

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
Departmental Course Proposals for the 5 October 2010 Meeting
Revised 4 October 2010**

Several of the following proposals await further information or revision, and are docketed here as placeholders, inviting discussion but not action at this meeting. Their texts are given in italics.

I. Proposal Postponed from an Earlier Meeting:

2010 – 50 Proposal to Change LAMS/HIST/PRLS 1570 [revised]

1. Date: **July 29, 2010**
2. Department: **LAMS/HIST/PRLS**
3. Nature of Proposed Change: **Increase course credit from 3 to 4. Add instructor (Dr. Anne Gebelein)**
4. Current Catalog Copy:
LAMS/HIST/PRLS 1570. Migrant Workers in Connecticut
(Also offered as [HIST 1570](#) and [PRLS 1570](#).) Either semester. Three credits. Prerequisite: Open only by instructor consent. Overmyer-Velázquez
Interdisciplinary honors course on the life and work experiences of contemporary Latin American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required. CA 1. CA 4.
5. Proposed Catalog Copy: 1570. Migrant Workers in Connecticut
(Also offered as [HIST 1570](#) and [PRLS 1570](#).) Either semester. **Four** credits. Three class periods and three hours per week of service learning in the community. Prerequisite: Open only by instructor consent. Overmyer-Velázquez, **Gebelein**
Interdisciplinary honors course on the life and work experiences of contemporary Latin American and Caribbean migrant workers with focus on Connecticut. Integrated service learning component. Field trips required. CA 1. CA 4.
6. Effective Date **Immediately**

Justification

1. Reasons for changing this course: **Added credit reflects required service learning element of course. In addition to regular 3 credit course classroom work load, students required to conduct 3 hours per week of service learning work in the community plus related written work. New CLACS Associate Director, Dr. Anne Gebelein, will be regular course instructor.**
2. Effect on Department's Curriculum: **None**
3. Other Departments Consulted (see [Note N](#)): **HIST and PRLS**
4. Effects on Other Departments: **None**
5. Effects on Regional Campuses: **None**
6. Staffing: **Overmyer-Velázquez; Gebelein**
7. Dates approved by:
Department Curriculum Committee: **LAMS; July 30, 2010**
Department Curriculum Committee: **HIST; August 9, 2010**
Department Curriculum Committee: **PRLS; August 10, 2010**
8. Name, Phone Number, and e-mail address of principal contact person: **Mark Overmyer-Velazquez, 6-2814, mark.velazquez@uconn.edu**

II. New Departmental Proposals:

2010 – 55 Proposal to Change the Women's Studies Major

1. Date: September 2010
2. Department requesting this change:
3. Title of Major: **Women's Studies**
4. Nature of Change: **Name Change to Women, Genders, and Sexualities Studies**

5. Existing catalog Description of the Major:

The Women's Studies Program is a flexible interdisciplinary academic program devoted to the critical analysis of gender and the pursuit of knowledge about women. Combining the methods and insights of traditional academic disciplines with the special insights of Women's Studies scholarship, our courses yield fresh perspectives which help us to understand the origins of and changes in diverse cultural and social arrangements. The Women's Studies major is broad as well as flexible, and the student's program can readily reflect individual interests or complement a second major. Gender is a common thread in our offerings, but it always interweaves with race, class, and other factors which contribute to the diversity of women's lives. The Women's Studies Program is committed to a vision of women and gender that is truly transnational and cross-cultural. Without this perspective, our view of the world is profoundly impoverished and stereotypes will continue to distort our understanding.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to work with and for women to create a more humane society. Women's Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Women's Studies students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's Studies education.

6. Proposed catalog Description of the Major:

The Women's, Genders, and Sexualities Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of genders and sexualities within transnational and cross-cultural contexts. Combining the methods and insights of traditional academic disciplines with the special insights of feminist studies, gender studies, and sexuality studies, our courses focus on understanding the origins of and changes in diverse cultural and social arrangements. The Women's, Genders, and Sexualities Studies major is broad as well as flexible. Students may focus their studies on one or more tracks: Sexualities; Health, Science, and Technology; Feminisms and the Arts; and Transnational Feminisms. These areas of concentration can readily reflect individual interests or complement a course of study in a second major.

The Women's, Genders, and Sexualities Studies Program is committed to a vision of people of diverse sexualities and genders that is truly transnational and cross-cultural and that recognizes the diversity of sexual and gender desires, practices, and identifications, as well as racial, ethnic, class and religious differences.

The Program prepares students to employ critical learning in their private lives, in their public roles as citizens and as members of the work force, and enhances their ability to advocate for gender and sexual justice. Women's, Genders, and Sexualities Studies fosters interdisciplinary breadth and critical thinking and thus opens the way to a wide variety of career choices and graduate programs. Our students are flourishing in social service agencies, business, law, education, and journalism, and employers appreciate the broad interdisciplinary perspective of a Women's, Genders, and Sexualities Studies education.

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

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

Fall 2011

Justification

1. Why is a change required?

Over the past twenty years new theoretical and analytical perspectives have redefined the purview of women's studies programs. This recent scholarship emphasizes the need to recognize 1) that sexual and gender desires and practices vary across cultural and historical contexts; 2) that there are multiple genders and sexualities in societies and 3) that the cultural production of sexualities and genders shapes identity category formation and determines the status of women, men, and other people, including sexual and gender minorities. In order to incorporate these changes and reflect the broader focus of the field, many universities and colleges have changed the names of their women's studies programs.

2. What is the impact on students?

For many years students at U Conn and the Rainbow Center have expressed the need for sexualities studies so this change will meet student interest.

3. What is the impact on regional campuses?

The Women's Studies program at Stamford has been involved in the curricular discussions and are in favor of this name change

4. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

5. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1181, manisha.desai@uconn.edu

2010 – 56 Proposal to Change WS 1105

1. Date: 8 September 2010
2. Department: **Women's Studies**
3. Nature of Proposed Change: **Update Title and Description**

4. Current Catalog Copy: **WS 1105 / 105 - Gender in Everyday Life** Either semester. Three credits. Explores how the biological fact of sex is transformed into a system of gender stratification in our everyday lives. Examines the social position of women in the family, work, and politics while maintaining sensitivity to the diversity of women's experiences across class, racial-ethnic groups, cultures, and regions. Experience in introductory research methods to analyze the social construction and structural organization of gender. CA 2. CA 4.

5. Proposed Catalog Copy: **WS 1105 / 105 – Genders and Sexualities in Everyday Life** Either semester. Three credits. Explores how sex, sexuality, and gender are separate yet intersecting features of social life that are woven into systems of difference and stratification that shape everyday life. Examines these processes in the family, education, work, and politics while maintaining sensitivity to the diversity of individual experiences across class, racial-ethnic groups, cultures, and regions. Experience in introductory research methods to analyze the social construction and structural organization of genders and sexualities. CA 2. CA 4.

6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course: Scholarship in the area of gender and sexuality has changed rapidly over this decade. The goal of the proposed revision in the title and course description is to adequately reflect these changes which include the insights that: 1) sex can be considered not only a biological fact, but is also socially constructed; 2) there are multiple genders and sexual identities that shape the experiences of different people in different cultural contexts which include, but are not limited to intersex, two-spirit, transgender, transsexuals, tommy boys, female husbands.

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: Ingrid Semaan of WS Program at Stamford has been involved in these discussions and approves them

6. Staffing: same as before

7. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 57 Proposal to Change WS 1124

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Update name and description of WS 1124
4. Current Catalog Copy: *Women and Gender in Global Perspective: Exploration of the construction and reproduction of gender inequality in global perspective. Study of the social position and relations of women and men (political, economic, cultural and familial) in selected nonwestern societies. Diversity of women's and men's experiences across class, racial-ethnic groups, sexualities, cultures, and regions CA. 2 CA 4*
5. Proposed Catalog Copy: **Gender and Globalization: *This course will introduce students to the ways in which global structures and processes such as migration, global assembly lines, and international organizations are gendered and the impact of these on men and women's lives in selected countries around the world. CA 2 CA 4***
6. Effective Date **Fall 2011**

Justification

1. Reasons for changing this course: (1) In the last decade scholarship in the field has changed so that organizing courses based on US versus Non/US distinctions are no longer seen as valid ways to understand how gendered relations and processes are produced in the era of globalization. The revision is designed to reflect this contemporary academic context as well as to provide a clearer differentiation between this course and the other introductory course, WS 1105, which we are also updating at this time. (2) During the past year WS has also organized its curriculum around 4 tracks, Transnational Feminisms, Sexualities, Gender and Science, and Feminism and the Arts, with each track having its own intro. The new WS 1124 will serve as an introduction to the transnational feminism track.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: Ingrid Semaan of the Women's Studies Program at Stamford was involved in the curricular change discussions and support them.
6. Staffing: Same as before
7. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 58 Proposal to Change WS 3250

Last revised: Thursday, April 10, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: change level from 3250 to 2250
4. Current Catalog Copy: WS 3250 Current feminist theories and related social and political issues.
5. Proposed Catalog Copy: WS2250 Current feminist theories and related social and political issues
WS 1104, WS 1105 or WS 1124 recommended
(see information in the "add a course" form if you have any questions regarding specific items.)
6. Effective Date (semester, year -- see [Note R](#)):
(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of a new Director and a new faculty as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the intro, 1xxx, level or at the 3xxx level and that all the 3xxx level courses were 2xx level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2xxx level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert most 3xxx courses to their earlier 2xx level designation and make the 3xxx courses more rigorous -- by requiring an intro and recommending a 2xxx level course among other changes -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)): NA
4. Effects on Other Departments: NA
5. Effects on Regional Campuses: Stamford WS program was involved in the curricular change discussions and supports them
6. Staffing: same as before
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: April 15, 2010
Department Faculty: april 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 59 Proposal to Change WS 3252WS

Last revised: Thursday, April 10, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Level from 3252 to WS 2252
4. Current Catalog Copy: WS 3252 Overview of lesbian, gay, bisexual, and transgender issues.
5. Proposed Catalog Copy: 2252 Overview of lesbian, gay, bisexual, and transgender issues.
WS 1104, WS 1105, WS 1124 recommended

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

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

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

Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of a new Director and a new joint hire as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the intro, 1xxx, level or at the 3xxx level and that all the 3xxx level courses were 2xx level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2xxx level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert most 3xxx courses to their earlier 2xx level designation and make the 3xxx courses more rigorous -- by requiring an intro and recommending a 2xxx level course among other changes -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): NA
4. Effects on Other Departments: None
5. Effects on Regional Campuses: Stamford WS program's Ingrid Semaan was involved in the curricular change discussions and supports them
6. Staffing: same as before
7. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 60 Proposal to Change WS 3267

Last revised: Thursday, April 10, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Update title and change level from WS 3267 Women and Poverty to WS 2267 Gender, Poverty, and Global Inequalities
4. Current Catalog Copy: WS 3267 Focus on poverty in the United States with special attention to its effects on women and their families, including emphasis on race and class differences, and on the policies that keep women in poverty and those that will bring them out of it.
5. Proposed Catalog Copy: WS 2267 This course will be an exploration of poverty and inequality within the frameworks of the global political economy in select countries.
The impact of race, class, and gender differences on inequality will be examined along with policies that keep people in poverty and those that will bring them out of it.
WS 1104, WS 1105 or WS 1124 recommended
(see information in the "add a course" form if you have any questions regarding specific items.)
6. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of a new Director and a new joint hire as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the intro, 1xxx, level or at the 3xxx level and that all the 3xxx level courses were 2xx level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2xxx level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert most 3xxx courses to their earlier 2xx level designation and make the 3xxx courses more rigorous -- by requiring an intro and recommending a 2xxx level course among other changes -- to provide our majors with a challenging curriculum.

The title and description of the course have been updated to reflect the changes in the field and in our curriculum.

2. Effect on Department's Curriculum: Will better accommodate the need of our majors/minors and the larger student body
3. Other Departments Consulted (see Note N):NA
4. Effects on Other Departments:NA
5. Effects on Regional Campuses: Stamford WS program's Ingrid Semaan was involved in the curricular change discussions and supports them
6. Staffing: same as before
7. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 61 Proposal to Change WS 3263

Last revised: Thursday, April 10, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: change level from 3263-2263
4. Current Catalog Copy: WS 3263 A discussion of the various forms of violence against women in our society, including rape, battering, incest and pornography; treats the social, political and personal meaning of violence.
5. Proposed Catalog Copy: WS 2263 A discussion of the various forms of violence against women in our society, including rape, battering, incest and pornography and the social, political and personal meaning of violence.
WS 1104, WS 1105, WS 1124 recommended
(see information in the "add a course" form if you have any questions regarding specific items.)
6. Effective Date (semester, year -- see [Note R](#)):
(Note that changes will be effective immediately unless a specific date is requested.)
Fall 2011

Justification

1. Reasons for changing this course:

Over the past year, the WS faculty engaged in an extensive examination of its curriculum. This examination was prompted by the hiring of a new Director and a new joint hire as well as the rapid changes in the field.

This examination revealed that currently all our courses were either at the intro, 1xxx, level or at the 3xxx level and that all the 3xxx level courses were 2xx level courses under the old system. This bi-modal spread of courses does not provide an increasingly challenging curriculum for our majors nor does it provide courses at the 2xxx level which would appeal to the larger student body. Hence to serve both our majors and the larger student body we decided to revert most 3xxx courses to their earlier 2xx level designation and make the 3xxx courses more rigorous -- by requiring an intro and recommending a 2xxx level course among other changes -- to provide our majors with a challenging curriculum.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see [Note N](#)): Human Rights Institute (HRI)
4. Effects on Other Departments: HRI uses this course for their minor and did not think it would affect them.
5. Effects on Regional Campuses: Stamford WS program's Ingrid Semaan was involved in the curricular change discussions and supports them
6. Staffing: same as before
7. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: april 15, 2010
Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 62 Proposal to Change WS 3264

Last revised: Thursday, April 10, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department: Women's Studies
3. Nature of Proposed Change: Update title of WS 3264 from *Women in the Workplace* to *Gender, Migration, and Labor in the global economy*
4. Current Catalog Copy: WS 3264 An examination of the role of gender in shaping the American workplace and the lives of workers. Discussion of important issues such as comparable worth and sexual harassment drawing on research done in a variety of social science disciplines.
5. Proposed Catalog Copy: An examination of the gendered dimensions of migration and labor in the global economy and its impact on workers in the US and select other countries.
(see information in the "add a course" form if you have any questions regarding specific items.)
6. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for changing this course:
The change in the title and description reflects the changes in scholarship in the field and the new organization of the WS curriculum around 4 tracks. The revised course better fits the new focus of the curriculum.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N):NA
4. Effects on Other Departments:None
5. Effects on Regional Campuses: Ingrid Semaan of the Stamford WS program has been involved in the curricular change discussions and supports them.
6. Staffing: same as before
7. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
8. Name, Phone Number, and e-mail address of principal contact person: Manisha Desai, 6-1131, manisha.desai@uconn.edu

2010 – 63 Proposal to Drop WS 3266

Last revised: Monday, April 21, 2003

See "Instructions for completing CLAS CC&C forms" for general instructions and specific notes.

1. Date: September 2010
2. Department: Women's Studies
3. catalog Copy: WS 3266 An examination of the intersections of gender, race and culture as these are played out in women's studies, oral histories, and other forms of testimony. Readings and discussions will explore the myths and realities of Asian-American, Latin, and African-American women's experiences using a socio-historical perspective.
4. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Reasons for dropping this course: With the curricular changes undertaken by the program and with recent scholarship in the field, the contents of this course have been incorporated in other courses and so this course no longer serves the curriculum
2. Other Departments Consulted: NA
3. Effects on Other Departments: None
4. Effects on Regional Campuses: Ingrid Semaan from WS Stamford has been involved in the curricular change discussions and supports them.
5. Dates approved by (see Note Q):
Department Curriculum Committee: April 15, 2010
Department Faculty: April 15, 2010
6. Name, Phone Number, and e-mail address of principal contact person: manisha desai, 6-1131, manisha.desai@uconn.edu

2010 – 64 Proposal to Change the Women's Studies Minor

Last revised: Friday, April 11, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: 8 September 2010
2. Department requesting this change: Women's Studies
3. Title of Minor: Women's Studies
4. Nature of Change: Name change from Women's Studies to Women, Genders and Sexualities Studies
5. Existing catalog Description of the Minor: Fifteen hours of course work in Women's Studies courses or cross referenced courses, of which one course may be at the 1000-level.
6. Proposed catalog Description of the Minor: Fifteen hours of course work in Women's, Genders, and Sexualities Studies courses or cross referenced courses, of which one course may be at the 1000-level.
7. Effective Date (semester, year -- see Note R):
(Note that changes will be effective immediately unless a specific date is requested.)

Fall 2011

Justification

1. Why is a change required? To reflect the name change in the major.
2. What is the impact on students? Will not be impacted
3. What is the impact on regional campuses? Women's Studies Stamford program has been involved in the curricular discussions and supports them.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

A. In information near the top of the form:

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

B. In information at the bottom of the form:

Name of Student: _____

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

(signed) _____ Dept. of (insert name)

Minor Advisor

5. Dates approved by (see Note Q):

Department Curriculum Committee: April 15, 2010

Department Faculty: April 15, 2010

6. Name, Phone Number, and e-mail address of principal contact person: manisha desai, 6-1181, manisha.desai@uconn.edu

[minor plan of study required here]

2010 – 65 Proposal to Add ENGL 3633

1. Date: August 1, 2010
2. Department requesting this course: **ENGL**
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing:

ENGL 3633. The Rhetoric of Political Discourse in Literature and Society

Second semester. Three credits. Prerequisite: ENGL 1010, 1011, or 3800. May not be taken for credit by students who have passed ENGL 3623 when offered as "The Rhetoric of Political Discourse." Open to sophomores or higher.

Rhetorical analysis of literary polemics and of past and current political speeches, writing, and debate.

ENGL 3633W. The Rhetoric of Political Discourse in Literature and Society

Prerequisite: ENGL 1010, 1011, or 3800. May not be taken for credit by students who have passed ENGL 3623 when offered as "The Rhetoric of Political Discourse." Open to sophomores or higher.

Rhetorical analysis of literary polemics and of past and current political speeches, writing, and debate.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3633 If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use? ___ Yes ___X_ No
3. Course Title: **The Rhetoric of Political Discourse in Literature and Society**
4. Semester offered: Either
5. Number of Credits: 03
6. Course description (second paragraph of catalog entry):
Rhetorical analysis of literary polemics and of past and current political speeches, writing, and debate.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: ENGL 1010, 1011, or 3800
9. Recommended Preparation, if applicable:
10. Consent of Instructor, if applicable:
11. Exclusions, if applicable: May not be taken for credit by students who have passed ENGL 3623 when offered as "The Rhetoric of Political Discourse."
12. Repetition for credit, if applicable:
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: Open to sophomores or higher.
15. Skill Codes "W", "Q", or "C": W
16. S/U grading:

Justification

1. Reasons for adding this course: This course was offered every year from 2001-09 as a section of ENGL 3623, "Studies in Literature and Culture," team taught by two faculty members in the English Department. We now wish to make it a free-standing course and seek approval of the course for the W skill code and inclusion in CA 1 of the general education requirements.

This course has also been approved in at least some cases as a related course for Political Science majors, and we believe that this status would be more easily applied if it were a free-standing course rather than a section of a course whose other sections would not be suitable for this purpose.

2. Academic Merit:

The English Department offers several rhetoric courses from time to time, and rhetoric is a time-honored topic within the discipline. The ability to process political rhetoric with a critical mind is an essential skill of citizens, one particularly needed in this time of political polarization. This course approaches the topic in four ways. (1) We study rhetorical theory and offer separate heuristics for analyzing factual claims, value claims, and proposals. (2) We consider past debates where the winners and losers can be considered settled: These may include the Burke-Paine debate in Britain during the 1790's and the slavery debate in the U.S. during the 1840's. (3) We study such polemical literary texts as *Uncle Tom's Cabin*, Orwell's *1984*, and Churchill's *Seven Jewish Children*. (4) We analyze political speeches and debates about current topics such as free trade, globalization, educational reform, and immigration. On these ongoing controversies, naturally, the course cannot pretend to declare winners and losers, but it teaches students how to sort out the issues, conduct fact checks, access sources with various ideological leanings, and analyze political arguments systematically.

The first three components identified above are taught primarily by lecture. The third depends on class discussion and on presentations by student groups of 3 or 4. These require students to choose texts representing some current politically polarized topic, construct a written analysis of this debate, deliver a five-minute oral presentation to the class, and respond to questions from the rest of the class and the instructors for a further 30 minutes.

3. Overlapping Courses: None that we know of.

4. Number of Students Expected: 38

5. Number and Size of Section: 2 of 19, meeting together (if permitted by GEOC).

6. Effects on Other Departments: In the past the course has drawn a number of political science majors and at least in some cases has been accepted by Political Science advisors as a related course.

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

8. Staffing: This course would be regularly offered by Professors Fairbanks and Phillips of the English Department.

9. Dates approved by: Department Curriculum Committee: 9/1/10
Department Faculty: 9/8/10

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

A. Harris Fairbanks 486-2376 albert.fairbanks@uconn.edu.

Sample syllabus:

ENGL 3633W
The Rhetoric of Political Discourse
Prof. Jerry Phillips
Prof. Harris Fairbanks
Spring 20xx

Class Meetings: TuTh 9:30 - 10:45, CLAS 105

Prof. Phillips's Office Hours: CLAS 120, Tu 1-2, Th 1-3.

E-mail: jrp1900@yahoo.com

Prof. Fairbanks's Office Hours: CLAS 212, M 2-4; Tu 11-12 and 1-3; Th 11-12 and 1-3.

E-mail: albert.fairbanks@uconn.edu

Texts: Course Pack

Stowe, *Uncle Tom's Cabin* (Bantam)

Requirements:

Quizzes	10 %	
One short paper	20 %	
Group presentation		10 %
Research paper	30 %	
Class participation		10 %
Final Examination	20 %	

Regular class attendance is mandatory in this course. See the section headed "Class participation" below for further particulars about the determination of your grade.

English 3633 is a WebCT course, and for group work and access to contemporary rhetorical documents it is crucial that you be able to access your account. Your web membership in the course will be automatic. When you access the website, go first to the "Announcements" to check whether any new assignments or readings have been posted.

All writing submitted for this course should be properly documented. Please read and be guided by the "English Department Policy on Plagiarism" reprinted on p. 7 of this syllabus.

Since this is a W section, you must pass the writing component in order to pass the course.

SCHEDULE

All readings, apart from *Uncle Tom's Cabin*, will be found in the coursepack, except that readings will sometimes be assigned from the internet, posted on the website, or distributed in class.

Jan. 20 - Introduction to the course. Watch President Obama's State of the Union address today.

22 - Print out a copy of the State of the Union address, which will be widely available on line and bring your copy to class.

27 - Cicero and Jeremiah. **Group preferences and Fact Sheet due** (see pp. 8-9 of syllabus).

29 - Analyzing political speech: The basics. Read Coursepack Part II, pp. 10 -18. Class discussion primarily on Bush's press release on protection of marriage.

Feb. 3- Price; also read from website: Course Materials>Burke Study Guide

5 - Burke, from *Reflections on the Revolution in France*

10 – Paine, from *The Rights of Man*; also read from website: Course Materials>Paine Study Guide. **Group assignments will be made.**

12 – Jefferson, *Declaration of Independence*.

17 – Analyzing values arguments: "Public Statement by Eight Alabama Clergymen"; Martin Luther King, Jr., "Letter from Birmingham Jail"; Rogerian Argument. Read Coursepack Part II, pp. 1-9, 19-20), read website: Course Materials>"King Study Guide."

19 – Analyzing factual arguments: Alexander (Coursepack Part II, 21-24) and website: Course Materials>"Lott article" and "Factual Arguments".

24 - Analyzing policy arguments: Print out from website: Group Materials>Sample Group Projects>Extraordinary Rendition Text - Krauthammer

26 – The structure of debate: Kelo v. City of New London. Print out from website: Course Materials> "Kelo 1," "Kelo 2," and "Kelo Guide."

March 3 – **Short papers due.** Advice on group projects. Read all eight files on the website in the folder "Sample Group Projects" under Group Materials. (You have already read the Krauthammer article.)

5 – Lakoff on framing (Print out from website: Course Materials, "Lakoff on Framing" and "Framing the Presidency")

***** SPRING BREAK *****

17 - Orwell, "Politics and the English Language."

19 – Writing the Research Paper

24 – Weaver, "Ultimate Terms in Contemporary Rhetoric."

26 - Groups 1 & 2

April 2 – Fitzhugh and Hughes

7 - Groups 3 & 4

9 - Stowe, *Uncle Tom's Cabin*

Research papers due.

14 - Stowe, *Uncle Tom's Cabin*

16 - Groups 5 & 6

21 - Barack Obama, Speech on race, Philadelphia, March 18, 2008.

23 – Groups 7& 8.

28 – In-class reading: Caryl Churchill, *Seven Jewish Children*

30 – Groups 9 & 10

Revised research papers due.

May 10 – 10:30 – 12:30: **Final Examination,**

More on Requirements

The Short Paper

Write a 4-5 page analysis of some piece of political rhetoric spoken or published within the two weeks just prior to your submission. Before deciding on a text or writing your paper, read carefully pp. 1-12 in Part II of the Coursepack.

You may analyze an entire text or an excerpt, but if you are dealing with the latter, your paper should include a description of the larger context in which it occurs.

Your paper should begin by identifying the speaker/writer, the occasion (if pertinent), the ostensible audience, and any ulterior audiences.

You should then analyze the text with an eye to rhetorical features that might not be apparent to a casual or uninformed reader. In particular, identify persuasive techniques that a rational reader might want to resist. See the Checklist on p. 18 of the Coursepack, Part II.

Please attach a photocopy of the text you have chosen. Clearly identify the source of the text including the URL of any internet source.

You will receive a detailed written critique of your paper by March 17 and asked to revise it in response to the instructors' queries and suggestions. Revisions are due by March 26.

The Group Presentation

The class will be divided into groups of three or four members. Each group will make a 35-minute presentation to the whole class on an assigned date. On days devoted to group presentations, two groups will report. Because of the logistical problems of group conferences and the need to duplicate and distribute materials in advance, **it is necessary for groups to adhere strictly to the following timetable:**

By January 27 . . .

The attached sheet headed "Group Project Topics" lists broad topics that will be possible options for the groups. Please **rank your first four choices** as topics you would like to work on (1 = most preferred) and **hand the form to one of the instructors**. We will then form groups of students who indicate a common interest and assign numbers to each group. Once you have been assigned a group number (by Feb. 10), you can tell from the syllabus when you will make your presentation.

By five class sessions prior to your presentation date . . .

Groups will confer--whether in person or by e-mail will be up to you. Each member of the group will **determine a specific sub-topic of current interest** within the broad topic assigned. For instance, the broad field of medicine could embrace such diverse political topics as government regulation of genetically modified foods, medically assisted suicide, cloning, steroids, the morning-after pill, and pharmaceutical or genetic patents. **Notify other members of the group** what sub-topic you have chosen.

Each member will do some reading on his or her particular sub-topic and **identify one interesting text on opposing sides of some debate** concerning it. The two texts should come into direct conflict on at least one issue. The texts chosen must pertain to the most recent status of the social debate on your topic.

By two class sessions prior to your presentation date . . .

From the pairs of opposing articles identified by the members of the group in this way, the group will **decide on one pair that would be of greatest interest to the class as a whole**, taking into consideration both the political interest of the issues and the rhetorical interest of the two texts being considered. The group should then discuss the two texts selected and **write a comparative rhetorical analysis** of the texts. The analysis should reflect any division of opinion within the group.

Submit the **two texts chosen** and the **rhetorical analysis** to both instructors by e-mail.

By the session prior to your presentation date . . .

The instructors will distribute copies of the two texts to the rest of the class via the website.

The group will **decide on their mode of presentation**. **If the group members agree on the relative merits and terms of analysis applied to their texts, they may elect a single spokesperson or arrange to speak in order. If they disagree significantly, their presentation should reflect that division. For example, one individual or subgroup might support one of the two texts, another individual or subgroup the opposing view.**

Day of your presentation:

On the day assigned (see syllabus) the entire group will stand facing the class. The group, following the procedure described above, will briefly (within 5 minutes) **summarize the rhetorical analysis** that they have submitted and that the rest of the class will have had the opportunity to read on the website. **Do not exceed five minutes for this portion of the presentation; summarize rather than painstakingly repeat your written analysis.** This presentation will be followed by a question period/discussion involving the whole class and moderated by one of the instructors.

Grading: Your group will receive a detailed critique of your project. The critique will be available to the whole class, though the grade, per FERPA regulations, will be known only to the group. The critique and the grade will be based on three factors:

a) Choice of texts: Did the texts present a clear and meaningful contrast? Were they appropriate in length? (Texts much over five pages become cumbersome to work with. If in doubt, consult the instructors.) Were they genuine rhetorical discourse as opposed, say, to statements of fact?

b) Written analysis: Was the analysis consistent (or, if it represents a group that disagreed internally, did it present clearly contrasting positions)? Did it offer genuine analysis rather than simple description or summary? Was it free of factual errors or clear misinterpretations of the selected texts?

c) Classroom presentation: Did the summary of the written analysis stimulate a lively discussion? Did the group think well on its feet and answer questions from the floor? Was the group in command of necessary information about the subject of debate and the rhetorical background? Was the group articulate and clear?

As a rule the group as a whole will be given the same grade, which will be factored into their individual grade computations. However, if the instructors receive complaints that some member of the group has not contributed his or her fair share, that individual may, after a chance to present a defense, be penalized.

The Research Paper

Length: 10-15 pages

Due: April 9

Research Topics

The major requirement of this course is a research paper on some aspect of political rhetoric. Because we are dealing with such current material and because we are investigating a number of specialized sources of news and commentary, you should be in a position to write a truly original paper that will be genuinely enlightening to ordinary American citizens--people who get the shallow, parochial, and popularized version of the news and views that typify the morning newspaper or the evening network broadcast.

The main requirement of this paper is that it present interesting, rigorously documented information and analysis of rhetoric. Naturally your subject will be closely involved with some controversial issue such as Mideast policy or taxation or globalization or the like, but your primary task is not to defend any particular policy. Rather it is to analyze the rhetoric that others have brought to bear on the issue you are discussing. If your paper's principal purpose is to expose the falsehoods, illogic, spurious emotional appeals, or false values of a particular text, your analysis will naturally take the form of a rebuttal. Just be sure that your rebuttal is based on a thorough analysis of your author's text.

You may write on any of the topics below, or you may propose some other topic of comparable scope. If you choose your own topic you must get approval from one of the instructors, but even if you select one of the options below we urge you to consult with us during office hours once you have some ideas about how you wish to proceed. Your topic may have some connection with either your first paper or your group project, but if it does, it should go well beyond your earlier work on the topic.

You will receive a detailed written critique of your paper by April 21 and asked to revise it in response to the instructors' queries and suggestions. Revisions are due by April 30

Suggested topics:

1. Can any generalizations be made about regional variations in the values and images that carry rhetorical weight within the U.S.? For example, you might look at a few newspapers from New England and a few from Texas or Idaho over a period of months. Pay attention to the selection of news items, the way they are reported, the editorials and professional columns that are printed, and letters to the editor. You may want to focus on some particular topic, such as gay marriage, taxation, or globalization.
2. Try essentially the same topic as # 1 but comparing US newspapers or broadcasts with those of some foreign country.
3. Compare and contrast the coverage of some particular event or issue in two different forums, such as a conservative and a progressive website or a mainstream and alternative magazine.
4. Analyze the rhetoric on both sides of some issue that is primarily a question of fact. For example, whether global warming is taking place and if so whether human activity can affect its future direction are empirical questions with strong rhetoric both pro and con. Select the strongest arguments you can find on both sides and analyze them. Since the question is a factual one investigated by science, can there be equally persuasive arguments on both sides?
5. Write a paper about eyewitness accounts as rhetoric. Start by reading a journal called "City of Ghosts" by the Iraqi doctor, journalist, and filmmaker Ali Fadhil. You can access it at <http://www.countercurrents.org/iraq-fadhil130105.htm>. Is it rhetoric? If so, what persuasive purpose does it have? Is it effective? What are the rhetorical limits of such accounts? You may extend the range of your paper if you wish by finding other eyewitness accounts from places like Iraq, Palestine, Israel, Guantanamo, and Latin America.
6. Choose a foreign country whose language you read with some facility. Examine a number of publications from that country accessible on the internet or in the library. Analyze the rhetoric that these publications use to describe some aspect of United States culture, policies, or leadership.
7. Examine the range of rhetoric used to describe the United Nations.
8. In previous years English 3633 has asked this question: "Go to <http://usinfo.state.gov>. Under 'Information and Services,' click on 'Foreign Media on US.' This is a daily roundup of foreign media responses to some theme of the day. There is an archive of past roundups, and the site is searchable. The site is remarkable for its inclusion of commentary intensely hostile to the US and the current administration. Find a topic of interest to you and analyze the rhetoric that foreign outlets bring to bear on US actions or policies." This service has been discontinued by usinfo.state.gov (Are you surprised?). However, you can conduct your own research by visiting foreign newspapers via <http://newslink.org/>. You can also go to Google, click on "News," and use the search function together with the countries listed at the bottom of the page.
9. Find some texts such as old textbooks on civics or American history from the 1950s and consider the language with which they defined America and its relationship with the rest of the world community--for example, its strict guarantees of civil liberties to its own citizens, its treatment of guest foreigners within its borders, and its commitment to international law. How well do its present policies and practices match this language from the past. If it does not, what kind of rhetoric is used to defend the changes that have taken place?

Class Participation

Much of this course will deal with highly controversial and unresolved political issues facing our society today. On such issues, it would be absurd for the instructors to attempt to deliver "right answers" through lectures. Class discussion is the only defensible mode of presentation, and it is important that discussion bring out the full range of possible responses to these issues. You cannot be a passive consumer in this course; you must be an active participant. Our goal as a group will be to discover and explain why some examples of political rhetoric are more effective than others.

The grading category of "participation" includes not only what you say in class but your contributions to the course website. Here we look at several indicators:

- the number of times you access the website
- the number of documents you access on the website
- the number and quality of the documents you post from your site monitoring assignment or other sources.
- the number and quality of your comments in discussions on the website.

English Department Policy on Plagiarism

To plagiarize is "to steal and pass off (the ideas or words of another) as one's own: . . . [to] present as new and original an idea or product derived from an existing source" (*Webster's Ninth New Collegiate Dictionary*, 898).

The most important phrase in the above definition is "pass off as one's own." A student may get material from a book, an article, or even from another student's paper, but if a student presents ideas and/or specific language from these or other sources as though he has invented them himself, he is guilty of plagiarism. To take another person's ideas, even when those ideas are put into the student's own words, is to be guilty of plagiarism unless the reader is told that this has been done. Similarly, to take another person's expressions--a key word, a phrase, or a longer passage--even when one's own ideas are being expressed, is to be guilty of plagiarism if the reader is not told precisely what has been done.

A student may, however, use the same material with full and proper acknowledgment and not be guilty of plagiarism since in that case he is not "passing off as his own" the work of another. "Full and proper acknowledgment" may be defined as unambiguous identification of the sources of all ideas and expressions that are not one's own. A bibliography (a list of material consulted), while useful, is not full and proper acknowledgment since it does not tell the reader precisely what parts of the paper are indebted to this material, or the extent of the debt. Full and proper acknowledgment must indicate clearly where direct quotations or paraphrases within a paper both begin and end, with quotation marks around quoted material and introductory statements where paraphrases begin. In addition, each quotation and paraphrase must be accompanied by internal documentation of the source quoted or paraphrased. (For documentation in English papers use the most recent MLA guidelines. These guidelines can be found in any recent writing handbook.) Also, for full and proper acknowledgment a "Works Cited" page must be included at the end of the paper. When in doubt about citing sources and documenting them, consult the instructor; the penalties for plagiarism are stiff and strictly enforced. For additional information, see the University's policies on academic honesty in *The Student Handbook*.

Excerpt from Student Code concerning academic integrity:

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

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.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*.

Name _____

Group Project Topics

Instructions: Write your name at the top of this sheet. In the space provided before each of the topics below, please indicate your first **four** preferences by marking a "1" for first choice, "2" for second, and so forth. Hand this list to one of the instructors no later than **January 27**.

- () Afghanistan/Pakistan
- () National Security vs. civil liberties
- () Free trade issues
- () Immigration
- () GM Food
- () Religion in politics
- () School vouchers
- () Use of torture/"extraordinary rendition" by the US
- () Executive power in the US government
- () Weaponry in the Modern Age (e.g., Missile Defense Shield, depleted uranium, tactical nuclear weapons)
- () Medical issues
- () Government intervention in the economic crisis
- () Latin America
- () Healthcare
- () Taxation
- () No Child Left Behind Act
- () Pre-emptive defense policy

2010 – 66 Proposal to Add ENGL 3715 Revised version

1. Date: 02/9/10
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing:

ENGL 3715. Nature Writing Workshop

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011; recommended preparation: ENGL 1701; open to sophomores or higher; open only with consent of instructor.

For student writers of proved ability who wish training in techniques of nature writing. Emphasis on nonfiction or poetry.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: ENGL
2. Course Number: 3715
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 XNo
3. Course Title: Nature Writing Workshop
4. Semester offered: Either
5. Number of Credits: Three
6. Course description (second paragraph of catalog entry -- see Note K): For student writers of proved ability who wish training in the techniques of nature writing. Emphasis on nonfiction or poetry.

Optional Items

7. Number of Class Periods, if not standard: standard
8. Prerequisites, if applicable: ENGL 1010, 1011, or 3800
9. Recommended Preparation, if applicable: ENGL 1701
10. Consent of Instructor, if applicable: open only with consent of instructor
11. Exclusions, if applicable: none
12. Repetition for credit, if applicable: no
13. Instructor(s) names if they will appear in catalog copy: n/a
14. Open to Sophomores: Yes
15. Skill Codes "W", "Q", or "C": none
16. S/U grading: no

Justification

1. Reasons for adding this course: Course content not addressed by any other writing course. Course will complement Department's offerings in the Literature of Nature in America.
2. Academic Merit: Original writing based upon close study of the natural world will develop understanding of environmental networks and issues, as well as developing strong writing skills. Literature studied in this course is exemplary of a unique, American literary field. Course will support Academics aspect of the University's Climate Action Plan and may become a part of the Environmental Studies B.A.
3. Overlapping Courses: none
4. Number of Students Expected: 15

5. Number and Size of Section: 15
6. Effects on Other Departments: none
7. Effects on Regional Campuses: May be offered at regional campuses
8. Staffing: Plum and Pelizzon
9. Dates approved by (see Note Q):
Department Curriculum Committee: 3/3/10
Department Faculty: 4/7/10
10. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen,
6-2873, Margaret.Breen@uconn.edu

Sample Syllabus

This course will provide opportunities for practicing craft techniques of writing nonfiction based on an acquaintanceship with the natural world and the study of nature writing texts. Students will write four essays, varying in length from 1,000 – 5,000 words, to develop the particular skills appropriate to nature writing: description, representation of process and relationships, and reflection. Writing will be based on personal encounters with the natural world that will be structured by the course, as well as readings in the genre. At least one field trip will be scheduled outside of regular class hours. Students will use field guides to improve their skills in close observation and, later, in an assignment that requires weaving objective knowledge into an essay. Students will use the Joshua's Tract Walk Book to develop a sense of place by taking the same walk or spending time in the same area throughout the semester. Students will be required to keep a nature journal, and one essay assignment will be based in part on the journal. Student writers will receive feedback from the instructor and from their peers, in the workshop setting and online. Grades will depend upon developmental work as well as the craft, insight, and imagination of the essays.

Required texts:

Joshua's Tract Walk Book, Joshua's Tract Conservation and Historic Trust, 2005

Writing About Nature: A Creative Guide, John A. Murray, 1995

[Readings indicated below will be available as an anthology and/or separate texts]

Suggested texts:

At least one field guide, subject determined by student's interests

Writer's handbook

Each assignment includes readings, experiential prompts to writing about the subject, exercises to develop formal techniques, multiple drafts of essays (critiqued by both the instructor and peers), and directed revisions.

Weeks 1 & 2. Introduction to course. Craft: keeping a journal. Subject: being in place. Readings: Dorothy Wordsworth, Meriwether Lewis, Susan Fenimore Cooper, Edwin Way Teale

Weeks 3, 4, & 5. Assignment #1. Craft: close observation, point of view.

Subject: local landscapes. Readings: Henry Beston, William Least-Heat Moon, John Elder, Jane Brox

Weeks 6, 7, & 8. Assignment #2. Craft: narrative structure, voice. Subject: animal lives. Readings: Mary Austin, Loren Eiseley, Edward Abbey

Weeks 9, 10, & 11. Assignment #3. Craft: imagery, research. Subject: ecosystems.

Readings: Virginia Woolf, Rachel Carson, E.O. Wilson

Weeks 12, 13, & 14. Assignment #4. Craft: syntax, experimental structures.

Subject: visions in and of nature. Readings: Henry David Thoreau, Terry Tempest Williams, Linda Hogan

Sydney Landon Plum
Adjunct, Department of English
University of Connecticut, Storrs

Date of first appointment: 1999

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EDUCATION

Ph.D. 1986 University of Washington, Seattle, Washington
A.B. 1970 Middlebury College, Middlebury, Vermont

DISSERTATION

"Sundry Pithie and Learned Inventions:" The Paradise of Dainty Devices and Sixteenth Century Poetic Traditions"

PROFESSIONAL HISTORY

1999-present, Adjunct Professor, English Department, University of Connecticut, Storrs, Connecticut
2004-2008, Adjunct Professor, Liberal Studies, Bay Path College, Longmeadow, Massachusetts
2004-2005, Interim Director of the Creative Writing Program, English Department, University of Connecticut
1985-1990, Visiting Assistant Professor, English and American Literature, Middlebury College, Middlebury, Vermont
1988-89, Assistant Editor, *New England Review / Bread Loaf Quarterly*, Middlebury College
1986-1989, Coordinator of Admissions and Assistant to the Director, Bread Loaf Writers' Conference, Middlebury College
1975-1978, Teaching Assistant, English Department, University of Washington, Seattle, Washington

RESEARCH INTERESTS

American Nature Writing; Environmental Writing; Contemporary Nonfiction; Documentary Film and Film based on works of nonfiction

PUBLICATIONS

Books

Solitary Goose, University of Georgia Press, 2007
Coming Through the Swamp: The Nature Writings of Gene Stratton Porter, University of Utah Press, 1996, editor
At An Elevation: On the Poetry of Robert Pack, Middlebury College Press, 1994, co-editor with David Haward Bain

Articles

"Writing as Environmental Stewardship", chapter forthcoming in Mercury: The Human Element, editors Michael C. Newman and Sharon L. Zuber, Taylor and Francis, 2011
"Reading 'The Veil' by Marjane Satrapi", essay forthcoming in The Short Story and Its Writer 8th Edition, editor Ann Charters,
"Glooscap Makes America Known to the Europeans", essay accepted for publication in an anthology of writers' responses to global warming
"Rachel Carson and Edwin Way Teale: their correspondence and the shape of 20th century environmentalism and environmental writing", archived at the Walden Woods Library of the Thoreau Institute, <http://www.walden.org/institute/Collections/NewCUE/NewCUE.htm>
"Two Geese and a Duck on a Pond in Winter", essay, *ISLE*, Summer 2002
"Feeding a small fire" essay, *Organization and Environment*, March 2003
Essays on Gene Stratton Porter and Hope Ryden in American Nature Writers, edited by John Elder, Scribner's, 1996
"Views From Passing" essay/review in *Prairie Schooner*, Spring, 1992
"Make Love, Not War" poem in *The South Dakota Review*, Summer, 1991

CONFERENCE PAPERS AND COLLOQUIA

"Born Free: Documenting Women and Animals", Film and History Conference, October 2008
"Rachel Carson and Edwin Way Teale: their correspondence and the shape of 20th century environmentalism and environmental writing", ASLE, Annual Conference, June 2007
"Glooscap Makes America Known to the Europeans", Maine's Place in the Environmental Imagination Symposium, June 2006
"A Universe of Signs", Long River Writers' Series, Storrs, Connecticut, November 2005
"Fall Out", Poetry in Wartime Reading, Mansfield, Connecticut, September 2004
"Two geese and a duck on a pond in winter", ASLE, June 2001
"What we talk about when we talk about birds", ASLE, June 2001
"Feeding a small fire", Food and Farming in American Life & Letters Symposium, June 2000
"GMOs 4 U", Food and Farming in American Life & Letters Symposium, June 2000

"Eye level with the nest: Gene Stratton Porter's photographs of birds", American Women Nature Writers Conference, June 2000

"Two solitary figures", American Women Nature Writers Conference, June 1998

"Women who mend the wings", University of Connecticut Women and Gender Research Conference, 2000

"A bird who cannot fly", ASLE, June 1999

"Animal Lives", University of Connecticut Women and Gender Research Conference, 1997

SERVICE

2009, Member, Environmental Literacy Study Group, University of Connecticut

2007-present, Member, Teale Lecture Series Planning Committee, University of Connecticut

2004-present, Member, Planning Board, Environmental Writers' Conference in Honor of Rachel Carson

Professional Associations

1997-present, Association for the Study of Literature and Environment

AWARDS

2009-2010 Outstanding Adjunct Teaching Award, University of Connecticut

2008, Solitary Goose nominated for an Orion Readers' Choice Award

2010 – 67 Proposal to Change ENGL 3011 .

1. Date: March 1, 2010
- 2 Department: English
3. Nature of Proposed Change: **Change course title**

4. Current Catalog Copy:

3011. Publishing

(294) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#).

Publishing and writing for publication in the Information Age. Topics include desktop publishing, web-page design, and the presentation of materials on the Internet. No previous experience with computers is required.

3011W. Publishing

(294W) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

5. Proposed Catalog Copy:

3011. Media Publishing

(294) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#).

Publishing and writing for publication in the Information Age. Topics include desktop publishing, web-page design, and the presentation of materials on the Internet. No previous experience with computers is required.

3011W. Media Publishing

(294W) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#); open to juniors or higher.

6. Effective Date (semester, year -- [see Note R](#)): Spring 2011.

Justification

1. Reasons for changing this course: ENGL 3011, Publishing, has been on the books for many years but has evolved over the years into two very different versions, one focused on magazine and web publishing, the other on books and ebooks. The catalog description remains apt for the former, but we wish to change the title to reflect better the restricted scope of the course and to distinguish this course from the new course we wish to add on book publishing.

2. Effect on Department's Curriculum: With this redefinition of 3011 and with the adoption of 3012 (Book Publishing), we will be expanding our offerings in publishing.

3. Other Departments Consulted ([see Note N](#)): Journalism (Dept. Head Maureen Croteau; Art and Art History (Dean Eva Gorbants)

4. Effects on Other Departments: Prof. Croteau said that while there seemed to be some overlap between this course and Copy Editing II, she thought that the courses were likely sufficiently different. Dean Gorbants said, "run with it!"

5. Effects on Regional Campuses: Could be taught at regional campuses.

6. Staffing: Plum [CV at 2010 – 67]

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

Department Curriculum Committee: 3/3/10

Department Faculty: 4/7/10

8. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

2010 – 68 Proposal to Add EEB 5200

1. Date: 10 March 2010
2. Department requesting this course: EEB
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing

EEB 5200. Biology of Fishes.

4 credits. Lecture/Laboratory.

An introduction to the biology of fishes, with an emphasis on adaptation and evolutionary diversification. Topics include the evolution of major groups, morphology, physiology, behavior, and population and community ecology. Lectures, critical discussions of current journal articles, student presentations, and exercises in the field and laboratory. A research paper and class presentation are required on a topic pre-approved by the instructor.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 5200
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: Biology of Fishes
4. Course description (if appropriate -- see Note K):
An introduction to the biology of fishes, with an emphasis on adaptation and evolutionary diversification. Topics include the evolution of major groups, morphology, physiology, behavior, and population and community ecology. Lectures, critical discussions of current journal articles, student presentations, and exercises in the field and laboratory. A research paper and class presentation are required on a topic pre-approved by the instructor.
5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 4
6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
X Lecture; x Laboratory

Optional Items

7. Prerequisites, if applicable (see Note F): N/A
8. Recommended Preparation, if applicable (see Note G): N/A
9. Consent of Instructor, if applicable (see Note T): N/A
10. Exclusions, if applicable (see Note H): N/A
11. Repetition for credit, if applicable (see Note I): N/A
12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: (see Note L)
No graduate course is offered that covers the biology of fishes in a comprehensive way. Presently graduate students enroll in an undergraduate course, EEB 4200 Biology of Fishes. Graduate students have regularly enrolled in this course. By adding a graduate course, graduate students will be exposed to the material in a depth more appropriate for their level of preparation.
2. Academic Merit (see Note L):
This course explores the biology of fishes from evolutionary and ecological perspectives. In the first portion students learn to classify taxa of fishes according to evolutionary relationships; in the second portion students become familiar with distinctive organismic features of fishes; in the third portion students discover how features of the aquatic environment and the organismic biology of fishes influence behavior, distribution, and abundance of fishes. Students discuss peer-reviewed journal articles in small groups to develop skills of inference in science. The lab exercises provide visual, tactile and olfactory learning opportunities in the same subjects as the lectures. Students prepare a term paper and present the results of their research to the class.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: fewer than 5. Students in EEB 5200 will attend the same lectures and lab/field exercises as students in EEB 4200 thus there is no concern about low enrollment.
5. Number and Size of Section: EEB 4200 has been offered as two sections with a capacity of 24 students each. I do not anticipate overenrollment difficulties.
6. Effects on Other Departments (see Note N): I have communicated with faculty in NRE, whose curriculum includes graduate courses in fisheries management.
7. Staffing (see Note P): Schultz
8. Dates approved by (see Note Q):
Department Curriculum Committee: 4/7/2010
Department Faculty: 4/7/2010
9. Name, Phone Number, and e-mail address of principal contact person: Eric Schultz, 6-4692, eric.schultz@uconn.edu

**Biology of Fishes
EEB 5200
Spring 2011**

General information

Instructor: Dr. Eric T. Schultz, PharmBio 205B, 486-4692, eric.schultz@uconn.edu, office hours: M 11-12; Tu 10-11

Lectures: MWF 10-11, TLS 301

Text: Helfman, G. S., B. B. Collette, D. E. Facey, and B. W. Bowen. 2009. The Diversity of Fishes, Second edition. Wiley-Blackwell, West Sussex, UK. ISBN 978-1-4051-2494-2

Website: In Vista, <http://webct.uconn.edu/>, requires your NetID and password

Content Objectives

This course explores the biology of fishes from evolutionary and ecological perspectives. You will learn to classify taxa of fishes in a system that reflects evolutionary relationships (in the systematics section); you will become familiar with distinctive organismic features of fishes (organism biology section); you will discover how features of the aquatic environment and the organismic biology of fishes influence behavior, distribution, and abundance of fishes (ecology section).

Process Objectives

This course is designed to improve skills in the interpretation, synthesis and communication of scientific findings. In addition to lectures and textbook readings, course material will be delivered in papers from the scientific literature that are discussed in structured small-group exercises. Synthesis and communication skills will be exercised through the preparation of a final paper and oral communication of your findings to the class. The lab exercises will provide visual, tactile and olfactory learning opportunities in the same subjects as the lectures.

Organization

Lectures (and hourly exams) will take place on Mondays and Wednesdays. Lecture summaries will be posted in the HuskyCT course website in advance of each lecture; students will be responsible for bringing printed copies of this material into lecture for their use. PDFs of lectures will be posted after they are complete, unless I become concerned that they are being used as a substitute for attending lectures. This course is not designed as an online course although I am committed to maintain an online environment that facilitates learning.

Most Fridays will be devoted to group-oriented learning ("groupthinks"). These will typically be focused on a short paper that I assign earlier in the week. We will start the groupthink sessions with a very short quiz that will help to ensure that everybody actually reads the paper before class. The remainder of the class session will be a combination of my filling in background and discussions in small groups of questions that arise from careful study of the paper. You will be asked to write down your own answers to the questions based on the group's discussion and your own judgment. Completed work on the answers will be due the following Monday at the time of class.

Reading: pages from the textbook that are assigned for each lecture do not need to be read in advance of the lecture but should be read by Friday of that week.

Labs: The lab is an integral part of the course. Information on the scheduling and grading of the lab will be posted in a separate syllabus.

Term papers and graduate student presentations

Students enrolled in EEB 5200 will complete a term paper. The topic for the paper must be determined by end of the third week of classes, supported by a draft outline and a provisional list of references, therefore discussions with me about the topic should begin during the first week of semester. The paper will be shared with the class as an in-lecture presentation of roughly 15 minutes in length, leaving 10 minutes for questions and discussion.

Grading

The course grade will be based on points earned out of a possible 800. I do not plan to curve grades in this class. I will be using a standard scale for grading: 90%-range is A or A- (specifically, 90%-93% = A-, 93%-100% = A), 80% range is B or B-, 70% range is C or C-, 60% range is D or D-, and below 60% is an F.

Lecture Exams (300 total points): Higher 2 of 3 hourly exams, each worth 100 points, and a 100-point cumulative final exam.

Each hourly will cover material since the previous exam (or the first day of class); the exams will cover all material, including not only lectures but also problem sets. Each exam will be an equitable mix of multiple choice and short

answer. The last hourly exam and the final exam will occur on the day assigned by the registrar for the final. The hourly and final will be printed on separate sheets and will be each identifiable. You will have a full two hours to complete the two exams, but can take them however you want: in either order, and with complete freedom to spend as much or little time on any part. Make up exams will not be given. You may be allowed to take an exam early if you know in advance that you will be out of town. In the event that you miss a scheduled exam, that missed exam will count as the grade you drop.

Groupthink written work (100 total points): The submitted work assigned in groupthinks will be about 10 points each. The goal is to sharpen your interpretive skills and extend the reach of material covered in lecture. Grading will be generous; you will earn full credit if you make a good effort to answer the question and submit the work on time.

Quizzes: Quizzes will be offered through the website on a weekly basis. Points earned on quizzes will be used to offset any points that are missed on the subsequent hourly exam (hence adding to final score of the exam, up to a maximum of 100 pts.).

Term paper and presentation (200 total points)

Lab assessments (200 total points)

Additional information

Students with disabilities: University students with disabilities are some of the brightest and most dedicated learners on campus, and the University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities ([University policy on people with disabilities](#)). Qualified individuals who require reasonable accommodations are urged to make their needs known as soon as possible, and should contact the [Center for Students with Disabilities](#).

Academic misconduct: Academic misconduct in any form is in violation of the University of Connecticut *Student Code* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Please see the [Community Standards](#) and [Student Code](#) pages on the Dean of Students website for more details and a full explanation of the Academic Misconduct policies.

Lecture schedule (always subject to change)

Class	Day	Date	Content	Reading
1	W		Introduction	Ch. 1
2	F		Systematics I: introduction	Ch. 2, 4
3	M		Systematics II: jawless fishes	Ch. 5
4	W		Snow day	
5	F		Systematics III: cartilaginous fishes	Ch. 6
6	M		Systematics IV: major bony fish taxa	Ch. 7,8
7	W		Systematics V: ancestral teleosts	Ch. 9, 10
8	F		Groupthink (2)	
9	M		Systematics VI: derived unspined teleosts	Ch. 11, 12, 13
10	W		Groupthink (3)	
11	F		Systematics VII: spiny teleosts	Ch. 14, 15
12	M		Systematics VIII: more spiny teleosts	Ch. 16, 17
13	W		Hourly exam I	
14	F		Organism biology I: swimming	Ch. 3, Ch. 19 (311-331)
15	M		OB II: feeding and digestion	Ch. 23
16	W		OB III: respiration	Ch. 24 (441-453)
17	F		Groupthink (4)	
18	M		Snow day	
19	W		OB IV: circulation and blood	Ch. 24 (453-465)
20	F		OB V: buoyancy	Ch. 19 (332-341)
21	M		OB VI: osmoregulation and excretion	Ch. 25
22	W		OB VII: nervous & endocrine systems	Ch. 26
23	F		Groupthink (5)	
24	M		OB VIII: reproduction and development	Ch. 27
25	W		OB IX: sensory perception	Ch. 20, 21
26	F		Groupthink (6)	
27	M		Hourly exam II	
28	W		Ecology I: zoogeography	Ch. 29

29	F	Ecology II: migration	Ch. 36
30	M	Ecology III: aggregation and territoriality	Ch. 37
31	W	Ecology IV: Conservation (Guest lecturer Peter Auster, Ph.D.)	Ch. 39
32	F	Groupthink (7)	
33	M	Ecology V: reproductive ecology	
34	W	Ecology VI: stream fishes ecology (Guest lecturer Y. Kanno)	Ch. 30 (655-657), Ch. 31
35	F	Groupthink (8)	
36	M	Ecology VII: lake fishes ecology	Ch. 30 (651-654), Ch. 32
37	W	Ecology VIII: reef fishes ecology	Ch. 33
38	F	Groupthink (9)	
39	M	Reef fishes ecology (cont'd)	
40	W	Graduate student presentation(s)	
41	F	Groupthink (10)	
Hourly exam 3 + final exam)			

2010 – 69 Proposal to Add EEB 5215

1. Date: 10 March 2010
2. Department requesting this course: **EEB**
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing

EEB 5215. Physiological Ecology of Animals

3 credits. Lecture.

Physiology of animals in an evolutionary context: how individuals cope and how species adapt to natural environments. Lectures and critical discussions of current journal articles. A research paper and class presentation are required on a topic pre-approved by the instructor.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): EEB
2. Course Number (see Note B): 5215
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: Physiological Ecology of Animals
4. Course description (if appropriate -- see Note K):
Physiology of animals in an evolutionary context: how individuals cope and how species adapt to natural environments. Lectures and critical discussions of current journal articles. A research paper and class presentation are required on a topic pre-approved by the instructor.
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

Optional Items

7. Prerequisites, if applicable (see Note F): N/A
8. Recommended Preparation, if applicable (see Note G): N/A
9. Consent of Instructor, if applicable (see Note T): N/A
10. Exclusions, if applicable (see Note H): N/A
11. Repetition for credit, if applicable (see Note I): N/A
12. S/U grading, if applicable (see Note X): N/A

Justification

1. Reasons for adding this course: (see Note L)
No graduate course is offered that covers the physiological ecology of animals in a comprehensive way. Presently graduate students enroll in an undergraduate course, EEB 4215 Physiological Ecology of Animals. Graduate students have regularly enrolled in this course. By adding a graduate course, graduate students will be exposed to the material in a depth more appropriate for their level of preparation.
2. Academic Merit (see Note L):
This course explores the physiology of animals in an evolutionary context. Emphasis is placed on strategies of exchange of energy and materials with the environment. What principles govern how animals function in the natural environment? How do individuals adjust to environmental changes? How do physiological processes adapt over evolutionary time? In addition to learning from lectures and textbook readings, students discuss peer-reviewed journal articles in small groups to develop skills of inference in science. Students prepare a term paper and present the results of their research to the class.
3. Overlapping Courses (see Note M): none
4. Number of Students Expected: fewer than 5. Students in EEB 5215 will attend the same lectures as students in EEB 4215 thus there is no concern about low enrollment.

5. Number and Size of Section: EEB 4215 has been offered as one section with a capacity of 40 students. I do not anticipate overenrollment difficulties.
6. Effects on Other Departments (see [Note N](#)): I have communicated with faculty in PNB.
7. Staffing (see [Note P](#)): Schultz
8. Dates approved by (see [Note Q](#)):
 Department Curriculum Committee: 4/7/2010
 Department Faculty: 4/7/2010
9. Name, Phone Number, and e-mail address of principal contact person: Eric Schultz, 6-4692, eric.schultz@uconn.edu

EEB 5215 Physiological Ecology of Animals, Spring 2012

General Information

Instructor: Dr. Eric T. Schultz; PharmBio 205B, 486-4692; eric.schultz@uconn.edu; office hours: M 11-12, Tu 10-11, and otherwise by appointment or just stop by
Lectures: MWF 10-11, TLS 301
Text: Willmer, P., G. Stone and I. Johnston (2005). *Environmental physiology of animals*. 2nd Edition. Malden, MA, Blackwell Science Ltd.
Website: In HuskyCT, <http://huskyct.uconn.edu/>, requires your NetID and password

Content Objectives

This course explores the physiology of animals in an evolutionary context.
 What principles govern how animals function in the natural environment?
 How do individuals adjust to environmental changes?
 How do physiological processes adapt over evolutionary time?

Process Objectives

This course is designed to improve skills in the interpretation of data and scientific inquiry.
 What quantitative tools are needed to understand physiological and ecological relationships?
 How does one find such relationships in the midst of noisy biological data?
 How is open-ended inquiry in science different from being told what to think?

Organization

Lectures will mostly take place on Mondays and Wednesdays. Lecture summaries will be posted in HuskyCT course website in advance of each lecture; students will be responsible for bringing printed copies of this material into lecture for their use. Most Fridays will be devoted to 'groupthinks' (small group discussions of primary scientific literature) or will be used for exams. I will distribute papers to read for groupthinks mid-week; during groupthink periods I will provide some background and then distribute questions to guide discussion, which will occupy the class period. Completed work on groupthinks will be due the following Monday. Reading: pages from the textbook that are assigned for each lecture do not need to be read in advance of the lecture but should be read by Friday of that week. Students enrolled in EEB 5200 will complete a term paper. The topic for the paper must be determined by end of the third week of classes, supported by a draft outline and a provisional list of references, therefore discussions with me about the topic should begin during the first week of semester. The paper will be shared with the class as an in-lecture presentation of roughly 15 minutes in length, leaving 10 minutes for questions and discussion.

Grading

The course grade will be based on points earned out of a possible 600. I do not plan to curve grades in this class. I will be using a standard scale for grading: 90%-range is A or A- (specifically, 90%-93% = A-, 93%-100% = A), 80% range is B or B-, 70% range is C or C-, 60% range is D or D-, and below 60% is an F.

Lecture Exams (300 total points): Higher 2 of 3 hourly exams, each worth 100 points, and a 100-point cumulative final exam. Each hourly will cover material since the previous exam (or the first day of class); the exams will cover all material, including not only lectures but also groupthinks. Each exam will be an equitable mix of multiple choice and short answer. The last hourly exam and the final exam will occur on the day assigned by the registrar for the final. The hourly and final will be printed on separate sheets and will each be identifiable. You will have a full two hours to complete the two exams, but can take them however you want: in either order, and with complete freedom to spend as much or little time on any part.

Term paper and presentation (200 total points)

Groupthinks (100 total points): The groupthinks will be about 10 points each. The goal is to sharpen your interpretive skills and extend the reach of material covered in lecture. Grading will be lenient, assuming that a good effort to answer the question and on-time submission.

Quizzes: Quizzes will be offered through the HuskyCT website on a weekly basis. Points earned on quizzes will be used to offset any points that are missed on the subsequent hourly exam (hence adding to final score of the exam, up to a maximum of 100 pts.).

Academic Misconduct

Appendix A of *The Student Code* describes academic misconduct as dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Appendix A also presents the process for imposing sanctions for such acts.

Lecture Schedule

Class	Day	Date	Content	Reading
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1	W	Physiological ecology: the course, the subject	1, 2
2	F	Principles of exchange and scaling	3
3	M	Solute and water exchange 1: osmosis	4
4	W	Solute and water exchange 2: aquatic animal osmotic strategies	5
5	F	Groupthink (1)	
6	M	Solute and water exchange 3: the aquatic kidney, terrestrial strategies	
7	W	Catching up (remainder of S&WE 3)	
8	F	Groupthink (2)	
9	M	Solute and water exchange 4: terrestrial salt exchange	
10	W	Snow day	
11	F	Gas exchange 1: oxygen in the environment and its uses	7.1-7.3
12	M	Gas exchange 2: gas capture and elimination	7.4
13	W	Gas exchange 3: gas transport	7.5-7.7
14	F	EXAM 1	
15	M	Energy budgets 1: metabolic rate	6
16	W	Energy budgets 2: growth	
17	F	Groupthink (3)	
18	M	Energy budgets 3: reproduction	
19	W	Temperature and ectotherms 1: responses in physiological time	8.1-8.4
20	F	Groupthink (4)	
SPRING BREAK			
21	M	Temperature and ectotherms 2: acclimatization and adaptation	8.5, 8.6
22	W	Temperature and ectotherms 3: processes of heat exchange	
23	F	Groupthink (5)	
24	M	Temperature and ectotherms 4: control of body temperature	
25	W	Temperature and endotherms 1: thermoregulation in the cold	8.7-8.11
26	F	Groupthink (6)	
27	M	Temperature and endotherms 2: thermoregulation in the heat	
28	W	Temperature and endotherms 3: development and diversity	
29	F	EXAM 2	
30	M	Locomotion 1: aquatic locomotion	9.15
31	W	Metabolic correlates of behavior*	
32	F	Groupthink (7)	
33	M	Sensory systems*	
34	W	Locomotion 2: terrestrial locomotion	
35	F	Groupthink (8)	
36	M	Locomotion 3: flight	
37	W	Foods and diet	
38	F	Groupthink (9)	
39	M	Digestive ecology	
40	W	Digestive symbiosis	
41	F	Review, discussion	
	M	Hourly exam 3 + final exam (1030-1230)	
*guest lecture			

2010 – 70 Proposal to DROP the Aquaculture Minor [further dept approval info pending]

1. Date: 12 March 2010
2. Department requesting this change: EEB
3. Title of Minor: **Aquaculture**
4. Nature of Change: **Elimination**
5. Existing catalog Description of the Minor:
This minor provides students with a basic understanding of aquaculture, especially in closed circulation systems. Students will be required to complete 18 credits which include a common core for all students and a selection of courses based on a specific area of interest. The requirements for the minor are:
[NRE 3315](#), [EEB 4200](#), [PNB 3235](#), one 2-credit internship (as approved by advisor), and two courses from the following: [NRE 4335](#), [ARE 3215](#), [PVS 4351](#), [ANSC 3343](#), [NUSC 3235](#), [EEB 3230/MARN 3014](#)
The minor is offered jointly by the [College of Agriculture and Natural Resources](#) and the [College of Liberal Arts and Sciences](#). For more information, contact Dr. Eric Schultz at Eric.Schultz@uconn.edu.
6. Proposed catalog Description of the Minor:
7. Effective Date immediately

Justification

1. Why is a change required?
For more than 10 years, this minor has failed to enroll students and one of the core courses (PNB 3235) has only been taught once. The situation is not likely to change given present and prospective staffing.
2. What is the impact on students?
A small benefit is expected, as upon occasion a student is disappointed to discover that the minor is not available.
3. What is the impact on regional campuses?
Negligible. Core and elective courses were taught on main campus.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
5. Dates approved by (see Note Q):
Department Curriculum Committee: ARE: xx/xx/2010; EEB: 4/7/2010; MARN: xx/xx/2010; NRE: 3/26/2010(?); NUSC: xx/xx/2010; PNB: 3/15/2010; PVS: xx/xx/2010
Department Faculty: ARE: xx/xx/2010; EEB: 4/7/2010; MARN: xx/xx/2010; NRE: xx/xx/2010; NUSC: xx/xx/2010; PNB: 3/15/2010; PVS: xx/xx/2010
6. Name, Phone Number, and e-mail address of principal contact person:

2001 – 71 Proposal to change ENGL 1004 [revisions pending]

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

See "[Instructions for completing CLAS CC&C forms](#)" for general instructions and specific notes.

1. Date: September 13, 2010

2. Department: English

3. Nature of Proposed Change: Change of course title

4. Current Catalog Copy: Basic Writing

Either semester. Four credits.

Development of the reading and writing skills essential to university work.

Students placed in 1004 must pass the course before

electing Engl. 1010

or 1011. Not open to students who have passed Engl. 105, 109, 1010, or 1011.

5. Proposed Catalog Copy: Introduction to Academic Writing

Either semester. Four credits.

Development of the reading and writing skills essential to university work.

Students placed in 1004 must pass the course before

electing Engl. 1010 or

1011. Not open to students who have passed Engl. 105, 109, 1010, or 1011.

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

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

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

Justification

1. Reasons for changing this course: The old course title did not adequately reflect the nature and focus of the course.

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 staffing change.

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

Department Curriculum Committee:

Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person: Thomas Recchio (860) 486-2866 thomas.recchio@uconn.edu

2010 – 72 Proposal to Change ENGL 1701 [pending revised submissiono]

1. Date: 9/2/10

2. Department: English

3. Nature of Proposed Change: Update old course description to more accurately reflect current practice and needs of Creative Writing Program.

4. Current Catalog Copy:

1701. Creative Writing I

(146) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#). First course in creative expression in fiction, poetry, and other forms.

5. Proposed Catalog Copy:

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

1701. Creative Writing I

(146) Either semester. Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [3800](#). First course in creative expression. Covers two or more genres (fiction, poetry, creative nonfiction, and drama). Genres vary by section.

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

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

Justification

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

2. Effect on Department's Curriculum: None

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

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

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

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

Department Curriculum Committee:

Department Faculty:

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

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

OR

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

2010 – 73 Proposal to Change ANTH 1006

1. Date: 20 April 2010
2. Department: **Anthropology**
3. Nature of Proposed Change: **Revise catalogue description.**
4. Current Catalog Copy:

1006. Introduction to Anthropology

(106) Either semester. Three credits. Two class periods and one 1-hour discussion. The biological and cultural development of humans from their origin to the present. A brief survey of human evolution is followed by a comparative study of behavior and beliefs of our own and other societies. CA 2. CA 4-INT.

5. Proposed Catalog Copy:

1006. Introduction to Anthropology

(106) Either semester. Three credits.

A "four-field" (physical/biological, linguistic, archaeological, cultural) introduction to anthropology as the holistic study of the human species. Topics include physical anthropology, human origins and evolution, language, the archaeology of early civilizations, and cultural anthropology. CA 2. CA 4-INT.

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

Justification

1. Reasons for changing this course:

We have found that, when adjunct instructors teach this course, it varies widely in content and scope. The new description is more specific and lists topics that should be covered every time the course is offered. Revising the course description is one step in our efforts to standardize the content of our introductory offerings and to differentiate the courses clearly from one another. Also, we are dropping the course format details because some faculty members have begun teaching this course in one three-hour session with no discussion section.

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 impact.
7. Dates approved by (see Note Q):
Department Curriculum Committee: 4 April 2010
Department Faculty:

8. Name, Phone Number, and e-mail address of principal contact person:
Jocelyn.Linnekin@uconn.edu messages 486-2137; direct 486-0067

2010 – 74 Proposal to Change ANTH 2000

1. Date: 20 April 2010
2. Department: **Anthropology**
3. Nature of Proposed Change: **Add prerequisite to a course and its 'W' variant.**

4. Current Catalog Copy:

2000. Social Anthropology

(220) Either semester. Three credits.

A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions. CA 2. CA 4.

2000W. Social Anthropology

(220W) Prerequisite: ENGL 1010 or 1011 or 3800. CA 2. CA 4.

5. Proposed Catalog Copy:

2000. Social Anthropology

(220) Either semester. Three credits. Prerequisite: ANTH 1000 or 1006.

A comparative study of social structure including an analysis of kinship, marriage, community organization, political and economic institutions, and the role of the individual in these institutions.

CA 2. CA 4.

2000W. Social Anthropology

(220W) Prerequisite: ANTH 1000 or 1006; ENGL 1010 or 1011 or 3800.

CA 2. CA 4.

6. Effective Date : immediately

Justification

1. Reasons for changing this course: In a recent review of our introductory courses we recognized the need to eliminate overlapping content between them and to define their curricular roles more precisely. This proposal is one step toward that end. This course has been a popular "GenEd" offering for many years, but it is also a required course for our Majors, who have first priority for enrollment. The department relies on this course to deliver advanced material, but instructors feel obliged to "dumb down" the level because some enrolled students have no previous Anthropology coursework. The proposed change ensures that all enrolled students will have had adequate preparation.

2. Effect on Department's Curriculum: Improves this course's effectiveness as preparation for Majors.

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

4. Effects on Other Departments: None. Our Majors already have first priority for enrollment.

5. Effects on Regional Campuses: None.

6. Staffing: No effect.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 4 April 2010

Department Faculty: 20 April 2010

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

Jocelyn Linnekin Jocelyn.Linnekin@uconn.edu 486-2137 messages/486-0067 office

2010 – 75 Proposal to Add ANTH 5XXX

1. Date: 14 October 2009
2. Department requesting this course: **Anthropology**
3. Semester and year in which course will be first offered: Spring 2011.

Final catalog Listing

ANTH 5XXX. Anthropology of Infectious Diseases

3 credits. Seminar.

An examination of medical anthropological research and insights on biosocial/biocultural factors in the spread of infectious diseases, including human understandings and responses across cultural groups and through time, anthropogenic factors in contagion, and the nature and pathways of adverse infectious disease interactions.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ANTH
2. Course Number (see Note B): 5XXX
3. Course Title: Anthropology of Infectious Diseases
4. Course description (if appropriate -- see Note K): An examination of medical anthropological research and insights on biosocial/biocultural factors in the spread of infectious diseases, including human understandings and responses across cultural groups and through time, anthropogenic factors in contagion, and the nature and pathways of adverse infectious disease interactions
5. Number of Credits: 3
6. Course type: Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F):
8. Recommended Preparation, if applicable (see Note G):
9. Consent of Instructor, if applicable (see Note T): Consent of instructor is required
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): no
12. S/U grading, if applicable (see Note X):

Justification

1. Reasons for adding this course: (see Note L) There are no courses in the catalogue that can accommodate the specialized subject matter of this course. This course will help meet the expressed needs of graduate students specializing in medical anthropology and cognate fields for a greater range of course offerings.
2. Academic Merit (see Note L): Infectious disease remains a primary source of morbidity and mortality globally, especially in developing countries but in developed countries as well. The emergence of HIV/AIDS and a growing list of other emergent and re-emergent infectious diseases and treatment resistant infections have significantly heightened public concern about infectious diseases in the contemporary world. Environmental factors in health, such as global warming (which contributes to the spread of waterborne and vector-borne infectious agents) have further contributed to this growing level of apprehension. Additionally, there has been increasing awareness of the contribution of syndemics (interacting diseases that increase the total health burden of a population) to global health since this concept was first introduced into public health discourse by medical anthropologists during the 1990s. To date, most academic focus has been on the biological aspects of infectious diseases but their emergence and spread reflect human activities, modes of production and residence, beliefs and attitudes, and transformations of the environment. As increasing numbers of medical anthropologists seek to study biocultural and biosocial processes in health and illness, including environmentally mediated factors in human health and well-being, important new questions have arisen. These questions include: why, in an era of miraculous improvements in health interventions, do infectious diseases remain the leading cause of death in developing nations? Why, even in a highly developed nation such as the United States, are infections the third leading cause of human mortality? How do human activities and understandings (e.g.,

the cultural conception of “plague” and associated processes of stigmatization) contribute to social responses to infections as well as the spread of infectious diseases, the emergence of new infectious diseases as identified threats to health, and the course of epidemics? What does the biocultural/biosocial model of contribute to the understanding of infectious diseases? How are broader forces of globalism likely to impact the spread and health consequences of infectious diseases? How are our cultural understandings of disease changing through time and how will these changes impact social responses to infectious disease? This seminar develops the biocultural/biosocial model of medical anthropology as a holistic approach to understanding the role of infectious diseases in human experience and social life based on a set of close readings and discussions, with the aim of better preparing our graduate students to establish comparative and theoretical links between this literature and their own research agendas.

3. Overlapping Courses (see [Note M](#)): There is a very limited overlap with **ANTH 5352. Medical Anthropology**, as infectious disease constitutes only a small component of that course. Additionally, there is a limited overlap with **PUBH 5438. Investigation of Disease Outbreaks**, although the focus of this course is on basic skills and perspectives necessary to investigate acute disease outbreaks. Finally, there is limited overlap with **PUBH 5454. Infectious Disease Control**, although this course is primarily concerned with presenting an overview of microbiology, including the epidemiological model of agent-host environment relationships. I have discussed the issue of overlap with Dr. David Gregorio, Director of the Graduate Program in Public Health. This is his response: “I see no problematic overlap with our existing courses. I think this would be a terrific elective for our students and we will encourage them to consider it when it's scheduled.”

4. Number of Students Expected: 10-15

5. Number and Size of Section: maximum of 15

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

7. Staffing (see [Note P](#)): Professor Merrill Singer is planning to include this seminar in his regular roster of courses and to offer it every 2 years.

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

Department Curriculum Committee: 20 April 2010

Department Faculty: 20 April 2010

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

Preliminary syllabus

ANTH 5XXX, Graduate Seminar: Anthropology of Infectious Diseases Merrill Singer, Professor

Course overview:

As we move into the tenth year of the 21st century, infectious disease remain the major cause of death in the world and are a major source of human suffering everywhere. Even in a medically advanced country like the U.S., with a huge health care budget, there is intense concern currently about becoming infected with the H1N1 influenza virus. Moreover, because of media coverage, a broad awareness has developed that the potential for an intense and deadly influenza outbreak, as occurred in 1918, is likely to occur sometime in the future. The level of nervousness about such an event is no doubt colored by what we have witnessed with the global HIV/AIDS pandemic and with outbreaks of SARS, West Nile, Hantavirus, Ebola and other infectious diseases. Importantly, there are more known infectious pathogens today than at any time in human history. Of historic note, the most widespread vector borne infectious disease in the U.S., Lyme disease, was first identified in a group of children in Lyme, Connecticut (see map below for the continued importance of Lyme in the northeast). Since its discovery here, it been reported in all 50 states and in 20 other countries. In recent year, we have even discovered that some cancers are caused by infectious agents. Not only have infectious diseases significantly shaped our history as a species, and our contemporary social worlds, there is little doubt that such diseases will play a major role in our future. Exploration of the intersection of human societies and infectious diseases, using the intertwined perspectives of medical anthropology, political ecology and Ecohealth, is the focus of this course.



Course Aims:

1) to examine medical anthropological research and insights on biosocial/biocultural and political economic/political ecological factors in the spread of infectious diseases.

2) to move beyond biological and biomedical understandings of infection to the social origins of infectious disease outbreaks, including consideration of social factors like structural violence and social inequality in the distribution of infectious diseases and anthropogenic factors in the development and spread of infectious disease syndemics.

3) to use ethnographic accounts to explore similarities and differences in human understandings, embodied experiences, and responses to infectious disease

4) to help students think through the relevance and value of holistic anthropological understanding of infectious disease outbreaks in the development of a cultural epidemiology framework for applied interdisciplinary responses to infectious diseases.

Guiding questions

This course will answer the following questions:

- Why, in an era of miraculous improvements in health interventions, do infectious diseases remain the leading cause of death in developing nations?
- How are we to understand the fact that even in highly developed nations like the United States infections constitute the third leading cause of human mortality?
- How do human activities and understandings (e.g., the cultural conception of "plague" and associated processes of stigmatization) contribute to social responses to infections as well as the spread of infectious diseases, the emergence of new infectious diseases as identified threats to health, and the course of infectious disease epidemics?
- What is the cultural experience of having a significant infectious disease and the impact of infectious disease on the cultural construction of embodiment, identity, and social relationship?
- What does the biocultural/biosocial model of medical anthropology contribute to the understanding of infectious diseases?
- How during the 21st century are infectious diseases likely to impact indigenous communities, disparity populations, ethnic minority and other subordinated subgroups, displaced populations, and other communities of traditional interest to anthropologists?
- How are broader forces of globalism likely to impact the spread and health consequences of infectious diseases?
- How are our cultural understandings of disease changing through time and how will these changes impact social responses to infectious disease?

Course structure: There will be a theme and course readings for each class meeting. Participants will rotate taking the leadership in preparing for the class discussion each week. Discussion leaders will be responsible for: 1) carefully completing assigned readings for the week; 2) identifications of key issues in the readings; 3) preparation and emailing 2 days before the class meeting a list of questions that will be used to guide the group discussion; 4) leading the class discussion; and 5) writing up a 5 page report that assesses the assigned readings including reflecting on class discussion of these readings (issues and questions that emerged from the discussion). Each week all participants are expected to carefully read and come prepared to fully discuss the assigned readings.

Readings will consist primarily but not exclusively of publications by cultural anthropologists. The following books have been placed on order at the UCONNCoop Bookstore:

Brown, Peter, ***Anthropology of Infectious Disease: International Health Perspectives (Theory and Practice in Medical Anthropology and International Health)***

Singer, Merrill, ***Introduction to Syndemics: A Critical Systems Approach to Public and Community Health***

Farmer, Paul, ***Infections and Inequalities: The Modern Plagues***

Swedlund, Alan and Herring, Ann, editors. ***Plaques and Epidemics: Infected Spaces Past and Present.***

Additional posted readings are available on the course's HuskyCT site

Organization:

The course is organized in a structured seminar format. Each class meeting will begin with my short introduction to theme of the week's readings. Every week, one student will lead discussion of the readings, including preparation and emailing to all class participants at least 24 hours before the class meets a set of questions based on the readings that will be used to guide the discussion. The full class will participate in the general discussion of the weekly readings. Everyone is expected to read the assigned material and be prepared to discuss it.

Individual Projects:

On consultation with me, each student will identify a topic that meets his or her individual professional interests and intersects with the aims and content of this course. This topic will be the focus of an in class **Powerpoint Presentation** (a preliminary statement about what the research paper will be about, why the topic was chosen, and how it relates to the material of the class) and a final **Research Paper**. The expected length for the paper is 25 pages double-spaced, using standard font and margins. Papers must include complete bibliographic citation for each work cited/referred to in the text of the paper. The references cited section—which, like in-text citations, should follow the format of the American Anthropologist—is not part of the 25 page length. Reference materials should be drawn from academic/professional works published in recent journals and books (last 15 years or so) — at least 20 references should be consulted and cited. Direct quotes must be kept to an absolute minimum. The paper must have a problem orientation (be linked to concepts and theory), and not be merely a description of some phenomenon. An appropriate format would include a concept-guided literature review of the selected topic (that is, a review that is guided by an integrating perspective or objective, not a neutral reading of various sources), and an introduction and conclusion that discuss that present the guiding concept (theory, argument) and the significance of the topic, including how it relates to the concepts, theories, and content of this course.

Evaluation: % of final course grade

Leadership of seminar discussion – 15%
Overall seminar participation -- 15%
Powerpoint presentation -- 20%
Individual project -- 50%

2010 – 76 Proposal to Change the PSYC Major

1. Date: September 14, 2010
2. Department requesting this change: **Psychology**
3. Title of Major: **Psychology**
4. Nature of Change: **Add PSYC 2110, The Psychology of Human Sexuality, to Area III on our 6 Plans of Study.**

5. Existing catalog Description of the Major:

Psychology

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology. Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Psychology majors are required to take two introductory-level psychology courses - General Psychology I 1100 and either General Psychology II 1101 or General Psychology II (Enhanced) 1103 - followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201, 3500, 3501

Area III. Cross Area (I and II): 2201, 3100 or 3100W, 3102, 3105, 3400, 3601,

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103, 3104, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3402W, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

After completing 1100 and 1101 (or 1103), students must select one of our tracks for their major: 1. Bachelor of Arts: Standard, 2. Bachelor of Science: Standard, 3. Bachelor of Arts: Research Concentration, 4. Bachelor of Science: Research Concentration, 5. Bachelor of Arts: Honors, 6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), Three credits of Area IV research, One other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, Three credits of Area IV research, One other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), 3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, 3899 and 4197W from Area IV research (4197W may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100 (Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3102W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under *Linguistics*.

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

The Psychology Department recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include BIOL 1102, 1107, or 1108; ANTH 1006 or 2000; and SOCI 1001. If at all possible, majors should take STAT 1100Q (or 1000Q) by their third semester.

A maximum of seven 2000-level or above transfer credits in Psychology may count toward the major upon approval of the Transfer Coordinator in Psychology. Up to three credits of PSYC 3889 or 3899 can be used, and PSYC 3880 cannot be used.

All Psychology majors are required to take two introductory-level psychology courses - General Psychology I 1100 and either General Psychology II 1101 or General Psychology II (Enhanced) 1103 - followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational: 2300 or 2300W, 2301, 2400, 2600, 2700

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201, 3500, 3501

Area III. Cross Area (I and II): 2110, 2201, 3100 or 3100W, 3102, 3105, 3400, 3601,

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103, 3104, 3106 or 3106W, 3200 or 3200W, 3300 or 3300W, 3301, 3370, 3401, 3402W, 3470 or 3470W, 3502, 3503, 3600 or 3600W, 3670 or 3670W, 3770 or 3770W, 3883, 3884, 3885

Laboratory Courses: 3150, 3250 or 3250W, 3251 or 3251W, 3252, 3253, 3350 or 3350W, 3450W, 3550W, 3551W, 3552, 3750 or 3750W

Research: 3889, 3899, 4197W

After completing 1100 and 1101 (or 1103), students must select one of our tracks for their major: 1. Bachelor of Arts: Standard, 2. Bachelor of Science: Standard, 3. Bachelor of Arts: Research Concentration, 4. Bachelor of Science: Research Concentration, 5. Bachelor of Arts: Honors, 6. Bachelor of Science: Honors

The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, One Area III course, Two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory), Three credits of Area IV research, One other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, Three credits of Area IV research, One other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV courses (lecture and/or laboratory),

3899 and 4197W from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program)

31 PSYC credits, including: 2100Q or 2100WQ, Two Area I courses, Two Area II courses, 3100 from Area III, Two Area IV laboratory courses, 3899 and 4197W from Area IV research (4197W may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses. At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, COMM 3100 (Persuasion), EPSY 3010 (Educational Psychology), and HDFS 2100 (Human Development: Infancy through Adolescence) may not be used.

To satisfy the computer technology competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in computer technology include PSYC 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the information literacy competency, all students must pass PSYC 2100Q/2100WQ. Other courses that will further enhance competency in information literacy include PSYC 1100, 1103, 3250W, 3251W, 3350W, 3450W, 3550W, 3889, 3899, and 4197W.

To satisfy the writing in the major requirement, all students must pass PSYC 2100WQ. Other courses that will further help students develop writing skills in psychological science are PSYC 2300W, 3100W, 3102W, 3106W, 3200W, 3250W, 3251W, 3300W, 3350W, 3402W, 3450W, 3470W, 3550W, 3551W, 3600W, 3670W, 3750W, 3770W, and 4197W. For students who have taken PSYC 2100Q rather than 2100WQ, any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in Psychology. A minor in Neuroscience is offered jointly by the Psychology Department and the Physiology and Neurobiology Department. Both programs are described in the Minors section.

Psychology also offers a joint-major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under *Linguistics*.

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

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

Justification

1. Why is a change required?

PSYC 2110, THE PSYCHOLOGY OF HUMAN SEXUALITY, was approved by the University Senate on May 3, 2010, and it will be offered in Spring 2011. We would now like to add it to our Plans of Study so our majors can use it in partial fulfillment of our degree requirements. We would like to add it to Area III (Cross Area I and II) because its content contains components of our Area I courses (Social, Developmental, Clinical, & Industrial/Organizational) and our Area II courses (Experimental & Behavioral Neuroscience), as do other courses currently in Area III.

2. What is the impact on students?

The inclusion of this newly-approved course, PSYC 2110, will enable Psychology majors to use the course as partial fulfillment of their degree requirements.

3. What is the impact on regional campuses?

If offered at our regional campuses (which might be possible at the West Hartford campus especially), it will provide our regional campus majors with yet another option in partial fulfillment of their degree requirements.

4. Dates approved by (see Note Q):
Department Curriculum Committee: September 15, 2010
Department Faculty: September 15, 2010

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

David B. Miller
6-3516
David.B.Miller@uconn.edu

2010 – 77 Proposal to Change the PSYC Minor

1. Date: September 14, 2010
2. Department requesting this change: **Psychology**
3. Title of Minor: **Minor in Psychology**
4. Nature of Change: **Add PSYC 2110**, The Psychology of Human Sexuality, **to Area III on our 6 Plans** of Study

5. Existing catalog Description of the Minor:

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational:

2300/W, 2301, 2400, 2600, 2700,

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501,

Area III. Cross Area (I and II): 2201, 3100/W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFAM 3106/W), 3200/W, 3300/W, 3301, 3370, 3401, 3402W, 3470/W, 3502, 3503, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885

Laboratory Courses: 3150, 3250/W, 3251/W, 3252, 3253, 3350/W, 3450W, 3550W, 3551W, 3552, 3750/W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
 - One Area II course
 - Any three additional 2000-level and above Psychology courses listed above.
- No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives. The minor is offered by the Psychology Department.

6. Proposed catalog Description of the Minor:

Psychology

All Psychology Minors are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

Foundation: 2100Q or 2100WQ

Area I. Social, Developmental, Clinical, & Industrial/Organizational:

2300/W, 2301, 2400, 2600, 2700,

Area II. Experimental & Behavioral Neuroscience: 2200, 2500, 2501, 3201 (EEB 3201), 3500, 3501,

Area III. Cross Area (I and II): **2110**, 2201, 3100/W, 3102, 3105, 3400, 3601

Area IV. Advanced & Specialty Lecture Courses: 2101, 2701, 3101, 3103 (COMM 3103), 3104, 3106/W (AFAM 3106/W), 3200/W, 3300/W, 3301, 3370, 3401, 3402W, 3470/W, 3502, 3503, 3600/W, 3670/W, 3770/W, 3883, 3884, 3885

Laboratory Courses: 3150, 3250/W, 3251/W, 3252, 3253, 3350/W, 3450W, 3550W, 3551W, 3552, 3750/W

Research: 3889, 3899, 4197W

The requirements for the Minor in Psychology are as follows:

- One Area I course
- One Area II course
- Any three additional 2000-level and above Psychology courses listed above.

No more than three credits of either PSYC 3889 or 3899 may be counted toward the minor. PSYC 3880 cannot be used. The courses composing the minor should be selected in consultation with the student's major advisor to form a coherent program relevant to the student's academic and/or career interests and objectives. The minor is offered by the Psychology Department.

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

Justification

1. Why is a change required?

PSYC 2110, THE PSYCHOLOGY OF HUMAN SEXUALITY, was approved by the University Senate on May 3, 2010, and it will be offered in Spring 2011. We would now like to add it to our Minor Plan of Study so our minors can use it in partial fulfillment of earning a Minor in Psychology. We would like to add it to Area III (Cross Area I and II) because its content contains components of our Area I courses (Social, Developmental, Clinical, & Industrial/Organizational) and our Area II courses (Experimental & Behavioral Neuroscience), as do other courses currently in Area III.

2. What is the impact on students?

The inclusion of this newly-approved course, PSYC 2110, will enable Psychology minors to use the course as partial fulfillment of earning a Minor in Psychology.

3. What is the impact on regional campuses?

If offered at our regional campuses (which might be possible at the West Hartford campus especially), it will provide our regional campus majors with yet another option in partial fulfillment of their Minor in Psychology requirements.

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

5. Dates approved by (see Note Q):

Department Curriculum Committee: September 15, 2010

Department Faculty: September 15, 2010

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

David B. Miller

6-3516

David.B.Miller@uconn.edu

Minor in Psychology Plan of Study

Update 4/2015

Name: _____

PeopleSoft No.: _____

UConn Email: _____@huskymail.uconn.edu

Phone Where You Can Be Reached: _____

Your Major(s): _____

Requirements:

- A minimum of 15 PSYC credits, including:
 - » One Area I course
 - » One Area II course
 - » Three other 2000-3000-level PSYC courses (any area)

No more than 3 credits of PSYC 3859 or 3999 can be used; 3880 cannot be used. Student must earn a "C" (2.0) or better in each course. Substitutions are not possible for required courses in the Minor.

Foundation (RECOMMENDED)

___ 2100 (Principles of Research in Psychology)

Area I. Social, Developmental, Clinical, & Industrial/Organizational

ONE COURSE

___ 2300 (Abnormal)
 ___ 2301 (Personality)
 ___ 2400 (Developmental)
 ___ 2600 (Industrial/Organizational)
 ___ 2700 (Social)

Area II. Experimental & Behavioral Neuroscience

ONE COURSE

___ 2200 (Physiological)
 ___ 2500 (Learning)
 ___ 2501 (Cognition)
 ___ 3201 (Animal Behavior)
 ___ 3500 (Language)
 ___ 3501 (Sensation & Perception)

Area III. Cross Area

___ 2110 (Human Sexuality)
 ___ 2201 (Drugs & Behavior)
 ___ 3100 (History & Systems)
 ___ 3102 (Psychology of Women)
 ___ 3105 (Health Psychology)
 ___ 3400 (Theories of Development)
 ___ 3601 (Human Factors Design)

Area IV. Advanced & Specialty

Lecture Courses

___ 2101 (Introd. to Multicultural)
 ___ 2701 (Social Psyc. Multicultural)
 ___ 3101 (Psychological Testing)
 ___ 3103 (Motivation & Emotion)
 ___ 3104 (Environmental)
 ___ 3106 (Black Psychology)
 ___ 3200 (Behavior Genetics)
 ___ 3300 (Emot. Dis. Childhood)
 ___ 3301 (Introd. to Clinical)
 ___ 3370 (Curr. Topics-Clinical)
 ___ 3401 (Psychology of Aging)
 ___ 3402 (Child Dev. Sociopol. Context)
 ___ 3470 (Curr. Topics-Devel.)
 ___ 3502 (Consciousness)
 ___ 3503 (Computer Modeling)
 ___ 3600 (Social-Organizational)
 ___ 3670 (Curr. Topics-I/O)
 ___ 3770 (Curr. Topics-Social)
 ___ 3883 (Foreign Study)
 ___ 3884 (Seminar)
 ___ 3885 (Special Topics)

Laboratory Courses

___ 3150 (Health Psychology)
 ___ 3250 (An. Beh. & Learning)
 ___ 3251 (Physiological)
 ___ 3252 (Drugs & Behavior)
 ___ 3253 (Sensory Neuroscience)
 ___ 3350 (Personality)
 ___ 3450 (Developmental)
 ___ 3550 (Cognition)
 ___ 3551 (Psycholinguistics)
 ___ 3552 (Sensation & Perception)
 ___ 3750 (Social)

Research

___ 3889 (Undergraduate Research)
 ___ 3899 (Independent Study)
 ___ 4197W (Senior Thesis)

I approve the above program for the B.A. Minor in Psychology:

 David B. Miller, Assoc. Department Head

 Date

2010 – 78 Proposal to repeat JOUR XX95 "Special Topics" (approved by chair)

1. Date of this proposal: Sept. 24, 2010
2. Semester and year 3095 will be offered: Spring 2010
3. Department: Journalism
4. Title of course: Special Topics: Broadcast Studio Lab
5. Number of Credits: 1
6. Instructor: Steven Kalb
7. Instructor's position: Special-payroll lecturer

Steve Kalb has taught all of our radio and TV courses for eight years. He is an experienced broadcast journalist, media consultant and columnist. Two years ago USG named him Educator of the Year.

8. Has this topic been offered before? Yes

9. If so, how many times? 1 Fall 2010

10. Short description:

Students who have completed our first broadcast news course (J3040) will work with the instructor and UCIMT crew members in a professional video studio setting, practicing presentation and technology skills necessary to work on-camera in television newscasts. Their work will be recorded and critiqued.

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

12. Comments, if comment is called for:

13. Dates approved by (see Note Q):

Department Curriculum Committee: 9/24/10

Department Faculty: 9/24/10

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

Maureen Croteau, 486-4221, Maureen.Croteau@uconn.edu

2010 – 79 Proposal to Add ENGL 3012 Revised [cf. 2010 – 67, supra]

1. Date: February 26, 2010
2. Department requesting this course: **English**
3. Semester and year in which course will be first offered: The course has been offered every spring semester for a number of years, first as English 294 and recently as English 3011. It went through the approval process when it was first created, but the course renumbering has created confusion between the Book Publishing and Media Publishing courses which a new number will eliminate.

Final catalog Listing

ENGL 3012. Books and Book Publishing

(294) Either semester. Three credits. Prerequisite: ENGL 1010, 1011, or 3800. Open to juniors or higher. *Grossman*

Intensive focus on trade book and e-book publishing, geared to writers and students preparing for entry level publishing jobs.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see [Note O](#)): ENGL
2. Course Number (see [Note B](#)): 3012
have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: **Books and Book Publishing**
4. Semester offered (see [Note C](#)): Either
5. Number of Credits (see [Note D](#)): Three credits
6. Course description An advanced look at how trade book publishing works: what the steps a manuscript goes through in becoming a book are; why some books sell, while others don't. Focuses on proposal writing, book development, and the skills necessary to break into and be successful in the publishing field, whether as a line editor, production editor, writer, agent, publicist, or other creative position.

Optional Items

7. Number of Class Periods, if not standard (see [Note E](#)): standard
8. Prerequisites, if applicable (see [Note F](#)): none
9. Recommended Preparation, if applicable (see [Note G](#)): none
10. Consent of Instructor, if applicable (see [Note T](#)): n/a
11. Exclusions, if applicable (see [Note H](#)): n/a
12. Repetition for credit, if applicable (see [Note I](#)): none
13. Instructor(s) names if they will appear in catalog copy (see [Note J](#)): n/a
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](#)) To avoid confusion with the department's other publishing course, ENGL 3011, which has no overlapping material. Students with a desire to work in publishing often wish to take both courses. The two publishing courses were always intended to be numbered separately from the original creation of the course. (This course covers book and ebook publishing, while the other course is focused on magazine and web publishing.)
2. Academic Merit (see [Note L](#)): The course serves two (overlapping) populations within the department and the university at large: students wishing to work in the publishing field and serious writers who want to learn the publishing process and how to find and agent and/or sell their books to a trade publisher.
3. Overlapping Courses (see [Note M](#)): None. The department began offering two publishing courses a number of years ago when it became impossible to fit the material required into one course. There is no content overlap between the two courses.

4. Number of Students Expected: The book publishing course is generally in high demand. Even though it's offered at off-peak hours, it fills to capacity (currently 40).
5. Number and Size of Section: currently 1 section offered every spring
6. Effects on Other Departments (see [Note N](#)): Consulted with Journalism (Dept. Head Maureen Croteau) on 9/23/10. She saw no problem with the course.
7. Effects on Regional Campuses: May be taught at regional campuses.
8. Staffing (see [Note P](#)): Grossman
9. Dates approved by (see [Note Q](#)): previously approved
Department Curriculum Committee: 3/3/10
Department Faculty: 4/7/10
10. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Current Catalog Copy:

**MODERN AND
CLASSICAL LANGUAGES**

Department Head: Associate Professor Norma Bouchard

Professors: Berthelot, Celestin, DalMolin, Gomes, Gordon, Guénoun, Masciandaro, Miller, and von Hammerstein

Associate Professors: Caner, Chinchilla, Finger, Johnson, Irizarry, Loss, McNeece, Pardo, Seda, Travis, , and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Urios-Aparisi, Van Alst, Wagner, and Wogenstein

The Department offers courses in literature and philology leading to the degrees of Master of Arts and Doctor of Philosophy in French, German, Italian, and Spanish. Programs are available in Comparative Literary and Cultural Studies in cooperation with the Department of English and in Medieval Studies in cooperation with the Departments of Art, English, History, and Philosophy (see Comparative Literary and Cultural Studies and Medieval Studies). There also is supporting work in Greek and Latin. Seminars numbered in the 6000's are designed chiefly for doctoral students, but master's students occasionally are admitted.

Admission. *All applicants are urged, and some may be required, to submit results of the Graduate Record Examinations for both the General Test and the Subject Test in their field. In the modern languages, applicants are expected to be able to participate in seminars at the graduate level conducted in the foreign languages.*

The M.A. Program. *Applicants normally are expected to have a bachelor's degree or its equivalent in the language. Students with insufficient undergraduate preparation may be accepted provisionally, but they are required to make up deficiencies before being admitted to regular graduate status. A research methodology course and a minimum of one semester of teaching experience are required of all M.A. candidates in German. M.A. students in German who emphasize philology are required to take at least two literature courses; students emphasizing literature or German studies are required to take at least one philology course. Candidates in Spanish are required to take the course in concepts of literary criticism. All master's candidates must pass a written and/or oral final examination.*

Special Requirements for the Ph.D. *Doctoral candidates are expected to demonstrate competence in reading scholarly material in two additional languages other than English, as designated by their advisory committees. For candidates in French, these normally are Latin and German. Students in Spanish are required to present or to*

take a course in concepts of literary criticism.
In German, a research methodology course and a minimum of one semester of teaching experience at the college level are required of all doctoral candidates.
Library Facilities. The Homer Babbidge Library contains outstanding collections of texts and commentaries in the literature of the French Renaissance and a fine collection of texts in the MODERN AND CLASSICAL LANGUAGES literature of the Spanish Golden Age. The Latin American Collection is particularly strong in the Mexican, Chilean, and Argentine areas. There is a fine collection of German literature of the eighteenth, nineteenth, and twentieth centuries, and the collection of modern drama is outstanding. In addition, the Library houses an extensive collection of videotapes of German literary and cultural materials, and facilities for viewing them. Holdings in Italian literature and in intellectual history are extensive, especially in the modern period. The Risorgimento pamphlet collection stands out as one of the best available outside of Italy. Other holdings in modern and classical languages are sufficient for the pursuit of scholarly research in all languages and literatures offered.

Proposed Catalog Copy:

New Copy for Catalog Submitted by the Department of Modern and Classical Languages
Contact person: Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 486-3313
Approved by the department on 9/8/10, will be ratified electronically next week.

University of Connecticut
College of Liberal Arts and Sciences
Committee on Curricula and Courses
Proposed Changes to MCL Graduate Catalogue Copy, Draft August 2010

New Name: Department of Literatures Cultures and Languages (LCL)

Department Head: Associate Professor Rosa Helena Chinchilla

Professors: Aschkenazy, Berthelot, Celestin, DalMolin, Guénoun, Gomes, Masciandaro, Miller, and von Hammerstein.

Associate Professors: Bouchard, Caner, Finger, Irizarry, Johnson, Loss, Pardo, Seda, Travis, Urios-Aparisi, Wagner and Weidauer

Assistant Professors: Balma, Casamayor-Cisneros, Diaz-Marcos, Nanclares, Saugera, Terni, and Wogenstein

The Department of Literatures, Cultures and Languages offers the degrees of Master of Arts and Doctor of Philosophy. The department offers courses of study leading to the Ph.D. in Literatures, Cultures and Languages, the M.A. in any of five language fields and in Comparative Literary and Cultural Studies, as set forth below.

The M.A. programs

M.A. programs typically require two years of full-time study, and are offered in French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, Comparative Literary and Cultural Studies, and Classics and Ancient Mediterranean Studies. The Master's degree in any of these fields may serve as the initial, two-year segment of Ph.D. study in the department, or as a terminal degree. The MA degree can also provide the academic foundation for teaching at the secondary or primary school levels.

Master's degrees may be earned under either of two plans, as determined by the advisory committee. Either Plan A or Plan B may be used for completing the M.A. to enter the Ph.D. Plan A requires not fewer than fifteen credits of advanced course work and for students entering Fall 1998 or later, not fewer than nine additional credits of Master's Thesis Research (GRAD 5950 or GRAD 5960), as well as the writing of a thesis. Plan B requires not fewer than twenty-four credits of advanced course work, a final examination, but no thesis. In either case, advisory committees may require more than the minimum number of credits.

Students following either M.A. plan must complete the required number of course credits—including a course in Literary Theory and in Foreign Language Teaching Methodology, as approved by the student's committee. The Film Theory and History (LCL 5XXB) course may substitute for the Introduction to Literary Theory course (LCL 5XXX). Students intending to seek state teaching certification should elect the Teaching Methodology course, and consult with the NEAG School of Education concerning other relevant inclusions; further courses in Education will ordinarily be required.

Admission to the M.A. Programs Prospective applications for admission to M.A. study, together with letters of recommendation, a personal statement, and a critical and analytical original paper should reach Storrs by January 15 received to be competitive for assistantships and fellowships for the Fall semester. Applications at other times may be considered for funding. There is no separate application for teaching assistantships. Information for Ph.D. applicants appears below.

The Ph.D. in Literatures, Cultures and Languages

The department offers a program of Ph.D. study that permits concentration in one of five primary fields: French and Francophone Studies, German Studies, Italian Literary and Cultural Studies, Spanish Studies, or Comparative Literary and Cultural Studies. Such Ph.D. study may also permit, with approval, incorporation of one of the following secondary departmental fields of study: Applied Linguistics, Classics and Ancient Mediterranean Studies, Digital Culture and Media Studies, or History and Theory of World Cinema; or a secondary field devised in collaboration with another university department or program such as Medieval Studies, Human Rights, Women's Studies and Judaic Studies. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

The department prepares Ph.D. students to engage in the interdisciplinary study of literatures, cultures and languages by integrating various regional cultures, periods, and methodologies essential to literary and cultural scholarship. The areas of research of the department's faculty are complementary and interconnected in a broad range of research fields and allow for a design that simultaneously focuses on particular literatures, cultures and languages and interdisciplinary areas of study in the context of emerging global communities.

The PhD program encourages students to develop scholarly perspectives through a diversity of interdisciplinary lenses by the close scholarly and professional mentoring of clusters of faculty experts. Students should be able to examine present and past cultural, literary, and artistic expressions that transcend national, regional, historical, cultural and disciplinary boundaries. Relevant coursework emphasizes the theoretical basis and practical application of current teaching pedagogies, including emerging digital methods of language and literature teaching.

Formal acceptance into the Ph.D. program ordinarily assumes completion of M.A. requirements in this department or the achievement elsewhere of qualifications judged appropriate by the Ph.D. admissions committee. Students with an earned Master's degree in a relevant field (*inter alia* Classics, French, German, Italian, Spanish, Media Studies, Philosophy, Anthropology, History, English, another modern language, etc.), or making substantial progress toward such a degree, and whose graduate record shows sufficient promise in analytical work, may apply for admission to the doctoral program.

Students in the Ph.D. program must complete, in one of the five primary fields listed below, at least 12 credits of graduate coursework, and at least six credits in a secondary field defined and approved by the candidate's advisory committee. Some required courses may be completed in the M.A. program. The

secondary field may be formally identified as early as possible in the student's program; it can consist of one of the department's areas of primary or secondary expertise summarized briefly below, or another field devised and approved in collaboration with another university department or program such as Medieval Studies, Human Rights, or Judaic Studies.

Students anticipating formal acceptance as Ph.D. candidates should complete during the first year of M.A. study one 3-credit seminar course in Literary Theory (5XXX), one 3-credit course in Language Teaching Methodology (6XXY), and two one-credit courses in Fields and Research (5xxy). Students who come to the university with an earned M.A. will need advisory committee approval of equivalent satisfaction, if any, of these requirements. Courses in Film Theory and History (5xxb), and Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition (5xxz) may be required during the second year, depending upon the nature of the primary field of study to be pursued.

All Ph. D. students must take the 3-credit Interdisciplinary Seminar LCL 6xxz, and are strongly encouraged to register for additional interdisciplinary seminars. Every plan of study is individually structured and monitored by a committee chosen by the student in consultation with his or her main advisor.

Advanced knowledge in one language, culture and literature other than English and reading knowledge of a second are required for the Ph.D. Students anticipating study in the Middle Ages or the Renaissance are required to demonstrate reading competence in Latin and in one modern language. The requirement for students who opt for the specialization in Comparative Literary and Cultural Studies is advanced knowledge in two languages other than English and reading knowledge in a third. Other requirements regarding the areas for the general examination as well as requirements particular to a specific primary or secondary specialization are described in the handbook Graduate Programs in the Department of Literatures, Cultures and Languages, which may be obtained from the Graduate Director, and in the Graduate Catalog and other publications of the Graduate School. Additional information about the department and its graduate programs is available on the departmental website: <http://languages.uconn.edu/>

Primary Fields of Departmental Scholarly Expertise: These permit the development of graduate-level research programs that reflect substantial departmental groupings of both course offerings and faculty expertise and research interest in a variety of constituent areas.

French and Francophone Studies reflects the diversity of French literary and cultural production within the contexts of European and world cultures. There is an interdisciplinary focus, involving faculty with specializations in literary theory, psychoanalysis, philosophy, feminism, cultural anthropology, Francophonie and discourse analysis, as well as related fields such as film, media and the visual arts, and gender and cultural studies. **The faculty** also support a vigorous language and pedagogy program leading to certification for secondary school teaching.

German Studies offers seminars in German literature, culture, and linguistics leading to the Ph.D. degree. Interdisciplinary studies in Comparative Literature, Linguistics, Women's Studies (WS Certificate), and Human Rights (HR Certificate), among others, are available in cooperation with other sections and departments. The graduate program strongly supports an interdisciplinary, intercultural, and transnational approach to German Literary and Cultural Studies, including trans-disciplinary literary and cultural theory, "interkulturelle Germanistik," applied linguistics, literature and other arts, and anthropological and philosophical inquiries into literary studies, beginning with the 18th century. Additional expertise: Black-German Studies, Gender Studies, Film and Media Studies, German-Jewish Studies, Literature/Culture and Philosophy, and Interarts Studies.

Italian Cultural and Literary Studies offers graduate courses in all periods from the Middle Ages and Renaissance to the present. Their interdisciplinary, intercultural, and transnational approach encompasses the Italian Diaspora to the Americas, Mediterranean Studies, Ethnic and Gender Studies, and Film and Media Studies. Students are strongly encouraged to draw upon the resources associated

with the Emiliana Pasca Noether Chair for Modern Italian History and interdisciplinary programs such as Medieval Studies, Women Studies, and the program in Comparative Literary and Cultural Studies.

Spanish Studies reflects the importance of Spanish culture and literature in the world including Latin America, the United States and Spain. The faculty members' specializations demonstrate reveal an interdisciplinary and trans-regional approach to all the fields, epochs and genres of the Latin American and Peninsular world. The fields of study comprise Spanish Literary and Cultural Studies, Golden Age, Colonial, 18th-21st -century Peninsular, 19th-21st -century Latin American, Latino Studies in U.S. and Caribbean Literary and Cultural Studies. The students are encouraged to approach these topics from a diversity of theoretical fields such as Gender Studies, Film and Media Studies, Theater and Performance Studies and Applied Linguistics.

Comparative Literary and Cultural Studies, while in many of its aspects prominently represented in this department as a field of expertise and research interest of internal graduate curricular significance, is also an interdisciplinary graduate program in its own right, leading to the M.A. and Ph.D. degrees in Comparative Literary and Cultural Studies. To avoid confusion, the graduate student in Literature, Cultures and Languages who proposes to devise a plan of study in this department emphasizing comparative literature is referred for information to the current Graduate Catalog, pp. 35, 85-5.

Secondary Fields:

Applied Linguistics. Areas of pedagogical, interpretive and quantitative approaches to language, literature, media and cultural studies. Among others, the specialty areas are Second Language Acquisition; Applied Cognitive Linguistics; Humor studies; Language Contact; Bilingualism; Language Acquisition; Pragmatics and Semiotics.

Classics and Ancient Mediterranean Studies. This specialization provides students with the knowledge and skills necessary to study and teach the languages and cultures of the Ancient Mediterranean. Areas of faculty specialization include the Greek, Hellenistic and Roman worlds, Second Temple and Rabbinic Judaism, and the world of Late Antiquity. In addition to courses in the relevant ancient languages and literatures, topics seminars focus on the history, philosophy, art, and archeology of the ancient world.

Other secondary areas may include: History and Theory of World Cinema, Digital Culture and Media Studies and others to be designed in consultation with programs outside the department such as, such as Caribbean and Latin American Cultural Studies, Studies, Gender Studies, Human Rights, Judaic Studies, Medieval Studies. Students may design additional secondary fields in consultation with their adviser and Ph.D. committee.

Admission to the Ph.D. Program.

All applications for admission, together with letters, a critical and analytical original paper, and a personal statement and should reach the admissions committee by January 15. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

New Courses in LCL [Note: a completed proposal to add each of the following courses will be forthcoming. JJM]

LCL 5XXX Introduction to Literary Theory

3 credits. Seminar. Introduction to the most important issues of modern and contemporary literary theory structured as a historical survey of different theoretical paradigms or schools. Topics may include literary representation, the relationship between literature and society; interpretation and meaning, ideology among others. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences.

LCL 5xxb Film Theory and History.

3 credits. Seminar. Advanced study of world cinema through film history and theory in an interdisciplinary context. Discussion on all national cinemas, for example: French Cinema, German Cinema; and film genres: for example: Film Noir, The Western, Political Film, Documentary, among others.

LCL 6 xxy Fields and Research in Language, Culture and Literature Studies.

1 credits. Lecture. Open to graduate students in LCL, others with permission.

Theory and practice of research methods in the fields of literature, language and culture. (May be repeated for credit).

LCL 6xxx Advanced Theory for the Study of Literatures, Cultures and Languages

3 credits. Seminar. Open to graduate students in MCL, others with permission.

Historical interdisciplinary and contemporary theoretical parameters and models in literary, visual and cultural studies at the advanced level.

LCL 6XXX: Issues in Applied Linguistics: Methods and Approaches to Second Language Acquisition

3 credits. Seminar. Open to graduate students in LCL, others with permission.

Approaches to Foreign Language teaching and learning. Focus on the nature of language learning and methods and approaches to teaching.

LCL 6xxz Interdisciplinary Seminar:

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor (undergraduates may be admitted to the course with special permission). An interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on the interests of the faculty. Offered once a year (Fall or Spring) with change of topic. Although the course will be taught in English in order to facilitate working across different languages, students will be expected to do research and and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages will be required to complete at least one such interdisciplinary seminar before advancing to candidacy.

The Graduate Program in Comparative Literary and Cultural Studies approaches the study of literatures and visual culture from interdisciplinary perspectives and across national and regional boundaries. Students are expected to design their own plan of study in consultation with a group of faculty experts. The flexible curriculum allows students to pursue their interests in areas of traditional comparative study as well as in a wide range of emerging fields of research. Advanced proficiency in at least two languages besides English is required for the Ph.D.

A prospective student should be able to pursue graduate study in at least two different fields when applying for admission to the master's program and in three fields when applying to the doctoral program. An undergraduate major in one of these fields is not required. In special cases students may be required to make up limitations in their background by taking additional courses. Also, the student's committee may require changes in the student's program in view of his or her particular needs.

Affiliated members:

English – Professors Benson, Higonnet, Hogan, R. Miller, Peterson; Associate Professors Coundouriotos, Phillips and Sanchez

2010 – 81 Proposal to Change CDIS 4249 & its variant 4249W

1. Date: May 27, 2010
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: **move from Fall semester to Spring Semester.**

4. Current Catalog Copy:

CDIS 4249. Introduction to Aural Rehabilitation

(249) (Formerly offered as COMS 249.) **First semester.**

Three credits. Prerequisite: CDIS 3248; open to juniors or higher.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

5. Proposed Catalog Copy:

CDIS 4249. Introduction to Aural Rehabilitation

(249) (Formerly offered as COMS 249.) Second semester.

Three credits. Prerequisite: CDIS 3248; open to juniors or higher.

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

4. Current Catalog Copy:

CDIS 4249W. Introduction to Aural Rehabilitation

(249W) Four credits. Prerequisite: CDIS 3248; ENGL 1010 or 1011 or 3800; open to juniors or higher.

5. Proposed Catalog Copy:

CDIS 4249W. Introduction to Aural Rehabilitation

(249W) Four credits. Prerequisite: CDIS 3248; ENGL 1010 or 1011 or 3800; open to juniors or higher.

6. Effective Date: Spring 2011

Justification

1. Reasons for changing this course:

CDIS 4249: **Description Change:** For students who declare the CDIS major late (junior year), it is difficult for them to complete the pre-requisite (CDIS 3248) before taking this course. By offering the course during the Spring semester, students can take it during their final semester of their program.

CDIS 4 249W **Description Change:** The lecture portion of this course meets with CDIS 4249, but has an additional writing component to it. Since we are proposing to move CDIS 4249, the W section of the course must move also. In addition, this would provide seniors in our department the opportunity to take a W course in either the fall or spring semesters. Currently, the two senior level W courses are offered in the fall semester only (CDIS 4249W and CDIS 4244W).

2. Effect on Department's Curriculum: none

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: CDIS staffing. No changes from present.

7. Dates approved by:

Department Curriculum Committee: 3/2010

Department Faculty: 4/2010

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

- a) Bernard Grela, Director of Undergraduate Curriculum Committee, 486-3394, bgrela@uconn.edu

- b) Kathleen Cienkowski, Division Head for Audiology, 486 3289, cienkowski@uconn.edu

- c) Frank Musiek, Chair, CDIS C&C committee, 486-3166, Frank.Musiek@uconn.edu

2010 – 82 Proposal to Change CDIS 3248

1. Date: May 27, 2010
2. Department: **Communication Sciences – Disorders (CDIS)**
3. Nature of Proposed Change: **offer both semesters rather than Spring only**

4. Current Catalog Copy:

CDIS 3248. Introduction to Audiology (248) (Formerly offered as COMS 248.) Second semester. Three credits. Prerequisite: CDIS 3250; open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

5. Proposed Catalog Copy:

CDIS 3248. Introduction to Audiology (248) (Formerly offered as COMS 248.) Either semester. Three credits. Prerequisite: CDIS 3250; open to juniors or higher.

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

6. Effective Date: Immediately

Justification

1. Reasons for changing this course: This course is a prerequisite for CDIS 4249. For students who declare the CDIS major late (junior year), it is difficult for them to complete this course before taking CDIS 4249. By offering the course both semesters, this will solve this problem.
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: CDIS staffing. No changes from present.
7. Dates approved by:
Department Curriculum Committee: 3/2010
Department Faculty: 4/2010
8. Name, Phone Number, and e-mail address of principal contact person:
 - d) Bernard Grela, Director of Undergraduate Curriculum Committee, 486-3394, bgrela@uconn.edu
 - e) Kathleen Cienkowski, Division Head for Audiology, 486-3289, cienkowski@uconn.edu
 - f) Frank Musiek, Chair, CDIS C&C committee, 486-3166, Frank.Musiek@uconn.edu