

**College of Liberal Arts & Sciences
Committee on Curricula & Courses
Departmental Course Proposals for the 19 October 2010 Meeting
[Revised 18 October]**

Some 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. Proposals Postponed from an Earlier Meeting:

Note: Revisions of the WS Proposals docketed 2010 – 55 through 2010—64 were submitted too late for inclusion here. They will be given new docket numbers and posted for the next scheduled (2 November) committee meeting.

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 – 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 [revised 14 oct]

1. Date: September 13, 2010
2. Department: **English**
3. Nature of Proposed Change: **Change of course title**

4. Current Catalog Copy:

1004. Basic Writing

(104) 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:

1004. Introduction to Academic Writing

(104) 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.

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

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: 9/15/2010
Department Faculty: 10/13/10
 8. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873Margaret.Breen@uconn.edu

2010 – 72 Proposal to Change ENGL 1701 [revised 14 oct]

1. Date: 9/2/10
2. Department: **English**
3. Nature of Proposed Change: **Update old course description to reflect more accurately 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:

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): Effective immediately
(.)

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: 9/15/2010
Department Faculty: 10-13-10
8. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 6-2873Margaret.Breen@uconn.edu

2010 – 80 Proposal to Change the Graduate Programs in Modern & Classical Languages
Note: The original text of the proposal here immediately following is retained at this docket number for reference only. As it has been significantly altered after broad consultation, its revised version has been re-docketed at 2010–110, *below*. In addition, related proposals for new graduate courses that support the restructured degree program follow thereafter, at 2010–111ff.

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 (5xx). 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

II. New Departmental Proposals:

2010 – 83 Proposal to Change CHEM 1137Q-1138Q

1. **Date:** October 3, 2010

2. **Department:** Chemistry

3. **Nature of Proposed Change:**

The new Calculus 1a MATH 1125Q is an adequate alternative to MATH 1120Q as a co- or prerequisite.

Also, this course is not available for credit for those students who have taken another General Chemistry sequence, which was an error of omission in prior catalogs.

4. **Current Catalog Copy:**

1137Q-1138Q. Enhanced General Chemistry

(137Q-138Q) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry. Prerequisite or corequisite: MATH 1120 or 1131; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1147Q-1148Q. Recommended preparation for CHEM 1137Q: MATH 1010 or equivalent.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. A fee of \$10 is charged for this course each semester. CA 3-LA

5. **Proposed Catalog Copy:**

1137Q-1138Q. Enhanced General Chemistry

(137Q-138Q) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry. Recommended preparation: MATH 1010Q or equivalent. Prerequisite or corequisite: MATH 1120Q or 1125Q or 1131Q; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q, or CHEM 1127Q-1128Q or CHEM 1147Q-1148Q.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. A fee of \$10 is charged for this course each semester. CA 3-LA

6. **Effective Date:** immediately

Justification

1. Reasons for changing this course:

- MATH 1125Q is a new MATH course that may serve as adequate preparation for CHEM 1137Q.
- Students should not be able to receive credit for General Chemistry more than once.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): Informal contacts with Math

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: no effect

7. Dates approved by:

Department Curriculum Committee: September 20, 2010

Department Faculty: September 24, 2010

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

Robert G. Michel, 486-3143, robert.g.michel@uconn.edu

2010 – 84 Proposal to Change CHEM 1147Q-1148Q

1. Date: October 4, 2010

2. Department: Chemistry

3. Nature of Proposed Change:

The new Calculus 1a MATH 1125Q is an adequate alternative to MATH 1120Q as a co- or prerequisite. Also, this course is not available for credit for those students who have taken another General Chemistry sequence, which was an error of omission in prior catalogs.

4. Current Catalog Copy:

1147Q-1148Q. Honors General Chemistry

(129Q-130Q) (Honors Course.) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1120 or 1131; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q or CHEM 1137Q-1138Q. Recommended preparation for CHEM 1147Q: MATH 1010 or equivalent.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature.

Considerable personal initiative will be demanded of students in carrying out laboratory assignments. A fee of \$10 is charged for this course each semester. CA 3-LAB.

5. Proposed Catalog Copy:

1147Q-1148Q. Honors General Chemistry

(129Q-130Q) (Honors Course.) Both semesters. Four credits each semester. Three class periods and one 3-hour laboratory period. Recommended preparation: MATH 1010Q or equivalent.

Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1120Q or 1125Q or 1131Q; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1127Q-1128Q, or CHEM 1124Q-1125Q-1126Q or CHEM 1137Q-1138Q.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out laboratory assignments. A fee of \$10 is charged for this course each semester. CA 3-LAB.

6. Effective Date: immediately

Justification

1. Reasons for changing this course:

- MATH 1125Q is a new course that may serve as a prerequisite for CHEM 1147Q
- Students should not be able to receive credit for General Chemistry more than once.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): Informal contact with MATH

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: no effect

7. Dates approved by (see Note Q):

Department Curriculum Committee: September 20th, 2010

Department Faculty: September 24th, 2010

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

Robert G. Michel, 486-3143, robert.g.michel@uconn.edu

2010 – 85 Proposal to Change CHEM 3332

1. Date: October 12, 2010

2. Department: CHEM

3. Nature of Proposed Change: **Change “second semester” to “both semesters**

4. Current Catalog Copy: 3332. Quantitative Analytical Chemistry

(232) Second semester. Four credits. Two class periods and two 3-hour laboratory periods. Prerequisite: CHEM 1126 or 1128 or 1138 or 1148. Recommended preparation: CHEM 3563.

Fundamentals of analytical chemistry. While it is a course for chemistry majors, it is also suitable for students in other technical fields who have an interest in learning quantitative analytical chemistry procedures applicable to analytical instrumentation. Traditional wet chemical techniques and instrumental methods. Quantitative chemistry and chemical computations. A fee of \$50 is charged for this course.

5. Proposed Catalog Copy: 3332. Quantitative Analytical Chemistry

(232) **Both semesters**. Four credits. Two class periods and two 3-hour laboratory periods. Prerequisite: CHEM 1126 or 1128 or 1138 or 1148. Recommended preparation: CHEM 3563.

Fundamentals of analytical chemistry. While it is a course for chemistry majors, it is also suitable for students in other technical fields who have an interest in learning quantitative analytical chemistry procedures applicable to analytical instrumentation. Traditional wet chemical techniques and instrumental methods. Quantitative chemistry and chemical computations. A fee of \$50 is charged for this course. (see information in the "add a course" form if you have any questions regarding specific items.)

6. Effective Date (semester, year -- see Note R): immediately (has been taught both semesters for 3 years.)

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

Justification

1. Reasons for changing this course: Is being taught both semesters

2. Effect on Department's Curriculum: additional opportunities for students

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

4. Effects on Other Departments: very little (more opportunities for students)

5. Effects on Regional Campuses: (none)

6. Staffing: no changes

7. Dates approved by (see Note Q):

Department Curriculum Committee: Fall 07

Department Faculty: Has been taught in the Fall since 07

8. Name, Phone Number, and e-mail address of principal contact person: Robert G. Michel 860 486 3143
robert.g.michel@uconn.edu

2010 – 86 Proposal to Add CHEM 4370

1. Date: October 11th, 2010
2. Department requesting this course: CHEM
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

CHEM 4370 Environmental Chemistry I [?]

(370). First semester. Three credits. Pre-requisites: Organic Chemistry 2443-2444-2445; co-requisites, or pre-requisites, CHEM 3332, 3563, or consent of instructor. Intended for senior chemistry majors choosing the environmental chemistry option or an elective, and for environmental science majors pursuing a concentration in environmental chemistry. Sources, transport, effects, fate, analytical chemistry, monitoring and management of chemical species; chemical principles, equilibria and reactions. Water and atmospheric pollution; acid rain, global warming, ozone.

Justification

1. Reasons for adding this course: The justification and academic merit for this course are the same as those for the companion second semester class CHEM 4371. Environmental Chemistry uses material in the foundation chemistry courses to understand the chemical processes involved in the environment. The foundation courses do not have time to discuss the complex chemical processes involved in the environment. Environmental Chemistry is one of the main disciplines of undergraduate chemistry accredited by the American Chemical Society, and in the past we have only covered this topic at UCONN at the graduate level. In view of current intense interest of students in this topic, and university goals connected with environmental issues, it is an appropriate time to introduce it into our undergraduate curriculum.

2. Academic Merit:

There are several undergraduate textbooks available that cover environmental chemistry in significant detail, and which allow for varying foundation-chemistry knowledge. For example "Principles of Environmental Chemistry" 2nd Edition (2010) by James E. Girard (published by Jones and Bartlett, ISBN 978-0-7637-5939-1) uses a general, organic and some analytical chemistry-based knowledge, while, "Environmental Chemistry" by Stanley E. Manahan (2005) (8th or later editions published by CRC press, ISBN 1-56670-633-5) uses additional physical chemistry knowledge to go into the subject in more depth. The proposed course has prerequisites that allow for the Manahan physical chemistry treatment to be approached, which is appropriate at the senior undergraduate or first year graduate level. Also, in order to understand chemical analysis as applied to environmental chemistry, the textbook used in the pre/co-requisite CHEM 3332 will be useful. For example, Quantitative Analysis by Daniel C. Harris, published by W.H Freeman and Co. is appropriate.

The course will be a lecture-based course, but with a strong problem solving, team-based case study assigned throughout the semester. Graduate students will follow the same lecture and examination curriculum, but will be expected to reach a higher standard and will be examined separately on their case study work, through oral presentation and written examination. Undergraduates will have case-study examination questions incorporated into their regular examinations. Depending on student numbers, graduate students could also be used to lead discussions during the development of team-based case study projects.

There will be four in-class exams including a midterm and a final. At the end of each semester graduate students' will have an additional in-class oral examination based on their case studies.

3. Overlapping Courses (see Note M): Graduate Classe 5370 is the same class and will be taught concurrently, with additional expectations and examinations for graduate students as outlined above.

4. Number of Students Expected: 16-30 CHEM Majors; 3-5 Environmental Science Majors; 7-13 Graduate Students.

5. Number and Size of Section: 1 section: 25-48

6. Effects on Other Departments: Will service Environmental Science Majors in a more effective way, by adding a course, presently available as an elective graduate course, into the undergraduate catalog with a new number. Consultation with the Marine Sciences group (Coastal studies) has revealed areas of, primarily biological, content that don't need to be taught in the chemistry curriculum.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): no change required

9. Dates approved by (see Note Q): Ongoing consultations over two years:

- • Department Curriculum Committee: Oct. 11, 2010
- • Department Faculty: paper ballot pending. Voice vote Sept. 4, 2009
- • Coastal Studies (Marine Sciences) Sept. 25th, 2009 (Rob Mason)
- • Environmental Science Program April 18th, 2008 and Oct.7, 2010 (Tim Byrne)

10. Name, Phone Number, and e-mail address of principal contact person: Robert G. Michel, 486 3143, Robert.g.michel@uconn.edu

2010 – 87 Proposal to Add CHEM 4371

1. Date: October 11th, 2010
2. Department requesting this course: CHEM
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

CHEM 4371 Environmental Chemistry II

(371). Second semester. Three credits. Pre-requisites: CHEM 4370, co-requisites, or pre-requisites, CHEM 3334, 3564, or consent of instructor. Intended for senior chemistry majors continuing in the environmental chemistry option, or as an elective.

Inorganic metals and organic chemicals in the environment; Energy sources; fossil fuels, nuclear power, fuel cells, and alternatives.

Justification

1. Reasons for adding this course: The justification and academic merit for this course are the same as those for the companion second semester class CHEM 4370. Environmental Chemistry uses material in the foundation chemistry courses to understand the chemical processes involved in the environment. The foundation courses do not have time to discuss the complex chemical processes involved in the environment. Environmental Chemistry is one of the main disciplines of undergraduate chemistry accredited by the American Chemical Society, and in the past we have only covered this topic at UCONN at the graduate level. In view of current intense interest of students in this topic, and university goals connected with environmental issues, it is an appropriate time to introduce it into our undergraduate curriculum.

2. Academic Merit:

There are several undergraduate textbooks available that cover environmental chemistry in significant detail, and which allow for varying foundation-chemistry knowledge. For example "Principles of Environmental Chemistry" 2nd Edition (2010) by James E. Girard (published by Jones and Bartlett, ISBN 978-0-7637-5939-1) uses a general, organic and some analytical chemistry-based knowledge, while, "Environmental Chemistry" by Stanley E. Manahan (2005) (8th or later editions published by CRC press, ISBN 1-56670-633-5) uses additional physical chemistry knowledge to go into the subject in more depth. The proposed course has prerequisites that allow for the Manahan physical chemistry treatment to be approached, which is appropriate at the senior undergraduate or first year graduate level. Also, in order to understand chemical analysis as applied to environmental chemistry, the textbook used in the pre/co-requisite CHEM 3332 will be useful. For example, Quantitative Analysis by Daniel C. Harris, published by W.H Freeman and Co. is appropriate.

The course will be a lecture-based course, but with a strong problem solving, team-based case study assigned throughout the semester. Graduate students will follow the same lecture and examination curriculum, but will be expected to reach a higher standard and will be examined separately on their case study work, through oral presentation and written examination. Undergraduates will have case-study examination questions incorporated into their regular examinations. Depending on student numbers, graduate students could also be used to lead discussions during the development of team-based case study projects.

There will be four in-class exams including a midterm and a final. At the end of each semester graduate students' will have an additional in-class oral examination based on their case studies.

3. Overlapping Courses (see Note M): Graduate Classe 5371 is the same class and will be taught concurrently, with additional expectations and examinations for graduate students as outlined above.

4. Number of Students Expected: 16-30 CHEM Majors; 7-13 Graduate Students.

5. Number and Size of Section: 1 section: 20-40

6. Effects on Other Departments: Will service Environmental Science Majors in a more effective way, by adding a course, presently available as an elective graduate course, into the undergraduate catalog with a new number. Consultation with the Marine Sciences group (Coastal studies) has revealed areas of, primarily biological, content that don't need to be taught in the chemistry curriculum.

7. Effects on Regional Campuses: None

8. Staffing (see Note P): no change required

9. Dates approved by (see Note Q): Ongoing consultations over two years:

- Department Curriculum Committee: Oct. 11, 2010

- • Department Faculty: paper ballot pending. Voice vote Sept. 4, 2009
- • Coastal Studies (Marine Sciences) Sept. 25th, 2009 (Rob Mason)
- • Environmental Science Program April 18th, 2008 and Oct.7, 2010 (Tim Byrne)

10. Name, Phone Number, and e-mail address of principal contact person: Robert G. Michel, 486 3143, Robert.g.michel@uconn.edu

2010 – 88 Proposal to Change CHEM 5370

1. Date: October 11th, 2010
2. Department: CHEM
3. Nature of Proposed Change: **Change course description of a graduate class to better reflect content, and allow for concurrent teaching at undergraduate level.**

4. Current Catalog Copy:

CHEM 5370. Environmental Chemistry I
(CHEM 370) 3 credits. Lecture.

Recent advances in studies of sources, reactions, transport, effects and fate of chemical species in air, water and soil environments. Emphasis on analytical methods for studying environmental phenomena and sampling methods.

5. Proposed Catalog Copy:

CHEM 5370. Environmental Chemistry I

(CHEM 370) 3 credits. Lecture. Taught concurrently with CHEM 4370

Sources, transport, effects, fate, analytical chemistry, monitoring and management of chemical species; chemical principles, equilibria and reactions. Water and atmospheric pollution; acid rain, global warming, ozone.

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

Justification

1. Reasons for changing this course:

- Change description to better reflect course content as taught.
- To add indication that CHEM 5370 will be taught concurrently with CHEM 4370.

2. Effect on Department's Curriculum:

- Allows more flexibility for chem Majors to study environmental chemistry, and for graduate students to participate in case studies with the undergraduate students.

3. Other Departments Consulted (see Note N):

- Coastal Studies, Environmental Science Program

4. Effects on Other Departments:

- very little likely impact

5. Effects on Regional Campuses: none

6. Staffing: no change required

7. Dates approved by (see Note Q):Ongoing consultations over two years

- Department Curriculum Committee: Oct. 11, 2010
- Department Faculty: paper ballot pending. Voice vote Sept. 4, 2009
- Coastal Studies (Marine Sciences) Sept. 25th, 2009 (Rob Mason)
- Environmental Science Program April 18th, 2008 and Oct.7, 2010 (Tim Byrne)

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

Robert G. Michel, 486 3143, Robert.g.michel@uconn.edu

2010 – 89 Proposal to Change CHEM 5371

1. Date: October 11th, 2010
2. Department: CHEM
3. Nature of Proposed Change: **Change course description of a graduate class to better reflect content, and allow for concurrent teaching at undergraduate level.**

4. Current Catalog Copy:

CHEM 5371. Environmental Chemistry II

(CHEM 371) 3 credits. Lecture. Prerequisite: CHEM 5370.

Environmental sampling and methods of chemical contaminant analyses, sources and types of chemical pollution, pollution prevention, waste management, waste reduction, recycling, and ultimate chemical destruction.

5. Proposed Catalog Copy:

CHEM 5371. Environmental Chemistry II

(CHEM 371) 3 credits. Lecture. Taught concurrently with 4371. Prerequisite: CHEM 5370 or 4370, or instructor consent.

Inorganic metals and organic chemicals in the environment; Energy sources; fossil fuels, nuclear power, fuel cells, and alternatives.

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

Justification

1. Reasons for changing this course:

- Change description to better reflect course content as taught.
- To state that CHEM 5371 will be taught concurrently with CHEM 4371.

2. Effect on Department's Curriculum:

- Allows more flexibility for chem Majors to study environmental chemistry, and for graduate students to participate in case studies with the undergraduate students.

3. Other Departments Consulted (see Note N):

- Coastal Studies, Environmental Science Program

4. Effects on Other Departments:

- very little likely impact

5. Effects on Regional Campuses: none

6. Staffing: no change required

7. Dates approved by (see Note Q):Ongoing consultations over two years

- Department Curriculum Committee: Oct. 11, 2010
- Department Faculty: paper ballot pending. Voice vote Sept. 4, 2009
- Coastal Studies (Marine Sciences) Sept. 25th, 2009 (Rob Mason)
- Environmental Science Program April 18th, 2008 and Oct.7, 2010 (Tim Byrne)

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

Robert G. Michel, 486 3143, Robert.g.michel@uconn.edu

2010 – 90 Change the CHEM Major

1. Date: October 11th, 2010
2. Department requesting this change: CHEM
3. Title of Major: CHEMISTRY

4. Nature of Change:

- **To add an option for students to study environmental chemistry, by changing course requirements. Also, this requires adding two courses to the undergraduate catalog (4370/4371) which will be concurrently taught with existing graduate classes (5370/5371). Accompanying proposals request changes to the wording of the catalog description of the relevant graduate classes and undergraduate classes.**
- **To update MATH and PHYS courses in the core requirements, due to changes in courses in the MATH and PHYS departments.**
- **More flexibility in Biochemistry requirements allowed in new accreditation requirements.**
- **Other small changes to catalog copy to clarify wording and organization and remove redundancy.**

5. Existing catalog Description of the Major:

Programs in the Department of Chemistry may lead to either the Bachelor of Arts or the Bachelor of Science degree. The American Chemical Society certifies a rigorous professional program, which is an option for the B.S. students. The B.A. degree is appropriate for students who are interested in chemistry but do not wish to pursue a career as a laboratory scientist. The B.S. degree prepare students to pursue graduate study in Chemistry or to find employment in technologically oriented industries.

Prospective majors with a good high school chemistry background should take CHEM 1137Q and 1138Q in their first year. Other prospective majors should take 1127Q-1128Q or 1124Q-1125Q-1126Q or 1147Q-1148Q (Honors). Chemistry majors must complete the following mathematics and physics sequences: MATH 1131Q and 1132Q (or MATH 1120Q, 1121Q, and 1132Q)

MATH 2110Q (or 2130Q) MATH 2410Q (or 2420Q)

PHYS 1201Q-1202Q and 1230 or 1401Q-1402Q

Failure to complete these sequences by the end of the fourth semester may delay completion of the degree.

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

Field of concentration requirements for the B.A. and B.S. degrees are as follows:

Bachelor of Science

At least 35 credits of Chemistry courses numbered 2000 and above must be successfully completed for the Bachelor of Science in Chemistry in addition to the College requirements. The field of concentration requirements include CHEM 2443, 2444, 2445, (Organic), 3210, 3214, 3215 (Inorganic), 3332, 3334 (Analytical), and 3563, 3564, 3565W (Physical).

Bachelor of Arts

At least 28 credits of Chemistry courses numbered 2000 or above must be successfully completed for the Bachelor of Arts in Chemistry in addition to the College requirements. The field of concentration requirements include those listed above for the B.S. degree with the exception of CHEM 3215 and 3334. For the degree certified by the American Chemical Society, two courses designated by the department as advanced courses must be taken in addition to the B.S. requirements. Also, these or other courses beyond the core curriculum must include at least 80 contact hours of laboratory work. The grade point average in all of the required chemistry courses must be at least 2.300

Undergraduate students are encouraged to participate in research.

To satisfy the computer technology competency, all students must take CHEM 3565W. Other courses that will further enhance competency in computer technology include 3215, 3332, 3334, and 3564.

To satisfy the information literacy competency, all students must take CHEM 3565W. Other courses that further enhance competency in information literacy include 3170W, 3189, 3215, 3334, 3442W, and 4196W.

To satisfy the writing in the major requirement, all students must take CHEM 3565W. Other courses that will further help students develop writing skills in chemistry include 3170W, 3442W, and 4196W.

6. Proposed catalog Description of the Major: (Substantive changes in bold – slight wording changes elsewhere are not highlighted.)

Programs in the Department of Chemistry may lead to either the Bachelor of Arts or the Bachelor of Science degree. In addition, the American Chemical Society (ACS) certifies two more rigorous Bachelor of Science options. . The B.A. degree is appropriate for students who are interested in chemistry but do not wish to pursue a career as a laboratory scientist. The B.S. degrees prepare students to pursue graduate study in Chemistry, or to find employment in technologically oriented industries. Prospective majors with a good high school chemistry background should take CHEM 1137Q and 1138Q in their first year. Other prospective majors should take 1127Q-1128Q or 1124Q-1125Q-1126Q or 1147Q-1148Q (Honors). Chemistry majors must complete the following mathematics and physics sequences: MATH 1131Q and 1132Q (or MATH 1120Q, 1121Q, and 1132Q, **or 1125Q, 1126Q and 1132Q**) MATH 2110Q (or 2130Q) **and** MATH 2410Q (or 2420Q) PHYS 1201Q-1202Q and 1230 or 1401Q-1402Q, **or 1501Q-1502Q, or 1601Q-1602Q.** Failure to complete these sequences by the end of the fourth semester may delay completion of the degree.

A minor in Chemistry is described in the "Minors" section.
Requirements for the B.A. and B.S. degrees are as follows:

Bachelor of Science

At least 35 credits of Chemistry courses numbered 2000 and above must be successfully completed for the Bachelor of Science in Chemistry in addition to the College **B.S.** requirements.

Bachelor of Science, Chemistry option

The requirements include CHEM 2443, 2444, 2445, (Organic), 3210, 3214, 3215 (Inorganic), 3332, 3334 (Analytical), and 3563, 3564, 3565W (Physical).

Bachelor of Science Chemistry option (ACS certified)

American Chemical Society certification requires an additional course in biochemistry (**MCB 3010, or MCB 2000**), and one advanced chemistry course chosen from CHEM 3189, 3442W, 3661, 4196W, 4370, 4371, 4551, or a CHEM 5000 level course.

Bachelor of Science, Environmental Chemistry option (ACS certified)

The requirements include those listed above for the ACS certified B.S. degree in Chemistry with the exception of CHEM 3215, In addition, the sequence CHEM 4370 - 4371 (Environmental Chemistry) is required.

Bachelor of Arts

At least 28 credits of Chemistry courses numbered 2000 or above must be successfully completed for the Bachelor of Arts in Chemistry in addition to the College Bachelor of Science requirements. The requirements include those listed above for the B.S. degree Chemistry option with the exception of CHEM 3215 and 3334.

Other requirements

The grade point average in all of the required chemistry courses must be at least 2.300 for the ACS certified degree.

All B.S. students are strongly encouraged to participate in undergraduate research through one or more semesters of CHEM 3189, preferably with a capstone thesis (CHEM 4196W) in the final semester.

To satisfy the computer technology competency, all students must take CHEM 3565W. Other courses that will further enhance competency in computer technology include but are not limited to 3215, 3332, 3334, and 3564.

To satisfy the information literacy competency, all students must take CHEM 3565W. Other courses that further enhance competency in information literacy include 3170W, 3189, 3215, 3334, 3442W, and 4196W.

To satisfy the writing in the major requirement, all students must take CHEM3565W. Other courses that will further help students develop writing skills in chemistry include 3170W, 3442W, and 4196W.

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?

- To add an option to allow students to study environmental chemistry without increased credit load in the Major. Changes are in conformance with new American Chemical Society accreditation requirements.

- To add alternative MATH and PHYS courses suitable as CHEM prerequisites, caused largely by changes in courses offered by MATH and PHYS.
 - To update biochemistry requirements allowed by new accreditation requirements of the American Chemical Society.
2. What is the impact on students?
- Increased flexibility to study environmental chemistry
 - More clarity in the CHEM catalog description.
3. What is the impact on regional campuses? None
4. Dates approved by (see Note Q): Ongoing consultations over two years
- Department Curriculum Committee: Oct. 11, 2010
 - Department Faculty: paper ballot pending. Voice vote Sept. 4, 2009
 - Coastal Studies (Marine Sciences) Sept. 25th, 2009 (Rob Mason)
 - Environmental Science Program April 18th, 2008 and Oct. 7, 2010 (Tim Byrne)
5. Name, Phone Number, and e-mail address of principal contact person: Robert G. Michel, 486 3143, Robert.g.michel@uconn.edu

2010 – 91 Proposal to Change MATH 2141Q-2142Q

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Unlink paired courses**

4. Current Catalog Copy:

Math 2141Q-2142Q. Advanced Calculus I, II
(243Q-244Q) Both semesters. 4 credits each semester.

May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151. MATH 2142Q may be used in place of MATH 1132 or 1152 to fulfill any requirement satisfied by MATH 1132 or 1152.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

5. Proposed Catalog Entries:

Math 2141Q. Advanced Calculus I (243Q) Fall semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1132 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

Math 2142Q. Advanced Calculus II

(244Q) Spring semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2141Q or consent of instructor. MATH 2142Q may be used in place of MATH 1132 or 1152 to fulfill any requirement satisfied by MATH 1132 or 1152.

A rigorous treatment of the mathematics underlying the main results of one-variable calculus, continuing MATH 2141Q.

6. Effective immediately

Justification

1. Reasons for changing this course:

Description changes: The catalog copy describes two different courses (2141 and 2142) in one entry. They should each have their own catalog entry. The first course (2141) is a prerequisite for the second 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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/4/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 92 Proposal to Change MATH 2143Q – 2144Q

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Unlink paired courses**

4. Current Catalog Copy:

Math 2143Q-2144Q. Advanced Calculus III, IV
(245Q-246Q) Both semesters. 4 credits each semester.

May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143 may be used in place of MATH 2110 to fulfill any requirement satisfied by MATH 2110. MATH 2144 may be used in place of MATH 2410 to fulfill any requirement satisfied by MATH 2410.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

5. Proposed Catalog Copy:

Math 2143Q. Advanced Calculus III

(245Q) Fall semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

Math 2144Q. Advanced Calculus IV

(246Q) Spring semester. 4 credits. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2143Q or consent of instructor. MATH 2144Q may be used in place of MATH 2410Q to fulfill any requirement satisfied by MATH 2410Q.

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:

Description changes: The catalog copy describes two different courses (2143 and 2144) in one entry.

They should each have their own catalog entry.

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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 93

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change in Prerequisites**

4. Current Catalog Copy:

Math 2620. Financial Mathematics I

(285) (Also offered as MATH 5620.) First semester. Three credits. Prerequisite: MATH 1132, 1152 or 2142.

Fundamental concepts of financial mathematics, with applications in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration calculation, asset/liability management, investment income, capital budgeting and valuing contingent cash flows.

5. Proposed Catalog Copy:

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

Math 2620. Financial Mathematics I

(285) (Also offered as MATH 5620.) First semester. Three credits. Prerequisite: MATH 1132, 1152 or 2141.

Fundamental concepts of financial mathematics, with applications in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration calculation, asset/liability management, investment income, capital budgeting and valuing contingent cash flows.

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:

Prerequisite changes: The new catalog copy more accurately reflects the appropriate preparation for success in 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: Math Department staff. No changes from present.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 94 Proposal to Change MATH 3150-3151

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Unlink paired courses**

4. Current Catalog Copy:

Math 3150-3151. Analysis

(273-274) Either semester. Three credits each semester. Prerequisite: MATH 2144 or 2410 or 2420; MATH 2142 or 2710.

Introduction to the theory of functions of one real variable.

5. Proposed Catalog Entries:

Math 3150. Analysis I

(273) Either semester. Three credits. Prerequisite: MATH 2144 or 2410 or 2420; MATH 2142 or 2710.

Introduction to the theory of functions of one real variable.

Math 3151. Analysis II

(274) Spring semester. Three credits. Prerequisite: MATH 3150.

Introduction to the theory of functions of several real variables.

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 catalog copy describes two different courses (3150 and 3151) in one entry. They should each have their own catalog entry. Different course titles will better reflect that the courses are a sequence rather than the same. Math 3150 is offered every semester.

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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 95 Proposal to Change MATH 3170

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Add an exclusion.**

4. Current Catalog Copy:

Math 3170. Elementary Stochastic Processes (232) (Also offered as STAT 3965.) Three credits. Prerequisite: STAT 3025 or 3345 or 3375 or MATH 3160.

Conditional distributions, discrete and continuous time Markov chains, limit theorems for Markov chains, random walks, Poisson processes, compound and marked Poisson processes, and Brownian motion. Selected applications from actuarial science, biology, engineering, or finance.

5. Proposed Catalog Copy:

Math 3170. Elementary Stochastic Processes (232) (Also offered as STAT 3965.) Three credits. Prerequisite: STAT 3025 or 3345 or 3375 or MATH 3160. Not open for credit to students who have passed STAT 3965.

Conditional distributions, discrete and continuous time Markov chains, limit theorems for Markov chains, random walks, Poisson processes, compound and marked Poisson processes, and Brownian motion. Selected applications from actuarial science, biology, engineering, or finance.

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

Justification

1. Reasons for changing this course:

Description changes: Since MATH 3170 and STAT 3965 are very similar courses, a student who has passed one should not be allowed to take the other. STAT 3965 is already listed in the catalog as not open for credit to a student who has passed MATH 3170.

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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 96 Proposal to Change MATH 3210

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change a prerequisite.**

4. Current Catalog Copy:

Math 3210. Abstract Linear Algebra

(215) Either semester. Alternate years. Three credits. Prerequisite: MATH 2144 or 2210; and MATH 2710.

Vector spaces and linear transformations over fields.

5. Proposed Catalog Copy:

Math 3210. Abstract Linear Algebra

(215) Either semester. Alternate years. Three credits. Prerequisite: MATH 2144; or MATH 2210 and 2710.

Vector spaces and linear transformations over fields.

6. Effective Date: Immediate.

Justification

1. Reasons for changing this course:

Description changes: The new arrangement of prerequisites better reflect what is needed in this 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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 97 Proposal to Change MATH 3710

1. Date: 02/26/10
2. Department: **Mathematics**
3. Nature of Proposed Change: **Change in Course Description**

4. Current Catalog Copy:

Math 3710. Introduction to Mathematical Modeling

(204) Either semester. Three credits. Prerequisite: MATH 2144 or 2420; or MATH 2210 and 2410.

Knowledge of a programming language is strongly recommended. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350.

Construction of mathematical models in the social, physical, life and management sciences. Linear programming, simple algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling.

5. Proposed Catalog Copy:

Math 3710. Introduction to Mathematical Modeling

(204) Either semester. Three credits. Prerequisite: MATH 2144 or 2420; or MATH 2210 and 2410.

Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350.

Construction of mathematical models in the social, physical, life and management sciences.

Linear programming, simple algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling.

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

Justification

1. Reasons for changing this course:

Description changes: The strong recommendation of knowledge of a programming language as a prerequisite is no longer necessary for 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: Math Department staff. No changes from present.

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

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

8. Name, Phone Number, and e-mail address of principal contact person: David Gross, 860-486-1292, dgross@math.uconn.edu

2010 – 98 Proposal to Change the MATH Major (BA)

1. Date: 02/26/10
2. Department requesting this change: **Mathematics**
3. Title of Major: **Bachelor of Arts in Mathematics**
4. Nature of Change: Add one course to a list of elective courses. (The course is 3151 in item (3) of the requirements)
5. Existing catalog Description of the Major:

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

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

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses.

6. Proposed catalog Description of the Major:

Bachelor of Arts in Mathematics: The requirements for the B.A. in Mathematics are 27 credits of 2000-level or above course work in Mathematics and 12 credits of course work in approved related areas. The required courses are:

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

(2) MATH 3150 (or 4110), 3230 (or 4210);

(3) At least 3 additional credits from any of the following courses: MATH 3151, 3210, 3231, 3240, 3250, 3330 (or 4310), and 3370. The remaining courses may come from any 2000-level or above Mathematics courses

7. Effective Date: Immediate.

Justification

1. Why is a change required?

The purpose of the requirement in item (3) is to ensure that students take at least 3 credits in proof-based courses beyond those included in requirements (1) and (2). As such, the list is a list of proof-based courses. Math 3151 is a proof-based course that was somehow omitted from the list when it was originally made. This change corrects that error.

2. What is the impact on students?

They will have one additional possible way to meet requirement (3) of the major.

3. What is the impact on regional campuses?

None. This course is only offered at Storrs.

4. Dates approved by:

Department Curriculum Committee: 12/04/09

Department Faculty: 12/10/09

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

David Gross, 486-1292, david.gross@uconn.edu

2010 – 99 Proposal to Add ANTH 3X95 ‘Special Topics’

1. Date: 10/4/10
2. Department requesting this course: Anthropology
3. Semester and year in which course will be first offered: Spring 2011

ANTH3x95. Three credits. Prerequisite: Open. Singer, Merrill
Basic principles, concepts and frameworks for understanding global health issues and the improvement of health internationally in light of social, cultural, economic, political, biological and environmental factors and international, regional and local factors.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): Anth
2. Course Number (see Note B): 3x95
If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? ___ Yes ___ No
3. Course Title: Global Health
4. Semester offered (see Note C): Spring 2011
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):

Optional Items

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

Justification

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

The proposed course addresses the range of factors that are shaping health in the world today, and thus addresses central issues of concern in understanding and improving the quality of life and well-being in the contemporary world. While specific classes offered in anthropology at the undergraduate level (e.g., Medical Anthropology, Illness and Curing, Medical Ecology) address aspects of global health and the global burden of disease, this course specifically engages undergraduate students in considering the range of issues and influences involved in understanding and improving global health at the population level, including globalization and socio-cultural factors in national health, measuring health, determinants of health, and the relationship between health and socio-economic development. Unlike other courses being offered, the proposed course takes as its central focus assessing the nature and drivers of the enormous improvements in global health that have occurred over the last 50 years as well as the reasons improvements in health status have been so uneven and why the nations of the world are having trouble meeting the UN's Millennium Development Goals. Thus, the proposed course will enable undergraduates to better understand their world and the central role of health in it, including relations within and among nations. Not only will the proposed course help to round out the roster of courses in medical anthropology offered through the department, it will address the wider and rapidly growing interest of undergraduates throughout the university in public health issues.

2. Academic Merit (see Note L):

This course will prepare students for understanding the nature of health and health care access issues and their importance in international relations, national development, human rights, international cooperation, and human conflict. The course will be organized into the following sections:

- a. Basic principles and concepts of global health (understanding health, measuring health, determinants of health, and health and development in light of socio-cultural and political-economic factors)
- b. Health and society (introduction to the cross-cutting issues underlying health and health care delivery transnationally (including health and human rights, health care and public health systems, and peoples and health--the intersections of culture and health)
- c. The burdens of morbidity and mortality (bio-social issues in environmental health, nutrition, gender and health, child health, communicable and infectious disease, non-communicable diseases, social factors involved in unintentional and intentional injuries and trauma)
- d. Global relations and health (disasters and complex health emergencies and responses, evolving health technology and global access, global health-concerned institutions and cooperation in improving global health from international organizations to non-government organizations).

The course will be coordinated by Dr. Merrill Singer, who will provide key lectures and coherence. Dr. Singer will attend all class sessions and be available for responding to student counseling needs and questions. Additional lectures will be provided by Department of Anthropology faculty and faculty from other departments and schools, including the public health program.

3. Overlapping Courses (see Note M): All departments whose curricula content may interrelate with public health have been contacted by email, including: Sociology, Physiology and Neurobiology, Human Development and Family Studies, Occupational Safety and Health, Health Communication, Allied Health Sciences (Coll of Agr & NR), Natural Resources and Environment (Coll of Agr & NR); as well as the appropriate heads and directors of the regional campuses (Hartford, Waterbury, Torrington, Avery Point, Stamford); and schools and colleges (Ratcliffe Hicks/Agr, Nursing, Pharmacy, and Business). All parties contacted have either expressed strong support for adding this course as an INTD listing, and/or have expressed no existing overlap, duplication, or adverse effect on their departments or programs. This is the first time an undergraduate Introduction to Global Health course is being offered at UConn.

4. Number of Students Expected: 40

5. Number and Size of Section: 1

6. Effects on Other Departments (see Note N): See #3 above. Additionally, See item 3, above.

Additionally, it should be noted that several departments and faculty expressed keen enthusiasm and expect to encourage their students to enroll in the Introduction to Global Health course.

7. Effects on Regional Campuses: See #3 above.

8. Staffing (see Note P): Merrill Singer

9. Dates approved by (see Note Q): 10/2/2010

Department Faculty:

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

Merrill Singer

860/593-5249 860/486-0093

Merrill.Singer@uconn.edu

2010 – 100 Proposal to Add a New Graduate Course

Last revised: December 8, 2003

1. Date: 10/13/2010
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing:

GEOG 5220. Geography of Sustainable Development

3 credits. Seminar

Students will learn how to conceptualize international development; understand theories, strategies and ideologies of development; and use case studies to understand development in practice. Particular emphasis will be placed on the concept of sustainable development and sustainability, grassroots-driven approaches to development, the role of women, and geographic explanations as to how and why uneven development has occurred.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5220
3. Course Title: Geography of Sustainable Development
4. Course description: Survey of geographic approaches to understand global development patterns, how and why uneven development has occurred, and cutting-edge approaches to alleviating poverty such as microfinance and grassroots-led initiatives to build capacity.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: Graduate status
8. Recommended Preparation, if applicable: None
9. Consent of Instructor, if applicable: None
10. Exclusions, if applicable: Graduate status only
11. Repetition for credit: No
12. S/U grading: Not applicable

Justification

Reasons for adding this course: Real-world solutions to poverty and under-development require an integrated problem-solving approach that extends beyond traditional academic disciplines. This course will provide students from allied disciplines such as civil and environmental engineering, business, environmental studies, and public policy, with an understanding of the various theories that have been offered to explain how and why uneven development has occurred, and some of the approaches being offered to address global poverty. This course will enhance students' ability to think across disciplines and address complex problems.

2. Academic Merit: The course will take an integrated approach to understanding the impacts of development-oriented policies by evaluating not only economic repercussions, but also the effects they have on society and the environment.

3. Overlapping Courses: GEOG 5290 Advanced Urban Geography
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section of 15 students
6. Effects on Other Departments: Additional offering in Development
7. Staffing: C. Atkinson-Palombo
8. Dates approved by:
Department Curriculum Committee: 10/08/10

Department Faculty: 10/13/10

9. Name, Phone Number, and e-mail address of
principal contact person: Robert Cromley x-2059 robert.cromley@uconn.edu

Preliminary Syllabus

Texts and other materials:

1. Potter, Binns, Elliott and Smith, Geographies of Development: An Introduction to Development Studies, Pearson
2. An Introduction to Sustainable Development, Rogers, Jalal, and Boyd, Earthscan
3. Journal articles and case studies

Grading: based on a midterm, final exam, assignments and term project

Topics:

Questioning development

Where is the Third World?

Poverty and inequality

Understanding colonialism, its phases and legacies

Classic-traditional and empirical approaches to studying development

Radical dependency, bottom-up approaches and post-modernity

Globalization and development/underdevelopment

Industrialization, transnational corporations, convergence and tourism

Demographic structure and change

Quality of life and gender issues

Concept of sustainable development and sustainability

Institutions of development, IMF, World Bank and the World Trade Organization

Civil society, non-governmental organizations and development

Interdependencies between North and South with a special emphasis on global climate change

Developing countries, the debt crisis and aid

Urbanization and sustainability in the Third World, basic needs and human rights in the slums

Microfinance, capacity-building and other grassroots-led approaches

2010 – 101 Proposal to Add POLS 2062 & 2062W

1. Date: Sept. 10, 2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing

POLS 2062. Privacy in the Information Age

Second semester. Three credits.

Thematic overview of privacy from a variety of disciplinary perspectives, public policy, legal, and ethical debates surrounding privacy and the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.

POLS 2062W. Privacy in the Information Age

Second semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 2062/2062W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes No
3. Course Title: Privacy in the Information Age
4. Semester offered (see Note C): Second Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Thematic overview of privacy from a variety of disciplinary perspectives, public policy, legal, and ethical debates surrounding privacy and the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800 (for W variant)
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): yes
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) Questions about the status of privacy as a moral, political and/or legal right arise in a variety of fields in Political Science including Political Theory, Public Law and Comparative Politics. However, while the topic of privacy is touched upon in many courses within the Department of Political Science, there is not currently a single course that deals with this important topic in a sustained fashion.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Privacy is one of the most important concepts of our time, yet it is also one of the most puzzling. As technology has made information increasingly available, academics, activists, policymakers, and citizens have struggled to define (and to redefine) the meaning of privacy. By providing a thematic overview of the topic of privacy from a wide variety of disciplinary perspectives, this course will prepare students to critically engage with the many and varied public policy, legal, and ethical debates that arise when privacy is perceived to be at stake. The thematic focus of the course (Privacy in the Information Age) will provide students with the opportunity to engage in an on-going discussion with one another about the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 25
5. Number and Size of Section: 1
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee: 10/12/2010
Department Faculty: 10/13/2010
10. Name, Phone Number, and e-mail address of principal contact person: Oksan Bayulgen, 6-2231, oksan.bayulgen@uconn.edu

Political Science 2062 - Privacy in the Information Age

Kristin Kelly
Office: 212 Montith
Hours: Tuesday 3:30-5:30
And by appointment: kkelly@uconn.edu
Office phone: 486-3252

Course Description

Privacy is one of the most important concepts of our time, yet it is also one of the most puzzling. As technology has made information increasingly available, academics, activists, policymakers, and citizens have struggled to define (and to redefine) the meaning of privacy. By providing a thematic overview of the topic of privacy from a wide variety of disciplinary perspectives, this course will prepare honors students to critically engage with the many and varied public policy, legal, and ethical debates that arise when privacy is perceived to be at stake. The thematic focus of the course (Privacy in the Information Age) will provide student's with the opportunity to engage in a on-going discussion with one another about the impact of technology and scientific advances on how privacy is conceptualized, valued, enacted, and protected.

Requirements

Students in this seminar will be expected to come to class prepared to discuss and analyze the readings. Grading will be based on participation in seminar discussions (10%); weekly question responses (10%); 2 short essays (25%/each); Cumulative Final Exam (30%)

Outline of Topics and Required Reading

The Origins of Privacy

Alan F. Westin, *Privacy and Freedom*, Atheneum (1970). Chapters 1-3.
Richard F. Hixson, *Privacy in a Public Society*, Oxford University Press (1987). Chapters 1-3

Defining Privacy

Anita L. Allen, *Uneasy Access: Privacy for Women in a Free Society*, Rowman and Littlefield (1988). Chapters 1-2.
Judith Wagner DeCew, "Definitions of Privacy, Philosophical Responses, Conceptual Alternatives" in *In Pursuit of Privacy: Law, Ethics and the Rise of Technology*, Cornell University Press (1997).
Serge Gutwirth, "Privacy's Complexities" in *Privacy and the Information Age*, Rowman and Littlefield (2002).

Privacy and Accountability

Richard F. Hixson, "A Sense of Community" in *Privacy in a Public Society*, Oxford University Press (1987).
Daniel J. Solove, "Access and Aggregation: Rethinking Privacy and Transparency" in *The Digital Dossier: Technology and Privacy in the Information Age*, New York University Press (2004).
Anita Allen, "Privacy Isn't Everything: Accountability as a Personal and Social Good," in *Information Ethics: Privacy, Property and Power*, edited by Adam D. Moore, University of Washington Press (2005).

Privacy Trust and Community

David J. Phillips, "Cryptography, Secrets, and the Structuring of Trust" in *Technology and Privacy: The New Landscape*, eds. Philip E. Agre and Marc Rotenberg, MIT Press (1997).

Rohan Samrajiva, "Interactivity As Though Privacy Mattered" in *Technology and Privacy: The New Landscape*, eds. Philip E. Agre and Marc Rotenberg, MIT Press (1997).
Jeffrey Rosen, "What is Privacy Good For?" in *The Unwanted Gaze: The Destruction of Privacy in America*, Random House (2000).

Privacy and the Government

Daniel J. Solove, *The Digital Dossier: Technology and Privacy in the Information Age*, New York University Press (2004). Chapters 9-11.
Christian Parenti, "Fear as Institution: 9/11 and Surveillance Triumphant" in *The Soft Cage: Surveillance in America From Slavery to the War on Terror*, Basic Books (2003).

The Private Sector

Fred H. Cate, "Privacy Regulation in the United States: The Private Sector" in *Privacy in the Information Age*, Brookings Institution Press (1997).

Alasdair Roberts, "The Corporate Veil" in *Blacked Out: Government Secrecy in the Information Age*, Cambridge University Press (2006).

Simon G. Davis, "Re-Engineering the Right to Privacy: How Privacy Has Been Transformed from a Right to a Commodity" in *Technology and Privacy: The New Landscape*, eds. Philip E. Agre and Marc Rotenberg, MIT Press (1997).

Information Privacy

Daniel J. Solove, *The Digital Dossier: Technology and Privacy in the Information Age*, New York University Press (2004). Chapter's 3-5.

Judith Wagner DeCew, "Information Technology: A Challenge" in *In Pursuit of Privacy: Law, Ethics and the Rise of Technology*, Cornell University Press (1997).

Privacy and Technology: New Challenges

Fred H. Cate, "Electronic Privacy in the Twenty-First Century" in *Privacy in the Information Age*, Brookings Institution Press (1997).

Alasdair Roberts, "Liquid Paper" in *Blacked Out: Government Secrecy in the Information Age*, Cambridge University Press (2006).

Jeffrey Rosen, "Privacy in Cyberspace" in *The Unwanted Gaze: The Destruction of Privacy in America*, Random House (2000).

Privacy and the Body

Anita L. Allen, "Reproductive Liberties" in *Uneasy Access: Privacy for Women in a Free Society*, Rowman and Littlefield (1988).

Ellen Alderman and Caroline Kennedy, "re A.C.: The Forced Caesarian Case" in *The Right to Privacy*, Alfred Knopf (1995).

Judith Wagner DeCew, "Drug Testing: A Case Study in Balancing Privacy and Public Safety" in *In Pursuit of Privacy: Law, Ethics and the Rise of Technology*, Cornell University Press (1997).

Medical Privacy

Janlori Goldman, "Balancing in a Crisis? Bioterrorism, Public Health, and Privacy" in *Lost Liberties: Ashcroft and the Assault on Personal Freedom*, edited by Cynthia Brown, The New Press (2003).

Anita L. Allen, "Accountability for Health" in *Why Privacy Isn't Everything: Feminist Reflections on Personal Accountability* Rowman and Littlefield (2003).

Voyeurism and Exhibitionism

Charles J. Sykes, "The Tell All Society" in *The End of Privacy* St Martin's Press (1999).

Charles J. Sykes, "Clinton's Bedroom: Privacy and Sex" in *The End of Privacy* St Martin's Press (1999).

Christian Parenti, "Voyeurism and Security Culture" in *The Soft Cage: Surveillance in America From Slavery to the War on Terror*, Basic Books (2003).

2010 – 102 Proposal to Add POLS 3062 & 3062W

1. Date: 10/1/2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing

POLS 3062 Democratic Theory

Either semester. Three credits. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012. Survey of theories of democracy from classical times to the present, including defenders and critics of democracy.

POLS 3062W Democratic Theory

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 380. Recommended preparation: POLS 1002, POLS 3002, or POLS 3012.

Survey of theories of democracy from classical times to the present, including defenders and critics of democracy.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3062 and 3062W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Democratic Theory
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D):3
6. Course description (second paragraph of catalog entry -- see Note K): Survey of theories of democracy from classical times to the present, including defenders and critics of democracy.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 380 (for W variant)
9. Recommended Preparation, if applicable (see Note G): POLS 1002, POLS 3002, or POLS 3012
10. Consent of Instructor, if applicable (see Note T): Yes
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) The Department of Political Science currently does not offer an undergraduate course that covers one of the major areas of study in political theory: democratic theory. Current courses cover some parts of democratic theory, but there are significant gaps in those courses, especially with regard to contemporary theories of democracy. Those courses must also cover areas of political theory that fall outside of, or are only tangentially related to, democratic theory. They are not able to fully explore this area of study.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Democracy is one of the central concepts studied by political theorists. The course aims to give students an understanding of how theorists from the classical times to the present have defined and analyzed democracy. Our students live in, and are predominately citizens of,

states that claim to be democracies. It is important that they understand the varied conceptualizations of democracy, as well as the arguments of those who argue against democracy.

3. Overlapping Courses (see Note M): none

4. Number of Students Expected: 45

5. Number and Size of Section: 1, 45

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

7. Effects on Regional Campuses: none

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: 10/12/2010

Department Faculty: 10/13/2010

10. Name, Phone Number, and e-mail address of principal contact person: Oksan Bayulgen, 6-2231, oksan.bayulgen@uconn.edu

Political Issues: Democratic Theory

Fall 2009

Welcome to Political Issues: Democratic Theory. I hope we have an engaging and fruitful semester together as we investigate and engage in the practice of democracy. I am glad you are here.

Professor Michael E Morrell

Office: Monteith 116

Office Hours: M, W 1:30 to 2:30, 6 to 6:30, and by appointment

e-mail: michael.morrell@uconn.edu

Please schedule office hour appointments with me at <http://advapp.uconn.edu>. To access my calendar, choose "Department of Political Science" from the dropdown menu on first page.

Course Objectives:

There are four basic objectives I want you to pursue in this course.

- 1) I want you to gain a familiarity with theories of democracy.
- 2) I want you to think critically about and engage in discussions of what it means to live in a democracy.
- 3) I believe that learning can occur more readily in an active environment, and thus, you will not only be studying about democracy, but you will be engaging in it as well. I want you to reflect on how this engagement in democratic practice affects your perceptions of democratic theory.
- 4) I want you to practice reading texts that may be difficult to understand, something which you may have to do in your future life and career.

This is an upper-level college course, and I plan on teaching it on that level. I assume you know how to read, write and think at the junior/senior level. I want this to be a course in which you push yourself to learn and challenge yourself to improve even further your reading, thinking and writing abilities. If you want to learn and challenge yourself, this is the course for you.

Conduct of the course:

After teaching college for several years, I have come to understand that it is IMPOSSIBLE for me to structure a course in which ALL students will thrive. I encourage you to read this syllabus carefully and decide if this is the kind of class for you. If not, you should probably register for a different course.

This class will be a mixture of lecture and class discussions. The lectures will provide background information for the readings, and often help clarify them. I still want you to do at least some of the thinking on your own, and therefore there may be some material that you will need to find on your own. I know you are capable of doing so, and it would be unhelpful of me to treat you like robots by simply telling you what to think and then have you regurgitate it on an exam. If you do not understand something, or disagree with something I have said, please raise the issue in class so we can clarify it for everyone.

I expect you to do the readings before class, think seriously about the issues the readings raise, participate in class discussions, not distract from the class with your behavior, and do your best on all assignments. I will clearly communicate my expectations, provide insight and guidance in understanding the material, grade your work fairly and efficiently, come to class prepared, be available to meet with you during office hours or by appointment, and maintain an atmosphere of openness and enthusiasm in the classroom. While I am not here to entertain you, I know that if you are excited about the material then you will learn more. I will do my best to make the material understandable and interesting, and I ask that you do your best to understand and remain interested, even if you are at times lost and bored. I also want to challenge you to push yourself intellectually.

In general, students that do not enjoy reading difficult material or do not attend class regularly often do poorly in my courses. Those who do the readings, take notes, and attend class regularly usually do fine, though even those who put in this kind of effort sometimes do not do well. I have high expectations not only about your effort, but also about your ability to understand the material and communicate this understanding to me. In college, hard work does not guarantee an "A", and sometimes not even a "B."

Students who do all of the work usually pass the class, but those who are lax in their effort often do less well than they would like. The course should be a learning process for everyone involved. That is my goal, and I hope it is yours. If you just want a grade, I do not blame you, but you might want to consider a different course.

Democratic Practice in the Course: As stated above, you are not only going to be studying democracy in this class, you are going to engage in it as well. Below you will find the general guidelines for the course, but it is going to be up to the class to democratically decide certain specifics within these guidelines. I will serve as a parliamentarian/chief executive/Supreme Court, but the class will serve as a democratic assembly in making some decisions about the course. All decisions will apply to everyone in the course (i.e., all students must do the same assignments). I reserve the right, if necessary, to end our experiment in democracy if it is creating an atmosphere detrimental to the learning process.

Grading and Assignments: I will base your grade upon the assignment set (A, B, C or D) the class chooses, and the percentages of the final grade the class chooses to allocate to each assignment. The following are the basic guidelines for this decision.

- 1) The class readings assignment that appears in each assignment set must be worth a minimum of 10% and a maximum of 15% of the final grade
- 2) Each exam or paper must be worth a minimum of 15% and a maximum of 35% of the final grade.
- 3) For each exam you must specify what percentage of your grade I will determine using various questions.
 - A) You may choose from the following types of questions (please see Appendix for sample questions):
 - i) multiple-choice: traditional multiple-choice questions with five possible responses; some questions will include all of the above, none of the above, and "both A and B" type response options;
 - ii) matching: will ask you to match authors to their ideas and writings, concepts to a short description of them, and/or vocabulary words to their definitions;
 - iii) short answer: a one paragraph response describing a concept or author's argument;
 - iv) essays: a short essay response to a question or set of questions; I expect these to be longer than one paragraph, but they will not require a completely formal structure (intro/thesis, body, conclusion)
 - B) You do not have to include all types of questions on the exams; you can choose any combination you wish.
 - C) I will choose the number of questions for each type once you determine the percentages.
 - D) You may choose different types of questions and percentages for the final exam and the midterm, but if you choose to have two midterms (Assignment Set A), the types of questions and percentages must be the same for both.
 - E) The total percentage of the grades for all types of questions must add up to 100% for each exam.
- 4) All assignments must be the same for all students.
- 5) I will create, choose the grading criteria, and grade all assignments.
- 6) The total percentage of the grades for all assignments must add up to 100%.

After adding up all your grades, I will then assess the class to see if there are natural break points for the course grades. At a minimum, however, I will use the scale below to assign grades. If you have any questions about the grading scale, please feel free to ask me in class so that we can clarify it for all students.

GRADE	POINT RANGE	GRADE	POINT RANGE
A	925-1000	C	725-774
A-	900-924	C-	700-724
B+	875-899	D+	675-699
B	825-874	D	625-674
B-	800-824	D-	600-624
C+	775-799	F	0-599

Assignment Set A

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **2 Midterm Exams:** These exams will assess Course Objectives 1, 2 and 4. Everything we discuss in class and that is in the readings is fair game for the exams, though the second exam will focus primarily on the material covered between the two exams.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. The exam will focus primarily on material covered after the second midterm, though at least part of it will cover material from the entire course.

Assignment Set B

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **1 Midterm Exam:** This exam will assess Course Objectives 1, 2 and 4. Everything we discuss in class and that is in the readings is fair game for the exam.
- ❖ **Argument Analysis Paper:** You will write a 5 to 7 page paper analyzing an argument put forward by one of theorists we have discussed during the semester. I will post a handout that gives the specific expectations on this assignment on the course HuskyCT web site.

- ❖ **Final Exam:** The final exam will assess all Course Objectives. It will focus primarily on material covered after the midterm, though at least part of it will cover material from the entire course.

Assignment Set C

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **2 Argument Analysis Papers:** You will write two 5 to 7 page papers analyzing an argument put forward by one of theorists we have discussed during the semester. I will post a handout that gives the specific expectations on this assignment on the course HuskyCT web site.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. It will cover material from the entire course.

Assignment Set D

- ❖ **Class readings:** Each week, starting in the 2nd week of the course, I will give you a class readings assignment in class. This will be either 5 multiple-choice questions or one short essay question on the readings that you will complete at the beginning class. These will primarily assess Course Objectives 1 and 4, though some will also assess Objectives 2 and 3. There will be 13 of these assignments, and I will count your 10 best efforts.
- ❖ **2 Argument Analysis Papers:** You will write two 5 to 7 page papers analyzing an argument put forward by one of theorists we have discussed during the semester. I will post a handout that gives the specific expectations on this assignment on the course HuskyCT web site.
- ❖ **Final Exam:** The final exam will assess all Course Objectives. The exam will cover material from the entire course. All essays will be given as a take home assignment due at the beginning of the final exam time assigned by the University. There must be an in-class component of the final exam composed of multiple-choice, matching, and/or short answer questions chosen according to the above guidelines.

Policy on Make-ups and Late Assignments: In order to be fair to all students, I will give make-up exams only if you have documented medical or personal emergency. You must call or e-mail me as soon as possible and appropriate to inform me of the emergency and provide documentation in a timely manner. In cases where the situation is such that documentation is impossible, please speak with me and we will discuss your options. Outside of these circumstances, I will not allow you to make up exams. **Papers are due at the beginning of class on the day they are due** (first class) and you must turn them in to me personally (please do not e-mail your papers). If I receive your paper after the beginning of class on the day it is due but by the beginning of the following class (second class), I will deduct 4 % from your grade. If I receive your paper after the beginning of the second class, but by the end of the following class (third class), I will deduct 20% from your grade. I will not accept any papers after this third class. Since I already allow you to drop your worst scores, I will not allow you to make up the class readings assignments.

Readings: There will be four sources for the readings. Some of the readings will be available directly to you on the HuskyCT web site (indicated below with a *). For some readings, I have provided URLs for where they are available on the Internet. Some readings you will need to find through the University Library (indicated below with a #). These are journal articles that you can find using the instructions I have provided on the course's HuskyCT page. You will find the rest of the readings in *Democracy*, Philip Green, ed. Prometheus Books, 1993. (ISBN: 978-1-57392-550-1). This book is available at the UConn Co-op.

Course Schedule: Once the class has decided upon the assignments, I will provide a more specific calendar for the course. The following are the areas we will cover and the associated readings.

CLASS SCHEDULE		READINGS
8/31	Syllabus/Introduction/What is Political Theory	none
9/2	No class	there will be no class today
9/7	No class	Labor Day
9/9	Practicing Democracy: class deliberation on assignment sets	Green, "Democracy" as a Contested Idea (Green, 2-18) Williams, from <i>Keywords</i> (Green, 19-22)
9/14	Democracy as Contested Idea	continue with Green & Williams
9/16-28	Democracy in Ancient Greece & Rome	*Thucydides, from <i>The History of the Peloponnesian War</i> *Plato, from <i>The Republic</i> *Aristotle, from <i>Politics</i> *Polybius, from <i>The Histories</i> *Machiavelli, from <i>Discourses on the First Ten Books of Titus Livius</i>
	Democracy and the Middle Ages	*Marsilius of Padua, from <i>Defensor Pacis</i>
	The Social Contract: Liberal Democracy and the Republican Response	*Locke, from <i>Two Treatises of Government</i> *Rousseau, from <i>The Social Contract</i>
	Democracy and Early America	*John Wise, A Vindication of the Government of New England Churches, (http://www.constitution.org/primarysources/wise.html) *Thomas Paine, from <i>Common Sense</i> Thomas Jefferson, <i>Declaration of Independence</i> (http://www.constitution.org/usdeclar.htm) James Madison, <i>Federalist Papers</i> #10 (http://www.constitution.org/fed/federa10.htm)

		#51 (http://www.constitution.org/fed/federa51.htm) # 57 (http://www.constitution.org/fed/federa57.htm) Tocqueville, selections from <i>Democracy in America</i> (Green, 38-42)
	Democracy and Utilitarianism	*J.S. Mill, from <i>Considerations on Representative Government</i> (HuskyCT) and <i>On Liberty</i> (Green, 282-291) *Bentham, from <i>An Introduction to the Principles of Morals and Legislation</i> and <i>The Constitutional Code</i> (Green, 282-291)
	Competitive Elitism	Michels, from <i>Political Parties</i> (Green, 68-73) Weber, from <i>Max Weber: Essays in Sociology</i> (Green, 74-82) Schumpeter, from <i>Capitalism, Socialism and Democracy</i> (Green, 83-92) Berelson, Lazarsfeld, and McPhee, from <i>Voting</i> (Green, 93-98) Crozier, Huntington, and Watanaki, from <i>The Crisis of Democracy</i> (Green, 99-103)
	Critiques of Democratic Elitism	Dewey, from <i>The Public and Its Problems</i> (Green, 120-125) Bachrach, from <i>The Theory of Democratic Elitism</i> (Green, 126-130)
	Pluralism and Polyarchy	Dahl, from <i>Who Governs?</i> (Green, 104-118) and <i>Democracy and Its Critics</i> (Green, 57-66) Prewitt and Stone, from <i>The Ruling Elites</i> (Green, 131-144)
	Democracy and Capitalism	Bowles and Gintis, from <i>Democracy & Capitalism</i> (Green, 168-174) Elkin, from <i>The Democratic State</i> (Green, 175-184) Parenti, from <i>Power and the Powerless</i> (Green, 185-191)
	Participatory Democracy	Gould, from <i>Praxis International</i> (Green, 246-256) Barber, from <i>Strong Democracy</i> (Green, 269-272) Green, from <i>Retrieving Democracy</i> (Green, 257-268) <i>Port Huron Statement</i> (http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary.html)
	Democracy and Inclusion	Young, from <i>Justice and the Politics of Difference</i> (Green, 309-316) Phillips, from <i>Engendering Democracy</i> (Green, 192-202)
	Deliberative Democracy	*Morrell, from <i>Empathy and Democracy</i> (Chapters 1 and 2) #Rawls, John. 1997. The Idea of Public Reason Revisited. <i>The University of Chicago Law Review</i> 64 (3): 765-807. #Habermas, Jürgen. 2006. Political Communication in Media Society: Does Democracy Still Enjoy an Epistemic Dimension? The Impact of Normative Theory on Empirical Research. <i>Communication Theory</i> 16 (4): 411-426. #Gutmann, Amy and Dennis F. Thompson. 2002. Deliberative Democracy Beyond Process. <i>The Journal of Political Philosophy</i> , 10 (2): 153-174. #Ackerman, Bruce and James Fishkin. 2002. Deliberation Day. <i>The Journal of Political Philosophy</i> , 10 (2): 129-152.

Miscellaneous

- 1) **Extra-credit:** I will give no extra-credit opportunities during the course.
- 2) **Cell phones:** Please turn off all cell phones and any other noisy electronic devices. If your cell phone rings during my class, I respectfully reserve the right to answer it.
- 3) **Paper shuffle:** The “paper shuffle” is that rustling of books and papers that begins towards the end of a class when anxious students begin to pack up so that they can exit quickly. This annoys me very much, and though it may not be a completely rational annoyance, I would respectfully ask that you not do this. If we ever go over the allotted class time, I promise to make it up to you.
- 4) **Class discussion:** Class discussion is best when students are courteous, focus on the class material, speak in a helpful and non-threatening manner, and give specific rather than general comments. Some material may not reflect your worldviews, but we often grow as persons by encountering such material with an open mind. You do not have to agree with the material, but you should not dismiss it out of hand.
- 5) **Students with special needs:** Students who require academic adjustments due to a special need should notify the appropriate university authorities and me as soon as possible. I will then make the appropriate adjustments.
- 6) **Academic Integrity:** (Taken from the Student Code) 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*.
- 7) **Instructor’s clarifications on academic integrity:** I will report students who engage in academic dishonesty to the appropriate university authorities. The penalty I will assess will range from a reduced grade for the plagiarized assignment to failing the course. **Please do not make both our lives miserable by being academically dishonest.**
- 8) **Withdrawal deadlines:** Be sure to be aware of withdrawal deadlines. You will find these in the above schedule and on the registrar’s web page.

Finally, the grade you will receive in this class is your responsibility. I do not “give” grades to students. If you do all the work and participate in this class, you should earn at least a passing grade in this class.

I will try my best to adhere to the contents of this syllabus. I do reserve the right to amend it if absolutely necessary, and if I do so, further supplement addenda (written or oral) will be given to the students. You should consider such addenda as sufficient warning of such changes.

Appendix: Question Examples

These are examples of questions that have appeared on my exams for this course in the past. Please read the descriptions above for specifics about the different types of questions.

i) Multiple-choice

Please choose the **best** answer for the following questions.

- 1) According to Parenti, what has a decisive effect on "what resources are available to whom?"
 - A) the stock market
 - B) who gets elected President
 - C) the way a system is organized
 - D) the environmental degradation of the South American rainforests
 - E) all of the above have a decisive effect according to Parenti
- 2) Something that is needed or wanted is a/an
 - A) perquisite
 - B) desideratum
 - C) deprivation
 - D) equilibrium
 - E) dissent

ii) Matching

Please choose the author/thinker who is **most closely** associated with the following descriptions or quotes. Note that you will **not** use all of the authors/thinkers listed here. Who wrote that, "The proviso that is required to make every [economic] transaction strictly voluntary is not freedom not to enter into any *particular* exchange, but freedom not to enter into any exchange *at all*."

- 1) Who made Socrates say in *The Republic* that "democracy comes into being after the poor have conquered their opponents, slaughtering some and banishing some, while to the remainder they give an equal share of freedom and power?"
 - A) St. Thomas Aquinas
 - B) Stephen L. Elkin
 - C) John Locke
 - D) C. B. Macpherson
 - E) Plato

iii) Short Answer

- 1) Give a one-paragraph description how **democratic elitism** conceptualizes democracy and/or government, and cite at least one author we have read who defends this theory.
- 2) Give a one-paragraph description of the main arguments **John Stuart Mill** makes in the readings assigned in the course. I am looking for you to concisely summarize his most important arguments about democracy.

iv) Short Essay Please answer the following question. You do not have to write a completely formal essay (intro/body/conclusion), but the answer should be written in good paragraphs with appropriate spelling, grammar, and syntax. You should garner appropriate evidence or support when giving your own analysis

- 1) According to Milton Friedman, why does a capitalist market economy lead to greater freedom? Do you find his reasoning persuasive? Why or why not?

20010 -- 103 Proposal to add POLS 3012W [pending revision].

1. Date: 9/16/10
2. Department: POLS
3. Nature of Proposed Change: add "W" variant for existing course -
4. Current Catalog Copy:

POLS 3012. Modern Political Theory

Second semester. Three credits. Prerequisite: Open to juniors or higher.

Major political doctrines of the contemporary period, and their influence upon political movement and institutions as they are reflected in the democratic and nondemocratic forms of government.

5. Proposed Catalog Copy: same

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: to allow course as a W
2. Effect on Department's Curriculum: allowing additional W offering
3. Other Departments Consulted (see Note N): none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing:
7. Dates approved by (see Note Q):
Department Curriculum Committee: 10/12/2010
Department Faculty: 10/13/2010
8. Name, Phone Number, and e-mail address of principal contact person:
Oksan Bayulgen, 6-2231, oksan.bayulgen@uconn.edu

Modern Political Theory (Writing Intensive)

Spring 2010

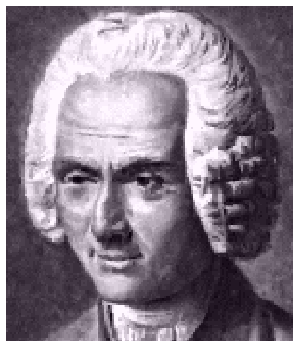
Professor Michael E Morrell

Office: Monteith 116

Office Hours: M, F 2:00 to 3:30, and by appointment

e-mail: michael.morrell@uconn.edu

Please schedule office hour appointments with me at <http://advapp.uconn.edu>.



**Jean-Jacques
Rousseau**

Course Objectives:

- 1) I want you to gain a basic understanding of the political theories of the modern period (17th-19thCenturies) and make connections between those theories and contemporary politics.
 - 2) I want you to engage in understanding and analyzing political arguments. If done well, these skills will serve you beyond this particular class by helping you become a better democratic citizen, and perhaps, even a better human being.
 - 3) I want to push you to think critically about the ideas and philosophies that have shaped, and will continue to guide, contemporary political systems.
 - 4) I want you to practice reading texts that may be difficult to understand, something which you may have to do in your future life and career.
- You will demonstrate mastery of these objectives through class discussions, quizzes, exams and argument analysis papers.

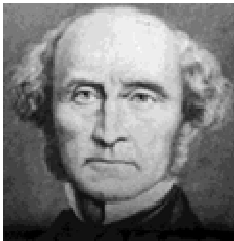
Conduct of the course:

After teaching college for several years, I have come to understand that it is IMPOSSIBLE for me to structure a course in which ALL students will thrive. I encourage you to read this syllabus carefully and decide if this is the kind of class for you. If not, you should probably register for a different course.

This class will be a mixture of lecture and class discussions. The lectures will provide background information for the readings, and often help clarify them. I still want you to do at least some of the thinking on your own, and therefore there may be some material on the exam that you will need to find on your own. I know you are capable of doing so, and it would be unhelpful of me if I treat you like robots by simply telling you what to think and then have you regurgitate it on an exam. If you do not understand something, or disagree with something I have said, please raise the issue in class so we can clarify it for everyone.



**Mary
Wollstonecraft**



I expect you to do the readings before class, think seriously about the issues the readings raise, participate in class discussions, not distract from the class with your behavior, and do your best on all assignments. I will clearly communicate my expectations, provide insight and guidance in understanding the material, grade your work fairly and efficiently, come to class prepared, be available to meet with you during office hours or by appointment, and maintain an atmosphere of openness and enthusiasm in the classroom. While I am not here to entertain you, I know that if you are excited about the material then you will learn more. I will do my best to make the material understandable and interesting, and I ask that you do your best to understand and remain interested, even if you are at times lost and bored. I also want to challenge you to push yourself intellectually.

In general, students that do not enjoy reading difficult material or do not attend class regularly, often do poorly in my courses. Those that do the readings, take notes, and attend class regularly usually do fine, though even those who put in effort sometimes do not do well. I have high expectations not only about your effort, but also about your ability to understand the material and communicate this understanding to me. In college, hard work does not guarantee an "A", and sometimes not even a "B." People who do all of the work usually pass the class, but those who are lax in their effort often do less well than they would like. The course should be a learning process for everyone involved. That is my goal, and I hope it is yours. If you just want a grade, I do not blame you, but you might want to consider a different course.

Readings and Class Schedule: We will try to follow this schedule as much as possible, however, if the need arises, I reserve the right to adjust this as necessary. I will announce any changes in class, and I will consider such announcements as due notice of the changes. **Text:** *Political Theory: Classic and Contemporary Readings, Volume II*. 2nd Edition. Joseph Losco and Leonard Williams, eds. Roxbury: Los Angeles. 2003. The text is available in the UConn Coop. Study guides and other materials are available on the course's **HuskyCT** accessible at <http://webct.uconn.edu>.

CLASS SCHEDULE		READINGS
1/25	Syllabus/Introduction/What is Political Theory	Losco & Williams: pp 1-12
2/1	Thomas Hobbes Draft Argument Flowsheet Due	Losco & Williams: pp 48-75
Mon. Feb. 1 Courses dropped after this date will have a "W" for withdrawal recorded on the academic record; Last day to add courses or drop courses without additional signatures.		
2/8	Thomas Hobbes/John Locke Draft Argument Internal Validity Analysis Due	Losco & Williams: pp 86-105
2/15	John Lock/Jean-Jacques Rousseau Draft Argument External Validity Analysis Due	Losco & Williams: pp 140-169
2/22	Jean-Jacques Rousseau (continued)	
March 1st: Midterm Exam		
SPRING BREAK: MARCH 7TH TO MARCH 13TH		
3/15	Edmund Burke	Losco & Williams: pp 197-209
3/22	Mary Wollstonecraft	Losco & Williams: pp242-259
Monday, Mar. 29: Last day to drop a course; Last day to convert courses on Pass/Fail option to letter grade option		
March 29th: Draft Argument Analysis Paper Due		
3/29-4/5	19 th Century Karl Marx	Losco & Williams: pp 291-292 Losco & Williams: pp 340-367
4/12-4/19	John Stuart Mill	Losco & Williams: pp 401-437
April 19th: Draft Argument Analysis Paper Due		
4/26	Friedrich Nietzsche/ Wrap-up	Losco & Williams: pp 471-492
Preliminary Final Exam Day/Time: Tuesday, May 4th, 3:30-5:30		

Assignments and grading:

Friedrich Nietzsche



❖ **Reading Quizzes:** Each week I will give you a quiz on the readings. I will start you off with 5 free points, and there will then be 12 quizzes. I will count your 9 highest scores of the 12, and since I am effectively giving you 3 drops, I will not allow make-up quizzes. I intend these 50 points to be fairly easy for you to earn; you just have to do the readings and come to class. These will assess Objectives 1 and 4.

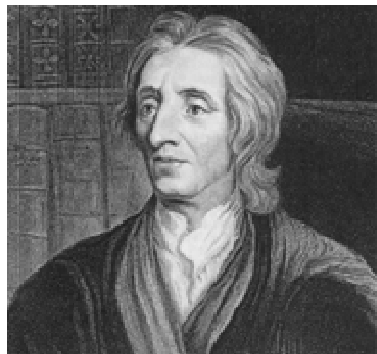
❖ **Midterm Exam:** This exam will assess Objectives 1, 2 and 3 and will consist of matching, fill-in-the-blank, and short essays. Everything we discuss in class and that is in the readings is fair game for the exam.

❖ **Argument Analysis Drafts and Papers:** Since this is a W course, you will be writing several different papers as listed below. I will post a handout that gives the specific expectations on these assignments on HuskyCT and we will go over them in class. All papers are due at the beginning of class. If you turn in your paper to my office or box after the beginning of class but before Wednesday at 2 PM, I will deduct 4% from your grade. If you turn it in after 2 PM on Wednesday, but by the beginning of the following class, I will deduct 20% from your grade. I will not accept any papers after the beginning of class the week after the due date. Please turn in printed, stapled copies of your papers; do not e-mail them to me.

❖ **Final Exam:** This exam will assess Objectives 1, 2 and 3. It will consist of matching, fill-in-the-blank, and short essays. Most of the questions will be on material we cover

after the midterm exam, though some of the matching and one of the short essays will be comprehensive.

John Locke



ASSIGNMENT	POINTS
Reading quizzes	50
Midterm Exam	150
Final Exam	250
Draft Argument Flow Sheet	50
Draft Internal Validity Analysis	50
Draft External Validity Analysis	50
Draft Argument Analysis Paper	150
Final Argument Analysis Paper	250
Total Points	1000

After adding up all your grades, I will then assess the class to see if there are natural break points for the course grades. At a minimum, however, I will use the scale below to assign grades. If you have any questions about the grading scale, please feel free to ask me in class so that we can clarify it for all students.

GRADE	POINT RANGE	GRADE	POINT RANGE
A	925-1000	C	720-774
A-	900-924	C-	700-719
B+	875-899	D+	675-699
B	820-874	D	620-674
B-	800-819	D-	600-619
C+	775-799	F	0-599

Miscellaneous

- **Policy on Make-up Exams:** In only if you must call or e-mail me as soon and provide documentation in a documentation or immediate discuss your options. Outside of stated above, I will not allow
- **Extra credit:** I will not give extra something that you do in college students, you should not assignments.
- **Cell phones:** Please turn off all class. If your cell phone rings
- **Paper shuffle:** The "paper shuffle" end of a class when anxious annoys me very much, and would respectfully ask that you promise to make it up to you.
- **Class discussion:** Class discussion is best when students are courteous, focus on the class material, speak in a helpful and non-threatening manner, and give specific rather than general comments. Some material may not reflect your worldviews, but



Edmund Burke

order to be fair to all students, I will give make-up exams have a **documented** medical or personal emergency. You as possible and appropriate to inform me of the emergency timely manner. In cases where the situation is such that notice is impossible, please speak with me and we will these circumstances, I will not allow make up exams. As make-up reading quizzes.

credit opportunities during the course. Extra-credit is elementary or secondary school, and since you are all now expect such opportunities. Please keep up with all

cell phones and any other noisy electronic devices before during my class, I respectfully reserve the right to answer it. is that rustling of books and papers that begins towards the students begin to pack up so that they can exit quickly. This though it may not be a completely rational annoyance, I do not do this. If we ever go over the allotted class time, I

we often grow as persons by encountering such material with an open mind. You do not have to agree with the material, but you should not dismiss it out of hand.



Karl Marx

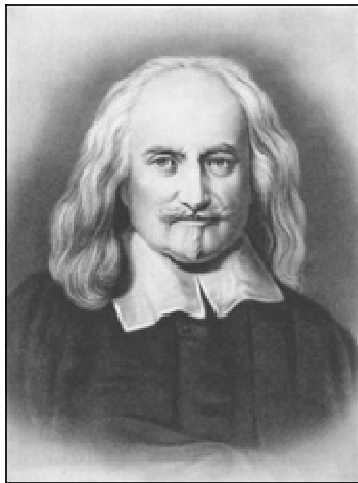
make both our lives miserable by being academically dishonest.

➤ **Students with special needs:** Students who require academic adjustments due to a special need should notify the appropriate university authorities and me as soon as possible. I will then make the appropriate adjustments.

➤ **Academic Integrity:** (Taken from the Student Code) 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*.

➤ **Instructor's clarifications on academic integrity:** I will report students who engage in academic dishonesty to the appropriate university authorities. The penalty I will assess will range from a grade of zero for the plagiarized assignment to failing the course. **Please do not**

Thomas Hobbes



I will try my best to adhere to the contents of this syllabus. I do reserve the right to amend it if necessary, and if I do so, I will give further supplement addenda (written or oral) to the students. You should consider such addenda as sufficient warning of such changes.

2010 – 104 Proposal to Add POLS 3625 & 3625W

1. Date: 10/8/2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

POLS 3625. Polling and Public Opinion

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

This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

POLS 3625W. Polling and Public Opinion

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.

This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B: 3625/ 3625W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Polling and Public Opinion
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description : This course examines how public opinion is measured, what it reveals about mass preferences, and how it is used by players in the political system.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Open to juniors or higher (ENGL 1010 or 1011 or 3800 for W variant)
9. Recommended Preparation, if applicable:
10. Consent of Instructor:
11. Exclusions, if applicable:
12. Repetition for credit, if applicable:
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: N/A

Justification

1. Reasons for adding this course: (see Note L) Other upper level courses covering the role of citizens in the political process focus almost exclusively on political participation and how voting shapes political outcome. This course will allow students to explore, in depth, other ways in which popular preferences can influence politics. By explaining how public opinion is measured, interpreted, and used, students cannot understand more fully the functioning of democracy in the United States, but become more sophisticated consumers of public opinion polls.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Polling has become pervasive on the American political scene. This course will teach students how survey organizations measure public opinion, from how citizens are sampled to ways in which their preferences are assessed. It will provide an overview of mass preferences on a range of economic, social, and racial issues. And, it will discuss the how political actors and institutions react and respond to public opinion both while running for office and crafting public policy.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 45
5. Number and Size of Section: 1, 45
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
 Department Curriculum Committee:10/12/2010
 Department Faculty:10/13/2010
10. Name, Phone Number, and e-mail address of principal contact person:
 Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

POLLING AND PUBLIC OPINION

Instructor: Sam Best
 Office: Montieth 226

Class Hours: M, W 4:00 – 5:15
 Office Hours: M, W 2:00 – 3:15

Phone: (860) 486-2451
 E-mail: sam.best@uconn.edu

Course Objectives: Public opinion is the currency of a representative democracy. It is the expression of what people expect, desire, and think of their government. And it is what politicians follow, influence, and are held accountable to. Throughout the course, we will consider the structure and dynamics of public opinion, analyzing both what influences it, as well as how it shapes other aspects of politics and public life.

Requirements: Midterm Exam (40%); Final Exam (40%); Written Assignment (2x10%).

Texts: *The Opinion Makers* by David Moore (Beacon Press, 2008)
Polling and the Public, 7th Edition by Herbert Asher (CQ Press, 2007)
American Public Opinion, 7th Edition by Robert Erikson & Kent Tedin (Pearson, 2007)
Culture War? 2nd Edition by Morris Fiorina (Pearson, 2006)

Course Outline

Date: Topic and Readings:

Measuring Public Opinion

Sept. 1	Overview of the Course
Sept. 3	History of Polling
Sept. 8	The Proliferation of Polls <i>Readings:</i> Moore, Ch. 1-2
Sept. 11	The Problem of Non Attitudes <i>Readings:</i> Moore, Ch 3-4
Sept. 15	Planning a Survey <i>Readings:</i> Moore, Ch. 5-6
Sept. 17	Question Wording <i>Readings:</i> Moore, Ch.7-8
Sept. 22	Question Context <i>Readings:</i> Asher, Ch. 1-2
Sept. 24	Data Collection Procedures <i>Readings:</i> Asher, Ch. 3
Sept. 29	Sampling <i>Readings:</i> Asher, Ch. 4
Oct. 1	Nonresponse <i>Readings:</i> Asher, Ch. 5
Oct. 6	The Interviewing Process <i>Readings:</i> Asher, Ch. 6
Oct. 8	Analyzing Survey Results <i>Readings:</i> Asher, Ch. 7
Oct. 13	Reporting Survey Results <i>Readings:</i> Asher, Ch. 8

Oct. 15 MIDTERM EXAM & FIRST PAPER DUE

Acquisition of Public Opinion

Oct. 20 Socialization
Readings: Erikson & Tedin, Ch. 1

Oct. 22 Self Interest
Readings: Erikson & Tedin, Ch. 2

Oct. 27 Values and Ideology
Readings: Erikson & Tedin, Ch. 3

Oct. 29 Mass Media
Readings: Erikson & Tedin, Ch. 4

Nov. 3 Aggregated Opinion and Opinion Dynamics: Is there a national mood?
Readings: Erikson & Tedin, Ch. 5

Expressions of Public Opinion

Nov. 5 Democratic Values and Tolerance
Readings: Erikson & Tedin, Ch. 6

Nov. 10 Racial Preferences
Readings: Fiorina, Ch 7

Nov. 12 Domestic and Foreign Policy Preferences
Readings: Fiorina, Ch 8

Nov. 17 Trust in Government

Nov. 19 Institutional Support and Presidential Approval

Nov. 24 NO CLASS – THANKSGIVING RECESS

Nov. 26 NO CLASS – THANKSGIVING RECESS

Consequences of Public Opinion

Dec. 1 Political Participation
Readings: Erikson & Tedin, Ch. 9

Dec. 3 Media Effects
Readings: Erikson & Tedin, Ch. 10

Dec. 8 Legislative Responsiveness
Readings: Erikson & Tedin, Ch. 11

Dec. 10 Performance of Democracy
Readings: Erikson & Tedin, Ch. 12

Dec. 15 FINAL EXAM (3:30 – 5:30) & SECOND PAPER DUE

2010 – 105 Proposal to Add POLS 3476 & 3476W

1. Date: 9/3/2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing:

POLS 3476. World Political Leaders

First semester. Three credits.

Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

POLS 3476W. World Political Leaders

First semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3476/ 3476W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes No
3. Course Title: World Political Leaders
4. Semester offered (see Note C): First
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Theory and practice of political leadership. Leadership in comparative political systems. Personality effects on leadership actions. Leadership in foreign and domestic politics. Case studies of great leaders.

Optional Items

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800 for W variant
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T)
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I):
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W):

Justification

1. Reasons for adding this course: (see Note L) Course fills need for study of political leaders. Engages questions of agency in causation, balancing the tilt toward structural explanations in contemporary political science. Exposes students to similarities and differences in the structure of leadership situations in different political systems, while compelling reflection on the commonalities of leadership across situations.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): Accounts of political events in the popular press commonly identify leaders and leadership as crucial to outcomes. Thus we are told that George W. Bush and Tony Blair were 'steadfast', John Kerry 'flip-flopped', Barack Obama is 'analytical but cold', Bill Clinton was 'smart but flawed', and so forth. But is there any basis for these labels? Can we really know what a political leader is like? And do individual differences matter anyway? Seeking to answer these questions, this class provides a comprehensive introduction to the literature on leaders and leadership. We will examine the variety of approaches used to understand leaders and to identify the impact leaders have on political

outcomes. We will consider the personality of leaders, the impact of their beliefs about how the world works, psychological disorders of tyrants and dictators, the leader within the decision making group, and the impact of an individuals' previous experiences upon current decisions. We will acquire a 'toolbox' of different approaches to studying leaders, which can be applied to a multitude of past, present, and future cases of important leadership. Throughout we will be presented with a variety of methodological problems and solutions inherent in providing evidence for the statement, which lies at the core of the class, that "*who leads matters*".

3. Overlapping Courses (see Note M): Professor Moscardelli has occasionally offered an excellent special-topics class on American political leadership. From our consultations, it is evident that this class does not engage questions of leader personality and psychology (the core of my proposal), and is focused upon domestic policy leadership in the American congress, where I address executive level leadership in both domestic and foreign policy in a variety of international political systems.

4. Number of Students Expected: 30

5. Number and Size of Section: 1, 30

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

7. Effects on Regional Campuses:

8. Staffing (see Note P):

9. Dates approved by (see Note Q):

Department Curriculum Committee: 10/12/2010

Department Faculty: 10/13/2010

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

Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

Political Science XXXX: World Political Leaders

Professor Stephen Dyson

Office: Monteith 202

Class Time and Room: TuTh 2-3.15

Office Hours: TuTh 3.15-4

E-mail: Stephen.Dyson@uconn.edu

Course Description and Objectives

Accounts of events in the popular press commonly focus on the individual characteristics of political leaders. Thus we are told that George W. Bush was stubborn, Hillary Clinton is calculating, and Barak Obama is smart. But is there any basis for these labels? Can we really know what a political leader is like? And do differences between leaders matter anyway? Seeking to answer these questions, this class provides a comprehensive introduction to the literature on leaders and leadership. Together, we will examine the variety of approaches used to understand leaders and to identify the impact leaders have on political outcomes. We will consider the personality of leaders, the impact of their beliefs about how the world works, and various psychological disorders and maladies that can condition leader performance. We will acquire a 'toolbox' of different approaches to studying leaders that can be applied to a multitude of past, present, and future cases of important leadership. Throughout we will be presented with a variety of challenges and solutions inherent in making the case, which lies at the core of the class, that "*who leads matters*".

Books

Three books are required and available in the co-op:

James MacGregor Burns, "Leadership"

Richard Wolffe, "Renegade"

Niccolo Machiavelli, "The Prince"

Assessment

Your final grade will be comprised of:

Class participation: 10%

Midterm: 45% DISTRIBUTED 10/1, DUE 10/13.

Final: 45%

Class Participation

Active participation in every class session is requested and required of all class members. Come to class having completed the readings and prepared to discuss and analyze them in a professional manner. Each day I will assess a participation grade, based upon evidence of class members having completed and reflected upon the readings as shown through *quality* contributions to our discussions. Quality contributions are defined not by their frequency, but by the depth of thinking they reflect and the degree to which they engage with and encourage the contributions of other class members. The average of these daily grades will form your final participation grade for the class, worth 10% of your overall grade.

Policies

Expectations in this class are very high. In order to avoid any confusion or questions later on, let me outline some basic policies which we should consider as a 'contract' between us. I state these policies not for the sake of it, but because they represent basic tenets of proper scholarly conduct and lay the foundation for a good, enjoyable and valuable class:

- Due dates for all assignments are absolute and non-negotiable. In the case of a 'late' assignment, a 10% deduction for each day late, including weekends, will be made, and after one week a grade of zero will be recorded. In the *very rare*,

extremecase of a *documented* emergency that causes a deadline of any sort to be missed, accommodations may be possible after review of the circumstances by university administration.

- Attendance: As every session is significant and there is a substantial participation component to the grade, please plan on attending every single class session.
- Reading: Completion of the reading prior to the class is an absolute must. Please plan ahead and make sure you have sufficient time to do a good job with the reading.
- Academic Misconduct: Academic misconduct of any kind, including but not limited to plagiarism, is entirely inconsistent with the values of the university. Accordingly, academic misconduct will result in automatic failure of the class and will be automatically reported to university administration.
- For my part, and in return, I will make every effort to make each class session as valuable, productive, and interesting as possible, to be available during office hours, via email, or by appointment, to return grades as quickly as circumstances allow, and to help each class member have a good academic experience.

Class Schedule

All readings are either from books required for the class, or are available in journals through the library's online collections. The exception are those denoted*, which I will provide.

PART ONE: The Study of Leaders and Leadership

9/1: INTRO

9/3: What is leadership?

Reading: Burns, p. 1-28

9/8: When do individuals matter?

Reading: Robert Dallek, 'JFK's Second Term', *Atlantic Monthly*, June 2003, <http://www.theatlantic.com/doc/200306/dallek>

9/10: The psychological core of leadership

Reading: Burns, p. 49-80

9/15: Being a prince

Reading: Machiavelli, *The Prince*.

9/17: Leaders and followers

Reading: Burns, p. 129-137.

9/22: The Leader in the times

Reading: Stephen Skowronek, 'Presidential Leadership in Political Time'

9/24: Charismatic leadership

Reading: Burns, p. 241-248

9/29: Revolutionary leadership

Reading: Burns, p. 201-240.

Movie: 10/1, 10/6, 10/8: Nixon

MIDTERM DISTRIBUTED 10/1, DUE 10/13.

10/13: Dictators

Reading: Robert C. Tucker, 'The Dictator and Totalitarianism', *World Politics*, Vol. 17, No. 4 (Jul., 1965), pp. 555-583. Available on JSTOR.

10/15: Leaders and their health

Reading: Robert Dallek, 'The Medical Ordeals of JFK', *Atlantic Monthly*, December 2002, <http://www.theatlantic.com/issues/2002/12/dallek.htm>

10/20: How leaders use History

Reading: Jeffrey Record, 'Retiring Hitler and "Appeasement" from the National Security Debate', <http://www.carlisle.army.mil/usawc/parameters/08summer/record.pdf>

PART TWO: Leadership in the American Presidency

10/22: Presidential power and success

Reading: Fred I. Greenstein, 'Plumbing the Presidential Psyche: Building on Neustadt and Barber'; Meena Bose, 'What Makes a Great President? An Analysis of Leadership Qualities in Fred I. Greenstein of the Presidential Difference'.

10/27: Presidential personality

Reading: Burns, p. 101-104

10/29: Advising the president

Reading: Alexander L. George, 'Presidential Management Style and Models'

11/3: Running for president I

Movie: *Journeys with George*

11/5: Running for president II

Reading: Richard Wolfe, *Renegade*

PART THREE: Case Studies

11/10: Lyndon Johnson

Reading: Doris Kearns, 'Lyndon Johnson and the American Dream'

11/12: Richard Nixon

Reading: Fred I. Greenstein, 'The Paradox of Richard Nixon'

11/17: Ronald Reagan

Reading: Fred I. Greenstein, 'Ronald Reagan: The Innocent as Agent of Change'

11/19: Mikhail Gorbachev

Reading: Archie Brown, 'Mikhail Gorbachev'

NO CLASS 11/24, 11/26: THANKSGIVING

12/1: Margaret Thatcher

Reading: Peter Hennessy, 'A Tigress Surrounded by Hamsters: Margaret Thatcher, 1979-90'

12/3: Tony Blair

Reading: Stephen Dyson, 'What Difference Did He Make? Tony Blair and British foreign policy from 1997-2007'

12/8: George W. Bush

Reading: Ron Suskind, 'Without a Doubt', <http://www.nytimes.com/2004/10/17/magazine/17BUSH.html>; Thomas Donnelly, 'Lincoln, Churchill, Bush?' <http://www.aei.org/article/29071>

12/10: Review

2010 – 106 Proposal to Add POLS 3622 & 3622W

1. Date: October 5, 2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered:

Final catalog Listing

POLS 3622 American Political Leadership.

Either semester. Three credits.

Study of American political leadership as it relates to political culture, institutions and democratic principles.

POLS 3622W American Political Leadership.

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800.

Study of American political leadership as it relates to political culture, institutions and democratic principles.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3622/ 3622W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: American Political Leadership
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Study of American political leadership as it relates to political culture, institutions and democratic principles.

Optional Items

8. Prerequisites, if applicable (see Note F): ENGL 1010 or 1011 or 3800 (for W variant)
15. Skill Codes "W", "Q", or "C" (see Note T): W

Justification

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

Existing upper level political science courses in American politics focus either on specific political institutions (such as Congress) or political behavior (such as voting). There is no place in the existing curriculum to examine theories of political leadership and how leaders can influence political institutions and behavior.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L):

Students of political leadership approach the subject from a variety of perspectives. This course is designed to familiarize students with several of the most prominent perspectives through the use of extensive case studies of political leaders in the United States. Students will also be asked to evaluate the strengths and weaknesses of existing approaches to the study of political leadership.

The course will emphasize two themes. The first relates to the ways in which the structure of American political institutions, American political culture, and American democratic principles define opportunities and constraints for political leaders. The second relates to the age-old question of leadership studies: do great leaders make history or does history make great leaders?

When the course is taught as a W, students will write several papers (totaling 15-20 pages of work), each of which will be subject to revisions after comments from the instructor and/or peers. Some semesters, students may present the results of their major writing assignment to the class.

3. Overlapping Courses (see Note M): None. Stephen Dyson's proposed class on political leadership (World Political Leaders) may build on common theories of leadership but the substantive material examines case studies in the international context.
4. Number of Students Expected: 19
5. Number and Size of Section: 1 section, 19 students
6. Effects on Other Departments (see Note N): None. The topics in this course are carefully focused on approaches to leadership that are relevant in the field of political science.
7. Effects on Regional Campuses: None
8. Staffing (see Note P):

9. Dates approved by (see Note Q):
Department Curriculum Committee: 10/12/2010
Department Faculty: 10/13/2010

10. Name, Phone Number, and e-mail address of principal contact person:
Oksan Bayulgen, 6-2231, Oksan.bayulgen@uconn.edu

Professor Vincent G. Moscardelli

Political Science 2998W

Office: 224A Montieth

Office Hrs: MW 2:15-2:45, 4:00-5:00 & by appt

American Political Leadership

Fall 2008

MWF 1:00-1:50pm

Family Studies Bldg, Room 220

Phone: 486-1956

Email: vin.moscardelli@uconn.edu

Course Description

Students of political leadership approach the subject from a variety of perspectives. This course is designed to familiarize students with several of the most prominent perspectives through the use of extensive case studies of political leaders in the United States. Students will also be asked to evaluate the strengths and weaknesses of existing approaches to the study of political leadership. The course will emphasize two themes. The first relates to the ways in which the structure of American political institutions, American political culture, and American democratic principles define opportunities and constraints for political leaders. The second relates to the age-old question of leadership studies: do great leaders make history or does history make great leaders?

This course will operate as a seminar. Students are expected to keep up with the readings, as virtually all of our class meetings will be organized around the assigned readings. The reading load in this course is pretty substantial; if you're not prepared to do the readings, please choose another class. Failure to prepare for class on a regular basis will result in a sharp reduction in your grade.

Readings: The following items are required and available for purchase at the Co-op.

- Skowronek, Stephen. 2008. *Presidential Leadership in Political Time: Reprise and Reappraisal*. Lawrence: University Press of Kansas. (ISBN: 978-070061575-9) (paper)
- Hacker, Diana. 2008. *A Pocket Style Manual* (5th ed.). New York: Bedford/St. Martin's. (ISBN: 978-0-312-45275-9) (paper)
- Additional required readings are available on HuskyCT. You can always access the syllabus at the following URL: <http://homepages.uconn.edu/~vgm07001>

Examinations: There will be several in-class quizzes and assignments, a midterm examination and a final examination. Makeup exams require prior approval. I will be happy to provide accommodations for students with proper documentation from the University's Center for Students with Disabilities (<http://www.csd.uconn.edu>).

Writing Requirement: This is a “W” course. As such, we will spend a lot of energy not just evaluating each other’s writing, but learning how writing can (according to the W Center’s website) “ground, extend, deepen, and even enable [the] learning of course material.” See page two of the syllabus for more information. *According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.*

Grading: Participation 20%; midterm 20%; research/analytical essay (including revisions) 30%, additional writing assignments 10% (including revisions); final examination 20%.

**UNIVERSITY OF CONNECTICUT
GENERAL EDUCATION GUIDELINES
As approved by the University Senate on May 12, 2003**

Writing (W) Competency

Definition of Writing Competency for General Education:

The writing across the curriculum W course requirements are designed to ensure that writing instruction continues after the Freshman English writing courses (English 110 or English 111). As one of the fundamental ways through which academic disciplines explore, construct, and communicate their various forms of knowledge, writing is an essential component of a university education. . . . The W requirement extends [the goals of the Freshman English seminars] to other courses with an emphasis on the significance of writing in individual major fields of study.

W courses should demonstrate for students the relationship between the writing in the course and the content learning goals of the course. Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of the course material. In addition then to the general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression, and the discipline specific format, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop both throughout their lives and careers after graduation.

Criteria

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;
2. Address writing in process, require revision, and provide substantial supervision of three student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);
3. Have an enrollment cap of nineteen students per section;
4. Make explicit the relation between writing and learning in the course;
5. Articulate the structure of supervision of student writing;
6. Explain the place and function of revision in the course;
7. Detail how the page requirement will be met;
8. Require that students must pass the writing component in order to pass the course.

Course Outline

I. Introduction

- A. Organizational Meeting (M8/25)
 - Review of course syllabus.
 - Assignment: Visit the HuskyCT (<https://lms.uconn.edu/webct/logon/44977865021>). Complete student biography assignment on HuskyCT asap (due no later than F8/29).
- B. Thinking About Leaders and Leadership: Concepts, Theory, and Method (W8/27)
 - Readings:

- o Wills, *Certain Trumpets* ("Introduction") (HuskyCT)
- o Schneider, "Lincoln and Leadership" (HuskyCT)
- Discussion Questions: What is *political* leadership? What is a political "leader"? Do leaders make history or does history make leaders? Is all leadership political? Can political leadership be studied systematically? Scientifically?

Friday, 8/29 and Monday, 9/1: No Class Meetings (APSA Meeting and Labor Day Holiday)

C. Writing About Leaders and Leadership (W9/3, F9/5)

- Readings (**should be completed by Wed 9/3**):
 - o Glad, "Political Leadership: Some Methodological Considerations" (HuskyCT)
 - o Willner, "Charismatic Leadership" (HuskyCT)
- In Class Assignment (9/3, 9/5): Watch Ken Burns' documentary *Huey Long* (88 min)

Writing Assignment (due Monday, 9/8)

Write a three page essay (typed, double-spaced, 1"-1.25" margins, 11-12 point font) assessing whether or not Huey Long exercised charismatic political leadership, as defined by Willner. In what ways does Willner's theory of charismatic leadership inform our understanding of Long? In what ways does it fall short? See handout for outline of specific goals for this assignment.

II. Leadership, Democratic Principles, and the American Constitutional System

A. American Political Leadership: Constitutional and Political Contexts (M9/8, W9/10, F9/12)

- Readings:
 - o Renshon, "Governing a Divided America in the New Millennium" (HuskyCT)
 - o Meyrowitz, "Lowering the Hero to Our Level" (HuskyCT)
 - o Perdum, "Packaging the President" (HuskyCT)
 - o Hayes, "The New Presence of Women Leaders" (HuskyCT)
 - o **Recommended, but not required:** *Federalist* #51, #69 and #70 (HuskyCT); Tocqueville, Book II, Section 4, Chapters 6, 7, 8 (HuskyCT); Miroff, "The Presidency and the Public: Leadership as Spectacle" (HuskyCT)
- Discussion Questions: What specific characteristics of the American political system encourage or hinder the exercise of strong leadership? What socio-political forces may have contributed to the dearth of female political leaders in previous generations?

B. Writing and Revisions: An Interlude (M9/15, W9/17, F9/19)

- In-Class Assignment (9/15-9/19): Watch excerpts of *Primary Colors* (1998; 144 min)
- Readings: None (sort of). I'll return your "Charismatic Leadership" essays on Friday, 9/12. You should read carefully the sections of Hacker that deal with problems that arose in your essay. You should also begin revising them over the weekend in light of my comments. I will be available during class Monday (9/15) and Wednesday (9/17) to discuss them one-on-one. On 9/19, we'll have an in-class discussion of the "paradox of democratic leadership" as portrayed in *Primary Colors*.

C. Leaders and Democracy: The Paradox of Democratic Leadership (M9/22, W9/24)

- Readings:
 - o Cronin, "Leadership and Democracy" (HuskyCT)
 - o Cronin and Genovese, "Presidential Paradoxes" (HuskyCT)
- Discussion Questions: Is the notion of elite power inconsistent with American democratic principles? What aspects of modern culture and society contribute to skepticism about leaders' abilities and motivations?

III. Inside Leadership

A. *The American Political Leader: The Politics Presidents Make* (F9/26, M9/29, W10/1, F10/3)

- Readings:
 - o Neustadt, "The Power to Persuade" (HuskyCT) (for Friday, 9/26)
 - o Skowronek, chs. 1-3 (for Monday, 9/29)
- Discussion Questions: On what criteria do Americans evaluate presidential leadership? Are the citizens' expectations about the nature of presidential leadership consistent with the institutional powers of the presidency?

Midterm Examination: Monday, 10/6 (in class)

Wednesday, 10/8 and Friday 10/10: No Class Meeting. Begin work on research paper.

You must meet with me between 10/6 and 10/10 to discuss your research paper.

B. President George W. Bush in Time and Space (M10/13, W10/15, F10/17)

- Readings:
 - o Skowronek, chs. 4-5
 - o Walters, "The Taming of Texas" (HuskyCT)
- Discussion Questions: How has the political, historical, and social context shaped the leadership posture/style of President Bush during his political career? Does the President have a distinct personal leadership style? If so, what are its defining features? If not, what forces have proven most valuable in understanding his behavior as a leader?

C. Congressional Leadership: First Among Equals (M10/20, W10/22, F10/24)

- Readings:
 - o Strahan and Palazzolo, "The Gingrich Effect" (HuskyCT)

- Cocco, "This is What a Speaker Looks Like" (HuskyCT)
- Rosenthal and Peters, "Who is Nancy Pelosi?" (HuskyCT)
- Discussion Questions: What resources do party leaders have at their disposal to encourage rank-and-file members of Congress to do as they say? What aspects of legislative life tend to weaken the power of leaders? Does Nancy Pelosi face any challenges unique to her institutional position because of her gender?

Note: Midterm Drop Date is Monday, 10/27

IV. Outside Leadership

A. Social Movements, Part I: Leading on the Front Lines (M10/27, W10/29, F10/31)

- Readings:
 - Heifetz, chapter 1 ("Values in Leadership") (HuskyCT)
 - Heifetz, chapter 6 ("On a Razor's Edge") (HuskyCT)
 - Heifetz, chapter 9 ("Modulating the Provocation") (HuskyCT)
- In Class Assignment (W11/5): Watch *Bridge to Freedom* (60 min).
- Discussion Questions: Can social movements be "led" from the top? What is leadership without authority? Under what conditions can choosing *not* to act constitute leadership?

Writing Assignment (due Monday, 11/3)

Write a two page essay (typed, double-spaced, 1"-1.25" margins, 11-12 point font) critiquing Heifetz's analysis of the leadership of either President Lyndon Johnson or Dr. Martin Luther King, Jr. during the march from Selma to Montgomery in 1965. See handout for outline of goals for this assignment. Go back and look at your "Charismatic Leadership" essay. Avoid the mistakes you made in that assignment.

B. Social Movements, Part II: Charismatic Leadership (M11/3, W11/5, F11/7)

- Readings:
 - Carson, "MLK: Charismatic Leadership in a Mass Struggle" (HuskyCT)
 - Huggins, "MLK: Charisma and Leadership" (HuskyCT)
 - Gardner, "MLK: Leading in a Rapidly Changing Environment" (HuskyCT)
 - Willner, "Charismatic Leadership" (HuskyCT – re-read the last page)
- Discussion Questions: What obstacles do "grassroots" political leaders face? What factors contribute most powerfully to the success of social movements? What are the dangers in ascribing the "charismatic" label to political leaders?

C. Social Movements, Part III: Leading Without Charisma (M11/10, W11/12, F11/14)

- In Class Assignment (M11/10, W11/12, F11/14): Watch *Unreasonable Man* excerpts.
- Discussion Questions: What difficulties do successful "outside" leaders face upon being recognized as "leaders"? Contrast the skills necessary to be a successful outside political leader with those necessary to be a successful inside political leader. Why do so many American political elites aspire to be labeled "outsiders"?
- Readings: None (sort of). Work on your research papers. I will be available during class to discuss them. Be sure to keep Hacker's *Pocket Style Manual* close by while you write.

Friday, 11/14: Research Papers Due

V. Evaluating Leaders

A. Gender and Race (M11/17, W11/19, F11/21)

- Readings:
 - Rhode, "The Difference 'Difference' Makes" (HuskyCT)
 - Kellerman, "You've Come a Long Way Baby" (HuskyCT)
 - Kilson, "Washington & Du Bois Leadership Paradigms Reconsidered" (HuskyCT)
 - Brooks, "The Obama-Clinton Issue" (HuskyCT)
- Discussion Questions: Are men and women judged differently as leaders? Do women and men employ distinct leadership styles in the political realm? How does race factor into the "leadership" equation? How did the unique elements of the African-American historical experience affect the cultivation of black leaders in this country?

Monday, 11/24 – Friday, 11/28: Thanksgiving Holiday (no class meeting)

B. Image and Rhetoric (M12/1, W12/3)

- Readings:
 - Wills, *Certain Trumpets* (ch. 14) (HuskyCT)
 - Obama, "Keynote Address at 2004 Democratic Convention" (HuskyCT)
 - Obama, "A More Perfect Union" (HuskyCT)
 - Obama, "Acceptance Speech at 2008 Democratic Convention" (HuskyCT)
 - McCain, "Acceptance Speech at 2008 Republican Convention" (HuskyCT)
 - McCain or Obama, "Victory Speech 2008" (HuskyCT)
- I will also post links to each of these speeches (probably *youtube*). Watching them is as important as reading them . . . and vice-versa.

VI. Wrap-Up: Do Leaders Matter? (F12/5)

- Discussion Questions: What's "wrong" with American political leadership? Are great leaders "born" or "made"? What is a "great" leader?

Final Examination:

Visit the Registrar's website (<http://www.registrar.uconn.edu/fall08.htm>) to access the official Final Examination Schedule. It is tentatively scheduled for Thursday, 12/11, from 6:00pm-8:00pm. Early exams or make up exams must be approved by the Dean of Students. I do not have discretion on this matter.

2010 -- 107 Proposal to Add POLS 3837 & 3837W

1. Date: September 20, 2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

POLS 3837. Civil Rights and Legal Mobilization

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

Strategies used by interest groups to achieve civil rights recognition through the legal system and legislative process.

POLS 3837W. Civil Rights and Legal Mobilization

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 380; open to juniors or higher.

Strategies used by interest groups to achieve civil rights recognition through the legal system and legislative process.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): POLS
2. Course Number (see Note B): 3837 and 3837W
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? X Yes ___ No
3. Course Title: Civil Rights and Legal Mobilization
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
Strategies used by interest groups to achieve civil rights recognition through the legal system and legislative process.
7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Open to juniors or higher (ENGL 1010 or 1011 or 3800 for W variant)
9. Recommended Preparation, if applicable:
10. Consent of Instructor:
11. Exclusions, if applicable:
12. Repetition for credit, if applicable:
13. Instructor(s) names if they will appear in catalog copy:
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": W
16. S/U grading: N/A

Justification

1. Reasons for adding this course: (see Note L) Other upper level courses covering law related topics survey of a wide number of cases. This course allows students to explore, in depth, the process and strategies by which cases are brought to the legal system. This course also allows us to present information about the political responses to these decisions and allows us to examine alternative means for achieving civil rights when the legal system fails.

The W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Academic Merit (see Note L): This course focuses on how interest groups use the courts to achieve civil rights recognition. We examine the factors that are likely to improve a group's chances and what is likely to hinder a group. We also examine the backlash that can occur when a group is successful and how groups can gain civil rights when the legal route fails. We also explore the strengths and weaknesses of the protections that are gained through the legal system versus the protections gained through the legislative process.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected: 45

5. Number and Size of Section: 1, 45
6. Effects on Other Departments (see Note N): None
7. Effects on Regional Campuses: None
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
Department Curriculum Committee:10/12/2010
Department Faculty:10/13/2010
10. Name, Phone Number, and e-mail address of principal contact person:
Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

POLS 38XXW
Civil Rights and Legal Mobilization

Please use advapp to schedule appointments: <http://advapp.uconn.edu/>

I will use HuskyCT to post any announcements or communications but I ask you to use my uconn.edu mail account if you want to send me a note.

Purpose: The NAACP waged a long-term legal strategy that eventually led to *Brown v. Board of Education* and its related cases. Many view this effort as a paradigm for using the courts to establish civil rights. In this class we re-examine *Brown v. Board of Education*, with special attention to the backlash that resulted. We then examine the litigation strategies that were used to combat discrimination against women and homosexuals. In the process we will explore how the courts are well suited or ill suited as instruments change when fighting for these sorts of civil rights. We will examine how and when social and political backlash follows these sorts of court decisions.

Textbooks:

Four texts are required for this course and there are several articles that you will need to access through the library's e-journal locator. Please complete the reading prior to the class meeting on the day listed on the syllabus. This makes class discussions more meaningful and a great deal more fun. Attending class is extremely important. If you prefer taking a class that does not expect you to have done the reading and/or you prefer not to attend class, then you should find another course.

Patterson, James T. (2001). *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford: Oxford University Press.

Strebeigh, Fred. (2009). *Equal: Women Reshape American Law*. New York: W. W. Norton.

Richards, David A. J. (2009). *The Sodomy Cases: Bowers v. Hardwick and Lawrence v. Texas*. Lawrence: University of Kansas Press.

Hacker, Diana. (2008). *A Pocket Style Manual* (5th ed). Boston: Bedford/St. Martin's.

All materials related to this course should be available on HuskyCT. I will post most in-class handouts as well. Please check this site often to make sure you have everything.

Grading:

The final grade in this course will be based on the grades you earn on a variety of activities, papers, and exams. There are 100 possible points in the course. The individual components and the total points each component contributes to the final grade are listed below.

		Points
Paper 1: 3-5 page autobiographical essay	10	
Paper 2: 3-5 page paper on panel from Human Rights Conference OR article review	15	
Paper 3 draft		5
Paper 3: 15 page legal mobilization strategy to establish a "new" right	25	
Midterm Exam		15
Final Exam		20
In-class activities and participation	10	

Class Activities and Participation

Ten percent of your grade is based on class activities and class participation. The activities can range from written responses to questions about the substantive reading to activities designed to improve writing skills.

Make-up Policy and Extensions:

Papers: The paper assignments are provided well in advance of the due date. If you choose to submit a paper late, you should expect a lower grade. If you have to miss class on the day a paper is due, please contact me prior to the start of class to make arrangements for submitting the paper.

Exams: People get sick and crises emerge but I need to know about them prior to the time of the exam. I expect you to contact me prior to the start of class. Absence from an exam without prior approval will result in a loss of points. The format and timing of make-up exams will be at my discretion and in accordance with University rules.

Format for Exams:

The exams will consist of essay questions. I will provide review questions for the exams.

Papers:

This is a writing class. We will pay special attention to matters of style and grammar. We will also spend time learning about proper ways to include citations in the text of a paper. The University guidelines are very clear—if you fail the writing portion of the class, you fail the entire class. Thus if you fail to turn in the final paper or if you receive an F on the paper you will fail the course—even if you could have passed the course with your other grades.

For now, let me note that there are two issues with citations--accuracy and format. Students are often surprised that citation requirements are different than what they have been taught in high school. It is also something we will talk about a great deal more before the first paper requiring citations is due. I will require that you use the American Political Science Association citation format. This is something for which I will provide explicit instructions.

Failure to provide appropriate citations is considered a violation of the Student Conduct Code and can result in failure on the assignment and/or the course. Clearly, the University thinks this is important and it is something I care about. The link below will take you to the Student Conduct Code.

http://www.dosa.uconn.edu/student_code.html

Political Science Writing Standards

The department of political science adopted writing goals a few years ago. I am providing those goals in the syllabus so you can see what I will be looking for.

Students in all four subfields should be capable of:

1. Identifying the main issue(s) in a given argument
2. Articulating their own hypothesis/opinion on the issue using experience/external sources for the argument
3. Identifying underlying assumptions and alternative perspectives of the argument
4. Assessing the quality of the supporting evidence on the issue
5. Identifying conclusion/implications of the issue/argument beyond the example given

Students in all four subfields should be able to:

1. Develop an appropriate topic or research question for projects of varying scope (e.g., position paper, research paper, others)
2. Locate and utilize appropriate and credible sources for their projects
3. Craft an argument (including development of a thesis statement) which makes effective use of outside sources, and which adheres to academic standards for the appropriate attribution of other's work.

Course Schedule

- Sept. 1 Introduction
- Sept. 3 Overview of The American Legal System
Reading: Pages 1-55 in *Outline of the U.S. Legal System*
<http://www.america.gov/media/pdf/books/legalotln.pdf>
- Sept. 8 Overview of The American Legal System
Reading: Pages 56-89, in *Outline of the U.S. Legal System*
Review pages 187-189 & 193-203 in same document
<http://www.america.gov/media/pdf/books/legalotln.pdf>
- Sept. 10 Legal Mobilization
Reading: Black, Donald J. (1973). "The Mobilization of Law." *The Journal of Legal Studies* 2 (January): 125-49.
- Sept. 15 Legal Mobilization
Reading: Zemans, Frances Kahn. (1983). "Legal Mobilization: The Neglected Role of Law in the Political System." *The American Political Science Review* 77 (September): 690-703.
- Sept. 17 Special Rights?
Reading: Goldberg-Hiller, Jonathan and Neal Milner. (2003). "Rights as Excess: Understanding the Politics of Special Rights." *Law & Social Inquiry* 28 (Autumn): 1075-1118.
- Sept. 22 Special Rights?
Reading: Dudas, Jeffrey. (2005). "In the Name of Equal Rights: "Special" Rights and the Politics of Resentment in Post-Civil Rights America." *Law & Society Review* 39: 723-758.
- Sept. 24 Library Instruction
No new reading.
*****Paper 1 due*****
- Sept.29 In-class writing workshop
No new reading.
- Oct. 1 Road to Brown
Reading: Patterson xiii-xxix and 1-20
- Oct. 6 Brown and its related cases
Reading: Patterson 21-69
- Oct. 18 Responses to Brown
Reading: Patterson 70-117
- Oct. 13 Progress begins
Reading: Patterson 118-169
- Oct. 15 Desegregation since the 1980s
Reading: Patterson 170-223
- Oct. 20 Backlash?
No new reading. Review Dudas and Goldberg-Miller & Milner articles
- Oct. 22 Midterm Exam
- Oct. 24 Human Rights in the USA Conference
<http://web2.uconn.edu/hri/conferences/2009.php>
- Oct. 27 Sex Discrimination & Constitutional Standards
Reading: Strebeigh ix-x and 3-77
- Oct. 29 Sex Discrimination & Constitutional Standards
Reading to be posted on HuskyCT
*****Paper 2 due***

Deadline for having final paper topic approved
- Nov .1 Paper 2 grades posted by midnight
- Nov. 2 Last day to drop a class

- Nov. 3 Sex Discrimination & Pregnancy
Reading: Strebeigh 81-139
- Nov. 5 Sex Discrimination & Law Firms
Reading: Strebeigh 143-205
- Nov. 10 Backlash?
No new reading. Review Dudas and Goldberg-Miller & Milner articles
- Nov. 12 Historical Treatment of Homosexuality
Reading: Richards 1-34
- Nov. 17 Privacy
Reading: Richards 35-71
- Nov. 19 The First Sodomy Decision
Reading: Richards 72-121
- Dec. 1 The Second Sodomy Decision & the Next Steps
Reading: Richards 122-184
*****Draft of paper 3 due*****
- Dec. 3 Backlash?
No new reading. Review Dudas and Goldberg-Miller & Milner articles
- Dec. 8 In-class writing workshop
No new reading.
- Dec. 10 Review session
*****Paper 3 due*****
- Dec. 17 10:30 a.m. - 12:30 p.m.
This is a preliminary date and subject to change by the registrar

2010 – 108 Proposal to Add POLS 3822W

1. Date: October 5, 2010
2. Department: Political Science
3. Nature of Proposed Change: **Add a W variant**
4. Current Catalog Copy:

POLS 3822. Law and Popular Culture

Either Semester. Three credits. Prerequisite: Open to juniors or higher.

Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

5. Proposed Catalog Copy:

POLS 3822. Law and Popular Culture.

Either Semester. Three credits. Prerequisite: Open to juniors or higher.

Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

POLS 3822W. Law and Popular Culture

Either Semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; open to juniors or higher.

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: A W variant of this course will allow us to provide additional options for W course in the major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see Note N): None. Course exists, this proposal allows for a W variant to be taught.

4. Effects on Other Departments: None.

5. Effects on Regional Campuses: None.

6. Staffing:

7. Dates approved by (see Note Q):

Department Curriculum Committee:10/12/2010

Department Faculty:10/13/2010

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

Oksan Bayulgen, 6-2281, Oksan.bayulgen@uconn.edu

POLS 3822W Law and Popular Culture

Professor Virginia A. Hettinger

virginia.hettinger@uconn.edu

Monteith 208

Office Hours: M&W 12:00-1:00 & by appointment

860-486-9053

This is a W course. As such we will follow of the university guidelines. The information below is taken from the General Education guidelines. Please read it carefully.

Criteria

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;

2. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);
3. Have an enrollment cap of nineteen students per section;
4. Make explicit the relation between writing and learning in the course;
5. Articulate the structure of supervision of student writing;
6. Explain the place and function of revision in the course;
7. Detail how the page requirement will be met;
8. Require that students must pass the writing component in order to pass the course.

Course Requirements:

Class activities		10%
Paper 1		10%
Paper 2		10%
Paper 3		25%
Midterm	20%	
Final		25%

Remember, you must pass the W part of the class to review a passing grade in course.

Attendance: Regular and attentive class attendance is necessary to succeed in this course. While I do not take attendance, there are in-class activities, including and writing workshop activities quizzes that will count toward your grade.

Exams: There will be a midterm take home exam. The final will take place in during the scheduled exam time.

Paper 1: Submit a 3-5 page biographical essay. I am giving you a topic that should require no outside sources because I do not want you to worry about citations but I DO want you to concentrate on submitting an example of your best, formal writing.

Paper 2: Submit a 3-5 page paper that discusses your favorite representation of the legal system in American popular culture. In the paper you should explain:

- The program, book, or film
- Why it is your favorite
- Whether you believe it presents a realistic portrayal of the legal system, based on your current understanding of the system.
- Whether you believe any departures from reality (as you understand it now) are necessary for the success of the work you are discussing and whether more realism would enhance or detract from the work's effectiveness.

You will be expected to provide citations, where appropriate, to the work and any other documentation you consult. We will discuss this in class and have a citation workshop prior to the due date.

Paper 3: Select a film or book not listed on the syllabus. It should truly reflect popular culture. Please avoid academic press books or videos aimed at classroom use. Please get the work you choose approved by me by October 20th.

Please assume I have read or seen the work you are discussing. This means you should not devote a great deal of time to summarizing the plot or characters. Devote your 10-12 pages to analyzing the work in two ways.

First, discuss the work in the context of two of the themes we have discussed in class. This means you will have to draw on the articles that have been assigned during the semester.

Second, discuss the work as a reflection of popular culture and as a possible influence on popular culture.

Since you will draw on some of the assigned articles (and any others you may consult) you will have to provide citations to those articles. If you are doing a book, you will need to provide citations to the specific pages from the book that are the basis for the discussion. If you are doing a film please refer to the hour/minute of the movie in which the scene takes place.

A draft of the **entire** paper, in hard copy, is due at 4:00 p.m. the Friday before Thanksgiving.

Violations of Conduct Code: This is a matter I take very seriously. I will handle any academic misconduct in accord with the University's Conduct Code. If you are not familiar with this document I direct your attention to the following web page:

Schedule

- Week 1 **Introduction**
- Week 2** Legal Education
Reading assignment:
Susan Sturm and Lani Guinier. 2007. "The Law School Matrix: Reforming Legal Education in a Culture of Competition and Conformity." *Vanderbilt Law Review* 60: 515-553. Please access through Hein Online database available through the library web site.
- Michael H. Davis. 1981. "The Courtroom Mystique and Legal Education." *Arizona Law Journal* 23: 661-688. Please access through Hein Online database available through the library web site.
- In class films: *The Paper Chase*
- Week 3 **Library research session on Monday.**
Paper 1 due at start of class on Friday.
- The Lawyer as Hero**
Reading assignment:
Michael Asimow. 1996. "When Lawyers Were Heroes." *University of San Francisco Law Review* 30 (Summer): 1131-1138. Please access through Hein Online database available through the library web site.
- John Jay Osborn. 1996. "Atticus Finch—The End of Honor: A Discussion of To Kill a Mockingbird." *University of San Francisco Law Review* 30 (Summer): 1139-1142. Please access through Hein Online database available through the library web site.
- In class film: *To Kill a Mockingbird*
- Week 4 **Papers returned on Wednesday. Discussion of common errors and resources for finding solutions.**
- The Lawyer as Villian**
Reading assignment:
Michael Asimow. 2000. "Bad Lawyers in Movies." *Nova Law Review* 24 (Winter): 533-591. Please access through Hein Online database available through the library web site.
- In class film: *The Devil's Advocate*
- Week 5** Citation/ plagiarism workshop on Wednesday.
- Legal Ethics
Reading assignment:
Tonja Haddad. 2000. Silver Tongues on the Silver Screen: Legal Ethics in the Movies." *Nova Law Review* 24: 673-700. Please access through Hein Online database available through the library web site.
- Carrie Menkel-Meadow. 2001. "Can They Do That? Legal Ethics in Popular Culture: Of Characters and Acts." *U.C.L.A. Law Review* 48: 1305-1337. Please access through Hein Online database available through the library web site.
- In class: *The Verdict*
- Week 6 **Paper 2 due at start of class on Monday.**
- The Law Firm**
Reading assignment:
Michael Asimow. 2001. "Embodiment of Evil: Law Firms in the Movies." *U.C.L.A. Law Review* 48: 1305-1337. Please access through Hein Online database available through the library web site.
- In class films: TBA
- Week 7** Judges and Judging
Take home midterm exam due on Friday at start of class

Reading assignment:

Sheldon Goldman. 1982. "Judicial Selection and the Qualities that Make a "Good" Judge." *The Annals of The American Academy Of Political And Social Science*, 462: 112-124. Please access through ejournal locator at library.

Michael Asimow. 1998. "Judges Judging Judges." *Picturing Justice: The Online Journal of Law and Popular Culture*

<http://www.usfca.edu/pj/articles/Nuremberg.htm>

Doug Linder. 2000. The Nuremberg Trials, The Justice Trials

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/Alstoetter.htm#Commentary>

In class film: *Judgment at Nuremberg*

Week 8

Judges and Judging

Final paper topic must be approved

Reading Assignment:

John Grisham. 2008. *The Appeal*. Dell Books.

In class film: *The Star Chamber*

Week 9

The Jury System

Reading assignment:

Nancy S. Marder. 2003. "Introduction to the Jury at a Crossroad: The American Experience." *Chicago-Kent Law Review* 78: 909-933. You need only read through page 925. Please access through Hein Online database available through the library web site.

Carol J. Clover. 1999. "Movie Juries." *DePaul Law Review* 48: 389-405. Please access through Hein Online database available through the library web site.

In class film: *12 Angry Men*

Week 10

The Death Penalty

Reading assignment:

John Grisham. 2006. *The Innocent Man: Murder and Injustice in a Small Town*. Doubleday.

Roberta M. Harding. 1996. "Celluloid Death: Cinematic Depictions of Capital Punishment." *University of San Francisco Law Review* 30: 1167-1180. Please access through Hein Online database available through the library web site.

In class film: *Dead Man Walking*

Week 11

Complete Draft of paper due by 4:00 Friday

Criminal Litigation-Prosecution

Reading Assignment:

Abbe Smith. 2001. "Can You Be A Good Person and A Good Prosecutor?" *Georgetown Journal of Legal Ethics*. 14: 355-400. Please access through Hein Online database available through the library web site.

In class film: TBA

Week 12

Criminal Litigation-Defense

Reading Assignment:

Abbe Smith and William Montross. 1999. "The Calling of Criminal Defense." *Mercer Law Review* 50: 443-535. Please access through Hein Online database available through the library web site.

In class film: *A Time to Kill*

Week 13

Civil Litigation

Reading assignment:

Gerald M. Stern. 1976. *The Buffalo Creek Disaster*. New York: Vintage Books.

In class film: *Erin Brokovich*

TBA

Final exam

2010 -- 109 Proposal to Add POLS 1993

1. Date: September 20, 2010
2. Department requesting this course: **Political Science**
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

POLS 1993 Introductory Foreign Study

Both semesters. Credits (up to a maximum of 6) and hours by arrangement. May be repeated for credit. Consent of Department Head required, normally to be granted before the student's departure. May not count toward the major.

Special topics taken in a foreign study program covering introductory level material.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: POLS
2. Course Number: 1993
If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? Yes No
3. Course Title: Introductory Foreign Study
4. Semester offered: Both
5. Number of Credits: Up to a maximum of 6 and hours by arrangement
6. Course description: Special topics taken in a foreign study program covering introductory level material

Optional Items

7. Number of Class Periods, if not standard: hours by arrangement
8. Prerequisites, if applicable: None
9. Recommended Preparation, if applicable: None
10. Consent of Instructor: Consent of Department Head required, normally to be granted before the student's departure.
11. Exclusions, if applicable: May not count toward the major.
12. Repetition for credit, if applicable: With a change in content, this course may be repeated for credit
13. Instructor(s) names if they will appear in catalog copy: None
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C": N/A
16. S/U grading: N/A

Justification

1. Reasons for adding this course: This course is needed because Political Science does not have a 1000 level course to use when students seek approval of some introductory level study abroad courses. Students occasionally seek credit for introductory courses containing content that is not covered in our existing 1000 level courses. Having a 1000 level foreign study course will allow us to transfer those courses at an appropriate level.
2. Academic Merit: Specific information on the content of the course cannot be provided since number will be used on an as-needed-basis for study abroad courses. Number will be used when introductory course covers material not covered by six existing 1000 level courses.
3. Overlapping Courses: None
4. Number of Students Expected: Variable
5. Number and Size of Section: Variable
6. Effects on Other Departments: None, have consulted with Study Abroad Office in preparation of proposal
7. Effects on Regional Campuses: None
8. Staffing:
9. Dates approved by (see Note Q):
Department Curriculum Committee:10/12/2010
Department Faculty:10/13/2010.
10. Name, Phone Number, and e-mail address of principal contact person:
Professor Oksan Bayulgen, 6-2231. oksan.bayulgen@uconn.edu

2010 – 110 Proposal to Rename MCL and Restructure its Graduate Programs & Requirements
[This revised proposal replaces the original found at 2010–80, above. Proposed new courses that support the restructured degree programs appear at 2010 – 111ff, below.]

New Copy for Catalog Submitted by the Department of Modern and Classical Languages
Contact person: Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 486-3313

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

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 M.A. 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), and 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 who seek state teaching certification should elect the Teaching Methodology course, and consult with the NEAG School of Education concerning other inclusions; further courses in Education are ordinarily required.

Admission to the M.A. and Ph.D. Programs Prospective applications for admission to M.A. or Ph.D. study, together with letters of recommendation, a personal statement, and a critical and analytical original paper should reach Storrs by January 15 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. Admission is competitive, and qualifying graduate students are financially supported as teaching or research assistants.

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 also permits, with approval, the 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.

The department prepares Ph.D. students to engage in the interdisciplinary study of literatures, cultures and languages by integrating various regional cultures, historical 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.

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, 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 requirements may be completed in the M.A. program. The secondary field should be formally identified early in the course of study. It can consist of one of the department's areas of expertise summarized below or another field approved in collaboration with another university department or program. Every plan of study is individually structured and monitored by a committee chosen by the student in consultation with his or her main advisor.

M.A. students anticipating formal acceptance as Ph.D. candidates should complete during the first year of graduate 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 are accepted 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.

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 should demonstrate reading competence in Latin and in one modern language. For Comparative Literary and Cultural Studies special requirements see section below.

Further details on requirements for a specific field of specialization can be found in the Graduate Handbook of the Department of Literatures, Cultures and Languages, which can be obtained from the Graduate Catalog and other publications of the Graduate School. Additional information about the department 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 supports 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, historical 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, Spain and other Spanish speaking regions of the world. 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, comparative Latin American/Latino Studies 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, The Graduate Program 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 for admission to the M.A. program and in three fields for the Ph.D. 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, Peterson; Associate Professors Coundouriotos, Phillips and Sanchez

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.

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

New Courses Proposed in Support of the Above [Approved by the department on 9/8/10, ratified electronically 9/20/2010, Circulated with English Affiliated faculty and discussed in an English departmental meeting. Full proposals follow.]

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.

2010 – 111 Proposal to Add LCL 6XXX

1. Date: June 25, 2010
2. Department requesting this course: **LCL**
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

LCL 6XXX: Methods and Approaches to Second Language Acquisition
3 credits. Seminar. Open to graduate students in LCL, others with permission.
Exploration and study of various approaches to Foreign Language teaching and learning. Focus on the nature of language learning and methods and approaches to teaching.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LCL
2. Course Number (see Note B): 6XXX
3. Course Title: Methods and Approaches to Second Language Acquisition
4. Course description, if appropriate (see Note K):

This course is an exploration and study of various approaches to Foreign Language teaching and learning. Language learning and methods and approaches to teaching are the main focus; and it is designed to expose students to current thinking about the theory and practice of teaching and learning of foreign languages. Major approaches to foreign language teaching are presented with particular emphasis on communicative language learning and teaching. In addition, research on second language acquisition is encouraged along with its application to the teaching of foreign languages.

5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see Note D): 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
__Lecture; __ Laboratory; X 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): Yes, if non-LCL graduate student
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I): Yes
12. S/U grading, if applicable (see Note X):

Justification

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

The new, consolidated LCL PhD in LCL redefines the course which was previously taught under several names in order to better represent the new profile of the PhD degree. This seminar fulfills two objectives. First, it gives a theoretical background in Second Language Acquisition, and will be the basis in research methods and topics for a PhD student with Applied Linguistics as a secondary field in the department. Second, it provides all the students who work as Teaching Assistants in basic and intermediate language classes at UConn with theoretical information and practice training needed to teach their classes.

2. Academic Merit (see Note L):

This course will expose students to the different approaches to language learning and teaching as it aims to encourage the development of critical thinking regarding how language is taught in the foreign language classroom. It provides a meaningful framework for the students to understand how they can improve their own teaching by understanding the latest insights on foreign language acquisition as well as how to find ways to improve student learning by studying research methods and developing action research projects.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 10-20
5. Number and Size of Section: 1 section approximately 15 students
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P):

8. Dates approved by (see Note Q):
Department Curriculum Committee: Sept. 16, 2010
Department Faculty: September 14, 2010

9. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu, 486-3313

2010 – 112 Proposal to Add LCL 6010

1. Date: June 23, 2010
2. Department requesting this course: LCL
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing (see Note A):

LCL 6010: Advanced Theory for the Study of Literatures, Cultures and Languages

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

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

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LCL
2. Course Number (see Note B): 6xxx
3. Course Title: **Advanced Theory for the Study of Literatures, Cultures and Languages**
4. Course description, if appropriate (see Note K): 3 credits. Seminar. Open to graduate students in LCL, others with permission. Investigations of historical, interdisciplinary and contemporary theoretical parameters and models in literary, visual and cultural studies at the advanced level.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see Note D): 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
__Lecture; __ Laboratory; X Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): n/a
8. Recommended Preparation, if applicable (see Note G): M.A. level theory course
9. Consent of Instructor, if applicable (see Note T): Yes, if non-LCL graduate student
10. Exclusions, if applicable (see Note H): none
11. Repetition for credit, if applicable (see Note I): Yes
12. S/U grading, if applicable (see Note X): no

Justification

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

The new, consolidated LCL Ph.D. in LCL does not yet offer a seminar addressing theoretical work in Foreign Languages, Cultures and Literatures. This seminar will provide graduate students with pivotal theoretical expertise for their doctoral work. To the instructor's knowledge, no such seminar exists at UConn. The Department of English offers a seminar on "Literary Theory" (ENGL 6500); in contrast, LCL 6XXX aims to emphasize theoretical work at the Ph.D. level in broader terms, addressing the need for interdisciplinary competency in Foreign literatures, cultures and language scholarship and increasing requirements to negotiate theoretical models and traditions from different cultural backgrounds. Emphasis is on the advanced nature of the discussion. It will not be introductory.

2. Academic Merit (see Note L):

This seminar supports the Ph.D. course of study in literatures, cultures and languages, and interrelated fields by providing a coherent theoretical basis for advanced scholarly work and for research towards the dissertation. Seminar topics may include a variety of international theoretical traditions and inquiries as they are represented by individual theorists; particular schools or groups; certain parameters, concepts, or models; and different media of literary and cultural expression.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 10-20
5. Number and Size of Section: 1 section /20 students maximum

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

7. Staffing (see Note P): n/a

8. Dates approved by (see Note Q):

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu , 486-3313

2010 – 113 Proposal to Add LCL 6XXY

1. Date: June 20,2010
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing

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).

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):LCL
2. Course Number (see Note B): 5xyx
If requesting 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:
Research and fields of Literatures, Cultures and Languages
4. Course description, if appropriate (see Note K):
This course will review theory and practice of research methods in the fields of literature, language and culture.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see Note D): 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
Lecture; Laboratory; _x_ Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): none
8. Recommended Preparation, if applicable (see Note G):none
9. Consent of Instructor, if applicable (see Note T):Yes, if not in LCL
10. Exclusions, if applicable (see Note H):
11. Repetition for credit, if applicable (see Note I):
12. S/U grading, if applicable (see Note X): n/a

Justification

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

This course will review theory and practice of research methods in the fields of literature, language and culture. To develop scholars and teachers grounded in a national language and in a historical periods (Classical, Medieval, Early Modern, Modern, Contemporary, etc.) but also to equip students with the skills necessary to examine present and past cultural expressions from trans-national, trans-regional and intercultural perspectives and through various interdisciplinary lenses students need to familiarize themselves with the many fields and research methods in our profession. The rapid expansion of e-resources, with the subsequent availability of once-rare print and archival materials, brings new needs for guidance on how these can best be used. How might we locate research materials effectively? How should we assess the quality of print and electronic materials? How can we determine the research approaches anticipated by those (or indeed any) resources? And how should that determination shape our research questions? In this course a variety of researchers from our department will present their work as a way to understand these complex questions.

2. Academic Merit (see Note L):

See Justification

3. Overlapping Courses (see Note M):

none

4. Number of Students Expected:

10, maximum 20

5. Number and Size of Section: 15 student limit.

6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): This course will be staffed by one coordinator and guest lecturers from our Ph.D. faculty.
8. Dates approved by (see Note Q):
 - Department Curriculum Committee: Sept. 16, 2010
 - Department Faculty: September 14, 2010
9. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla, 860-486-3313 rosa.chinchilla@uconn.edu

2010 – 114 Proposal to Change CLCS 5302

1. Date: August 13, 2010
2. Department: Modern and Classical Languages Department
3. Nature of Proposed Change: *The description reflects an older paradigm, and it needs to be updated.*

4. Current Catalog Copy:

CLCS 5302. Critical Theory

(CLCS 302) 3 credits. Seminar.

Modern literary theories and critical approaches, such as structuralism, semiotics, archetypal, or Marxist criticism.

5. Proposed Catalog Copy:

CLCS 5302 Introduction to Literary Theory

Introduction to the most important issues at the core 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, etc. Special emphasis on the aims of theory, its object, and its status vis à vis other disciplines of the human sciences. 3 credits. Seminar.

6. Effective Date *immediately*

Justification

1. Reasons for changing this course: *The course description reflects an outmoded approach to Literary Theory. We want to make the course an introduction to literary theory.*
2. Effect on Department's Curriculum: *It will be beneficial for M.A. students in particular who have never had literary theory.*
3. Other Departments Consulted (see Note N): *CLCS and English.*
4. Effects on Other Departments: *none*
5. Effects on Regional Campuses: *none*

6. Staffing:

Current staff already covers this course from Modern and Classical Languages: Loss, Pardo, Bouchard, Travis, Weidauer, Nanclares, and Wogenstein have taught this class.

7. Dates approved by (see Note Q):

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla rosa.chinchilla@uconn.edu 6-3313

2010 – 115 Proposal to Add LCL 5XXB

1. Date: September 9, 2010
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing

LCL 5xxb Film Theory and History.

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

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O):LCL
2. Course Number (see Note B): 5xxb
If requesting a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title:
Film Theory and History
4. Course description, if appropriate (see Note K):
Advanced study of world cinema through film history and theory in an interdisciplinary context. Topics include: different national cinemas, Film Noir, Genre films, Political Film, Documentary.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see Note D): 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): **none**
8. Recommended Preparation, if applicable (see Note G):The instructor will assume that graduate students have had little background in this area.
9. Consent of Instructor, if applicable (see Note T): Yes, if not in LCL.
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):

Justification

Film now constitutes one of the major and most dynamic areas of study in academia. Our graduates must not only be trained in this essential area of modern and contemporary culture, but also be prepared to teach at least introductory courses at the undergraduate level in this field – in which, demonstrably, a major demand exists -- lest they be less competitive on the marketplace than their peers. While the study of film and visual media in general is central to the new interdisciplinary Ph.D. in LCL, there is at present no graduate course devoted exclusively to this subject offered in the department. M.A. students who will teach film in High School settings will also benefit greatly.

2. Academic Merit (see Note L):

This course would integrate film—a major component of contemporary culture -- within the overall interdisciplinary approach that characterizes LCL. It will focus on particular themes and issues – national cinemas, genres, the work of a single director, among others – that cannot be covered in a more general course devoted to theory and history of world cinema.

3. Overlapping Courses (see Note M): None

4. Number of Students Expected:10
5. Number and Size of Section:1- 15 student limit.
6. Effects on Other Departments (see Note N): None
7. Staffing (see Note P): J. Loss, G. Nanclares, E. Dalmolin, R. Celestin, K. Von Hammerstein, F. Weidauer, E. Urios-Aparisi, N. Bouchard or O. Pardo have all taught similar courses

Department Curriculum Committee: Sept. 16, 2010
Department Faculty: September 14, 2010

9. Name, Phone Number, and e-mail address of principal contact person:
Rosa Helena Chinchilla, 860-486-3313 rosa.chinchilla@uconn.edu

2010 – 116 Proposal to Add LCL 6XYZ

1. Date: Sept 8, 2010
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing

LCL 6XYZ Interdisciplinary Topics in Literatures, Cultures and Languages

Seminar, 3 credits. Prerequisite: admission to a graduate degree program in LCL, or permission of instructor. Repeatable with change of topic. Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in their major field language(s), as appropriate. Candidates for the PhD in Literatures, Cultures and Languages are required to complete LCL 5xyz.

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): LCL
2. Course Number (see Note B): 6xyz
3. Course Title: Interdisciplinary Topics in Literatures, Cultures and Languages
4. Course description, if appropriate (see Note K):
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). Repeatable with change of topic. Interdisciplinary LCL seminar team-taught by at least two faculty with different areas of specialization within LCL. Variable topics, depending on faculty. Offered once per year (Fall or Spring). Although the course is taught in English in order to facilitate working across different languages, students are expected to conduct research and/or write seminar papers in the language(s) of their specialization, as appropriate. Candidates for the PhD in Literatures, Cultures and Languages are required to complete LCL 6xyz at least once before advancing to candidacy.
5. Number of Credits -- use numerical characters, e.g. "3" rather than "three" (see Note D): 3
6. Course type (choose one or more from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
__Lecture; __ Laboratory; _x_ Seminar; __ Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): LCL 5xyz or equivalent. Admission to a graduate program in LCL, or consent of instructor
8. Recommended Preparation, if applicable (see Note G): n/a
9. Consent of Instructor, if applicable (see Note T): Yes, if not a graduate student in LCL
10. Exclusions, if applicable (see Note H): n/a
11. Repetition for credit, if applicable (see Note I): Yes, with change of topic
12. S/U grading, if applicable (see Note X): n/a

Justification

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

In the present job market, it has become increasingly important that job candidates be able to demonstrate not only excellence in their primary area of specialization, but the ability to work in more than one language and cross disciplinary (language) boundaries. While research in different areas of language specialization may not appear to be as broadly interdisciplinary as, say, ethics and biology, it presents

unique challenges which PhD candidates in the modern and ancient languages must be prepared to confront.

As part of the restructuring of the integrated PhD with primary and secondary fields of specialization, we propose to add a requirement that all students take at least one seminar team-taught by two members of the department from different sections. (A seminar team-taught with a faculty member from another department might also be appropriate.)

Unlike most graduate courses currently offered in LCL, this course would be taught in English to facilitate communication across disciplinary and language boundaries. However, students would be expected to make full use of their primary language specialty (or specialties) in their research, employing primary language resources for their research and (if appropriate) writing a final paper in their language of specialization.

The topic will vary depending on the research interests of the faculty teaching the course. The possibilities for interdisciplinary work are broad. A course could be organized around a genre (e.g., a course on the premodern novel comparing novels from the ancient Mediterranean, Heian Japan, and Renaissance Spain), a period (Renaissance Travel Narratives; Comparative Modernisms; International Avant-Garde Movements), a multilingual region (e.g., Islamic Spain, Francophone North Africa, modern Europe), a multilingual ethnic/religious group (e.g., midrashic narratives in Hellenistic and Rabbinic Judaism; the Convivencia movement in medieval Spain), or around disciplinary approaches (e.g., classical civilization and game design; Aesthetics and Literature; Literature and Media Theory; Literature and Other Arts/Interart Studies).

The department emphasizes that the topics and/or titles suggested above are by no means exhaustive, but are meant to serve merely as possible examples. The suggested topics are taken or adapted from courses which are already being planned for submission in the near future.

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

As noted above, it is increasingly common in the academic study of modern and classical languages to expect that students have the ability to work across areas of traditional language. Such a course would therefore enable PhD candidates to be better prepared to enter to the job market.

In addition, such a course would take advantage of the interdisciplinary research in which many of the faculty of LCL are already engaged. Faculty will have greater opportunities to refine their interdisciplinary research in the graduate classroom, and students will have greater opportunities to be exposed to the innovative approaches to research which are one of the department's greatest strengths.

The offering of team-taught courses in English would increase opportunities for students from different language specialties to enroll in courses together and to communicate with one another about their work. Students would have greater opportunities to work with faculty outside their immediate discipline. Courses of this type would better enable both faculty and students to engage directly with conference panels and research colloquia organized along similarly interdisciplinary lines. To take only one example, "Interart Studies/Literature and Other Arts" is currently recognized as a formal division at the MLA (Modern Languages Association) annual conference.

3. Overlapping Courses (see [Note M](#)): No such team-taught courses currently exist, but there is widespread interest in developing new courses along these lines.

4. Number of Students Expected: 10-15

5. Number and Size of Section: 1 section, limited to 15 students

6. Effects on Other Departments (see [Note N](#)): none, except to the degree that faculty from other departments might express interest in team-teaching a course

7. Staffing (see [Note P](#)): The course will be team-taught by at least two faculty from LCL or a related discipline (History, English, Art History, etc.)

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

Department Curriculum Committee: Sept. 16, 2010

Department Faculty: September 14, 2010

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

Rosa Helena Chinchilla, rosa.chinchilla@uconn.edu 860-486-3313

