took place in Fall 2009. The course was initially taught as PP 5397 Special Topics in Public Policy.

The course is designed to accomplish two main goals. First, it introduces students to the field of public policy and management. Second, the course provides instruction in professional communication skills.

In 2008, the MPA program conducted alumni and employer surveys to help us to understand the skills and competencies that are important for MPA graduates. The alumni and employers identified the ability to effectively communicate the results of analysis as important for successful careers. Although we had provided plenty of writing and presentation opportunities for students, this course now provides the systematic instruction about how to communicate in a professional setting.

This class is designed for students in their first semester of the MPA curriculum because it is a foundation course that prepares students for more advanced study.

3. Overlapping Courses: None
4. Number of Students Expected: about 25
5. Number and Size of Section: 1 section of about 25 students

6. Effects on Other Departments: None
7. Staffing: Staffing for the course will be provided by the Department of Public Policy. No new staff is necessary to offer this course.

8. Dates approved by:

Department Curriculum Committee: January 26, 2010

Department Faculty: January 26, 2010

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

Bill Simonsen

860-570-9045

william.simonsen@uconn.edu

**Intro to Public Policy PP 5397 [proposed 5340]
University of Connecticut
Department of Public Policy**

Revised 9/22/09

Fall 2009

Classroom: Library 404

Thursdays 4-6:20

Bill Simonsen

Office: LB 426

Phone: 860-570-9045

email: william.simonsen@uconn.edu

Course description

The purpose of this course is to both: 1) introduce you to the fundamentals of public policy making in the United States and 2) provide instruction and practice in oral and written communication skills. Both of these aims are discussed in turn.

The course looks at public policy through both wide-angle and narrow lenses. We will make extensive use of cases and examples. The cases provide examples of how professionals have addressed specific policy issues—sometimes well, sometimes poorly. This way, students can learn from the experiences of others who have grappled with difficult policy problems.

Fundamentals of public policy making

We will discuss the structure, nature and resolution of public policy problems in the United States through the reading, review and discussion of a series of case studies. We will look at the policy making process, including various policy approaches (such as rational and incremental), accountability and ethics, and citizen participation. We also will discuss specific public policy problems and issues, such as environment, privatization, and education.

We will not be covering the analytical tools used in policy analysis, such as cost-benefit analysis and program evaluation techniques. These tools are covered in other classes.

Written and oral communication skills

Clear communication is a critical professional skill. Even students that write well as undergraduates sometimes have trouble mastering professional writing. Undergraduate writing assignments typically have minimum page requirements. Students have the incentive to stretch their papers through flowery and convoluted prose. Professional writing requires clearly reasoned and directly stated arguments. This course emphasizes developing clear writing skills.

The Department of Public Policy has developed a *Writing Guide* to help you learn the keys to professional writing. I strongly encourage you to read the *Writing Guide*. In this class, and others, you will practice writing the professional memoranda that we call Policy and Management Memoranda (PMMs). I will provide more information on PMMs in the section of the syllabus on assignments.

The second week of class is devoted entirely to writing and communication. We will also have writing exercises at other times during the semester.

You will be required to make effective presentations throughout your professional career. We also focus on the important skills for making clear and persuasive presentations.

Required readings

The textbook for the class is:

Kraft, Michael E., and Scott Furlong. 2010. *Public Policy: Politics, Analysis, and Alternatives*, 3rd ed. Washington, DC: CQ Press.

Department of Public Policy. 2009. *Department of Public Policy Writing Guide*.

The textbook is available at the bookstore. There is also a reading packet available via HuskyCT that includes the writing guide and all the readings and cases listed in the class plan.

Grading

Course grades will be based on the following assignments.

- Four PMMs (20% each)
- Team case and presentation (20% each)
- Class participation (up to ½ grade)

Assignments

Policy and Management Memoranda

PMMs must be submitted as high quality printer output, double spaced and be no more than three pages in length. Style and format requirements of PMMs are specified in the *Department of Public Policy Writing Guide*. The cases for the PMMs are listed in the "assignments" section below.

Students often receive substantial feedback on their initial memoranda because of the novel writing style and the demand for precision and clarity. Consequently, you can revise and resubmit your case memoranda once. I will average the two grades. You must attach the original if you submit a revised PMM.

Student Team Case Assignment

Students are required to compose a case of their own in addition to preparing PMMs about existing cases. This is a group assignment. Your case should be broken into separate sections.

- I. **Background:** In this section, you present the context and essential elements of the case. You should compile this information from news accounts and published sources.
- II. **Decision Need:** This section lays out the dynamics of the problems facing decision makers.
- III. **Analysis:** In this section you provide the evidence for the evaluation of possible policy alternatives. Use supporting attachments where needed.
- IV. **Conclusion:** If the outcome of the case is known, report it here. If it is not known, identify the different possible decision scenarios.

Your group should distribute its complete case to all class members (and me) the week prior to the presentations so we can be prepared for the discussion.

I must approve the case topics selected for preparation by student groups. In order to be appropriate for this assignment documentary evidence (newspaper articles, government documents, census data, etc.) must be available to substantiate the facts and decision elements of the case.

Case Presentations

Each student group will lead the class in the discussion of two cases. The first case will be from the class readings and the second will be the case they prepare themselves.

Assignment schedule

Assignment	Due date	Cases
First PMM	9/24	<ul style="list-style-type: none"> Day Care Center Licensing
Second PMM	10/15	<ul style="list-style-type: none"> Seven Letters and Water Bill Emails Solving Seattle's Solid Waste Crisis and Sequel Sacramento School Reform
Third PMM	11/5	<ul style="list-style-type: none"> Savings and Loan case and Frontline video Park Plaza Cancer and Environmental Hazards in Woburn, MA
Fourth PMM	12/3	<ul style="list-style-type: none"> Contracting Out for Prisons in Texas Citizen Participation in Monroe Funding Schools in Washington State
Team cases distributed to class	11/30 or 12/3	Cases distributed 11/30 for presentations on 12/3. Cases distributed 12/3 for presentations on 12/10
Team case presentation	12/3 or 12/10	About half of the cases will be presented on 12/3 with the rest presented 12/10

Note that the fourth PMM and some team cases are both due on 12/3.

Special meeting with me

You are required to meet with me on Thursday 10/8 or Friday 10/9 to review your first PMM assignment. I will provide a sign up sheet with available meeting times.

Class participation

Participation is an important part of this course. The participation grade is based on both the group case presentations and the overall case discussion. Solid participation can raise your final grade up to 1/2 grade.

Students with disabilities

Students with disabilities will be accommodated in this class. It is the responsibility of the student to contact the Center for Students with Disabilities (CSD) or the University Program for College Students with Learning Disabilities (UPLD) at the beginning of the course so that appropriate accommodations can be identified and implemented in a timely manner.

University of Connecticut Code of Student Conduct

Plagiarism or other academic misconduct are matters I take very seriously. If you are not familiar with the code of conduct, see the following web page: http://www.dosa.uconn.edu/student_code.html

List of cases

Day Care Licensing
Seven Letters and Water Bill Emails
Solving Seattle's Solid Waste Crisis and Sequel
Sacramento School Reform
Park Plaza
Savings & Loan Crisis (Norma Riccucci chapter)
Contracting Out for Prisons in Texas

Cancer and Environmental Hazards in Woburn, MA
--

Citizen Participation in Monroe

Funding Schools in Washington State

List of videos

Frontline: "Inside the Meltdown"

COURSE OUTLINE AND READING LIST
(Schedule is approximate, we may move somewhat faster or slower)

Weeks	Topics	Readings/Cases
Week 1 9/3	Course introduction and expectations	No readings Case: Day Care Licensing (to be distributed in class and on HuskyCT)
Week 2 9/10	Importance of clear communication Writing PMMs Various writing exercises	Bratkovic, Beth. 2007. "Running an Effective Meeting" <i>Government Finance Review</i> . (April). Pp. 58-60 Department of Public Policy. 2009. <i>Department of Public Policy Writing Guide</i> Case: Seven Letters and Water Bill Emails
Week 3 9/17	Policy analysis process, rational decision-making, incrementalism	Kraft and Furlong, pp. 72-93, 97-119; 151-176 Teasley III, C. E. 1998. "Rationality in Public Administration." <i>International Encyclopedia of Public Policy and Administration</i> (IEPPA). Boulder, CO: Westview Press. Pp. 1904-1910. Case: Solving Seattle's Solid Waste Crisis and Sequel
Week 4 9/24	Policy and management professionals	Moderator: Val Rogers Panel: <ul style="list-style-type: none"> • Maria Capriola, Assistant Town Manager, Mansfield, CT • Jeff Hallin, Budget Analyst, City of Hartford • Lauren Miller, Director, Cultural Satellite Offices, Greater Hartford Arts Council • Emily Shepard, Associate Budget Analyst, State of Connecticut Office of Fiscal Analysis
Week 5 10/1	Process Model, measuring performance for management and evaluation Effective presentations	Swiss, James. 1991. <i>Public Management Systems: Monitoring and Managing Government Performance</i> . Englewood Cliffs, NJ: Prentice Hall. pp. 128-158. (ignore references to MBO) Ammons, David N. 2002. <i>Tools for Decision Making: A Practical Guide for Local Government</i> . Washington, DC: CQ Press. Chapter 9. "Using Performance Standards." pp. 83-91. Bifulco's Presentation Tips Case: Sacramento School Reform
Week 6 10/8	Government accountability and ethics.	Kraft and Furlong, pp. 177-179; Peters, Guy B. 2007. Ethical Analysis of Public Policy. in <i>American Public</i>

		<p><i>Policy</i>. Washington, DC: CQ Press. Chapter 17. 450-466.</p> <p>Svara, James H. 2007. <i>The Ethics Primer for Public Administrators in Government and Nonprofit Organizations</i>. Chapter 7. "Deciding How to Meet Obligations and Act Responsibly." Boston: Jones and Bartlett. Pp. 105-114.</p> <p>Lewis, Carol W. and Stuart C. Gilman. 2005. <i>The Ethics Challenge in Public Service</i>. San Francisco. 161-181.</p> <p>Ethics quiz (in class)</p> <p>Case: Park Plaza</p>
Week 7 10/15	Management reform in action: City of Hartford	Guest: Don Shaw, City of Hartford
Week 9 10/22	More ethics- S&L and financial collapse	<p>Peretz, Paul and John Reith Schroedel. 2009. "Financial regulation in the United States: lessons from History." <i>Public Administration Review</i>. (July/August) 69(4): 603-612.</p> <p>Corder, Kevin J. "The Federal Reserve System and the Credit Crisis." <i>Public Administration Review</i>. (July/August) 69(4): 623-631.</p> <p>Frontline video: "Inside the Meltdown" (We will watch in class)</p> <p>Cases: Financial collapse (Frontline video) and Savings and Loan Crisis Case (from Norma Riccucci. 1995. <i>Unsung Heroes : Federal Execucrats Making a Difference</i>. Washington DC: Georgetown University Press. Chapter 2. Pp. 22-63.)</p>
Week 10 10/29	Environmental policy and sustainability	<p>Kraft and Furlong, pp. 322-360;</p> <p>Case: Cancer and Environmental Hazards in Woburn, MA</p>
Week 11 11/5	Privatization	<p>Warsnop, Richard L. 1993. <i>Privatization: Should the private sector provide more private services? Overview</i>. CQ Researcher.</p> <p>Government Finance Officers Association Recommended Practice. 2006. <i>Managed Competition as a Service Delivery Option (2006)</i>. (BUDGET) downloaded 8/28/09: http://www.gfoa.org/downloads/budgetManagedCompetitionRP.pdf</p> <p>Case: Contracting Out for Prisons in Texas</p>
Week 12 11/12	Role of the citizen in decision-making	<p>Kraft and Furlong, pp. 431-436;</p> <p>Robbins, Mark D.; Bill Simonsen; and Barry Feldman. 2008 "Citizens and</p>

		<p>Resource Allocation: Improving Decision Making with Interactive Web Based Citizen Participation" <i>Public Administration Review</i>. (May/June) 68(3): 564-575</p> <p>Case: Citizen Participation in Monroe</p>
<p>Week 13 11/19</p>	<p>Education policy</p>	<p>Kraft and Furlong, pp. 303-332;</p> <p>Duncombe, William. 1998. "Education Aid." <i>International Encyclopedia of Public Policy and Administration</i> (IEPPA). Boulder, CO: Westview Press. Pp. 741-746</p> <p>Case: Funding Schools in Washington State</p>
<p>Week 14 11/26</p>	<p>Thanksgiving</p>	<p>Have a nice break!!!</p>
<p>Weeks 15-16, 12/3 & 12/10</p>	<p>Team case presentations</p>	<p>May begin earlier or end later depending on the number of cases.</p>

2010 – 26 Proposal to Add a new Major in Mathematics & Physics [Placeholder pending further departmental review]

Last revised: Tuesday, April 8, 2003

1. Date:

2. Departments: **Mathematics and Physics**

3. Nature of Proposed Change: **To establish a joint Mathematics-Physics major, Bachelor of Science only, with two tracks. In each track, there is no additional requirement of a Related Group.**

4. Catalog Description.

Bachelor of Science in Mathematics-Physics.

The requirements for the B.S. in Mathematics-Physics, Track A (Physics emphasis) are

(a) either (i) MATH 2110Q (or 2130Q or 2143Q), 2210Q, and 2410Q (or 2420Q), or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q;

(b) MATH 3146, 3410 and 3510

(c) PHYS 2300, 2501W, 3101, 3201, 3202, 3300, 3401, and nine additional credits in 3000 or 4000 level Physics courses.

The requirements for the B.S. in Mathematics-Physics, Track B (Mathematics emphasis) are

(a) either (i) MATH 2110Q (or 2130Q or 2143Q), 2210Q, 2410Q (or 2420Q), 2710 (or 2141Q and 2142Q), and 3146, or (ii) MATH 2141Q, 2142Q, 2143Q, 2144Q, and 3146;

(b) four of the following courses: MATH 3150 (or 4110), 3151, 3160, 3210, 3230 (or 4210), 3330 (or 4310), 3370, and 3410;

(c) PHYS 2300, 2501W, 3101, 3201, 3202, 3401, and three additional credits in 3000 or 4000 level Physics courses.

5. Effective Date immediately

Justification The goal of this major is two-fold: to provide physics-focused students with a solid background in the mathematics applicable to their field, and to give mathematics-focused students an appreciation of the motivation and intuition for the many mathematical tools that are applied in physics. These skills are in demand for entry to graduate programs in physics and in applied mathematics, as well as for scientific analysis positions in industry and at national laboratories. The need for this expertise is growing, hence we expect that this combined major will attract a growing number of students. We anticipate an initial enrolment of between 3 and 8 students. Our work in creating the major was inspired in part by requests from students who were otherwise unable to cover this material without taking on the significant additional load (and time to graduation) of a mathematics-physics double major. A joint major of this type is available at many universities, including at least half of those identified as our peer institutions (University of Missouri, University of Iowa, Iowa State and Ohio State).

The following considerations were also considered relevant by the proposers:

a) There are presently no new courses envisaged for this Major. Hence there should be no additional costs to the University for establishing this Major.

b) The Total Number of Credits in both tracks A and B is 49.

In track A there are 30 in Physics and 19 in Mathematics while in track B there are 21 in Physics and 28 in Mathematics.

This number (39) compares nicely with the credits for

Math. and Phys. double Major of $42 + 36 = 78$ credits,

Physics, Applied option: 48 to 51 credits

Mathematics 48 to 51 credits

Mathematics-Statistics 42 credits

Mathematics-Actuarial Sc. 39 credits.

c) The fact that the core courses for the Major are also core courses in the two departments involved should ensure that the requisite courses are offered regularly and that teaching resources are available

for the Major. Moreover there will be an oversight committee set up to deal with any issues of this type that may arise in the future. See (e) below.

d) Math-Physics majors will have one advisor from each department. The mathematics department will maintain the paperwork for joint majors in the same way that it does for math majors, but the plan of study requires approval of both advisors and one department chair or undergraduate coordinator (from either Math or Physics).

e) In order to assure continuity and flexibility in the evolution of the Major, an oversight committee will be established to resolve questions and report to the two departments involved. This committee will be formally responsible for management of the Major.

The persons who have agreed to be on this committee are:

Maria Gordina (Math)

Tom Blum (Physics)

Gerald Dunne (Physics)

plus

The Chairs of the Mathematics Undergraduate Program Committee and the Physics Course and Curriculum Committee (ex officio)

1. Identify the core concepts and questions considered integral to the discipline:

While there are a number of specialized areas at the interface of mathematics and physics, all rely on a common set of material from the foundations of both disciplines. On the physics side, these core concepts come from the study of mechanics, electromagnetism and quantum mechanics, and address the question of how to describe the behavior and properties of objects, across a range of scales from the macroscopic (eg planets, galaxies) down to elementary particles, and involving all mechanisms of physical interaction. From mathematics the relevant concepts are those from differential and integral calculus that allow the rigorous description of physical principles in a form amenable to calculation, including describing motion using differential equations, using vector and scalar fields to describe force and potential energy and the relationship between them from Stokes theorem, and the linear algebra that is foundational for working with state spaces. Complex numbers are useful throughout, including for solving differential equations involving oscillation and for their efficient description of conservative fields.

Beyond these topics there are a number of non-core concepts that will take on greater or lesser importance for a specific student depending on their interests. For example, the concepts of differential geometry have close ties to general relativity, those of probability have particular connection to statistical mechanics, and Lie algebras are vital in the study of elementary particles.

2. How the courses required for the Major cover the core concepts identified above:

Track A, (Physics Emphasis), teaches the basic concepts in Mechanics, Electricity & Magnetism, and Quantum Mechanics, as well as Statistical Mechanics. It also teaches the basic mathematical concepts in Multivariable Calculus, Linear Algebra, Differential Equations and Complex Variables, all of which are detailed below. Its elective component is more focused on physics courses.

PHYS 3101 teaches basic concepts in Mechanics

PHYS 2300 and PHYS 3401 teach the basic concepts in Quantum Mechanics,

PHYS 3201 and 3202 teach the basic scientific concepts in Electricity and Magnetism

PHYS 2501 W is a laboratory course which reinforces concepts in Mechanics, Electricity and Magnetism.

This course also teaches writing skills, information literacy and elements of computational literacy

PHYS 3300 deals with Statistics and Thermodynamics, needed for many physics applications

An additional 9 credits of 3000 and 4000 level physics courses are also required.

MATH 2110 or 2130 deals with Multivariable calculus

MATH 2210 is for Applied Linear Algebra

MATH 2410 (or 2420) and 3410 teach Differential Equations for Applications
 or MATH 2141-2-3-4 teaches Advanced Calculus, taking a more theoretical approach to the preceding
 content
 MATH 3146 deals with Complex Variables
 MATH 3510 teaches Numerical Analysis I

Track B (Mathematics Emphasis) : The physics content is similar to that of Track A, with the exception
 that the course PHYS 3300 on Statistics and Thermodynamics is not required, and the number of elective
 credits in physics is reduced from 9 to 3. The mathematics content is similar to that of Track A, with the
 exception that 2710 (Transition to Advanced Mathematics) is added to the required courses because of
 the importance of proof in mathematics, while 3410 (Differential Eqs. for Applications) and 3510
 (Analysis) are no longer required but optional. The required number of elective units in mathematics is
 increased, and the list from which they may be selected is expanded. Four elective courses must be
 chosen from 3160 (Probability), 3210 (Abstract Linear Algebra), 3152 (Analysis II), 3230 (Abstract
 Algebra I), 3330 (Elementary Topology), and 3370 (Differential Geometry).

3. See attached "Major Plan of Study" form.

4. Dates approved by (see Note Q):

Mathematics Department Curriculum Committee: April 29, 2008
 Mathematics Department Faculty: May 8, 2008
 Physics Department Curriculum Committee: Jan 26, 2006
 Physics Department Faculty: May 7, 2009

5. Names, Phone Numbers, and e-mail addresses of principal contact persons:

Luke Rogers 203-500-5019 (cell); rogers@math.uconn.edu for the Mathematics Department.
 Vasili Kharchenko 860-486-3498; kharchenko@phys.uconn.edu for the Physics Department.

Plan of Study: B.S. in Mathematics–Physics, Catalog Year 2010-2011

This plan, approved and signed, must be filed with the Degree Auditor's Office no later than the fourth week of classes of the
 semester in which the student expects to graduate. Changes in the plan may be made only with the consent of your advisors.

Student Information.

Name: . Peoplesoft ID: .

Permanent Address: .

UConn Email: . Other Email: .

Phone Number: . Signature: . Date: .

Degree Sought : B.S. Anticipated Date of Completion: .

All courses listed below must be completed for credit, not pass/fail. Check the box next to your chosen track.

TRACK A (Physics Emphasis)

Requirement 1. Complete one of the following two sequences of courses. Check one completed

(i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q)

.
 (ii) MATH 2141Q and 2142Q and 2143Q and 2144Q

.
 Requirement 2. Complete all of the following courses. Check completed/anticipated

(i) MATH 3146 and 3410 and 3510

.
 (ii) PHYS 2300 and 2501W and 3101 and 3201 and 3202 and 3300 and 3401

.
 Requirement 3. Complete at least 9 credits of 3000 or 4000 level course work in Physics.

Course: . Credits . Course: . Credits .

Course: . Credits . Course: . Credits .

TRACK B (Mathematics Emphasis)

. _

Requirement 1. Complete one of the following two sequences of courses. Check completed

(i) MATH 2110Q (or 2130Q or 2143Q) and 2210Q and 2410Q (or 2420Q) and 2710 (or 2141Q and 2142Q) and 3146

. _

(ii) MATH 2141Q and 2142Q and 2143Q and 2144Q and 3146

. _

Requirement 2. Complete all of the following courses. Check completed/anticipated

PHYS 2300 and 2501W and 3101 and 3201 and 3202 and 3401 _

Requirement 3. Complete at least 3 credits of 3000 or 4000 level course work in Physics. Complete at least 4 courses

from MATH 3150 (or 4110), 3151, 3160, 3210, 3230 (or 4210), 3330 (or 4310), 3370 and 3410.

Course: . Credits Course: . Credits

Course: . Credits Course: . Credits

Course: . Credits Course: . Credits

Approval Signatures.

Mathematics Advisor: .

Physics Advisor: .

Department Head or Undergraduate Coordinator: .

2010 – 27 Proposal to Change the Urban & Community Studies Major

1. Date: November 30, 2009
2. Department requesting this change: **Urban and Community Studies**
3. Title of Major: **Urban and Community Studies**
4. Nature of Change: **Minor Adjustments to List of Courses in Major**
 1. Move History 3674/PRLS 3220 from Group IV Supporting to Group II Core
 2. Add the following courses to Group IV Supporting: English 3235W; Economics 2328; History 3102, 3520; Public Policy 3001; and Sociology/HRTS 3429, Sociology 3521, 3601.

5. Existing Catalog Description of the Major:

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and URBN 3000. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

Requirements of the major.

1. URBN 2000
2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554, 3564; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI/URBN 3901/3275, SOCI 3425, 3911; URBN 3000.
3. One of the following: ECON 2327; GEOG 3500Q, 4500, POLS 2072Q; PP 3010; SOCI 3201; STAT 2215Q; URBN 2100.
4. Three additional courses selected from group 2, group 3, or the following list: ECON 2431, 3431; ECON/URBN 3439; GEOG 4200W; HIST 3530, 3563, 3568, 3674; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622, 3642, 3662, 3847; PP 3020, 4033; SOCI 3459, 3825, SOCI/URBN 3903/3276, SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.

Students interested in pursuing a program in Urban and Community Studies are advised to complete 1000-level courses in the social sciences which may be prerequisites for courses in Urban and Community Studies. These include, but are not limited to, GEOG/URBN 1200; ECON 1201; POLS 1602; SOCI 1001, 1251; STAT 1000Q/1100Q; and URBN 1300W. They should also plan on enrolling in URBN 2000 as soon as possible.

The writing within the major requirement can be met by taking any of the following courses: GEOG 4200W; HIST/URBN 3541W; POLS/URBN 3632W; PP 3020W; SOCI 3459W; SOCI/URBN 3901W/3275W, 3903W/3276W; SOCI 3907W; URBN 2000W, 4000W or any 2000-level or above W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by

successfully completing URBN 2000.

A minor in Urban and Community Studies is described in the "Minors" section.

7. Proposed Catalog Description of the Major with the New Courses Included

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and URBN 3000. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

Requirements of the major.

1. URBN 2000

2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3632/W or URBN 3632W; POLS 3842 or PP 3031; PP 4034; SOCI 3425; SOCI 3901/URBN 3275; SOCI 3911; URBN 3000.

3. One of the following: ECON 2327; GEOG 3500Q, 4500; POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q.

4. Three additional courses selected from group 2, group 3, or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; ENGL 3235W; GEOG 4200W; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270, POLS 3847; PP 3001, 3020, 4033; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594.

Students interested in pursuing a program in Urban and Community Studies are advised to complete 1000-level courses in the social sciences which may be prerequisites for courses in Urban and Community Studies. These include, but are not limited to, GEOG/URBN 1200; ECON 1201; POLS 1602; PP 1001; SOCI 1001, 1251; STAT 1000Q/1100Q; and URBN 1300W. They should also plan on enrolling in URBN 2000 as soon as possible.

The writing within the major requirement can be met by taking any of the following courses: ECON 2328W; GEOG 4200W; HIST/URBN 3541W; POLS/URBN 3632W; PP 3020W; SOCI/HRTS 3429W; SOCI 3459W/HDFS 3240W; SOCI 3521W; SOCI 3601W; SOCI 3901W/URBN 3275W; SOCI 3903W/URBN 3276W; SOCI 3907W; URBN 2000W, 4000W or any 2000-level or above W course approved for this major. Students should be aware, however, that

availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing URBN 2000.

A minor in Urban and Community Studies is described in the “Minors” section.

8. Effective Date Effective immediately

Justification

1. Why is a change required? To make necessary adjustments to accommodate the recent merger of the Tri-Campus and Storrs Urban and Community Studies programs. These changes entail the moving and cross listing of courses. This is the first time we have revisited curriculum issues since the two programs have been combined and began operating under one Curriculum Committee.

2. What is the impact on students? This broader set of course offerings will make it easier for students to complete the major on the program’s four campuses. They also provide greater opportunities for students to take courses across campuses. Finally, by updating the course list it better represents the courses that are now actually available to our students.

3. What is the impact on regional campuses? This broader set of course offerings will make it easier for students to complete the major on the program’s four campuses and provide greater opportunities for students to take courses across campuses.

4. Dates approved by

Department Curriculum Committee: 10/23/2009

Department Faculty: 11/30/09

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

Noel A. Cazenave, 860-548-9799, cazenave@uconn.edu

Addendum describing interim changes:

6. Planned Revision to Catalog Copy with No Proposed Changes to Major

Our catalog copy has a number of inaccuracies that have arisen over time. These are addressed below, and this is the one we will use going forward if our proposal is not approved. This mostly entail’s new cross listings created by AFAM, AASI, HRTS, HDFs, PP, PRLS

- Changes made to reflect new cross-listing of courses already noted in catalog

Added AFAM/HRTS to HIST 3563

Added AFAM to HIST 3564

Added AFAM to HIST 3568

Added AFAM to POLS 3642

Added AFAM/HRTS to SOCI 3825

Added AASI 3578 to HIST 3530

Added HDFs 3240 to SOCI 3459

Added PP to URBN 2100

Added PRLS 3220 to HIST 3674

Added PRSL 3270 to POLS 3662

Other minor changes: - Removed “W” from POLS 3632 section in Group II

- Added PP 1001 to paragraph noting 1000 courses students are encouraged to take

Urban and Community Studies

The undergraduate major in Urban and Community Studies is an interdisciplinary program in the College of Liberal Arts and Sciences with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service as well as graduate study in social work, public administration, law, public health, or other related areas.

The major has three parts. First, students receive a broad education in the study of cities, suburbs, neighborhoods and communities through core courses in three fields drawn from Economics, Geography, History, Political Science, Public Policy, Sociology, and URBN 3000. Second, students acquire a solid foundation in analytical techniques such as statistical analysis, survey research, geographic information systems, qualitative methods, or archival research. Finally, students take three additional electives in order to broaden their academic training or to develop a deeper specialization in selected areas.

Requirements of the major.

1. URBN 2000

2. Three of the following with no more than one per department (cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; POLS 3632/W or URBN 3632W; POLS 3842 or PP 3031; PP 4034; SOCI 3425; SOCI 3901/URBN 3275; SOCI 3911; URBN 3000.

3. One of the following: ECON 2327; GEOG 3500Q, 4500; POLS 2072Q; PP/URBN 2100; PP 3010; SOCI 3201; STAT 2215Q.

4. Three additional courses selected from group 2, group 3, or the following list: ECON 2431, 3431; ECON/URBN 3439; GEOG 4200W; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HIST3674/PRLS 3220; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3020, 4033; SOCI 3459/HDFS 3240; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

In order to assure a breadth of experience, students are encouraged to take courses which include content in each of the following areas: change over time, structural and spatial dimensions, diversity, power and decision-making, and political and social processes. One unique option for students is to enroll in the 15 credit Urban Semester Program, which provides major credit for two courses INTD 3584 and 3594

Students interested in pursuing a program in Urban and Community Studies are advised to complete 1000-level courses in the social sciences which may be prerequisites for courses in Urban and Community Studies. These include, but are not limited to, GEOG/URBN 1200; ECON 1201; POLS 1602; PP 1001; SOCI 1001, 1251; STAT 1000Q/1100Q; and URBN 1300W. They should also plan on enrolling in URBN 2000 as soon as possible

The writing within the major requirement can be met by taking any of the following courses: GEOG 4200W; HIST/URBN 3541W; POLS/URBN 3632W; PP 3020W; SOCI 3459W/HDFS 3240W; SOCI 3901W/URBN 3275W, SOCI 3903W/URBN 3276W; SOCI 3907W; URBN 2000W, 4000W or any 2000-level or above W course approved for this major. Students should be aware, however, that availability of specific W courses varies by campus. The information literacy requirements are met by successfully completing URBN 2000.

A minor in Urban and Community Studies is described in the Minors section.

2010 – 28 Proposal to Change the Urban & Community Studies Minor

1. Date: November 30, 2009
2. Department requesting this change: **Urban and Community Studies**
3. Title of Minor: **Urban and Community Studies**
4. Nature of Change: **Minor Adjustments to List of Courses in Minor**
 1. Move History 3674/PRLS 3220 from Group III Supporting to Group II Core
 2. Add the following courses to Group III Supporting:
English 3235W; Economics 2328; History 3102, 3520;
Public Policy 3020; and SOCI/HRTS 3429; SOCI 3521, 3601 and
SOCI/HRTS/AFAM 3825.

5. Existing Catalog Description of Minor Urban and Community Studies

The minor in Urban and Community Studies is an interdisciplinary minor with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service. While available with any undergraduate major, this minor provides an especially appropriate complement to majors in the social sciences, as well as professional schools that emphasize human services such as Human Development and Family Studies or Education.

The minor requires passing 15 credits at the 2000 or above level as follows:

1. URBN 2000
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554, 3564; POLS 3842 or PP 3031; POLS/URBN 3632W; PP 4034; SOCI 3901/URBN 3275; SOCI 3425, 3911; URBN 3000.
3. Two additional courses selected from group 2 or the following list: AFAM/HIST 3568; AFAM/HIST/HRTS 3563; AFAM/POLS 3642; ECON 2431, 3431; ECON/URBN 3439; GEOG 4200W, 4500; HIST 3530; HIST 3674/PRLS 3220; HDFS 2001, 3510, 3530; HDFS 3240/SOCI 3459; INTD 3584; POLS 2622, 3847; POLS 3662/PRLS 3270; PP 3001, 4033; SOCI 3907; SOCI 3903/URBN 3276; URBN 3995, 3998, 4000, 4999; URBN 3981 or INTD 3594.

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to GEOG/URBN 1200; ECON 1201; POLS 1602; SOCI 1001, 1251; and STAT1000Q/1100Q. They should also plan on enrolling in URBN 2000 as soon as possible.

The minor is offered by the Urban and Community Studies Program.

Proposed Catalog Description Urban and Community Studies

The minor in Urban and Community Studies is an interdisciplinary minor with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service. While available with any undergraduate major, this minor provides an especially appropriate complement to majors in the social sciences, as well as professional schools that emphasize human services such as Human Development and Family Studies or Education.

The minor requires passing 15 credits at the 2000 or above level as follows:

1. URBN 2000
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; HIST 3674/PRLS 3220; POLS 3632/W or URBN 3632W; POLS 3842 or PP 3031; PP 4034; SOCI 3425; SOCI 3901/URBN 3275; SOCI 3911; URBN 3000.
3. Two additional courses selected from group 2 or the following list: ECON 2328, 2431, 3431; ECON/URBN 3439; ENGL 3235W; GEOG 4200W, 4500; HIST 3102, 3520; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HDFS 2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001,

3020,4033; SOCI/HRTS 3429; SOCI 3459/HDFS 3240; SOCI 3521, 3601; SOCI/AFAM/HRTS 3825; SOCI 3903/URBN 3276; SOCI 3907;URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to GEOG/URBN 1200; ECON 1201; POLS 1602; PP 1001; SOCI 1001, 1251; STAT1000Q/1100Q and URBN 1300W. They should also plan on enrolling in URBN 2000 as soon as possible.

The minor is offered by the Urban and Community Studies Program.

Justification

1. Why is a change required? The major is being adjusted to accommodate the recent merger of the Tri-Campus and Storrs Urban and Community Studies programs. These changes entail the moving and cross listing of courses. The proposed changes to the minor are intended to assure consistency between the minor and the major

2. What is the impact on students? This broader set of course offerings will make it easier for students to complete the minor on the program's four campuses. They also provide greater opportunities for students to take courses across campuses. Finally, by updating the course list it better represents the courses that are now actually available to our students.

3. What is the impact on regional campuses? This broader set of course offerings will make it easier for students to complete the minor on the program's four campuses and provide greater opportunities for students to take courses across campuses.

4. Dates approved by

Department Curriculum Committee: 10/23/2009

Department Faculty: 11/30/09

5. Name, phone number, and e-mail address of principal contact person:

Noel A. Cazenave, 860-548-9799, cazenave@uconn.edu

Department of Sociology
University of Connecticut
U-Box 2068, Manchester Hall
Storrs, Ct 06269-2068
Phone: 860-486-4190
FAX: 860-486-6356
website <http://www.sociology.uconn.edu/faculty/cazenave.html>

A. 6. Planned Revision to Catalog Copy with No Proposed Changes to Minor

B. Our catalog copy has a number of inaccuracies that have arisen over time. These are addressed below, and this is the one we will use going forward if our proposal is not approved. This mostly entail's new cross-listings created by AFAM, AASI and HRTS.

C.

D. Added AFAM to HIST 3564

E. Added AASI 3578 to HIST 3530

F. Removed "W" from POLS 3632

G. Added PP 1001 & URBN 1300W to paragraph discussing 1000 level courses

H.

I. Urban and Community Studies

The minor in Urban and Community Studies is an interdisciplinary minor with a focus on educating citizens on the multiple dimensions of urban and community life and preparing students for careers in public and community service. While available with any undergraduate major, this minor provides an especially appropriate complement to majors in the social sciences, as well as professional schools that emphasize human services such as Human Development and Family Studies or Education.

The minor requires passing 15 credits at the 2000 or above level as follows:

1. URBN 2000

2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department): ECON 2439, 2456; GEOG/URBN 3200; GEOG 4210; HIST/URBN 3541; HIST 3554; HIST/AFAM 3564; POLS 3632/W or URBN 3632W; POLS 3842 or PP 3031; PP 4034; SOCI 3425; SOCI 3901/URBN 3275; SOCI 3911; URBN 3000.

3. Two additional courses selected from group 2 or the following list: ECON 2431, 3431; ECON/URBN 3439; GEOG 4200W, 4500; HIST 3530/AASI 3578; HIST/AFAM/HRTS 3563; HIST/AFAM 3568; HIST 3674/PRLS 3220; HDFS

2001, 3510, 3530; INTD 3584; POLS 2622; POLS/AFAM 3642; POLS 3662/PRLS 3270; POLS 3847; PP 3001, 4033; SOCI 3459/HDFS 3240; SOCI 3903/URBN 3276; SOCI 3907; URBN 3981 or INTD 3594; URBN 3995, 3998, 4000, 4999.

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to GEOG/URBN 1200; ECON 1201; POLS 1602; PP 1001; SOCI 1001, 1251, STAT1000Q/1100Q and URNB 1300W. They should also plan on enrolling in URBN 2000 as soon as possible.

The minor is offered by the Urban and Community Studies Program.

Urban & Community Studies Minor Plan

The minor requires passing 15 credits at the 2000, 3000, or 4000 levels as follows:

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 the minor.

Group I Course: Urban 2000* Intro to Urban & Community Studies

Group II - Two of the following with no more than one per department: Cross-listed courses count towards the non-URBN department)

ECON 2439	HIST/URBN 3541*	PP 4034
ECON 2456	HIST 3554	SOCI 3425
GEOG/URBN 3200	HIST/AFAM 3564	SOCI 3901/URBN 3275*
GEOG 4210	HIST 3674/PRLS 3220	SOCI 3911
	POLS 3632/W or URBN 3632W	URBN 3000
	POLS 3842 or PP 3031	

Group III - Two additional courses selected from group II or the following list:

ECON 2328	HDFS 2001	SOCI*/HRTS 3429
ECON 2431	HDFS 3510	SOCI 3459/HDFS 3240*
ECON 3431*	HDFS 3530	SOCI 3521*
ECON/URBN 3439*	INTD 3584	SOCI 3601*
ENGL 3235W	POLS 2622	SOCI/AFAM/HRTS 3825
GEOG 4200W	POLS/AFAM 3642	SOCI 3903/URBN 3276*
GEOG 4500C	POLS 3662/PRLS 3270	SOCI 3907*
HIST 3102	POLS 3847	URBN 3981 or INTD 3594*
HIST 3520	PP 3001	URBN 3995
HIST 3530/AASI 3578	PP 3020*	URBN 3998
HIST/AFAM/HRTS 3563	PP 4033	URBN 4000*
HIST/AFAM 3568		URBN 4999

Students interested in pursuing a minor in Urban and Community Studies are advised to complete 1000-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but are not limited to GEOG/URBN 1200, ECON 1201, POLS 1602*, PP 1001; SOCI 1001*, SOCI 1251*, STAT 1000Q/ STAT 1100Q and URBN 1300W. They should also plan on enrolling in URBN 2000* as soon as possible.

* These course may be taken with or without "W".

This plan is for the requirements of the _____ catalog year.

- Group 1 Course** (1) _____
- Group 2 Courses** (2) _____
- (3) _____
- Group 2 or 3 Courses** (4) _____
- (5) _____

Student Name _____ **Student ID** _____ **Date** _____

I approve the above program for the B.A. Minor in Urban and Community studies

(signed) _____ **Urban and Community Studies Program.**
Minor Advisor

2010 – 29 Proposal to Add PNB 3275

1. Date: 3/09/2010
2. Department requesting this course: **PNB**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

PNB 3275. Biology of synaptic transmission.

First semester. First nine weeks. Two credits. Prerequisite: One 2000-level course in PNB or instructor consent; open to juniors or higher. Not open to students who have taken PNB 3276.

Recommended preparation: MCB 2000 or 3010. Angel L. de Blas.

Various neurotransmitter systems in the brain including anatomy, physiology, cell biology and biochemistry. Neurotransmitters, receptors and transporters at synapses. Synaptic signaling pathways and molecules.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): PNB
2. Course Number (see Note B): 3275
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes No
3. Course Title: Biology of synaptic transmission.
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D):2
6. Course description (second paragraph of catalog entry -- see Note K):

Introduction to the biology of the various neurotransmitter systems in the brain emphasizing the cellular, molecular, pharmacological and anatomical bases. Synaptic signaling pathways and molecules will be covered. The involvement of neurotransmitter systems in some psychiatric disorders and as targets of some drugs will be addressed

Optional Items

7. Number of Class Periods, if not standard (see Note E): Two 75 min. lectures/week for the first nine weeks.
8. Prerequisites, if applicable (see Note F): One 2000-level course in PNB or instructor consent. Open to juniors and seniors.
9. Recommended Preparation, if applicable (see Note G): MCB 2000 or 3010
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): No
13. Instructor(s) names if they will appear in catalog copy (see Note J): De Blas
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): No
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) There is no other course that concentrates on studying in detail the molecular biology, biochemistry, cell biology and anatomy of the various types of neurotransmitters and chemical synapses in the brain. It will fill an existing gap in the neuroscience undergraduate curriculum. The reason for the non-standard schedule is that longer classes would allow more time for the active participation of students in the discussion of the material presented in each lecture.
2. Academic Merit (see Note L): Synaptic transmission is at the core of brain function. It is important to appreciate that there are a large variety of neurotransmitters and corresponding synapses in various brain circuits that are involved in specific brain functions. Recent advances in the field have revealed the organization and functional integration of the molecular components in each particular type of synapse as

well as various signaling pathways including the effect on gene expression. Dysfunction of particular types of synaptic transmission is associated with various psychiatric and neurological disorders. Specific molecular components of various synapses have been identified as functional targets of common prescription drugs used in psychiatry and drugs of abuse.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected:50

5. Number and Size of Section:1

6. Effects on Other Departments (see Note N): A description of the course was provided to the departments of Molecular and Cell Biology and to Psychology. There is no equivalent course in MCB. The emphasis of this course on the cellular, molecular and anatomical bases of synaptic transmission makes it different from any other course taught in Psychology. Attached are the statements from Professors Knecht (MCB) and Salamone (Psychology) supporting the addition of this course. [Receipt of these approving statements acknowledged by the chair.]

7. Effects on Regional Campuses: none

8. Staffing (see Note P): Angel L. de Blas

9. Dates approved by (see Note Q):

Department Curriculum Committee: March 5, 2010.

Department Faculty: March 5, 2010.

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

Angel L. de Blas, 6-5440, angel.deblas@uconn.edu

2010 – 30 Proposal to Add PSYC 2110

1. Date: **2/24/2010**
2. Department requesting this course: **Psychology**
3. Semester and year in which course will be first offered: **Fall 2010**

Final catalog Listing

PSYC 2110. Psychology of Human Sexuality.

Either semester. Three credits. Recommended: PSYC 1100.

Sexuality from across psychological science, highlighting relevant theoretical perspectives, methodology, and empirical research.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): **PSYC**
2. Course Number (see Note B): **2110**
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: **Psychology of Human Sexuality**
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): Sexuality from across psychological science, highlighting theoretical perspectives, methodology, and empirical research.

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):

PSYC 1100

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

Justification

1. Reasons for adding this course: Sexuality holds nearly ubiquitous presence in people's everyday lives, and its implications range from being a primary causal factor in lethal disease to being a critical component in maintaining and enhancing life-long pair bonding. Moreover, broad evidence implicates college (age/years and environment) as pivotal to individuals' development and practice of sexuality. Whereas the preceding and similar health and social consequences provide ample bases for the academic study of sexuality, the significant and growing contributions to sexuality research by behavioral neuroscientists, and personality, developmental, social, clinical, organizational, and experimental psychologists also dictate the need for the proposed psychology course in human sexuality. In addition to PSYC3102/WS3102 (Psychology of Women) and PSYC3105 (Health Psychology), other units of the University currently offer courses with content relevant to the psychology of sexuality (e.g., AH3237, ANTH3351, ARTH3040/WS3209, HDFS3261, HDFS3277, SOCI3453, SOCI3621/WS3621, WS3252). However, none of these focuses on the different methodological and theoretical approaches from the various sub-disciplines of psychological science.

2. Academic Merit: Human sexual behavior is implicated in some of the greatest challenges presently facing individuals and societies throughout the world (e.g., AIDS epidemic, heightened divorce rates), but sexuality also contributes profoundly to identity formation, establishing and maintaining intimate relationships, procreation, and numerous other elements of individuals' mental, emotional, and physical well-being. To address these topics, the proposed course aims to enhance students' understanding for how different methods and theories used in the sub-disciplines of psychological science together explain and integrate the diverse phenomena that constitute sexuality.

Students will be taught to examine and understand human sexual behavior from a systematic approach that integrates information, particularly incorporating examples related to research conducted at or by scholars in the Psychology Department. Accordingly, theoretical perspectives, behavioral research evidence, and multimedia presentations will be used to depict and explain the origins, motivations, and consequences of sexual thoughts, feelings, and actions. Students will be expected to achieve a basic level of competence in considering and discussing sexuality. In addition, this will be exemplified by exams, quizzes, and a brief report highlighting student's ability to distinguish critical facts from myths, recognize the scope of individual differences in sexuality and challenges of sexual variation, understand potential positive consequences and negative outcomes, and integrate diverse knowledge to the advancement of his or her academic pursuits.

3. Overlapping Courses: The proposed course has been taught previously on an ad hoc basis (e.g., PSYC 3884 Special Topics in Psychology: Human Sexuality). Some specific topics covered in this course likely overlap to some degree with material in the following courses: ANTH3351 (Sex & Gender), ARTH3040/WS3209 (Ethnicities, Sexualities, & Modernisms), HDFS3277 (Issues in Human Sexuality), SOCI3621/WS3621 (Sociology of Sexualities), and WS3252 (Gender & Sexualities). However, the proposed course differs substantially from these other courses by emphasizing theories, methods, and research from the various sub-disciplines of psychological science that explain and account for sexuality.

4. Number of Students Expected: **50**

5. Number and Size of Section: **50**

6. Effects on Other Departments: The proposed course is not anticipated to adversely affect any other department. Because the study of human sexuality is necessarily interdisciplinary, and given the prominence of psychological theory and empirical contributions to this enterprise, some topical overlap is likely and this is reflected in many undergraduate sexuality texts. In the proposed course, research and review articles by UConn psychologists will supersede the textbook's most generic content (e.g., learning theory, physical attraction, sexual attitudes). Accordingly, students completing the proposed course will likely continue to enroll in other sexuality courses for additional or specialized knowledge consistent with their majors/interests and other Department's requirements.

7. Effects on Regional Campuses: The proposed course is not anticipated to adversely affect the regional campuses.

8. Staffing (see Note P): **Agocha**

9. Dates approved by (see Note Q): **2/24/2010** Approved by Psychology Department

Department Curriculum Committee: Dr. Robert Henning, chair

Department Faculty: Dr. Charles Lowe, Department Head

10. Name, Phone Number, and e-mail address of principal contact person: Robert Henning, (860) 486-5918, rob.henning@uconn.edu

PSYC2110: *Psychology of Human Sexuality*

=====
Class: Tuesday & Thursday, 2:00 p.m. - 3:15 p.m., C.U.E. Room 122

Dr. Agocha's Office, Hours, & Contact Information

Time: Weds. 10:00 a.m. - 11:00 a.m., and by appointment.

Place: 134A Bousfield Hall

Email: V.Bede.Agocha@UConn.edu

Please use email to contact me. You must use your name and UConn email address in your communication. I will use (only your UConn) email to reach you. Contact the IT Help Desk if you need assistance integrating your electronic mail.

Course Information

Required Text:

Understanding Human Sexuality (10th edition)
by Janet Shibley Hyde, & John D. DeLamater (2008). New York: McGraw-Hill.

Website: http://highered.mcgraw-hill.com/sites/0073382620/information_center_view0/

Other Helpful Websites: www.healthed.uconn.edu/index.html/

www.goaskalice.columbia.edu/

Course requirements:

In addition to course examinations and assignments, students are expected to attend class, **read course materials prior to their assigned lecture dates**, and be prepared to discuss and integrate readings in class. Students will be responsible for material covered in the readings and in class, including the textbook, lectures, media, handouts, and other course-related material.

Instructional objectives:

Students will learn to examine and understand human sexual behavior from a systematic approach that integrates information and examples from across psychology. Accordingly, a "Biopsychosocial" approach will be used to integrate contributions from behavioral neuroscientists, and personality, developmental, social, clinical, organizational, and experimental psychologists. Students will be introduced to theoretical perspectives, behavioral research evidence, and multimedia presentations designed to depict and explain the origins, motivations, and consequences of sexual thoughts, feelings, and actions. Students are expected to achieve a basic level of competence in considering and discussing sexuality, which will be exemplified by the ability to distinguish critical facts from myths, recognize the scope of individual differences in sexuality and challenges therein, and integrate knowledge to the advancement of academic and professional pursuits. All topics will be explored in a manner that allows each student to appreciate the relevance and application of learned principles and psychology of sexuality to her or his own personal experiences, as well as see important parallels and connections to the lives of other persons, historic and contemporary events, and the broader local and global social world.

Course policies:

Attendance & Participation: Although attending class does not count directly towards your course grade, you are responsible for obtaining handouts, notes, etc. whether you are present or absent from class. Moreover, because this course is modeled to include interactive learning and exchange of ideas, participation in class discussions, presentations, and other exercises will count towards your grade. You cannot earn the points associated with these activities if you are absent. Accordingly, **you are highly encouraged to attend every class, participate** in exercises, **and share your ideas** during in-class discussions. Nonetheless, some students are genuinely quite shy about engaging in public speaking or interaction. So, if you feel too reluctant to join in class discussions and exercises, you should contact me promptly (within the first two weeks) so that we can explore possible alternative ways to communicate your ideas.

Grading: Your final grade will be earned based upon: (1) course participation, exercises, quizzes, discussions, and brief report (25% of grade), (2) class exams I, II, and III (45% of grade), (3) final exam (30% of grade). Note that whereas the final exam is not specifically cumulative, there is expectation of carryover of knowledge and continued value to material covered throughout the semester. [A "finals" review/study guide will be distributed.]

Make-Up Assignments/Exams: Because of the size and nature of the class, ordinarily, **make-up assignments/exams will not be given**. However, in the unfortunate event of a serious illness or emergency (verification will be required), an incomplete, administrative withdrawal, or similar appropriate resolution will be decided upon according to guidelines from the College of Liberal Arts & Sciences (CLAS). It is your responsibility to contact me (or have someone do so on your behalf) promptly in the event of a problem or emergency.

Academic Misconduct Statement: "Academic misconduct includes, but is not limited to: (i) Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor, (ii) Any attempt to improperly

influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research, (iii) Plagiarism, (iv) Doing academic work for another student, (v) Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors. Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation."

Remember, whatever its exact form, academic misconduct is always serious. You are encouraged to be particularly mindful to avoid plagiarism, cheating on exams or assignments, forgery, falsification, copying others' work, unauthorized collaboration, multiple submissions, computer abuse, and any destruction, theft or displacement of others' work or property.

Students guilty of, or assisting others in, committing the above (or related/similar) acts of academic misconduct may receive a grade of "F" for this course, and may be suspended or dismissed from the University. **Read the entire UConn policy on academic integrity, investigation, hearings, etc. to know your rights under the "University of Connecticut Responsibilities of Community Life: The Student Code"** [go to http://www.dosa.uconn.edu/student_code.html and then click "Appendix A - Academic Integrity," for more information.]

Receiving Assistance: Students are urged to contact me if they have additional questions concerning the course materials and procedures. If you have a disability or any other special circumstance that may have some impact on your course work and for which you may require accommodations, please inform me promptly so that arrangements can be made with the appropriate UConn office; or you may directly contact the Center for Students with Disabilities (CSD). [http://www.csd.uconn.edu/university_resources.html]

The resources available to students at the University of Connecticut also include the Writing Center [<http://www.writingcenter.uconn.edu/>], and others (please ask for additional detail).

NOTE: For **PS** Topics we will review what Psychological Science says in answer to our query, by highlighting research from various sub-disciplines in psychology (with a UConn connection)!

PSYC2110: *Psychology of Human Sexuality* Class/Reading Schedule

=====

Week 1: Introduction: Sexuality in Perspective

Tues., January 19; Thurs., January 21

Readings: Chapter 1; Articles (TBA)

PS: Is sexuality a single topic? How do you study human sexuality?

Week 2: History and Theoretical Perspectives on Sexuality

Tues., January 26; Thurs., January 28

Readings: Chapter 1 & Chapter 2; Articles (TBA)

PS: Where do our sexual perspectives come from?

Week 3: Sex Research & Methodological Issues

Tues., February 2; Thurs., February 4

Readings: Chapter 3; Articles (TBA)

PS: Were our parents/grandparents more sexual than we are?

Week 4: Sexual Development: Anatomy, Hormones, Puberty & Differentiation

Tues., February 9; Thurs., February 11 **EXAM I**

Readings: Chapter 4 & Chapter 5; Articles (TBA)

PS: Is anatomy destiny?

Week 5: Sexuality and the Life Cycle (Childhood, Adolescence, & Adulthood)

Tues., February 16; Thurs., February 18 **(Brief Report Topics Due)**

Readings: Chapter 9 & Chapter 10; Articles (TBA)

PS: Does childhood sex play exaggerate sexual development?

Week 6: Contraception and Conception (Pregnancy through Childbirth)

Tues., February 23; Thurs., February 25

Readings: Chapter 6 & Chapter 7; Articles (TBA)

PS: Is fetal sexual selection harmful to society?

Week 7: Gender and Sexuality

Tues., March 2; Thurs., March 4

Readings: Chapter 12; Articles (TBA)

PS: Are women and men more similar than different?

March 9 and March 11 *SPRING** BREAK *****

Week 8: Individual Differences in Sexuality, and Sexual Orientation

Tues., March 16; Thurs., March 18

Readings: Chapter 13 & Chapter 14; Articles (TBA)

PS: Is sexual orientation innate?

Week 9: More on Variations in Sexual Behavior

Tues., March 23; Thurs., March 25 **EXAM II**

Readings: Chapter 17; Articles (TBA)

PS: Is the sexuality of UConn students normal?

Week 10: Sexual Arousal, Sexual Attraction, & Sexual Interaction

Tues., March 30; Thurs., April 1

Readings: Chapter 8 & Chapter 11; Articles (TBA)

PS: What are the prerequisites for love/sex?

Week 11: From Sex for Sale to Sex by Force

Tues., April 6; Thurs., April 8

Readings: Chapter 15 & Chapter 16; Articles (TBA)

PS: Do college students agree to have sex when they don't want to?

Week 12: Law, Ethics, Religion, and Sexuality

Tues., April 13; Thurs., April 15 (**Brief Report Due**)

Readings: Chapter 19 & Chapter 20; Articles (TBA)

PS: Does pornography reduce the incidence of rape?

Week 13: Sexually Transmitted Infections and the Era of AIDS

Tues., April 20; Thurs., April 22 **EXAM III**

Readings: Chapter 18; Articles (TBA)

PS: What is the best STI to have when you're stranded on an island?

Are STI's more dangerous for men or women?

Week 14: Future Sex?

Tues., April 27; Thurs., April 29

PS: Where do we go from here?

Exam Week : FINAL EXAM

TBA: Will likely be held (2:00PM???) on **May 6 (Thurs.)** in **C.U.E. Room 122.**

2010 – 31 Proposal to Change HDFS 3183

1. Date: February 28, 2010
2. Department: **Human Development and Family Studies**
3. Nature of Proposed Change: **Course description and prerequisites**

4. Current Catalog Copy:

HDFS 3183. Early Childhood Development and Education: Supervised Fieldwork Practicum (224) Either semester. Four credits. Prerequisite: Completion of or concurrent enrollment in HDFS 3101 and 3122; or HDFS 3102 and 3123; open to juniors or higher. Open only with instructor consent. Recommended preparation: HDFS 3120. Weekly seminar. Practicum by arrangement. Supervised participation with typically developing and special needs children within the Child Development Lab classrooms. Topics will include observation and assessment and the role of play in development and interventions.

5. Proposed Catalog Copy:

HDFS 3183. Early Childhood Development and Education: Supervised Fieldwork Practicum (224) Either semester. Four credits. Prerequisites: HDFS 3120/3180 and 3101/3181 or 3102/3182; completion of or current enrollment in HDFS 3122 or HDFS 3123. Open to Juniors or higher. Open only with instructor consent. Weekly seminar. Practicum by arrangement. Supervised participation with typically developing and special needs children within the Child Development Lab classrooms. Topics include understanding informed observation and how relationships and play guide early learning and development.

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

Justification

1. Reasons for changing this course: Proposal is to change the current prerequisites for the course to ensure that students will have a strong, defined background in child development and experience with informed observation before taking this capstone course. The course description has been revised to better reflect course content.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No changes

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

Department Curriculum Committee: February 17, 2010

Department Faculty: February 17, 2010

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

Shannon E. Weaver, Ph.D.

Associate Professor

Associate Department Head for Undergraduate Studies

Department of Human Development & Family Studies

College of Liberal Arts & Sciences, University of Connecticut

348 Mansfield Road, U-2058, Storrs, CT 06269-2058

(860) 486-4684 fax (860) 486-3452

Shannon.Weaver@uconn.edu

2010 – 32 Proposal to Add HDFS 3XXX

1. Date: February 28, 2010
2. Department requesting this course: **Human Development and Family Studies**
3. Semester and year in which course will be first offered: Fall 2010 (course was previously offered in Fall 2009 in Storrs and Stamford as a Special Topics Course)

Final catalog Listing

HDFS 3XXX. Disabilities: A Lifespan Perspective

Either semester. Three credits. Prerequisites: HDFS 1070; open to juniors or higher.

Introduction to disabilities, approaching the topic from historical, developmental-lifespan, individual, and family perspectives. Topics include social constructions, models, definitions, and types of disabilities, disability rights, public policy, and philosophies and systems of education and support for individuals and families.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): HDFS
2. Course Number (see [Note B](#)): 3XXX
3. Course Title: Disabilities: A Lifespan Perspective
4. Semester offered (see [Note C](#)): Either semester
5. Number of Credits (see [Note D](#)): 3 credits
6. Course description (second paragraph of catalog entry -- see [Note K](#)):
Introduction to disabilities, approaching the topic from historical, developmental-lifespan, individual, and family perspectives. Topics include social constructions, models, definitions and types of disabilities, disability rights, public policy, and philosophies and systems of education and support for individuals and families.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)):
8. Prerequisites, if applicable (see [Note F](#)): HDFS 1070
9. Recommended Preparation, if applicable (see [Note G](#)): None
10. Consent of Instructor, if applicable (see [Note T](#)): Not required
11. Exclusions, if applicable (see [Note H](#)): None
12. Repetition for credit, if applicable (see [Note I](#)): NA
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)):
14. Open to Sophomores (see [Note U](#)): No
15. Skill Codes "W", "Q", or "C" (see [Note T](#)): NA
16. S/U grading (see [Note W](#)):

Justification

1. Reasons for adding this course: (see [Note L](#)) Why is a new course needed? Why can't this subject matter be accommodated in an existing course?

The content is not addressed in any other course; nor is it possible for existing course(s) to address disabilities from such a comprehensive ecological, developmental-lifespan perspective. This course views disabilities from multiple perspectives, including those of individuals with disabilities and their families, and examines disabilities as a social construction. Given the prevalence of disabilities, and the likelihood that HDFS graduates will be employed in education and human services, they are apt to experience firsthand the impact of disability on individuals, families, systems, and society. A desired outcome of the course is for students to integrate personal, social, historical, and scientific (evidence-based) perspectives in order to continue acquiring knowledge about disabilities, e.g., to attain basic information literacy in disabilities studies that will serve as a basis for future learning. As such, it is imperative that students have knowledge of: specific disabilities, including systems for classification and diagnosis; interdisciplinary approaches to study, intervention, and policy; systems of education and support;

research-supported interventions; policy; and disabilities rights. This class was offered as a special topics course in Fall 2009 at the Storrs and Stamford campuses and was positively received by students.

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

The academic merit of this course derives from 4 main avenues:

1. (1) Students obtain knowledge of how disability is defined, viewed, and investigated by members of the professions (medicine, education, rehabilitation, etc.), scholars, policymakers, and advocates, and how definitions drive service models, the provision of support, and the human and economic impact of disabilities on individuals, families, and society;
2. (2) Students obtain knowledge of specific disabilities, etiology, epidemiology, presentation, prognosis, course, and so on; they are also prepared to distinguish reputable sources of information and to investigate scientific and personal perspectives on interventions, establishing information literacy in support of future learning;
3. (3) Students learn, through academic and personal exploration, ways that disabilities affect individuals and families across life contexts and the lifespan, including the experience and effects of labeling, the process of adaptation, and the stresses and satisfactions;
4. (4) Students are prepared for professions in which they will interact with individuals with disabilities and their families, as well as for graduate study in a number of disability-related fields. Students also learn of rights and entitlements afforded through policy at the federal, state, and local levels.

See additional detail from the syllabus, Fall 2009: course objectives, methods, activities, knowledge organizer.

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

Other HDFS courses (e.g., HDFS 2100 Human Development: Infancy to Adolescence, HDFS 2200 Human Development: Adulthood and Aging) address selected topics in the area of disabilities (e.g., specific disabilities, age groups) but the course objectives limit the extent of coverage of disabilities. There is some coursework on exceptionality at the Neag School of Education. However, the developmental-lifespan and family foci of this course are unique, as is the emphasis on multiple perspectives, the social impact of disability, and information literacy in disabilities studies.

4. Number of Students Expected: 35

5. Number and Size of Section: 35

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

7. Effects on Regional Campuses:

Course will be offered at Storrs and Stamford and at other regional campuses as staffing permits.

8. Staffing (see [Note P](#)): Larrabee, Kim (Storrs); Farrell, Anne (Stamford)

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

Department Curriculum Committee: February 17, 2010

Department Faculty: February 17, 2010

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

Shannon E. Weaver, Ph.D.

Associate Professor

Associate Department Head for Undergraduate Studies

Department of Human Development & Family Studies

College of Liberal Arts & Sciences, University of Connecticut

348 Mansfield Road, U-2058, Storrs, CT 06269-2058

(860) 486-4684 fax (860) 486-3452

Shannon.Weaver@uconn.edu

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

Department of Human Development & Family Studies

Anne Farrell
UConn Stamford

Kim Larrabee
UConn Storrs

Instructor: Anne Farrell, Ph.D.; Assistant Professor, HDFS, University of Connecticut

University of Connecticut, Stamford	Room 3.36
One University Place	Phone: (203) 251.8590
Stamford, CT 06901	Fax: (203) 251-9534
Email: anne.farrell@uconn.edu	

Office Hours: Tu/Th 11:15-12:15, Th 1:30-2:20, and by appointment. You can frequently find me in my office on Tuesdays and Thursdays and this is an optimal time to schedule appointments.

Class schedule: Thursday; 2:35-5:15; UConn Stamford Room 132. The course begins the week of 8/31/09 and ends the week of 12/7/09, with an in-class final exam to follow; no classes the week of Thanksgiving. If you observe religious holidays that are not accommodated by the University or course calendar, contact the instructor early in the term to plan.

Course description, overview, and objectives

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

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

We will examine a few disabilities in depth, e.g., autism, Down Syndrome, and an acquired or degenerative disorder, in addition to the discussion of other disabilities that could emerge at any point during an individual's life. Tracing the course of these disabilities across the lifespan (from birth to later life) will bring unique perspective on: adaptation and coping for individuals and families; interventions; and the changing demands on and roles for family members over the life course. Further, students will be introduced to the systems and agencies that individuals and families have to navigate to optimize function, resources and outcomes for individuals with disabilities.

The course is taught from an interdisciplinary perspective and will integrate scholarship into the views and experiences of family members of individuals with disabilities and the perspectives of individuals with disabilities.

Course objectives:

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

Instructional activities: Include lecture, readings, videotape/DVD, examinations, web-based queries, *HuskyCT* discussions and assessments, guest speakers, surveys, minor assignments, a reaction paper, and an individual paper with group projects. Please refer to the semester outline for detail on course topics and dates. Students are expected to check their email and the *HuskyCT* site regularly (see details below).

The instructor is available outside of class to provide guidance and answer questions. Talk to me at class time, call, or email (preferred) with a request for an appointment. If you have concerns about expectations, content, and/or your performance, please talk with me privately and promptly so that I can provide answers and support. Students are encouraged to prepare for, attend, and participate in class. If you do, you will find yourself relatively well-informed and prepared for assessments and other graded activities.

Flu preparedness. Because of the H1N1 virus (influenza type A) pandemic, there is increased likelihood for flu and flu-like illness this semester. Should you need to miss class due to illness (or other reason), please email the instructor (preferred to a call). Briefly

characterize the reason for your absence (illness-flu, illness-not flu, family emergency, etc.). If you have flu or flu-like illness, it is important to inform the instructor, so please report it whether or not a physician has diagnosed you. Information about flu is available at the UConn Stamford website (www.stamford.uconn.edu), then click on the "Influenza A (H1N1) information link or visit the www.flu.gov website). If you have the flu, you should avoid contact with others and follow the instructions given by the Centers for Disease Control (CDC) about when to return to work/school. Currently, government officials advise staying home for at least 24 hours after your fever is gone, except to get medical care or for other necessities. That may change; if it goes, the UConn Stamford website and www.flu.gov will be updated to reflect the advice of public health officials. I will accommodate absence due to illness by extending due dates by one week. (See section on grace days below.) You will routinely find class notes and handouts on the HuskyCT site and should obtain and review these if you are absent.

Public health officials suggest that universities and instructors have plans for continuity of instruction (e.g., alternate delivery of instruction and exchange of information) in the unlikely event that campus is closed due to an outbreak of flu. If campus closes, notice will appear on the UConn Stamford website and I will post a notice on HuskyCT as well. We will use HuskyCT as a means of communication and exchange of information. If classes are cancelled, look for detailed instructions on HuskyCT. Expect to be responsible for readings and to participate in an online discussion as an alternative to a regular class meeting. There is extra class time built into the syllabus in case we experience significant cancellations.

Participation and communication. Please arrive on time. Please turn off and silence cell phones and other personal communication devices during class. I strongly encourage student participation, questions, input, and feedback. "Sidebar" and "off task" conversations & activities are quite distracting, so please refrain from those. If you have matters, calls, or texts to which you must attend, please excuse yourself discreetly from class in order to do so. Students using personal communication devices or distracting others with "off task" laptop use during class will be asked to not to, and then to step out of the class if it persists. Some parts of class will be "laptop down" discussions, during which students who have laptops will be asked to close them.

The most efficient way to reach me outside of class is via email and I generally return messages in one day. Please notify me *via email* if you need to miss class. If you do miss class, *first* download or print handouts from *HuskyCT* and/or consult other students for notes and *then* contact me for further assistance. Kindly do not email or otherwise approach the instructor to find out what happened in your absence without first getting notes from peers, unless there are extenuating circumstances. Please do not ask another student to relay your absence; rather, contact me directly. Class will be a combination of interactive lecture, group projects, activities, and discussion and I hope that each student will find comfortable ways to participate.

Final exam: Students must be present for the in-class final exam; any exceptions require Dean approval according to University policy. The exam may not occur during a normal class meeting time, so please understand that you will need to plan accordingly.

Disability Accommodations: If you have a disability or otherwise require accommodation, please contact me privately and I will be glad to discuss this. Debra Pstrag is the Coordinator of Student Disabilities Services at UConn Stamford. For information about disabilities services or other student supports, visit the Student Services Center at <http://stamfordstudentlife.uconn.edu> or room 201.

Texts: Available through UConn bookstore and online.

Miller, N.B., & Sammons, C.C. (1999) *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore, MD: Paul H. Brookes Publishers.

Lakin, C., & Turnbull, A. (2005). *National Goals and Research for People with Intellectual and Developmental Disabilities*. Washington, DC: American Association on Mental Retardation.

Other readings: Most readings will be from the main texts and the instructor will supplement this occasionally with outside readings from professional journals and other sources. These will be available either in hard copy, via *HuskyCT*, and/or via PDF. Students are responsible for all material covered in class and assigned readings. There will be more detail on assessments as they approach.

Related Policies and expectations:

Academic integrity. The University of Connecticut has a code of conduct for students (it can be accessed via http://www.dos.uconn.edu/docs/2008-2009_Student_Code.pdf). Essentially, it states:

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

I will be glad to clarify any lingering questions you have about how to appropriately cite the work of others, so please ask. Violations will be handled according to University policy, which includes informing students directly about any concerns and referral for disciplinary action as indicated. I sincerely hope to avoid problems in this area and will be very clear about my expectations for behavior and honesty. Human Development & Family Studies has policies regarding the climate for teaching and learning that outlines the mutual rights and expectations of students and instructors: <http://familystudies.uconn.edu/undergraduate/climate.html>. We will discuss this and I will expect that we'll all adhere to it. Kindly take a close look at it.

Submitting assignments. Written assignments must be posted to HuskyCT, which automatically stamps the posting with date and time and will alert you if you submit after the due date (late). If you are unsure how to do this, please seek support from the computer lab well before your first assignment is due. Attach documents in MS Word or rich text (.rtf) format using your lastname within the filename (for example *Farrell.asgmt1.DisLfsn.doc*). If you use an application other than Word (e.g., WordPerfect), please familiarize yourself with

how to save and send documents in rich text format. I will *not* routinely acknowledge receipt of emails (notification of absence, use of grace days) and electronic submissions, even if you request it. Save or print a copy of your sent email if you are concerned about verification. I make a general practice of notifying students when work appears to be missing, so if you have sent work and I have not gotten it, you can provide an electronic or "hard" copy of the original submission.

Preparation. I expect students to come to class having read/reviewed the material assigned. This will enrich your understanding of the material and enhance the class for all of us. To assist your preparation, I have prepared a course calendar (included in this document). It is subject to update and change, and I will seek class input when possible. The course calendar will be posted (and updated) separately from the syllabus on HuskyCT as needed.

Log directly on to the HuskyCT (HCT) site for this course using this link:
<https://lms.uconn.edu/webct/logon/770265272011>.

Grace days: Recognizing that this course is one of many things you are juggling, and that illness sometimes gets in the way, I allow each student 6 grace days (calendar days). A *grace day* is not counted toward lateness. These can be used to avoid penalties for submitting assignments late and count toward selection of topics for assignments and receipt of assignments. They *cannot* be used for examinations, quizzes, presentations, or group (class) work of any kind so please plan well. Unused grace days will be considered when grades are given and will work in your favor, but they do not enter formally into the grading process.

If you would like to use grace days, it is your responsibility to notify me and to deliver your work (via HuskyCT) and to indicate on your work the actual date you hand it in (e.g., number of day late). Once grace days are exhausted there are penalties for late assignments (10% lost per day). I do not require information about the reason for lateness, just an acknowledgement that your assignment was due and/is coming. Please speak to me or email me well in advance if you anticipate any significant difficulties completing your work. Please do not expect me to track or report on your grace days – these remain *your* privilege and responsibility.

Course activities / assignments / assessment:

Below please find a list of major course assignments/assessment opportunities as well as their weight in the final grade for the course.

- • **Week 4-5 Self test** on HCT
 - ♣ Content: Relevant terms, Down Syndrome concepts and characteristics
 - ♣ Format: MC, T/F (10%)
- • **Week 7 Reaction Paper** due (compare/contrast depictions of disability in a book/movie as compared to what you've learned in this course to date...)
 - ♣ Content: Compare and contrast depictions of disabilities (see details)
 - ♣ Format: 2-4 page paper, graded via rubric (points/100) (15%)
- • **Week 8-9 Midterm** on HCT
 - ♣ Content: Quiz content; early childhood; middle childhood; policy & history; stigma & controversy; disabilities covered to date (DS, CP, MD, autism spectrum disorders)
 - ♣ Format: MC, TF, matching (20%)
- • **Week 14 Individual Report** (on specific disability)
 - ♣ Content: Core features of specific disorders; each student submits an individual paper on a specific disability and then works within a group (see below) to develop a presentation.
 - ♣ Format: 5-page paper with references, graded via rubric (points/100) (15%)
- • **Week 15 Group Project Presentations**
 - ♣ Content: Student-created family vignette describing an individual in a particular life phase, presented in class as a group
 - ♣ Format: in-class presentation, all group members participate. Graded via instructor rubric and peer evaluation; based on individual reports (above) (15%)
- • **Week 16 Final Exam**
 - ♣ In class, integrative final examination applying course concepts in an essay format. (20%)
- • **All weeks Participation and minor assignments (5%)**
 - ♣ Other Assignments (minor assignments and/or class prep; required, not formally graded, and some others may appear from week to week)
 - ♣ All readings, as assigned, before class; and a few additional, brief webclips, etc., including:
 - – Week 2 – online survey (optional), HCT discussion, prepare terms
 - – Week 3 – what do you know and want to know about Down syndrome?
 - – Week 5 – view slide show on HCT
 - – Week 6 – awareness assignment from Miller p. 128 (hand in some representation)
 - – Week 7 – autism spectrum podcast and video
 - ♣ Students are responsible to check HuskyCT 2-3 times per week, including within 24 hours of each class.

Extra credit: online survey following week 1. See link on HCT. Worth 1 point added to your final average for the course.

Grade	% points	Explanation	Component	Weight (% of grade)
A	93+	Excellent	Self test on HCT	10%
A-	90-92	Excellent	Midterm on HCT	20%
B+	87-89	Very Good	Reaction paper	15%
B	83-86	Good	Individual report on disability	15%

B-	80-82		Group project presentation	15%
C+	77-79		Final exam	20%
C	73-76	Average	Participation	05%
C-	70-72	Fair		100.00%
D+	67-79			
D	63-76			
D-	60-72	Merely Passing		
F		Failing		

Grades: Are based upon assessments, assignments, and participation, as above. Note that various course components are weighted, so that your final average is not a "simple" average of all your scores. Your points = .10(self test) + .20(midterm) + .15(reaction paper) + .15(individual report) + .15(gp presentation) + .20(final) + .05(participation).

Course content: This matrix depicts how cross-cutting themes are addressed across the lifespan. The phases and themes for each class are noted in the course calendar (using abbreviations here).

	Knowledge of specific disabilities	Advocacy, policy & law	Education, intervention and community living	Family & social issues	Sample Authoritative Resources
Early childhood (0-8)	Down syndrome	IDEA; family involvement	Family-centered practices; natural environments	Coping with diagnosis; parenting and family stress	Zero to Three; National DS Society; National Center on Birth Defects & Developmental Disabilities of the Centers for Disease Control
Middle childhood adolescence, transition (9-21)	Autism; Muscular dystrophy/CP	History of inclusion; IDEA; FAPE, LRE	Special education; cultural competence	Siblings; parents and transition to independent living; social stigma	NECTAS.org; CAN.org; NCBDDD; NCLD.org; National Dissemination Center for Children with Disabilities (NICHCY.org)
Young adulthood to middle age	Traumatic brain injury; Autism; Down syndrome	ADA; Buck v. Bell (forced sterilization); guardianship	<i>No Pity</i> & Jerry Lewis; Work; SSI; community living	Adult siblings; reproductive rights	The Arc; Beach Center on Disabilities, Univ of Kansas
Aging & end of life issues	Alzheimer's disease; physical disabilities; Down syndrome aging	Housing and disability; universal design; health care	Health disparities; changing epidemiology of disability late in life	Grief reactions among support providers, kin and paid; ethics	AAIDD.org; AUCD.org; Center on Aging & Disability (CAD), U of Miami; Alzheimer's Association

Disabilities – Lifespan

Course Calendar (look for updates on HCT)

Week date	Preparation / Due at class	Topics	Phase(s) and Themes	Class Activities	Other
1 9/3	-	Course introduction	All	Video <i>On A Roll</i>	Give out terms list
2 9/10	Survey (HCT: opt/extra credit) Brief HCT posting Miller 1,2; Define 5 terms	Developing a common language: Terms Developmental phases, Disability relevant terms; information literacy in disabilities	All; knowledge and resources	Small groups - terms	Vocabulary list Resources
3 9/17	<i>Natl Goals 2</i> – Leah Down syndrome Qs Post consensus definition Reaction paper choice	Ecological systems-Bronfenbrenn Down syndrome Early Intervention & family-centered practices	<i>Early Childhood</i> Disabilities; Family Social; EICL		Visual template Introduce projects Authoritative resources
4 9/24	My Trip to Holland (HCT) <i>Natl Goals 10</i> (Families) Project choices	Families & disability Families, stress, adaptation From pathology to strength	Family & Social EICL	Parent guest visit Debrief	Project list-handout
5 10/1	Self test on HCT before class View slide show HCT (5r) Skim <i>Natl Goals 1</i> Disability project choices due	Policy and history: Civil rights & disability rights	<i>All phases</i> EICL; policy, adv, law	Willowbrook video Discussion	Project groups
6 10/8	Ch. 6 Miller; Awareness activity, p. 128 (1,2,3 or 4) <i>Natl Goals 9</i> (Access) Opt: CP podcast (HCT; 8m)	Cerebral palsy (physical disabilities) Educational issues in middle childhood to transition age (IDEA)	<i>Middle Childhood</i> Disabilities; EICL; adv, policy, law	Discuss assignment Video clip from "talk"	Discuss assignment Preview
7 10/14	Autism reading HCT ASD podcast (HCT; 14m)	Autism spectrum disorders (ASDs) information literacy (myths and	<i>Early to Middle</i> Disabilities;	Video - autism 30m Project time	Debrief family visit NCATE link - videos

	Reaction paper due	realities, anecdotes and science)	resources	Guest visit - family	
8 10/22	Jerry Lewis video (HCT) Evan Kemp article (HCT) Miller Ch. 8	Social stigma & controversy; Representations of disabilities Mental Illness	<i>All</i> Family & Social	Video: South Park Krazy Kripples (21m) JLewis; project time	Discussion on depictions and stigma
9 10/29	Midterm HCT before class Miller Ch. 8	Traumatic Brain Injury (TBI) Learning Disability (LD)	<i>All (> adulthood)</i> Disabilities; EICL	When Billy Broke his Head	
10 11/5	<i>Natl Goals</i> Ch. 4 Disability paper reference and outlines due	Learning Disability (finish) Transition: Challenges & triumphs Educational Options	<i>Transition, Adulthood</i> EICL, Family & soc	Project time Activity: transition	Work on project presentations together
11 11/12	<i>Natl Goals</i> Ch. 8 Disability paper due (individual)	Adulthood: Community Living, Se Advocacy & Employment; SSI and health care (Medicaid, Medicare) Careers in disabilities	<i>Adulthood & Aging</i> Adv, policy, law; EICL; Family & Social	Short video clips on transition; guest speaker?	Health care & insurance Employment & disability; ADA
12 11/19	<i>Natl Goals</i> Ch. 11	Adulthood (cont'd) Catch-up	<i>Adulthood & Aging</i> Adv, policy, law; EICL; Family & Social	Guest speaker-self advocacy	Debrief after guest
13 12/3	Project preparation <i>Natl Goals</i> Ch. 13 Alzheimer's brain tour (HCT)	Alzheimer's; Aging Families; end life issues	<i>Adulthood & Aging</i> Family & Social; EICL	Discussion 30m Project time	Prepare project presentations in group
14 12/14	Projects presented	Course capstone: Presentation of family vignettes by student groups	<i>All</i> ; All	Project presentations	Scoring rubric Peer review forms
TBD		In class final exam	<i>All</i> ; All		

Course knowledge organizer

(created by Anne Farrell and Kim Larrabee, with the support of Desmond McCaffrey and Betsy Guala of ITL)

Proposal to Add ARAB 32XY

1. Date: March 15, 2010
2. Department requesting this course: **Modern and Classical Languages**
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing:

ARAB 32XY: Arabic Composition and Conversation. Either semester. Three credits. Prerequisite: ARAB 1114 or by Instructor's consent. In-depth development of speaking and writing skills. May be repeated for up to 6 credits.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ARAB
2. Course Number: ARAB 32XY
3. Course Title: ARAB 32XY: Arabic Composition and Conversation
4. Semester offered: both semesters
5. Number of Credits: 3
6. Course description:
ARAB 32XY: Arabic Composition and Conversation. Either semester. Three credits. Prerequisite: ARAB 1114 or by Instructor's consent. In-depth development of speaking and writing skills. May be repeated for up to 6 credits.

Optional Items

7. Number of Class Periods: 3
8. Prerequisites, if applicable (see Note F):
9. Recommended Preparation: ARAB 1114 or by Instructor's consent
10. Consent of Instructor, if applicable; Yes
11. Exclusions, if applicable: N/A
12. Repetition for credit, if applicable: yes (up to 6 credits)
13. Instructor(s) names if they will appear in catalog copy:
Maha Darawsha
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: N/A

Justification

1. Reasons for adding this course: The Department of Modern and Classical Languages offers 4 semesters of instruction in Modern Arabic Standard. The ability to offer a 5th year language sequence would be of great benefit to students who have completed 4 semesters of instruction and wish to refine their writing and speaking skills.
2. Academic Merit: This course would provide additional opportunities for written and oral practice in Arabic.
3. Overlapping Courses: No such course exists
4. Number of Students Expected: 15-20
5. Number and Size of Section: 1 section with a cap of 20
6. Effects on Other Departments: none
7. Effects on Regional Campuses: none
8. Staffing: Maha Darawsha
9. Dates approved by:
Department Curriculum Committee: 15 March 2010
Department Faculty: 15 March 2010
10. Name, Phone Number, and e-mail address of principal contact person:
Norma Bouchard
486 3313
Norma.Bouchard@uconn.edu

SYLLABUS

University of Connecticut
Department of Modern and Classical Languages
Arabic 32XY

Instructor: Maha Darawsha
Email: Maha.darawsha@uconn.edu
Office Hours: TBA

Required Text Books:

- 1) Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part I, by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2004.
- 2) Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part II, by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2004.
- 3) Wehr, H. *A Dictionary of Modern Written Arabic*. Fourth edition. (Third is fine also)

Course Description & Objectives:

This course will focus on the development of high intermediate to advanced speaking and comprehension skills. Students will be exposed to standard Arabic of the media. Classes will revolve around oral presentations and directed conversation. Two years of classroom Arabic or the equivalent is required.

Requirements:

A) This class meets three times a week. Attendance is required and absolutely essential. It is not possible to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class or as soon as possible afterwards. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours per week to study, do your homework, practice grammar, listen to tapes, etc. Your preparation outside of class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class** (exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

Assessment:

	Attendance	Class participation	Homework	20%
Quizzes			40%	
	Performance assessments (Interview, Presentation)		10%	
	Final exam		30%	

Syllabus:

Week1: Unit 18

Week 2: Continue unit 18

Quiz 1 vocabulary

Week 3: Unit 19

Week 4: Continue unit 19

Quiz 2 vocabulary & Presentation

Week 5: Unit 20

Week 6: Continue unit 20

Midterm exam from unit 18-20 Grammar + vocabulary

Week 7: Alkitab part II Unit 1

Week 8: Continue unit 1

Quiz 3 vocabulary & Grammar

Week 9: Unit 2

Week 10: Continue unit 2

Quiz 4 vocabulary & Grammar & Presentation

Week11: Unit 3

Week 12: Continue unit 3

Week 13: General review

Week 14: Oral Quiz and presentation

Final Exam from unit 1-unit 3 vocabulary & Grammar