

Committee on Curricula & Courses Departmental Course Proposals for the 8 February 2011 Meeting

Some of the following proposals await further information or revision, and are docketed here as placeholders. Their texts are given in italics.

I. Proposals Postponed from an Earlier Meeting:

2010 – 114 Proposal to Change CLCS 5302 [pending subject to revisions not yet agreed by CLCS faculty]

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 – 116 Proposal to Add LCL 6XYZ [revised proposal 8 November 2010; remains subject to faculty revisions not yet agreed]

1. Date: Nov 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 (see [Note A](#)):

LCL 6XYZ Interdisciplinary Topics in Literatures, Cultures and Languages Seminar, 3 credits. Prerequisite: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students, or with 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 6xyz at least once before advancing to candidacy.

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: CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students in LCL, or with 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 Ph.D. 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](#)): CLCS 5302, FREN 5311, GERM 5385, ILCS 5337, or SPAN 5323. Open only to Ph.D. students in LCL, or with permission 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 Ph.D. 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

2010 – 161 Proposal to Offer MCB 3895 'Special Topics'

Proposal to Add a New Undergraduate Course

Date: 7-Feb-11

Department requesting this course: MCB

Semester and year in which course will be first offered: Spring semester, 2011

Final Catalog Listing:

MCB 3895H Special Topics: Introduction to Translational Research (Laboratory)

Fall & Spring semesters. Three credits. Prerequisite: MCB 3100.

Open to juniors or higher; open to honors students; open to non-honors students with instructor consent.

Students will participate in clinical, patient-oriented research projects 6 hours per week at the Connecticut Children's Medical Center. Research study design, the underpinning basic science principles and project progress will be discussed during a weekly 1 hour lecture on the Storrs Campus. May be repeated for credit.

Justification

1. Justification for adding this course: Students who have completed MCB 3100 have learned to assess patients for project eligibility to assist in patient enrollment. This includes providing project information to patients, data collection from patient histories and physical examination findings. This course will now allow students to apply these skills to pursue specific research projects. The weekly meeting will expand on basic science concepts in biochemistry and cell biology as well as practical aspects of conducting medical research (e.g., statistical analyses of data). The students will be required to write a report of their projects that includes basic science concepts. They will also be expected to prepare class presentations. This class meeting will facilitate sharing of progress and problems with the entire group under the guidance of the course instructors.
2. Academic merit: Students will apply the principles of clinical research introduced in MCB 3100, which include study design, sample size calculations, inclusion/exclusion criteria, data collection and enrollment techniques to specific research projects. Students will be expected to write a paper on their projects.
3. Overlapping course: There are no overlapping course offerings.
4. Number of students expected: 10
5. Number and size of section: 10 per section, one section
6. Effects on other departments: None.
7. Effects on regional campuses: None.
8. Staffing: Arlene Albert, PhD and Sharon Smith, MD
9. Dates approved by:

Department Curriculum Committee:

Department Faculty

Name, Phone Number and E-mail Address of Principle Contact Person: Arlene Albert, 486 5202, Arlene.albert@uconn.edu

II. New Departmental Proposals:

2011 – 1 Proposal to change the MCB major

Proposal to Change an existing Major

1. Date: December 1, 2010
2. Department requesting this change: MCB
3. Title of Major: Structural Biology and Biophysics
4. Nature of Change: Allow a course substitution and remove redundant requirements.
5. Existing catalog Description of the Major:

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 2000-level or above from the following courses are required for the major.

Required courses

CHEM 1124Q, 1125Q, and 1126Q or 1127Q and 1128Q or CHEM 1147Q and 1148Q; MATH 1120Q, 1121Q, and 1122Q or 1131Q and 1132Q or MATH 1151Q and 1152Q; MATH 2110Q or MATH 2130Q; MATH 2410Q or MATH 2420Q; PHYS 1201Q, 1202Q, and 1230 or PHYS 1401Q and 1402Q or PHYS 1601Q and 1602Q; CHEM 2443 and 2444; CHEM 3563 and 3564; CHEM 2445 or CHEM 3565W; MCB 3010; MCB 4008 or MCB 5038 or Special Topics: MCB 3895 (with Biophysics Program approval); MCB 4009

Recommended courses

MCB 2210, 2410, 2413, 2610, 3201, 3412, 3421, 3617, 3635, 3899, 4026W, 4997W, 5035; CHEM 3332, 4551; CSE 1100; MATH 3210

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3841W, 4026W, 4997W; CHEM 3170W, 4196W; or any W course approved for this major

6. Proposed catalog Description of the Major:

(Additions are indicated in italics)

This B.S. program emphasizes the physical and chemical foundations of molecular biology. A total of 36 credits at the 2000-level or above from the following courses are required for the major.

Required courses

MATH 2110Q or MATH 2130Q; MATH 2410Q or MATH 2420Q; CHEM 2443 and 2444; CHEM 3563 and 3564; CHEM 2445 or CHEM 3565W; MCB 3010 or MCB 2000 and MCB 4026W; MCB 4008 or MCB 5038 or Special Topics: MCB 3895 (with Biophysics Program approval); MCB 4009

Recommended courses

MCB 2210, 2410, 2413, 2610, 3201, 3412, 3421, 3617, 3635, 3899, 4026W, 4997W, 5035; CHEM 3332, 4551; CSE 1100; MATH 3210

To satisfy the writing in the major and information literacy competency requirements, all students must take one of the following courses: MCB 3841W, 4026W, 4997W; CHEM 3170W, 4196W; or any W course approved for this major

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

Immediate.

Justification

1. Why is a change required?

a) The current description lists required courses that are already part of the B.S. General Education Requirements: CHEM 1124Q, 1125Q, and 1126Q or 1127Q and 1128Q or CHEM 1147Q and 1148Q; MATH 1120Q, 1121Q, and 1122Q or 1131Q and 1132Q or MATH 1151Q and 1152Q. This is redundant and the text has been deleted.

b) The major currently requires MCB 3010, a rigorous, five-credit introductory biochemistry course that is intended for students pursuing advanced work in biochemistry, structural biology and biophysics. MCB 2000 is a 4-credit introductory biochemistry course that is less thorough than MCB 3010. Previously, students who have taken MCB 2000 instead of MCB 3010 have been precluded from pursuing a major in Structural Biology and Biophysics because MCB 3010 is required and is not open for students who have taken MCB 2000 for credit. The MCB 3010 requirement is changed to "MCB 2000 and MCB 4026W." MCB 4026W is a four-credit, advanced biochemistry course that exposes students to the theory and practice of modern biochemical techniques.

2. What is the impact on students?

The proposed change provides students who have mistakenly taken MCB 2000 with additional biochemistry background and enables them to pursue the Structural Biology and Biophysics major.

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

4. Dates approved by:

Department Curriculum Committee: December 10, 2010

Department Faculty: December 10, 2010

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

James L. Cole

486-4333

james.cole@uconn.edu

2011 - 2 Proposal to Change the Linguistics and Psychology joint major

Proposal to Change an existing Major

1. Date: 8/27/10
2. Department requesting this change: Linguistics
3. Title of Major: Linguistics and Psychology
4. Nature of Change: Increase the number of classes that can be used to satisfy the writing in the major requirement.
5. Existing catalog Description of the Major:

For the **Linguistics and Psychology** joint major, specifically required linguistics courses are: LING 2010Q and 3110, and at least two out of the other 2000 level linguistics courses; and specifically required psychology courses are: [PSYC 2100Q](#) and 3500, and at least two out of PSYC 2400, 2500, 2501, 3501, 3550W, and 3552. All students in the Linguistics/Psychology Major are strongly encouraged to take LING 5010/PSYC 5500 in their senior year. A minimum of four courses (12 credits) at the 2000 level from each department is required. For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing LING 3110. The exit requirement for writing in the major will be satisfied by passing either LING 3610W or PSYC 3550W.

6. Proposed catalog Description of the Major:

For the **Linguistics and Psychology** joint major, specifically required linguistics courses are: LING 2010Q and 3110, and at least two out of the other 2000 level linguistics courses; and specifically required psychology courses are: PSYC 2100Q **or 2100WQ** and PSYC 3500 and at least two out of PSYC 2400, 2500, 2501, 3501, 3550W, and 3552. All students in the Linguistics/Psychology Major are strongly encouraged to take LING 5010/PSYC 5500 in their senior year. A minimum of four courses (12 credits) at the 2000 level from each department is required. For this joint major, exit requirements for computer technology and information literacy will be satisfied by passing LING 3110. **The exit requirement for writing in the major will be satisfied by passing any W course in LING or PSYC at the 2000 level or above that has been approved by the student's advisor for inclusion in the plan of study.**

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

Justification

1. Why is a change required? There are several W courses that can be used to satisfy other requirements of the major that are not currently approved to satisfy the writing in the major requirement. We wish to allow students maximal flexibility in meeting this requirement.
2. What is the impact on students? Advisors in our departments have overridden the current requirement numerous times by approving substitutions. The change will streamline the process for students.
3. What is the impact on regional campuses? None.
4. Dates approved by (see [Note Q](#)):
Department Curriculum Committee: 8/26/10
Department Faculty: 8/26/10
Psychology Curriculum Committee: 12/8/10
5. Name, Phone Number, and e-mail address of principal contact person:
Jon Gajewski, 6-1584, jon.gajewski@uconn.edu

2011 - 3 Proposal to change COMM 3600

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: December 18, 2010
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding requirement that students must be juniors or higher.
4. Current Catalog Copy: Comm. 3600. New Communication Technologies (262) (Formerly offered as COMS 239.) Either semester. Three credits. Prerequisite: [COMM 1300](#). Recommended preparation: [COMM 3300](#).

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

5. Proposed Catalog Copy:

Comm. 3600. New Communication Technologies

(262) (Formerly offered as COMS 239.) Either semester. Three credits. Prerequisite: [COMM 1300](#); open to juniors or higher. Recommended preparation: [COMM 3300](#).

An overview of new communication technologies. Topics include the uses, evolution, diffusion, operation, and effects of new communication technologies.

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: This advanced level course includes content that is too challenging for freshmen and sophomores.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None
7. Dates approved by (see Note Q):

Department Curriculum Committee: December 12, 2010

Department Faculty: December 12, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2011 - 4 Proposal to change COMM 4089

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: December 18, 2010
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding requirement that students must be juniors or higher.
4. Current Catalog Copy: Comm. 4089. Introduction to Research Literature in Communication (205) (Formerly offered as COMS 230.) First semester. Three credits. Prerequisite: [COMM 3000Q](#), [3100](#), [3200](#), and [3300](#).

A survey of research in major sub-areas of communication.

5. Proposed Catalog Copy:

Comm. 4089. Introduction to Research Literature in Communication

(205) (Formerly offered as COMS 230.) First semester. Three credits. Prerequisite: [COMM 3000Q](#), [3100](#), [3200](#), and [3300](#); open to juniors or higher.

A survey of research in major sub-areas of communication.

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: This advanced level course includes content that is too challenging for freshmen and sophomores.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: None

7. Dates approved by (see Note Q):

Department Curriculum Committee: December 12, 2010

Department Faculty: December 12, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2011 - 5 Proposal to change COMM 4100

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: December 18, 2010
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding requirement that students must be juniors or higher and remove or instructor consent and remove "s" at the end of Communication in course description.
4. Current Catalog Copy: Comm. 4100. Advanced Persuasion and Communication (211) (Formerly offered as COMS 219.) Either semester. Three credits. Prerequisite: [COMM 3100](#). Recommended preparation: [COMM 3000Q](#) and [3300](#) or instructor consent.
Advanced consideration and criticism of selected modern persuasion theories and research in communications.

5. Proposed Catalog Copy:
Comm. 4100. Advanced Persuasion and Communication (211) (Formerly offered as COMS 219.) Either semester. Three credits. Prerequisite: [COMM 3100](#); open to juniors or higher. Recommended preparation: [COMM 3000Q](#) and [3300](#).
Advanced consideration and criticism of selected modern persuasion theories and research in communication.

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: This advanced level course includes content that is too challenging for freshmen and sophomores. Communication is the correct field of study.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None
7. Dates approved by (see Note Q):

Department Curriculum Committee: December 12, 2010

Department Faculty: December 12, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2011 - 6 Proposal to change COMM 4340

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: December 18, 2010
2. Department: Communication Sciences
3. Nature of Proposed Change: Adding requirement that students must be juniors or higher.
4. Current Catalog Copy: Comm. 4340. Visual Communications (212) (Formerly offered as COMS 240.) Second semester. Three credits. Prerequisite: [COMM 1000](#). Recommended preparation: Completion of at least one Q course.
Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications.

5. Proposed Catalog Copy:
Comm. 4340. Visual Communications (212) (Formerly offered as COMS 240.) Second semester. Three credits. Prerequisite: [COMM 1000](#); open to juniors or higher. Recommended preparation: Completion of at least one Q course.

Theory of design and creation of graphics for professional and technical purposes, to complement or supplement written and spoken communications.

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: This advanced level course includes content that is too challenging for freshmen and sophomores.

2. Effect on Department's Curriculum: None.

3. Other Departments Consulted (see Note N):

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: None

7. Dates approved by (see Note Q):

Department Curriculum Committee: December 12, 2010

Department Faculty: December 12, 2010

8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 486-4080, Kristine.nowak@uconn.edu

2011 - 7 Proposal to change ENGL 3800

Proposal to Change an Existing Course

Last revised: Thursday, April 10, 2003

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

1. Date: 31 January 2011
2. Department: English
3. Nature of Proposed Change: change of course title, level of course, and instructional design of course.
4. Current Catalog Copy:
ENGL 3800. Honors I: Approaches to Literature
(250) First semester. Three credits. Hours by arrangement. Open only with consent of instructor. May be used to satisfy the English 1010 or 1011 requirement. Not open for credit for students who have passed English 1010 or 1011. May not be used to satisfy the English major requirement.
Study of a variety of approaches to literature and their critical assumptions.
5. Proposed Catalog Copy:
ENGL 2XXX. Honors I: Literary Study through Reading and Research
(250) Either semester. Four credits. Hours by arrangement. Open only with consent of instructor. May be used to satisfy the English 1010 or 1011 requirement. May not be used to satisfy the English major requirement.
Approaches to reading and researching literature through questions related to the assumptions, contexts, and uses of literary texts in culture. Variable topics, some interdisciplinary. Extensive practice in academic writing.
(see information in the "add a course" form if you have any questions regarding specific items.)
6. Effective Date (semester, year -- see [Note R](#)): ideally Fall 2011
(Note that changes will be effective immediately unless a specific date is requested.)

Justification

1. Reasons for changing this course: The revised course title reflects the emphasis on writing and research of the course; the 2000-level designation accurately reflects the course's relationship to first-year writing courses ENGL1010 and 1011, since ENGL 2XXX is a more rigorous version of them. The level at which the course has been taught in recent years is more consistent with 2XXX numbering than with the 3000-level designation; the proposed change to 2XXX corrects this disparity. The course may be used to satisfy the composition requirement; it may also be taken after the requirement has been met and so serve as a gateway to honors for students who might otherwise not have considered honors. Relatedly, the change in credit hours also reflects the course's relation to 1010 and 1011, which, a number of years ago, also moved from three to four credits. As it does for 1010 and 1011, the additional credit hour for ENGL 2XXX will entail an extra 50-minute class in writing instruction per week and increased writing expectations.

The change in course design is the most substantial of all the changes. The aim here is to draw faculty into the teaching of this honors writing course and in the process to have faculty work closely with advanced graduate students in a learning pod (organized by a given research topic, theme, etc.) This is an opportunity for lower-division undergraduates to work closely with faculty on an area of research related to areas of faculty expertise.

2. Effect on Department's Curriculum: The revised course model and learning goals bring undergraduates, graduate students, and faculty into a dynamic academic relationship that would enhance the academic experience of all. Talented undergraduates would be introduced to the

intellectual work of English studies, which in recent years has become increasingly interdisciplinary through the influence of cultural studies on scholarship, theory, and teaching. Graduate students would be more deeply engaged with their teaching since they would be working with material related to their own scholarly interests. Faculty would be challenged to deploy their scholarship in ways that would be meaningful and exciting to a bright, well prepared but non-expert audience. And because English 3800 would not be taken exclusively by English majors, faculty members and the graduate students under their supervision would be encouraged to link their work in English studies to areas outside of English as such.

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

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

6. Staffing: primarily faculty and advanced graduate students; adjuncts possible.

- Staffing: English 2XXX will be staffed by full-time, tenured or tenure-track faculty and by advanced graduate students in English, who will work under the supervision of a faculty member. (In some cases, adjunct staffing may be possible.) The course should function like a seminar with faculty members organizing the course topics and materials (e.g. the literature of World War I, literary Connecticut –or even literary Hartford--, children’s literature and culture of the Harlem Renaissance, the material history of the book, literature and dramatic adaptation, literature and film, and so on), and graduate student instructors assigned to teach sections of the same course. In course planning discussions facilitated by the department Honors Committee and in consultation with the Honors Program Advisory Board faculty, efforts would be made to link the specific literary focus of each group of courses [“pods”] to a different but related aspect of culture, a point discussed in more detail in the “Curricular Impact” section below. The idea would be that whether one majors in the sciences of humanities or in a professional school, the work of science, the professions, and humanities study are connected by a shared world and overlapping cultural threads. In most cases, there would be three or four sections offered of each special topics seminar although it is possible for there to be single sections of particular courses. Faculty and their assigned graduate students can arrange various forms of instruction: the occasional large lecture, for instance, that would set the agenda for the following week’s discussion and writing, and graduate student run small group writing tutorials.

7. Dates approved by (see Note Q):

Department Curriculum Committee: 12/1/10

Department Faculty:12/10/10

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

Sample Syllabus

English 2XXX.

Theme this semester: The Great War and Gender.

Instructor: Margaret Higonnet

MW 6-7:45pm

Higonnet office CLAS 222. Hours: tba. Tel: x1523 margaret.higonnet@uconn.edu

Introduction: The English Department in consultation with the Honors Program proposes to enhance the English first-year Honors curriculum and to expand the range of pedagogical practices in the course for the following reasons:

- To provide through enhanced content and a pedagogy that emphasizes small group and individual instruction an educational experience unique to each student, providing, in effect, a high quality small college experience with access to the resources of a major research university. Access to such a course is a hallmark of quality honors programs at public universities.
- To provide a model course that would define the qualities of a core experience in the lower division for Honors students either directly through the course itself or by establishing standards by which courses in other areas could build comparable educational experiences.
- To tie the course directly and consistently to tenured/tenure-track faculty research and expertise as a way to ensure that Honors students engage from the first semester with material and issues that are of open and ongoing intellectual concern for faculty, who, after all, drive the university's scholarly and research mission.
- To provide a context (small student-teacher ratio) where Honors students can work with faculty and graduate assistants in an intimate setting on matters of substantial interest for faculty, graduate students, and by extension undergraduates, giving them a taste in this way of how faculty research can enliven graduate and undergraduate education.
- To bring the course more fully in line with the university's General Education requirements for first year instruction in writing and information literacy.
- To provide an option for Honors students, who have not fulfilled the first-year writing requirement, to take a course that can be used for that requirement but that is also fully a part of the Honors curricular vision.

To focus more intentionally a lower division teaching venue that would bring English faculty and graduate students together in a common project that combines research and teaching.

Course description

This Freshman Honors course takes a comparative approach to the literature of the "Great War," with a special focus on gender. Not only was the war of 1914-1918 a "total," industrial war, but it also marked the dramatic entry of women into the militarized labor force. Some questions we will be addressing through close readings of our texts are: How does "literature" relate to "history"? What are the reasons why literary historians have focused on men's fictions

and memoirs, rather than those by women? Do men and women write different genres, with men emphasizing combat and women emphasizing nursing or social-economic problems? Why have critics thought men's writing was more "authentic" or realistic, while women's was more idealistic and didactic? Reading as comparatists, we will ask whether writers on opposite sides of the battlelines share common attitudes toward the war. Do photography, film, and avantgarde art affect how the war is written? Texts (below) include writings by soldiers, nurses, historians, and civilian women. Core texts will be by Barbusse, La Motte, Hemingway, Woolf, Remarque, and Price.

Requirements: active class discussion, class reports, two revised essays for a total of twenty pages of writing, to be submitted in a portfolio at the end of the course, and a final exam.

Skills to Hone and Goals to Pursue

Course goals:

1. Writing: Students will write approximately twenty pages of revised, edited prose over the semester. There will be small group tutorials as part of the drafting process for major papers and one or two individual conferences to address particular areas of concern. The faculty member and graduate students will work out the best way to organize and manage the tutorials and conferences. The goal is for each student to receive comparable individual attention and support throughout the term.
2. Information literacy: Library/data base work of some sort will be required. That work can be for classroom use (oral reports, assembly of source material for class discussion) and/or a component of one or more papers.
3. Close reading of a text with attention to its voice, word-choice, rhythm of thought, and puzzling features. How does observation lead to theoretical inquiry? Can juxtaposing questions from different disciplinary frames help you to formulate innovative insights?
4. Writing skills: from brainstorming to structure to fleshing out and polishing. Forceful prose that articulates a problem or issue clearly and effectively.

Course work and grades:

Classroom performance: 25%. Students working in pairs will present reports every week, addressing an issue in the reading for the day. They will lead discussion of the topic they have chosen. Thoughtful participation in the class and in conferences will figure in this grade. Brief quizzes will be given each week on the readings.

Two essay, both 10 pages long: 50%. Each paper will construct an argument that draws on close reading of one of our required texts, and will make use of one of the corollary readings – for example, Freud's theory of the uncanny, or Judith Herman's theory of trauma and PTSD, or Jay Winter's concept of collective memory. Papers are to be submitted (by e-attachment) using Word (doc). The first paper is due October 1, the second paper is due December 8.

Essay Evaluation: At the end of the semester, students will turn in a portfolio of all their written work for the term. They will provide a cover letter with the portfolio that describes in detail what they see as the strengths of their written work and that projects a writing agenda for their future university work.

Final examination: 25%.

Required Readings

1) Books on order at the COOP:

Ellen La Motte and Mary Borden. *Nurses at the Front*. Ed. Higonnet. Northeastern (1-55553-484-4) La Motte = sel. *Backwash of War* (1916). Borden = sel. *Forbidden Zone*. (1929)
Henri Barbusse. *Under Fire* (1916) Penguin (0-14-303904-0).
Virginia Woolf. *Mrs Dalloway* (1925). HBJ (0-15-662870-8)
Erich Maria Remarque. *All Quiet on the Western Front* (1928) Fawcett (0-449-21394-3)
Evadne Price (pseudonym = "Helen Z Smith"). *Not So Quiet* (1930). Feminist (0-935312-82-X)
Ernest Hemingway. *Farewell to Arms*. (1929) (0-684-80146-9) Scribners
World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others. ed. Candace Ward. Dover

2) Films on 3 Hour & Overnight-Plaza Level Reserve at Babbidge Library

Erich Maria Remarque. *All Quiet on the Western Front* 1929 [PT2635.E68 I6139](#)
Jean Renoir, *Grand Illusion* 1937 [PN1997.R46 G733](#)
Jean J Annaud. *Black and White in Color* 1976 PN1997.A563 B53

3) Texts on Husky-CT – see "site map"

Husky-CT – additional course readings. These will be marked (Husky-CT) in the syllabus
The site includes the syllabus, selected poetry by both men and women, and prose selections by women. To prepare you for class, the site includes reading questions, bibliographies, maps, images of art by both male and female war artists, and web links to historical and art sites. The folder "Course materials" also includes critical, historical, or theoretical texts by writers such as Sigmund Freud that will give you critical tools for thinking about these texts.
You will need to use Acrobat, which can be downloaded (read-only version) free from www.adobe.com.

SYLLABUS Literature of World War I – Weekly Readings and Assignments

September 1 Introduction: Syllabus printout. Husky Site Map. methodological problems, questions. What is war? Is it combat? What is a total war? The "war to end all wars."
New poetry for a new kind of war? Owen, Jeraj, Stramm, Apollinaire, Cummings.

September 3 Candace Ward (Editor) *World War One British Poets*: Brooke, Sorley, Thomas, McCrae, Rosenberg, Owen, Sassoon. Read "Men's Poetics" on Husky-CT.
Corollary reading: Husky-CT Paul Fussell, "Arcadian Recourses" (ch 7 of *Great War and Modern Memory*)

September 8 Ellen La Motte. Selections from *Backwash of War* in *Nurses at the Front*. 1916.
collateral reading: Jane Marcus, Afterword to *Not so Quiet ...*(Price / "Smith")

September 10 Mary Borden. Selections from *Forbidden Zone*. in *Nurses at the Front*. 1929.
Husky-CT Elaine Scarry. "Structure of War... Injured Bodies" (*Body in Pain*, pp 60-91)

September 15 Henri Barbusse. *Under Fire* 1916. ch 1 – 6 (3-83)
corollary reading: Husky-CT Roland Barthes "Reality Effect," Lee "It's a Great War"

September 17 Henri Barbusse *Under Fire* ch 7-14 (84-172)
corollary reading: Husky-CT Freud, "Uncanny"
SCHEDULE meetings Sept 17 – 29 to discuss drafts of first paper

September 22 Henri Barbusse *Under Fire* ch 15-20 (173 – 253)

O'Brien, "How to tell," (Web > course materials> Library)

September 24 Henri Barbusse *Under Fire* ch 21-24 (254 – 319)
Corollary reading: Husky-CT Herman, "Terror" (*Trauma and Recovery*)

September 29 Schedule meetings about papers

OCTOBER 1 FIRST PAPER (revised) DUE

October 1 Virginia Woolf. *Mrs Dalloway*. 1925. 3-69
Corollary reading: Husky-CT Herman, "Terror" (*Trauma and Recovery*)

October 6 Virginia Woolf. *Mrs Dalloway*. 1925. 70-124
corollary reading, Husky CT, Freud "Mourning and melancholia"

OCTOBER 7 Viewing of Remarque *All Quiet* at Library, Theater 2 5-8 pm

October 8 Virginia Woolf. *Mrs Dalloway*. 1925. 125-190

October 13 Discuss FILM: Erich Maria Remarque. *All Quiet on the Western Front*. 1928
Make sure you have viewed this film before Tuesday's class! Be prepared for a very different narrative from that of the book.

October 15 Erich Maria Remarque. *All Quiet on the Western Front*. 1928 ch 1-5 (p 97)

October 20 Erich Maria Remarque. *All Quiet on the Western Front*. ch 6-8 (p 198)

October 22 Erich Maria Remarque. *All Quiet on the Western Front*. ch 9-12 (p 296)
Husky-CT Eric Leed, chapter 3 "Labyrinth" *No Man's Land*

October 27 FILM Jean Renoir, *Grand Illusion* (1937) Male Romance

October 29 Ernest Hemingway. *Farewell to Arms*. (1929)

November 3 Ernest Hemingway. *Farewell to Arms*. (1929)

November 5 Ernest Hemingway. *Farewell to Arms*. (1929)
SCHEDULE meetings Nov 10 – 19 to discuss drafts of second paper

November 10 "Lines of Fire: Women's Poetry" (Husky-CT) Akhmatova, Benemann, Borden, Farjeon, Gippius, Jeraj, Kolmar, Lowell, Sitwell, Tsvetaeva. Also read "Women's Poetics"
Corollary reading: Husky-CT Higonnet "Elegy"

November 12 Women's Memoirs from *Lines of Fire*: Marina Yurlova, Lidia Zakharova, Katherine Hodges North

November 17 Husky CT: Women's Stories from *Lines of Fire*: Hortensia Papadat Bengescu, Katherine Anne Porter, Svarnakumari Devi, Radclyffe Hall, Elizabeth Bowen

November 19 Evadne Price ("Helen Z. Smith"). *Not So Quiet*. . . 1930 ch 1-3 (pp. 9-74)
collateral reading: Jane Marcus, Afterword

December 1 Price (“Smith”). *Not So Quiet*. . . ch 4-8 (pp 75-166)

December 3 Price “Smith”). *Not So Quiet*. . . ch 9-12 (pp 162-239)

December 8 Husky CT - War Art (see web images and links)
Portfolio, including second paper, due.

December 10 Annaud *Black and White in Color*.

December 15 Tuesday 10:30-12:30 FINAL EXAMINATION

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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.

2011 - 8 Proposal to change the Women's Studies major

Proposal to Change an existing Major

1. Date: 22 September 2010
2. Department/program requesting this change: Women's Studies
3. Title of Major: Women's Studies
4. Nature of Change: Change the title of the major from "Women's Studies" to "Women Gender and Sexualities Studies."
5. Existing catalog Description of the Program:

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 Program:

The Women's, Gender, and Sexuality Studies Program is a flexible interdisciplinary academic program devoted to pursuit of knowledge concerning women and the critical analysis of the production of gender and sexuality 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, Gender, and Sexuality Studies major is broad as well as flexible. Students may focus their studies on one or more concentrations: Gender and Globalization/Transnational Feminisms; Sexuality; or Gender, Science, and Technology. These areas of concentration can readily reflect individual interests or complement a course of study in a second major.

The Women's, Gender, and Sexuality 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, Gender, and Sexuality 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, Gender, and Sexuality Studies education.

7. Effective Date: Fall 2011

Justification

1. Why is a change required?

Since Women's Studies emergence as an interdisciplinary field in the late 1960s and early 1970s, it has undergone many theoretical and analytical changes. 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. Some have become Women and Gender Studies, e.g., University of Vermont, Rutgers University, Smith College, and MIT, but a majority of Women's Studies programs, departments, and research centers have been renamed Women, Gender and Sexuality Studies, e.g., UMass Amherst, Yale, University of Minnesota, American University, University of Pennsylvania, University of North Carolina, Johns Hopkins, Northeastern, University of Cincinnati, Central Connecticut State University, Kansas University, Harvard and liberal arts colleges such as Macalaster, St. Mary's, Trinity, Rice, and Grinnell and Wesleyan.

The Women's Studies faculty voted to rename the Women's Studies Program to signal that the program incorporates contemporary perspectives on gender and sexuality studies while retaining the historical significance of Women's Studies in our course offerings and general approach. Our decision was also influenced by the student demand for sexuality studies, echoed by the Rainbow Center [see letter of support from Rainbow Center director]. The decision to change the program dates back to the external review of our program in 2003, therefore we have had a long time to consider the renaming of WS to Women's, Gender and Sexuality Studies. We are now formally applying to change our name due to the move of our unit into CLAS. Prior to this time we were housed in the Office of Multicultural and International Affairs and then the Provost's office and neither location provided the institutional structure for us to propose a name change. In July 2010, however, Women' Studies moved into CLAS and we see this as an opportune time to change the program name to reflect the contemporary trends in our interdisciplinary field. Most of the universities and colleges mentioned above began renaming their programs almost a decade ago and U Conn has lagged behind in reflecting the changes in the field in our name.

The advantage of the long period we have had to consider the name change is that we have already institutionalized a number of courses that will anchor the sexuality aspect of the program. It is important to emphasize that we do not envision giving students separate degrees under the rubric of WGS Studies. However, the redesigned degree in Women's, Gender, and Sexuality Studies will offer students an opportunity to develop a concentration in one of three foci: gender and globalization/transnational feminisms; gender, science and technology; and sexualities (a fourth concentration on Feminisms and the Arts is currently being considered as well). Because the field is quite broad and we are a small program, we felt it important to identify the strengths of the current faculty in the program and expertise in the College and University to determine the direction we would like to grow in the future.

2. What is the impact on students?

Anthropology, Communications, English, History, Human Development and Family Studies, Philosophy, Political Science, Psychology. Several of these courses are cross-listed with women's studies and others are recommended to our students as related courses. These discipline-based courses serve to broaden the interdisciplinary reach of our program and complement the interdisciplinary focus of our courses. Our majors will continue to draw upon the courses in other departments, whether they are cross-listed or not, as related courses. Our students will not be required to have a concentration, but we will encourage students with a specific interest in one or more concentrations and those who plan on pursuing graduate studies in women's studies or a field related to one of the concentrations to take related courses from several departments to enhance their training.

WS faculty have already discussed how to help guide students through the different discipline based courses that relate to the interdisciplinary field of gender and globalization; sexuality studies; and gender, science, and technology, and, even if they are not cross-listed with WS. One way to ensure this is to make students aware in advance of which courses will be considered "related" when they complete their plan of study. We have listed below courses that would be considered for the three concentrations. We have identified courses that are students have already utilized for their related courses. However, the lists are not exhaustive and we welcome including new courses as they are developed by other departments. For example, Psychology recently added a new course on sexuality that will further complement our recommended courses in the area.

3. What is the impact on regional campuses?

We do not anticipate that the name change will impact the course offerings at regional campuses. Only the Stamford Campus has a WS minor which is coordinated by Prof. Semann. She is 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: Nancy Naples, 860-486-1134, nancy.naples@uconn.edu

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