

**CLAS Committee on Curricula and Courses**  
**October 12, 2004**

**Proposals**

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**2004-105**

**Proposal to Change an existing Major**

1. Date: November 6, 2003
2. Department requesting this change: Maritime Studies Program
3. Title of Major: Maritime Studies (MAST)
4. Nature of Change: Alteration of Economics Track within the MAST major to Economics-ARE (Agricultural Resource Economics) Track.  
This involves the inclusion of several School of Agriculture courses on the menu of options for the Economics-ARE track.  
ARE 235 Environmental and Resource Economics  
ARE 236 The Economics of Integrated Coastal Management  
ARE 237 Marine Fisheries Economics and Policy  
ARE 257 Benefit Cost Analysis and Resource Management

Existing courses on the recommended menu for the Economics track are:  
Econ 218, 219, 242, 247, 267, 268

5. Existing catalog Description of the Major:  
Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds. The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social sciences disciplines such as history, English, economics, political science, and anthropology with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Department Coastal Studies Program, Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the

composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, the one of the world's premier maritime museums and research centers.

#### Major Requirements

##### Core Courses

Students are required to take the following Core Courses:

MAST 101 Introduction to Maritime Studies

MARN 135 The Sea Around Us

ENGL 237 Literature of the Sea

ECON 233 Economics of the Ocean

HIST 245 Atlantic Voyages

POLS 259 Maritime Law

MAST 297W Maritime Studies Senior Research Seminar

##### Disciplinary Concentration

Students must take an approved four-course sequence of 200 level courses **from one College of Liberal Arts and Sciences department**. Disciplinary concentrations available at Avery Point include Political Science, History, English, Anthropology, and Economics. Students may pursue disciplinary tracks in other departments with the approval of the Maritime Studies Coordinator and their advisor.

##### Related Areas

Students must complete 12 credits in related areas. The Maritime Studies coordinator and the student's advisor will determine what courses are germane to Maritime Studies.

6. Proposed catalog Description of the Major: [change involves removal of text

labeled in **bold red** from current copy above.]

Water covers more than two-thirds of the Earth's surface and the majority of the human population lives within 50 miles of navigable waterways. The world's oceans and great riparian systems have provided the dominant medium for human economic and cultural exchange and the context for many of humanity's most dramatic stories, powerful technologies, and aesthetic and literary achievements.

Maritime Studies is an interdisciplinary major that embraces the liberal arts as the foundation for exploring humankind's critical and continually evolving connections with the world's waterways and watersheds. The Maritime Studies Program combines rigorous liberal arts training in recognized humanities and social sciences disciplines such as history, English, economics, political science, and anthropology with specialized courses, interdisciplinary seminars, and research and internship opportunities that focus on issues, traditions, and problems that influence life in maritime regions. A complement to the Marine Sciences Department Coastal Studies Program, Maritime Studies highlights the social and cultural side of the human/water relationship, but recognizes and explores the links between human activities and the composition and the condition of the coastal and marine environments.

Maritime Studies is a flexible but focused major that students may shape to meet a wide range of occupational and educational goals. Depending upon the track of studies selected, Maritime Studies students may prepare for a range of careers including those in the maritime service and heritage tourism sectors as well as for graduate study in maritime and public history, English, journalism, marine policy and cultural resource management, planning and regulation, education, law, or business. The Maritime Studies Program takes advantage of the UConn-Avery Point campus' unique Long Island Sound location and its many coastal and maritime educational resources and research programs including the UConn Sea Grant Institute, the National Undersea Research Center, the Long Island Sound Resource Center, and Marine Sciences Department. Significant internship and research opportunities for students are also available through agreements with regional institutions that include Mystic Seaport, the one of the world's premier maritime museums and research centers.

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### Core Courses

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HIST 245 Atlantic Voyages  
POLS 259 Maritime Law  
MAST 297W Maritime Studies Senior Research Seminar

#### Disciplinary Concentration

Students must take an approved four-course sequence of 200 level courses. Disciplinary concentrations available at Avery Point include Political Science, History, English, Anthropology, and Economics. Students may pursue disciplinary tracks in other departments with the approval of the Maritime Studies Coordinator and their advisor.

#### Related Areas

Students must complete 12 credits in related areas. The Maritime Studies coordinator and the student's advisor will determine what courses are germane to Maritime Studies.

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

#### **Justification**

##### 1. Why is a change required?

The purpose of the economics track is to permit students to enrich this interdisciplinary major with a series of four courses in a discipline. Economics courses are offered in many places within the University of Connecticut, not exclusively through the Economics department in CLAS. The Avery Point campus offers several upper level economics (CLAS) courses, and offers many more ARE courses. The content of these ARE courses focuses on economics relating to marine and maritime resources. The ARE courses and faculty are part of the Coastal Studies Program and major, but these courses are already open to Maritime Studies majors to take (as "related courses"). The content of these courses is appropriate for the purpose of the Maritime Studies economics track, because of the focus on the economics of marine species and maritime regions.

Background information: The major was set up with the requirement that students choose a disciplinary track of four 200-level courses. These must be approved by the MAST coordinator and advisor. There are not four-course sequences required by number, although the MAST degree checklist has an information page with menus of course suggestions (for tracks and also for courses in the "Related Areas" group). This format allows students to count appropriate special topics classes and also classes at

Storrs, so that they are not limited to only those classes normally available at Avery Point.

2. What is the impact on students? This change would permit maritime studies majors to take the entire track (Economics-ARE) at the Avery Point campus, and would give them access to courses that would enrich their major through the maritime and marine resource economic focus.

3. What is the impact on regional campuses?

This change would make better use of existing faculty and courses at Avery Point by making them accessible to students in both Avery Point interdisciplinary majors (Coastal Studies and Maritime Studies). This change would have no effect on other regional campuses because MAST is only offered at Avery Point.

4. Dates approved by (see Note Q):

Department Curriculum Committee: December 8, 2003; by MAST Oversight Committee: April 23, 2004

Department Faculty: December 8, 2003

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

Helen M. Rozwadowski. (860) 405 9120. helen.rozwadowski@uconn.edu

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## **2004-106**

### **Proposal to Add a New Course**

1. Date: September 14, 2004

2. Department requesting this course: Economics

3. Semester and year in which course will be first offered: Fall 2005

#### **4. Final catalog Listing:**

##### **ECON 108 Game Theory in the Natural and Social Sciences.**

Either semester. Three credits. Not open for credit to students who have passed ECON 218 or 219. *Knoblauch*.

Introduction to game theory. Applications in the natural and social sciences and technology may include electricity auctions, evolutionary biology, and elections.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Four-letter abbreviation for Department or Program : ECON

2. Course Number : 108 (This course number has never been used)

3. Course Title: Game Theory in the Natural and Social Sciences

4. Semester offered : Either semester

5. Number of Credits : 3.

6. Course description (second paragraph of catalog entry):

One-semester introduction to game theory. Applications in the natural and social sciences and technology may include electricity auctions, evolutionary biology, and elections.

### **Optional Items**

7. Number of Class Periods, if not standard :

8. Prerequisites, if applicable : not applicable

9. Recommended Preparation, if applicable: N/A.

10. Exclusions, if applicable : Not open for credit to students who have passed ECON 218 or 219.

11. Repetition for credit, if applicable : not applicable

12. Instructor(s) names if they will appear in catalog copy : Knoblauch

### **Justification**

1. **Reasons for adding this course:** Game theory is an important area of social science theory that cuts across a number of disciplines and is not yet represented explicitly in our undergraduate course offerings. The course was developed by Vicki Knoblauch under a grant from the Provost's General Education Course Development Grant Competition.

#### **2. Academic Merit:**

##### **a. Goals and Objectives:**

The course will introduce students to game theory, a modeling technique which allows one to study the strategic interactions among agents in a wide variety of settings. One of the main objectives of the course is to strengthen students' analytical and problem solving skills.

##### **b. Course Requirements:**

Lectures and class discussions will revolve around readings from textbooks, non-technical scientific journals and newspaper articles, and problem sets assigned on a regular basis. Students will take two in-class exams and a cumulative final. Final grades will depend on class participation, the three exams and a term project which will involve each student choosing an area of interest in his or her major or future major and applying game theoretic techniques to analyze a specific issue from that area of interest.

##### **c. List the major themes, issues, topics:**

The course teaches students the way in which game theory can be used to understand a wide variety of contemporary social, political, scientific and technological phenomena. Students will examine classical ideas and theories in the social sciences

to see which ones remain valid when strategic behavior is taken into account.

3. Overlapping Courses : None

4. Number of Students Expected: 35

5. Number and Size of Section: 1 section, 35 students

6. Effects on Other Departments: None

7. Effects on Regional Campuses: May be offered at regional campuses as staffing permits.

8. Staffing: Course will be staffed initially by Vicki Knoblauch. But the course can, and likely will, eventually be taught by other members of the department as part of normal staffing assignments.

9. Dates approved by: Department Curriculum Committee: Sept. 14, 2004

Department Faculty: Sept. 14, 2004

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

Richard N. Langlois, Director of Undergraduate Studies, Economics Department.

X63472. Richard.Langlois@UConn.edu

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**2004-107**

### **Proposal to Drop a Group of Existing Courses**

1. Date: 9/1/04

2. Department: Geography

3. Catalog Copy: drop the following courses

#### **210. Social Uses of Space**

(Formerly offered as GEOG 211.) Second semester. Three credits.

Identification of social space (regions) at varying scales from neighborhood to national, and movement within and among these social spaces. Attention also to geographical aspects of social identity, including territoriality and community, and problems of locating social facilities.

#### **210W. Social Uses of Space**

Prerequisite: ENGL 105 or 110 or 111 or 250.

#### **239. Geography of Asian American Experience**

(Also offered as AASI 239.) First semester. Three credits.

Geographical perspective on issues facing Asian American communities: immigration, community formation, economic structure, race relations, and political participation. The changing dynamics of American ethnicity and study of the

entohurb. Diversity among Asian Americans, and comparison with other ethnic groups.

**252W. The American Landscape**

Prerequisite: ENGL 105 or 110 or 111 or 250.

**253. Geography of Russia and Eastern Europe**

First semester, alternate years. Three credits.

Interactive study of geographic patterns in Russia, Eastern Europe and Central Asia including analyses of climate and resources; population, culture, and urbanization; economic development; and political organization in an historical and contemporary framework.

**253W. Geography of Russia and Eastern Europe**

Prerequisite: ENGL 105 or 110 or 111 or 250.

**255W. Geography of Latin America**

Prerequisite: ENGL 105 or 110 or 111 or 250

4. Effective Date : Fall 2005

**Justification**

1. Reasons for dropping this course:

The department lost the faculty members who taught GEOG 210, 210W, and 239. Lack of a Slavic program has eliminated demand for GEOG 253 and 253W. Additional W courses being dropped because they will not meet new Gen Ed W requirements (GEOG 252W and 255W), while non-W versions will remain in the catalog (GEOG 252 and 255).

2. Other Departments Consulted: No

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by :

Department Curriculum Committee: 9/1/04

Department Faculty:9/1/04

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

Alexander C. vias, 6-2213, Alexander.vias@uconn.edu

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**2004-108**



## **Proposal to Add a New Undergraduate Course**

1. Date: October 1, 2004\_
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: Fall 2005

### **Final catalog Listing** (see Note A):

#### **ENGL 130. Introduction to Shakespeare**

Either semester. Three credits. Prerequisite: English 110 or 111 or 250 or both 105 and 109. **Students may not receive credit for both ENGL 130 and 230.**  
Introductory survey of representative Shakespeare plays and poetry.

[Chair's note: Addition of the exclusion "Students may not receive credit for both ENGL 130 and 230" was suggested on 10/7/04 by Prof. Fairbanks, after consultation with a colleague who teaches Shakespeare, as the most appropriate way to handle the overlap between ENGL 130 and 230. This change needs to be approved the ENGL faculty. The same exclusionary phrase would need to be added to ENGL 230. I recommend that our approval of adding ENGL 130 be contingent on subsequent departmental approval of this additional exclusionary phrase in catalog copy for both ENGL 130 and 230, and that this contingency be listed in our approving minutes. TT]

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 130  
If requesting a specific number (e.g. "254" instead of "2XX"), have you verified with the Registrar that this number is available for use?  Yes  No
3. Course Title: Introduction to Shakespeare.
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): 03
6. Course description (second paragraph of catalog entry -- see Note K):  
Introductory survey of representative Shakespeare plays and poetry.

#### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): English 110 or 111 or 250 or both 105

and 109.

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):

16. S/U grading (see Note W):

### **Justification**

1. Reasons for adding this course: In the past ENGL 230, Shakespeare I, has been both a course required for the major and a course frequently taken by non-majors to satisfy a General Education requirement. The English department finds that too many students are not adequately prepared at the sophomore level for upper-division literature courses. This course assumes that students have little or no experience reading Shakespeare, and it helps them to understand his poetry and drama.

2. Academic Merit: This course assumes that students have little or no experience reading Shakespeare, and it helps them to understand his poetry and drama. Such simple matters are addressed as: what is soliloquy? What is an aside? What is the difference between Shakespearean comedy and tragedy? Who are some major characters in Shakespeare? What are his major themes? Approximately ten plays will be considered. For sample syllabus, see **Appendix 2004-108**.

3. Overlapping Courses (see Note M): ENGL 230 and 231. Upper-division courses are more specific in their focus on a particular period of English literature. For example, English 231 is an advanced study of Shakespeare's less commonly read plays. It assumes sound knowledge of Shakespeare's historical background, style, biography, and subject matter.

4. Number of Students Expected: This year we will have taught about 400 students in ENGL 230. Probably about a quarter of these are majors, the rest those seeking a Gen Ed course, but some of the Gen Ed students may have had enough Shakespeare in high school to make ENGL 230 a more suitable course for them (though it will no longer be a Gen Ed course). So much is changing that predictions are difficult, but a reasonable estimate would be 250 students per year.

5. Number and Size of Section: 7 sections of 35 students per year.
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: Another 100-level Gen Ed course will be welcome, and there should be plenty of staff qualified to teach this course.
8. Staffing (see Note P): Regular faculty, adjunct faculty, and graduate students will all be qualified to teach this course. Training and supervision of graduate students will be done to GEOC standards.
9. Dates approved by (see Note Q): Department Curriculum Committee:  
4/26/02 Department Faculty: 5/1/02
10. Name, Phone Number, and e-mail address of principal contact person:  
Professor Gregory M. Colon Semenza  
Phone: (860) 486-4762; e-mail: semenza@uconn.edu

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**2004-109**

### **Proposal to Change an existing Program**

1. Date: September 13, 2004
2. Department requesting this change: Geography
3. Title of Program: **Geography Ph.D. Program**
4. Nature of Change:

Change the description of the requirements to include at least 6 credits of Geography coursework at the 400 level and increase elective graduate course work in Geography to 12 credits.

### **5. Existing catalog Description of the Program:**

For Ph.D. students, required course work consists of the methodological core of one course each in GIS, spatial statistics, research design and the development of geography thought. The substantive core consists of 12 credits in 400's-level Geography courses not including GEOG 415. To ensure adequate preparation for teaching, all students take a one-credit practicum course GEOG 415 with a faculty member who has regular teaching responsibilities in the appropriate area. Finally, the student completes at least six credits of related course work in a cognate area and at

least six credits of coursework from a related field outside the department.

## **6. Proposed catalog Description of the Program: (changes in red)**

For Ph.D. students, required course work consists of the methodological core of one course each in GIS, spatial statistics, research design and the development of geography thought. The substantive core consists of **6** credits in 400's-level Geography courses not including **GEOG 413 or** GEOG 415. To ensure adequate preparation for teaching, all students take a one-credit practicum course GEOG 415 with a faculty member who has regular teaching responsibilities in the appropriate area. Finally, the student completes at least **twelve** credits of **additional graduate-level** course work in a cognate area in Geography and at least six credits of coursework from a related field outside the department.

7. Effective Date (semester, year -- see Note R): Fall, 2005

## **Justification**

1. Why is a change required?

The PhD Program in Geography was established relatively recently. Based on the Department's experience to date, the Department want to provide students with more coursework in the specific area of interest to the student by increasing the cognate area course work requirements from 6 credits to 12 credits. The core requirement for 400's-level seminar course work was correspondingly reduced from 12 credits to 6 credits.

2. What is the impact on students? The proposed change will enable students to develop more focused programs of study within Geography.

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

4. Dates approved by (see Note Q):

Department Curriculum Committee: September 8, 2004

Department Faculty: September 8, 2004

5. Name, Phone Number, and e-mail address of principal contact person: Ellen K. Cromley, 6-5952, [ecromley@uconn.edu](mailto:ecromley@uconn.edu)

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## 2004-110

### Proposal to Drop an Existing Course

1. Date: September 13, 2004
2. Department: Geography
3. Catalog Copy:

#### **GEOG 353. Geography of Russia and Eastern Europe**

Integrative study of geographic patterns in Russia, Eastern Europe and Central Asia, including analysis of climate and resources; population, culture, and urbanization; economic development; and political organization in an historical and contemporary framework.

*3 credits. Lecture.*

4. Effective Date (semester, year -- see Note R): Fall, 2005

#### **Justification**

1. Reasons for dropping this course:

The Department is dropping the undergraduate version of this course, Geography 253. The course has not been offered in a number of years and there are no plans to offer the course in the future.

2. Other Departments Consulted: None.
3. Effects on Other Departments: None.
4. Effects on Regional Campuses: None.
5. Dates approved by (see Note Q):

Department Curriculum Committee: September 8, 2004

Department Faculty: September 8, 2004

6. Name, Phone Number, and e-mail address of principal contact person: Ellen Cromley, 6-5952, [ecromley@uconn.edu](mailto:ecromley@uconn.edu)

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## 2004-111

### Proposal to Change an Existing Course

1. Date: September 13, 2004
2. Department: Geography
3. Nature of Proposed Change: Change the course number from Geography 313 to Geography 413

#### **4. Current Catalog Copy:**

##### **GEOG 313. Themes in Geographic Thought**

Examination of the historical development of geography since the early nineteenth century. Emphasis on the last century of intellectual developments that have led to the emergence of contemporary geography as a research discipline.

*3 credits, Seminar.*

#### **5. Proposed Catalog Copy:**

##### **GEOG 413. Themes in Geographic Thought**

Examination of the historical development of geography since the early nineteenth century. Emphasis on the last century of intellectual developments that have led to the emergence of contemporary geography as a research discipline.

*3 credits, Seminar.*

6. Effective Date (semester, year -- see Note R): Fall, 2005

#### **Justification**

1. Reasons for changing this course:

Geography 313 was added when the Geography Master's program began. When the Department added a PhD program, Geography 313 became a requirement for all PhD students. Now that the PhD program is established, the Department would like to renumber the course to the 400 level.

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: The course is taught by a faculty member in the Department. It is currently taught by Professor Dean M. Hanink.

7. Dates approved by (see Note Q):

Department Curriculum Committee: September 8, 2004

Department Faculty: September 8, 2004

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

Ellen K. Cromley, 6-5952, ecromley@uconn.edu

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**2004-112**

## **Proposal to Cross List Courses**

1. Date: 9/8/04
2. Department initiating this proposal: **History**
3. Current Catalog Copy/Copies:

### **HIST 121. Women in History**

Either semester. Three credits.

The historical roots of challenges faced by contemporary women as revealed in the European and/or American experience: the political, economic, legal, religious, and family life of women.

4. Proposed Catalog Copy/Copies:

### **HIST 121. Women in History**

(Also offered as WS 1xx.) Either semester. Three credits.

The historical roots of challenges faced by contemporary women as revealed in the Western and/or non-Western experience: the political, economic, legal, religious, intellectual, and family life of women.

### **WS 1xx. Women in History**

(Also offered as HIST 121.) Either semester. Three credits.

The historical roots of challenges faced by contemporary women as revealed in the Western and/or non-Western experience: the political, economic, legal, religious, intellectual, and family life of women.

5. Effective Date (semester, year -- see Note R): Fall 2005

## **Justification**

1. Reasons for adding this course if it is a new course: n/a
2. Reasons for cross listing this course: Given the topic of the course, it makes sense to cross-list it with Women's Studies. We are also submitting a proposal to GEOC to have the course included in the diversity & humanities areas of general education.
3. Other Departments Consulted (see Note N): Women's Studies
4. Effects on Regional Campuses: This is primarily an initiative brought by regional campuses, particularly Waterbury and Stamford, but there is also an expectation that we will be able to offer the course at Storrs more regularly than it has been offered in the recent past.
5. Staffing: Judith Meyer teaches the course at Waterbury, and a new faculty member in History and Women's Studies will be teaching the course at Stamford. Advanced

graduate students (ABD) in History will be able to offer the course at Storrs.

6. Separate emails authorizing the Committee to cross list the courses named above must be sent to the Committee Chair from the head of each sponsoring department or program. Each email can be a short memo stating the name (and course number if available) of the courses involved. The position of the person sending the authorization memo should be made clear in this memo. If a course to be cross listed is offered by a department or program outside of CLAS, it is also necessary to arrange for the dean of that college to send an authorization memo to the Committee Chair.

[Approving e-mail received by CLAS Chair from Altina Waller, History Chair, and Marita McComiskey, Women's Studies Chair, on 9/28/04.]

7. List the name of each department, program head and dean (if necessary), their affiliation, and their respective email addresses.

History, Altina Waller, Head; Altina.waller@uconn.edu  
Women's Studies, Marita McComiskey, director; marita.mccomiskey@uconn.edu

8. Dates approved by each department or program(see Note Q):  
Department Curriculum Committee: History: 9/7/04 Women's St: 9/15/04  
Department Faculty: History: 9/8/04  
(Duplicate above, as needed)

9. Name, Phone Number, and e-mail address of principal contact person:  
Nancy Shoemaker. 6-5926. nancy.shoemaker@uconn.edu

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**2004-113**

### **Proposal to Change an existing Minor**

1. Date: September 22, 2004
2. Department requesting this change: Urban and Community Studies Program
3. Title of Major: Minor in Urban and Community Studies
4. Nature of Change: Modification of Minor Requirements
- 5. Existing catalog Description of the Minor:**

Students interested in pursuing a minor in Urban and Community Studies should think in terms of completing 100-level courses in the various social sciences as preparation for advanced courses in their program in Urban and Community Studies. These should include URBN130 (also cross-listed as GEOG130) and might well include



some of the following courses: ECON112, POLS173, SOCI107, and STAT100V or 110V.

Requirements. 15 credit hours of courses selected from:

- a. Required course: URBN230
- b. Two courses from different departments from among the following: ECON259; GEOG233; HIST241; POLS260, 263; SOCI280, 285; URBN248.
- c. Two additional courses selected from among the following:
  1. any additional course listed in b above
  2. any of the following courses: ECON253; GEOG274; HIST246, INTD211 (taken as part of the Urban Semester Program); POLS274, 276; SOCI283, 281, 284; URBN295
- d. One of the following: ECON212V, GEOG242Q, GEOG246C, HIST211, POLS291V, SOCI205, SOCI207Q, STAT201Q

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

## **6. Proposed catalog Description of the Minor:**

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

**The minor requires passing 15 credits at the 200 level as follows:**

- 1. URBN 230**
- 2. Two of the following with no more than one per department: ECON 221, ECON223, GEOG/URBN 233, GEOG 274, HIST/URBN 241, HIST 246, HIST 247, POLS260 or PP260, POLS/URBN 263, PP 277, SOCI/URBN 280, SOCI 284, SOCI285, URBN 248.**
- 3. Two additional courses selected from group 2 or the following list: ECON220, ECON253, ECON/URBN259, GEOG 246, GEOG280, HIST238, HIST260, HIST278, HIST294, HDFS201, HDFS274, HDFS276, INTD211, POLS248, POLS249, POLS274, POLS276, PP274, PP276, SOCI248, SOCI/URBN281, SOCI283, URBN232 or INTD212, URBN290, URBN295, URBN298, URBN299.**

**Students interested in pursuing a minor in Urban and Community Studies are advised to complete 100-level courses in the social sciences, which are prerequisites for courses in Urban and Community Studies. These include, but**

are not limited to GEOG/URBN130, ECON112, POLS173, SOCI107, SOCI115, and STAT100V/110V. They should also plan on enrolling in URBN230, which is open to sophomores, as soon as possible.

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

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

### **Justification**

1. Why is a change required? This change is required to make the minor consistent with the major, which is being substantially revised based on an accompanying submission.

For the revised Minor Audit Sheet, see **Appendix 2004-113**.

2. What is the impact on students? This change should provide similar benefits to students as the revisions to the major. More flexibility plus a better correspondence of catalog requirements and copy with actual course availability.

3. What is the impact on regional campuses? As with the major revision, the minor is an important part of the tri-campus development strategy and these revisions should make the minor more attractive to students, as well as more consistent with program direction and goals.

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

Department Curriculum Committee: Sept. 9, 2004

Department Faculty: Sept. 15, 2004

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

Stephen L. Ross, 860-486-3533 or 860-570-9279, [Stephen.L.Ross@uconn.edu](mailto:Stephen.L.Ross@uconn.edu)

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**2004-114**

### **Proposal to Add a New Undergraduate Course**

1. Date: Sept. 22, 2004

2. Department requesting this course: Urban and Community Studies Program

3. Semester and year in which course will be first offered: Spring 2005 (Waterbury

Campus)

**Final catalog Listing:**

**URBN 290. Understanding Your Community**

Either semester. Three credits. Recommended Preparation: Three courses within the Urban and Community Studies major. With a change in content, may be repeated for credit.

Examine an urban area or local community and conduct a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities, and proposal of strategies for addressing problems and advancing equity, growth, and development.

**URBN 290W. Understanding Your Community**

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program: URBN

2. Course Number: 290

If using a specific number (e.g. "254" instead of "2XX"), have you checked with the Registrar that this number is available for use? yes

3. Course Title: Understanding Your Community

4. Semester offered: Either

5. Number of Credits: 3

6. Course description:

Examine an urban area or local community and conduct a detailed case study including historical perspective, analysis of issues and stakeholders, evaluation of internal strengths and weaknesses as well as external threats and opportunities, and proposal of strategies for addressing problems and advancing equity, growth, and development.

**Optional Items**

7. Number of Class Periods, if not standard: NA

8. Prerequisites, if applicable: None

9. Recommended Preparation, if applicable: Three courses within the Urban and Community Studies major

10. Consent of Instructor, if applicable: Not required

11. Exclusions, if applicable: None

12. Repetition for credit, if applicable: Yes with change in content

13. Instructor(s) names if they will appear in catalog copy:

- 14. Open to Sophomores: No
- 15. Skill Codes "W", "Q", or "C": W
- 16. S/U grading: No

## **Justification**

### 1. Reasons for adding this course:

The Urban and Community Studies program is now offered at the Tri-Campus, as well as at Storrs. The major in Urban and Community Studies prepares many students for a career that is tied to the service of local governments, communities, or neighborhoods. Upon completion of the degree, many students work in human services agencies, non-profit enterprises, or local or state governments. A course that provides an in-depth look into the cities of Hartford, Waterbury, Torrington, or even Willimantic will provide the students with a unique opportunity to learn more about their local community as well as gain the skills to carefully evaluate critical aspects of similar communities in the future.

### 2. Academic Merit:

The course will provide students with an understanding of both urban case study and planning processes. The students will read and evaluate existing case studies, as well as critically examine the situation of the community being studied. Throughout the entire semester, the students will participate in an on-going strategic planning process that evaluates the internal strengths and weaknesses of a community, assesses the external environment including threats and opportunities, and proposes strategies for the future growth and development of the community. These goals will be accomplished through a series of readings, discussions, writing assignments, and community forums with participants from outside the University.

For a syllabus (taught as UCS 295), see **Appendix 2004-114**.

- 3. Overlapping Courses: None
- 4. Number of Students Expected: 40 per year
- 5. Number and Size of Section: 2 sections of 20 students per section
- 6. Effects on Other Departments: None
- 7. Effects on Regional Campuses: This course is important for the pursuit of undergraduate majors in Urban and Community Studies at the Tri-campus. It will provide an essential course for UCS majors. Moreover, it is important to a more effective overall integration between Tri-campus curriculum and the urban areas that anchor its regional campuses.

8. Staffing: Robert Fisher, Thomas Cooke, Peter Marcuse, Jeremy Brecher
  9. Dates approved by:  
Department Curriculum Committee: Sept. 9, 2004  
Department Faculty: Sept 16, 2004
  10. Name, Phone Number, and e-mail address of principal contact person:  
Stephen L. Ross, 860-486-3533, [ross@sp.uconn.edu](mailto:ross@sp.uconn.edu)
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**2004-115**

### **Proposal to Change an Existing Course**

1. Date: Sept. 28, 2004
2. Department: Political Science
3. Nature of Proposed Change: title and description change (W status will be dropped in 2005-06 catalog)
4. Current Catalog Copy:

#### **POLS 228W. East Asian Governments and Politics**

First semester. Three credits. Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#).  
The processes of political modernization in Japan and other East Asian areas.

5. Proposed Catalog Copy:

#### **POLS 228. Comparative Asian Governments and Politics**

Either semester. Three credits.

[Political institutions and processes of China, Japan, and other selected countries in Asia.](#)

6. Effective Date: immediately

### **Justification**

1. Reasons for changing this course: Current description reflects outmoded language in discipline and proposed language better reflects comparative approach and broad scope.
2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No effect
7. Dates approved by:

Department Curriculum Committee: Sept. 7, 2004

Department Head: Sept. 7, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-116**

### **Proposal to Drop an Existing Course**

1. Date: Sept. 28, 2004
2. Department: Political Science
3. catalog Copy:

#### **POLS 236W. Political Leadership in the Third World**

Second semester, alternate years. Three credits. Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#).

The objectives and effectiveness of national leaders, with case studies from Asia, Africa, and Latin America.

4. Effective Date: immediately

#### **Justification**

1. Reasons for dropping this course: This course represents a specialty of a now-retired faculty member. Because it does not meet our departmental strength areas, is not likely to be scheduled again. It has not been submitted for GEOC "W" approval.
2. Other Departments Consulted: None
3. Effects on Other Departments: None
4. Effects on Regional Campuses: None
5. Dates approved by:

Department Curriculum Committee: Sept. 6, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-117**

### **Proposal to Drop an Existing Course**

1. Date: Sept. 28, 2004
2. Department: Political Science
3. catalog Copy:

### **POLS 246. Comparative State Politics**

Second semester. Three credits.

A comparison of the political parties of the 50 states. The development and the relationship of the local and state parties in the federal system.

### **POLS 246W. Comparative State Politics**

Prerequisite: [ENGL 105](#) or [110](#) or [111](#) or [250](#).

4. Effective Date: immediately

### **Justification**

1. Reasons for dropping this course: This course represents a specialty of a now-retired faculty member. Because it does not meet our departmental strength areas, is not likely to be scheduled again. It has not been submitted for GEOC "W" approval.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by:

Department Curriculum Committee: Sept. 6, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-118**

### **Proposal to Drop an Existing Course**

1. Date: Sept. 28, 2004
2. Department: Political Science
3. catalog Copy:

### **POLS 257. World Cultures and U.S. Law**

Second semester. Three credits.

Legal, cultural and political implications for the United States of global migration and

the nature of citizenship, immigration and naturalization.

4. Effective Date: immediately

### **Justification**

1. Reasons for dropping this course: This course represents a specialty of a departed faculty member. Because it does not meet directly our departmental strength areas, is not likely to be scheduled again.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by:

Department Curriculum Committee: Sept. 6, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-119**

### **Proposal to Drop an Existing Course**

1. Date: Sept. 28, 2004

2. Department: Political Science

3. catalog Copy:

#### **POLS 278. Science, Technology, and Public Policy**

Second semester, alternate years. Three credits. *Hiskes*

An examination of how policy is made regarding scientific and technological development; focusing on agencies, citizens and current issues in the areas of science and technology.

4. Effective Date: immediately

### **Justification**

1. Reasons for dropping this course: This course has not been offered for many years and, because it does not meet our departmental strength areas, is not likely to be scheduled again.

2. Other Departments Consulted: None



3. Effects on Other Departments: None
  4. Effects on Regional Campuses: None
  5. Dates approved by:  
    Department Curriculum Committee: Sept. 6, 2004  
    Department Faculty: Sept. 15, 2004
  6. Name, Phone Number, and e-mail address of principal contact person:  
Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)
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**2004-120**

### **Proposal to Change an Existing Course**

1. Date: September 28, 2004
2. Department: Political Science
3. Nature of Proposed Change: Removes language regarding distinction students, permits one semester of repeat credit, modifies prerequisites.
4. Current Catalog Copy:

#### **POLS 288W. Senior Thesis**

Either semester. Three credits. Hours by arrangement. Prerequisite: [POLS 289](#); [ENGL 105](#) or [110](#) or [111](#) or [250](#). Open only with consent of instructor and Department Head. All honors and distinction students writing an honors or distinction thesis must register for this course in their last semester.

5. Proposed Catalog Copy:

#### **POLS 288W Senior Thesis**

Either semester. Three credits. Hours by arrangement. Prerequisite: ENGL 110 or 111 or 250. Open only with consent of instructor. **All honors students writing an honors thesis in Political Science must take this course in their last two semesters. Course may be repeated once for credit.**

6. Effective date: Immediately

### **Justification**

1. Reasons for changing this course: The distinction program is being phased out at the University level. Political Science has decided to discontinue this program immediately. Restructuring of the Honors sequence makes the repeat credit option necessary.

2. Effect on Department's Curriculum: Political Science has had very few students pursue a distinction degree. The effects on the curriculum are minimal with regard to distinction students. The proposed change simplifies the registration process for Honors students.

3. Other Departments Consulted: None. This course is only available to Honors students within the major. The changes do not involve any substantive changes that would affect other majors or departments.

4. Effects on other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No effect

7. Dates Approved by:

Department Curriculum Committee: Sept. 13, 2004

Department Head: Sept. 13, 2004

Department Faculty: Sept. 15, 2004

8. Contact Person:

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-121**

### **Proposal to Change an Existing Course**

1. Date: September 28, 2004

2. Department: Political Science

3. Nature of Proposed Change: Removes language regarding distinction students.

4. Current Catalog Copy:

#### **POLS 289. Senior Seminar**

First semester. Three credits. Open only with consent of instructor.

Recommended for students in the Honors Program, required of distinction students not in the Honors Program, and open to other qualified students. **A** weekly seminar on selected topics in political science.

5. Proposed Catalog Copy:

#### **POLS 289. Senior Seminar**

First semester. Three credits. Open only with consent of instructor.

**Required for students in the Honors Program.** Weekly seminar on selected topics in political science. **Students must complete this course prior to their final semester.**

6. Effective date: Immediately

### **Justification**

1. Reasons for changing this course: The distinction program is being phased out at the University level. Political Science has decided to discontinue this program immediately. Course is required of Honors students and change is needed to clarify these requirements.
2. Effect on Department's Curriculum: Because so few students pursue a distinction degree in Political Science, this change has no effect except to clarify expectations for Honors students.
3. Other Departments Consulted: None. This course is only available to Honors students within the major. The changes do not involve any substantive changes that would affect other majors or departments.
4. Effects on other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No effect.
7. Dates Approved by:  
Department Curriculum Committee: Sept. 13, 2004  
Department Head: Sept. 13, 2004  
Department Faculty: Sept. 15, 2004
8. Contact Person:  
Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-122**

### **Proposal to Change an Existing Course**

1. Date: Sept. 28, 2004
2. Department: Political Science
3. Nature of Proposed Change: deletion of recommended preparation (V status will convert to a Q status in the 2005-06 catalog)
4. Current Catalog Copy:

#### **POLS 291V. Quantitative Analysis in Political Science (Q,C)**

Either semester. Three credits. **Recommended preparation: High School Algebra II and MATH 101 or equivalent.** Open to sophomores or higher.

Explanation of the quantitative methods used in political science. Application of these methods for the analysis of substantive political questions.

5. Proposed Catalog Copy:

**POLS 291Q. Quantitative Analysis in Political Science**

Either semester. Three credits. Open to sophomores or higher.

Explanation of the quantitative methods used in political science. Application of these methods for the analysis of substantive political questions.

6. Effective Date: immediately

**Justification**

1. Reasons for changing this course: Recommended preparation line is unnecessary in light of University admission requirements that new students have 3 years of high school math.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No effect

7. Dates approved by:

Department Curriculum Committee: Sept. 7, 2004

Department Head: Sept. 7, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-123**

**Proposal to Change an Existing Course**

1. Date: Sept. 28, 2004

2. Department: Political Science

3. Nature of Proposed Change: title and description change

4. Current Catalog Copy:

**POLS 326. International Organization**

Methods of international cooperation for the preservation of peace and for dealing with economic, social, and political problems down to the present time.

*3 credits, Seminar.*

5. Proposed Catalog Copy:

**POLS 326. International Organization and Law**

International cooperation to resolve economic, social, and political transnational problems.

*3 credits, Seminar.*

6. Effective Date: immediately

**Justification**

1. Reasons for changing this course: Streamlines and updates title and description to reflect contemporary themes and terminology in this subject area.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted): None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: No effect

7. Dates approved by:

Department Curriculum Committee: Sept. 7, 2004-09-29

Department Head: Sept. 7, 2004

Department Faculty: Sept. 15, 2004

8. Principal contact person:

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-124**

**Proposal to Drop 10 graduate courses**

1. Date: Sept. 28, 2004

2. Department: Political Science

3. catalog Copy:

**POLS 347. State and Substate Political Systems**

*3 credits, Seminar.*

**POLS 366. Organizational Politics and Policy Development**

Analysis of the policy making process at the federal level.

*3 credits, Seminar.*

**POLS 371. Urban Management and Politics**

Analysis of urban political systems. Emphasis on both theoretical analysis of political structures

and knowledge of urban problems and proposed solutions.

*3 credits, Seminar.*

**POLS 374. Planning and Land Use**

A consideration of alternative approaches to planning, with emphasis on legal and political issues in communities and organizations.

*3 credits, Seminar.*

**POLS 377. Complex Systems Management**

Multi-organizational systems settings in managing delivery and public services, the administrative dimensions of large-scale public/private endeavors.

*3 credits, Lecture.*

**POLS 378. Computer Applications in Administration**

Introduction to computers as currently used by managers and analysts in the public sector.

Adaptation of computer software to the analysis of problems of state, local and national significance, integrating concepts of benefit-cost analysis, risk management, decision analysis, and statistics.

*3 credits, Seminar.*

**POLS 385. Politics of Federal Organization**

*3 credits, Lecture.*

**POLS 391. Public Policy Analysis**

Methods of empirically evaluating public policies.

*3 credits, Seminar.*

**POLS 429. International Politics in East Asia**

China, Japan, Russia, and the United States in East Asia; comparative policy making processes,

the relationship between perception and policy outcome, and the linkage between national and

international systems.

*3 credits, Seminar.*

**POLS 461. Research Seminar in Public Administration**

*3 credits, Seminar.*

4. Effective Date: immediately

### **Justification**

1. Reasons for dropping this course: Faculty retirements, the creation of the new DPP, the department's focus on strength areas, and the fact that many of these courses have not been offered in many years make it unlikely that they will be scheduled again in the foreseeable future.

2. Other Departments Consulted: None

3. Effects on Other Departments: None

4. Effects on Regional Campuses: None

5. Dates approved by:

Department Curriculum Committee: Sept. 7, 2004

Department Head: Sept. 7, 2004

Department Faculty: Sept. 15, 2004

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

Carol W. Lewis x-3468 [CAROL.LEWIS@UCONN.EDU](mailto:CAROL.LEWIS@UCONN.EDU)

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**2004-125**

### **Proposal to Add a New Course**

1. Date: August 27, 2004

2. Department requesting this course: Political Science

3. Semester and year in which course will be first offered: Spring 2005

### **Proposed catalog Listing:**

#### **POLS 1xx: Introduction to Human Rights**

Either semester. Three credits.

Exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy.

### **Items included in catalog Listing:**

#### **Obligatory Items:**

1. *Four-letter abbreviation for Department or Program:* POLS

2. *Course number:* 1xx

3. *Course title:* Introduction to Human Rights

4. *Semester offered:* Either.
5. *Number of credits:* 3
6. *Course description* (second paragraph of catalog entry):  
Exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy.

### **Optional Items**

7. *Number of Class Periods, if not standard:* Not applicable.
8. *Prerequisites:* None.
9. *Recommended Preparation, if applicable:* None.
10. *Exclusions, if applicable:* Not applicable
11. *Repetition for credit, if applicable:* Not applicable
12. *Instructor(s) names if they will appear in catalog copy:* Not applicable.

### **Justification**

1. *Reasons for adding this course:* This course is the reason the Department of Political Science hired the new faculty member, Shareen Hertel. This course expands the department's lower division offerings, which face significant enrollment pressures. This course contributes to one of the department's identified strength areas (i.e., comparative politics) and is a standard political science offering in leading departments around the country. For a professional resume of Prof. Hertel, see **Appendix 2004-125**.

2. *Academic merit:* The course offers a solid grounding in the development of human rights as a political issue. It includes an overview of the international human rights regime (i.e., historical origins; human rights law and norms; key institutions at the international, regional, national and local levels). Illustrative themes and issues are detailed in the attached syllabus. Students receive the basic background necessary to move on to more complex and/or specialized courses in the fields of human rights and political science. It is envisioned that the course will be incorporated into the Human Rights Minor, offered through the University of Connecticut Human Rights Institute. This course adds to the university's course offerings of a broad perspective on human rights. For a draft syllabus, see **Appendix 2004-125**.

3. *Overlapping courses:* None
4. *Number of Students Expected:* Approximately 50.
5. *Number and Size of Section:* 1 section, with enrollment of approximately 50.
6. *Effects on Other Departments:* None. Have consulted with the departments of History, Anthropology, Sociology, Women's Studies, and the Human Rights Institute.



7. *Effects on Regional Campuses*: None.

8. *Staffing*: New hire in place.

9. *Dates approved by*:

Department Head: Sept. 7, 2004

Department Curriculum Committee: Sept. 7, 2004

Department Faculty: Sept. 15, 2004

10. *Principal contact person*:

Carol W. Lewis Tel: X—3468 [carol.lewis@uconn.edu](mailto:carol.lewis@uconn.edu)

Shareen Hertel Tel: X-4129 [shareen.hertel@uconn.edu](mailto:shareen.hertel@uconn.edu)

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**2004-126**

### **Proposal to Add a New Undergraduate Course**

1. Date: September 23, 2004
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Spring 2005
4. **Final catalog Listing:**

#### **ENGL 1XXW. Race, Gender, and the Culture Industry**

Either semester. Three credits. Prerequisite: ENGL 105 or 110 or 111 or 250.  
Cultural construction of race and gender in music, film, and literature.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 1XXW
3. Course Title: Race, Gender, and the Culture Industry
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K):  
Cultural construction of race and gender in music, film, and literature.

##### **Optional Items**

7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): ENGL 105 or 110 or 111 or 250.
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) This course is the product of a grant received by Professor Gary Storhoff of the English Department at the Stamford Campus to develop a new course for the General Education requirements. It is designed to fit content area 4 and to offer partial satisfaction of the writing competency requirement. The English Department has no other 100-level courses in content area 4. The course would also enhance the offerings of the recently created American Studies major.

2. Academic Merit (see Note L): This 100- level course will encourage student discussions of the cultural construction of race and gender in music, film, and literature. The pilot version will focus on African-American cultural history, but the course's pedagogical intent is flexible and may vary in its ethnic/racial emphasis from semester to semester. Students will be required to view films, listen critically to popular music, and discuss literature. Music and film criticism will be assigned reading.

In being exposed to the scholarship on popular film and music, the student would become more alert to the subtleties of racial/gender themes in popular culture, in spite of the consumerism of performance entertainment. By linking serious literature with familiar forms of popular culture and recognizing possible connections between the two, the student's understanding of the generic possibilities-and limitations-of a text (broadly defined) is considerably increased. These interpretive skills would be readily transferable, so a student would be better prepared to take not only "mainstream" literature courses, but also literature classes in African-American, U.S. Ethnic, Gay/Lesbian, and Women Studies. The course's flexibility would make it particularly amenable to readapting it for Ethnic Studies, Asian-American Studies, etc.

For a draft syllabus, see **Appendix 2004-126**.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: Initially, 19
5. Number and Size of Section: Initially, 1 section, 19 students

6. Effects on Other Departments (see Note N): None.
  7. Effects on Regional Campuses: This course was proposed by a faculty member at the Stamford campus. It would be offered there, and if adopted by other regional campuses it would extend student options for satisfying several general education requirements at the lower division level.
  8. Staffing (see Note P): The course would be taught by Professor Gary Storhoff at Stamford. A number of other faculty members at Storrs and a few at regional campuses are also qualified to teach this course.
  9. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/22/04  
Department Faculty: 9/22/04
  10. Name, Phone Number, and e-mail address of principal contact person:  
Professor Gary Storhoff, 203 251-8416, gary.storhoff@uconn.edu.
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**2004-127**

### **Proposal to Add a New Undergraduate Course**

1. Date: 21 September 2004
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Fall 2005

#### **4. Final catalog Listing (see Note A):**

#### **HIST 1XX. Living Through War in World History Since 1500**

Either semester. Three credits. *Watson*

Focuses on understanding in broad terms societies around the world that have found themselves involved in different kinds of wars over the past 500 years, looking at the experiences and perceptions of both military and civilian participants.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 1XX
3. Course Title: Living Through War in World History
4. Semester offered (see Note C): Either semester
5. Number of Credits (see Note D): Three credits.
6. Course description (second paragraph of catalog entry -- see Note K): Focuses on

understanding in broad terms societies around the world that have found themselves involved in different kinds of wars over the past 500 years, looking at how those wars happened and how both military and civilian participants on both sides saw the war and their roles in it.

### **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): Watson
14. Open to Sophomores (see Note U):
15. Skill Codes "W", "Q", or "C" (see Note T):
16. S/U grading (see Note W):

### **Justification**

1. Reasons for adding this course: This new course targets a frequently-articulated interest of undergraduates that is also of major importance in our contemporary society - war - and treats it in a student-friendly yet culturally sensitive and historically rigorous way. It combines large lectures using a variety of technology media with weekly small discussions centered on primary sources of individual experience to expose students to the varied nature of past conflicts throughout the world, teaching them to think and communicate critically about the past as well as the present.

2. Academic Merit (see Note L): This course will examine the context of different world conflicts in order to examine how individuals on multiple sides saw themselves as well as their opponents. Specific conflicts may vary with instructor, but may include: "discovery" of the Americas; European Reformation and Wars of Religion; Austro-Ottoman War; Portuguese-African Wars; French Revolution; Slave revolt of Saint-Domingue (Haiti); Wars of 1848; U.S. Civil War; late 19th century wars of imperialism; Boxer Rebellion; Anglo-Boer War; First World War; Second World War; Decolonization (including Indochina/Vietnam and Algeria); modern genocide (e.g., Yugoslavia, Rwanda/Burundi, Sudan); Arab-Israeli conflict; wars on terrorism. This course is being proposed as a new General Education course.

3. Overlapping Courses (see Note M): Though the History Department offers a course in Modern World History at the 100 level (HIST 108), and a course on the History of War in the Modern World at the 200 level (HIST 225), this course is both broader in its chronological scope than either course and more focused in that it specializes in the experience of war across a diversity of world cultures, at a level appropriate for

freshmen and non-majors.

4. Number of Students Expected: 252

5. Number and Size of Section: Nine sections of 28 students each.

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

7. Effects on Regional Campuses: Can be modified to be taught to smaller numbers of students at regional campuses.

8. Staffing (see Note P): Prof. Janet Watson will inaugurate the course; many faculty at Storrs and regional campuses are qualified to teach the course.

9. Dates approved by (see Note Q):

Department Curriculum Committee: 9/28/04

Department Faculty: 9/29/04

10. Name, Phone Number, and e-mail address of principal contact person: Nancy Shoemaker, 6-5926, nancy.shoemaker@uconn.edu

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**2004-128**

### **Proposal to Add a New Undergraduate Course**

1. Date: September 30, 2004

2. Department requesting this course: Communication Sciences

3. Semester and year in which course will be first offered: Spring, 2005

### **Final catalog Listing:**

#### **COMM 231W. Media Literacy and Criticism**

Either semester. Three credits. Prerequisite: COMM 100. Open to sophomores.

Recommended preparation: COMM 130, COMM 241, COMM 262. *Atkin*.

The history, analysis and evaluation of technique, content and aesthetic effect of media messages. Focusing on visual media, in particular, the course addresses cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: COMM

2. Course Number: 231W

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: Media Literacy and Criticism

4. Semester offered: Either Semester

5. Number of Credits: 3

6. Course description:

The history, analysis and evaluation of technique, content and aesthetic effect of media messages. Focusing on visual media, in particular, the course addresses cultural, political, economic, and institutional factors that help define the grammar of popular mass media content; social scientific perspectives addressing how audiences learn to comprehend media content including efforts to promote media literacy.

### **Optional Items**

7. Number of Class Periods, if not standard: not applicable

8. Prerequisites, if applicable: COMM 100.

9. Recommended Preparation, if applicable: COMM 130

10. Consent of Instructor, if applicable: not applicable

11. Exclusions, if applicable: not applicable

12. Repetition for credit, if applicable: not applicable

13. Instructor(s) names if they will appear in catalog copy: *Atkin*

14. Open to Sophomores: Yes

15. Skill Codes "W", "Q", or "C": W

16. S/U grading: Not applicable

### **Justification**

1. Reasons for adding this course:

The department has no courses in media literacy and criticism, although similar coursework is commonplace at peer institutions. COMM 231W is being proposed to meet student demand for more coursework in this area. The course will impart an understanding of the institutional constraints that help shape messages—in domains ranging from advertising to entertainment television—alongside the requisite skills in becoming a critical consumer of media. The course will be open to nonmajors, and will offer pedagogy that should prove valuable to students in technology studies, journalism, the humanities, social sciences, education, etc.; it should also enable our faculty to better serve the specific needs of students, enhance recruitment, and—more urgently—meet the competitive threat posed by the implementation of similar courses at our peer institutions.

## 2. Academic Merit:

Surveys indicate that visual media are subsuming ever-growing proportions of public leisure, representing the dominant art forms and storytellers of our time. With intellectual copyright recently emerging as America's chief export, stemming in part from her dominant status as a producer of film and television fare, the need for coursework in the encoding and decoding of these popular texts becomes critical. Whether they intend to become communication programmers themselves, or simply armchair viewers, all students can benefit from the development of critical viewing skills that COM 231W can impart.

## 3. Overlapping Courses: Although other departments offer courses on the critical analysis

of popular texts and films, none offers anything substantially similar to the televiewing/media literacy skills addressed in Com 231W. The closest undergraduate course offerings can be found in our own department (e.g., COM 230: Effects of Mass Media). COM 231W can be distinguished by its unique focus on the encoding and processing of media content—including efforts to promote media literacy—as opposed to the explorations of media-induced behavioral change addressed in our other courses.

## 4. Number of Students Expected: 19

5. Number and Size of Section: Because this course helps service the Department's "W" workload, two sections of a maximum of 19 students each will be offered each year. We will begin by offering only one section per term until demand can be more accurately assessed. We hope to reassign faculty in such a way that we should be able to offer more sections over time, but we'll likely need to hire an additional faculty member in order to meet projected demand in the area.

## 6. Effects on Other Departments:

Since this course offers a unique focus on media literacy and criticism, we don't foresee any displacement effects on other departments.

## 7. Effects on Regional Campuses:

The course will not be available at our regional campus site (Stamford) because it is not a specialty area of our faculty there.

## 8. Staffing:

We hope to offer this course in place of others that are gradually being phased-out of the curriculum. As demand for the course grows, we will need overload compensation for impacted faculty. Over time, we hope that demand in the area can merit further growth capital for staffing increases in the area.

9. Dates approved by:

Department Curriculum Committee: September 22, 2004

Department Faculty: September 29, 2004

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

Ross Buck, Professor, Department of Communication Sciences, 486-4494, [Ross.Buck@Uconn.edu](mailto:Ross.Buck@Uconn.edu)

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**2004-129**

### **Proposal to Add a New Undergraduate Course**

1. Date: September 30, 2004

2. Department requesting this course: Communication Sciences

3. Semester and year in which course will be first offered: Fall, 2005

### **Final catalog Listing:**

#### **COMM 244W. Communication Law and Policy**

Either semester. Three credits. Prerequisite: COMM 100. Open to sophomores.

Recommended preparation: COMM 130, COMM 241, COMM 262. *Atkin*.

The development of American communication laws and policies, from their constitutional base through federal law, regulatory agencies and the judicial system. Exploration of rights and responsibilities of communication organizations and the public.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Standard abbreviation for Department or Program: COMM

2. Course Number: 244W

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: Communication Law and Policy

4. Semester offered: Either Semester

5. Number of Credits: 3

6. Course description:

The development of American communication laws and policies, from their constitutional base through federal law, regulatory agencies and the judicial system. Exploration of rights and responsibilities of communication organizations and the public.

### **Optional Items**

7. Number of Class Periods, if not standard: not applicable

8. Prerequisites, if applicable: COMM 100, 241, 262.

9. Recommended Preparation, if applicable: COMM 130

10. Consent of Instructor, if applicable: not applicable

11. Exclusions, if applicable: not applicable

12. Repetition for credit, if applicable: not applicable

13. Instructor(s) names if they will appear in catalog copy:

*Atkin*

14. Open to Sophomores: Yes

15. Skill Codes "W", "Q", or "C": W

16. S/U grading: Not applicable

### **Justification**

1. Reasons for adding this course:

The department has no courses in communication law and policy, although similar coursework is commonplace at peer institutions. With intellectual copyright recently emerging as America's chief export—reflecting converging domains in voice, video and data media—the need for coursework in this area is critical.

2. Academic Merit:

In addressing the rights and responsibilities of communication organizations and the public, COM 244W provides a more forward-looking assessment of communication law and policy than is typically available in traditional coursework on constitutional law. We address the regulation of communication in multiple domains, including interpersonal, telecommunication and entertainment media contexts. The course should also enable COMM to meet its obligations to provide W courses, given that the program is allowing some of its existing W listings to lapse. The course will be open to nonmajors, and will offer pedagogy that should prove valuable to students in

technology studies, journalism, the humanities, social sciences, education, etc.; it could also enable our faculty to better serve the specific needs of students, enhance recruitment, and—more urgently—meet the competitive threat posed by the implementation of similar courses at our peer institutions.

### 3. Overlapping Courses:

The closest undergraduate course offering, Journalism 220 (Law of Libel and Communications), addresses such topics as “libel, slander, invasion of privacy, obscenity, legal problems of news gathering, protecting the political process, protecting state secrets, protecting the public welfare.” Although these areas encompass First Amendment law issues, particularly in print journalism contexts, they generally bypass the policy planning dimensions covered in the proposed course. In particular, Com 244W addresses the regulation of communication in nonmediated, telecommunication and electronic mass/entertainment media contexts that are not reflected in traditional journalism (“4<sup>th</sup> Estate”) law pedagogy. Also, the forward-looking administrative (“5<sup>th</sup> Estate”) regulation—under-girding, for instance, course module on telecommunication policy—represents a unique pedagogical focus that’s central to our emerging undergraduate offerings in new information technologies.

### 4. Number of Students Expected: 19

### 5. Number and Size of Section:

One section of a maximum of 19 students will be offered once a year.

### 6. Effects on Other Departments:

Since this course offers a unique focus on policy—which is more focused on administrative planning than is law—we don’t foresee any displacement effects. Our hope is that the unique focus on expression in nonmediated and mediated communication contexts, including new media technologies, will prove useful to students in communication as well as journalism, technology studies, the humanities and other areas. Per the above-discussion on journalism, we’ve forwarded this proposal to Chair Maureen Croteau for review.

### 7. Effects on Regional Campuses:

The course will not be available at our regional campus site (Stamford) because it is not a specialty area of our faculty there.

8. Staffing:

We hope to offer this course in place of others that are gradually being phased-out of the curriculum. As demand for the course grows, we will need overload compensation for impacted faculty. Over time, we hope that demand in the area can merit further growth capital for staffing increases in the area.

9. Dates approved by:

Department Curriculum Committee: September 22, 2004

Department Faculty: September 29, 2004

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

Ross Buck, Professor, Department of Communication Sciences, 486-4494, [Ross.Buck@Uconn.edu](mailto:Ross.Buck@Uconn.edu)

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**2004-130**

**Proposal to Add a New Undergraduate Course**

1. Date: September 30, 2004
2. Department requesting this course: Communication Sciences
3. Semester and year in which course will be first offered: Fall, 2005

**Final catalog Listing:**

**COMM 286W. Business Communication**

Either semester. Three credits. Prerequisite: COMM 100. Open to sophomores.

Recommended preparation: COMM 105. Staff

Principles and practices of effective communication in a business environment.

Topics include letter, memo, report, newsletter, and resume writing, interviewing skills, performance appraisals, listening and meeting management. .

**Items included in catalog Listing:**

**Obligatory Items**

1. Standard abbreviation for Department or Program: COMM
2. Course Number: 286W

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: Business Communication

4. Semester offered: Either Semester

5. Number of Credits: 3

6. Course description:

This course emphasizes the study of the principles and practices of effective communication in a business environment. Writing skills include letter, memo, and resume writing. These skills will be fostered primarily through lecture and written feedback on papers, although additional instruction will be available through one-on-one consultation with the instructor of the course. Interviewing skills for job, news, and performance appraisal will be covered. Media-related skills covered will include writing for the media (copy writing, press releases, etc.) and critical viewing. Interpersonal skills covered will include listening and meeting management.

### **Optional Items**

7. Number of Class Periods, if not standard: not applicable

8. Prerequisites, if applicable: COMM 100.

9. Recommended Preparation, if applicable: COMM 100

10. Consent of Instructor, if applicable: not applicable

11. Exclusions, if applicable: not applicable

12. Repetition for credit, if applicable: not applicable

13. Instructor(s) names if they will appear in catalog copy:

14. Open to Sophomores: Yes

15. Skill Codes "W", "Q", or "C": W

16. S/U grading: Not applicable

### **Justification**

1. Reasons for adding this course:

This course is proposed to meet student demand for more course content in communication writing skills. Studies show that one of the most important considerations for employers is an applicant's communication skills. All students could benefit from the development of interpersonal communication skills. Most students will seek basic business communication skills such as memo and letter writing as well as interviewing and communication in organizational networks. Finally, many communication majors seek employment in mass media or public relations organizations and all students are consumers of mass media. Therefore, the writing skills related to using mass communication should be an important component

of the proposed course.

## 2. Academic Merit:

It is important that college students understand the principles behind effective business communication. Whereas the skills covered in this course are many and varied, they are all communication skills and are, therefore, based upon a common set of principles. This course will not only teach communication skills, but will present the communication principles that make these skills effective. **STUDENTS WILL BE TOLD THAT UNLESS THEY PASS THE WRITTEN PORTION OF THE COURSE, THEY CANNOT RECEIVE A PASSING GRADE FOR THE COURSE (see attached proposed syllabus: Appendix 2004-130).**

## 3. Overlapping Courses:

There are no courses that overlap with a majority of the course content. Several courses in journalism provide more in-depth treatment of writing for the media (e.g., newswriting I and II, Feature Writing, copy editing I & II). Because of the general nature of this course, it does not constitute direct competition with those courses.

## 4. Number of Students Expected: 19

## 5. Number and Size of Section:

Because this course involves individual assessment of writing and other skills, it requires individualized attention to students and many assignments. The size of each section will therefore be capped at the university norm of 19 students per section. We anticipate offering four sections so that when they are combined with the other W requirements in the major will meet the requirement of supplying Communication Sciences majors with one W each. We will initially offer only two sections of the course until demand can be more accurately assessed.

## 6. Effects on Other Departments:

The effects on other departments should be minimal. Because there are no prerequisites, students from other departments are free to take the course. However, students with a concentration in Communication will be given first priority. Though individual units may overlap with courses offered in other departments, no other department offers any course with more than minimal overlap.

## 7. Effects on Regional Campuses:

Business Communication is a course that several faculty members at the Regional Campuses are probably qualified to teach. It is expected that there would be a demand for a W course at the branches.

8. Staffing:

Discussion of the affect of adding this course on staffing and course loads. The course will be taught by some existing faculty members, supervised Ph.D. students Teaching Assistants, and Instructors. Ph.D. students who are instructing the course will receive training to teach W courses. By reassigning faculty and staff, we should able to offer the initial two sections of the course but attaining a level of four sections per semester would require the hiring of an additional faculty member.

9. Dates approved by:

Department Curriculum Committee: September 22, 2004

Department Faculty: September 29, 2004

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

Ross Buck, Professor, Department of Communication Sciences, 486-4494, [Ross.Buck@Uconn.edu](mailto:Ross.Buck@Uconn.edu)

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**2004-131**

**Proposal to Add a New Undergraduate Course**

1. Date: September 20, 2004

2. Department requesting this course: Latin American Studies

3. Semester and year in which course will be first offered: Spring 2005

**Final catalog Listing** (see Note A):

**LAMS 291W. Honors Thesis**

Either semester. Three credits. Prerequisite: LAMS 290W. Consent of instructor required. *Staff*

All Honors students must register for this course after completion of LAMS 290W.

**Items included in catalog Listing:**

**Obligatory Items**

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

2. Course Number (see Note B): 291w

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: Honors Thesis

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): All Honors students must register for this course after completion of LAMS 290w.

### **Optional Items**

7. Number of Class Periods, if not standard (see Note E): Hours by arrangement
8. Prerequisites, if applicable (see Note F): LAMS 290w
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): Consent of instructor required
11. Exclusions, if applicable (see Note H):
12. Repetition for credit, if applicable (see Note I): No
13. Instructor(s) names if they will appear in catalog copy (see Note J):
14. Open to Sophomores (see Note U): No
15. Skill Codes "W", "Q", or "C" (see Note T): W
16. S/U grading (see Note W): No

### **Justification**

1. Reasons for adding this course: (see Note L) The Honors thesis is required for Honors students majoring in Latin American Studies. To date, Honors students have registered for theses using LAMS 299, Independent Study and petitioned for W credit. Adding LAMS 291w will eliminate students having to petition for W credit.

2. Academic Merit (see Note L): Students graduating with Honors in Latin American Studies write a 6-credit Honors thesis. The first 3 credits are earned in LAMS 290W, the Latin American Studies Research Seminar, in which Honors students produce a first draft of their theses, heretofore they have completed by enrolling in a 3-credit independent study (LAMS 299). Adding LAMS 291w will not change the requirements for Honors students but it will clarify and simplify registering to complete their theses. It will also mean Honors students can meet the writing requirement in the major without having to petition CLAS to convert LAMS 299 to a w course.

3. Overlapping Courses (see Note M): None
4. Number of Students Expected: 1-2 per year
5. Number and Size of Section: NA
6. Effects on Other Departments (see Note N): NA
7. Effects on Regional Campuses: NA
8. Staffing (see Note P): The LAMS Honor's Advisor will be the instructor of record.
9. Dates approved by (see Note Q):  
Department Curriculum Committee: 9/16/04  
Department Faculty: 9/16/04
10. Name, Phone Number, and e-mail address of principal contact person: Rebecca

Aubrey, 6-0487, Rebecca.Aubrey@uconn.edu

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2004-132

### **Proposal to Add a New Undergraduate Course**

1. Date: October 1, 2004
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: Fall 2005

### **Final catalog Listing**

#### **ENGL 241: Literature and Human Rights**

Either semester. Three credits. Prerequisites: ENGL 110 or 111 or 250 or both 105 and 109. May be repeated for credit with a change in topic.

Study of literature from various historical periods and nationalities concerned with defining, exploring, and critiquing the idea of universal human rights.

### **Items included in catalog Listing:**

#### **Obligatory Items**

1. Four-letter abbreviation for Department or Program: ENGL
2. Course Number: 241 (We have checked with the registrar and this number has not been used in seven years, so they told us it would be acceptable)
3. Course Title: Literature and Human Rights
4. Semester offered: Either semester
5. Number of credits: 3
6. Course description (second paragraph of catalog entry)  
Study of literature from various historical periods and nationalities concerned with defining, exploring, and critiquing the idea of universal human rights.

#### **Optional Items**

7. Number of Class Periods, if not standard: not applicable.
8. Prerequisites, if applicable: ENGL 110 or 111 or 250 or both 105 and 109.
9. Recommended Preparation, if applicable: Not applicable.
10. Consent of Instructor, if applicable: Not applicable.
11. Exclusions, if applicable: Not applicable.
12. Repetition for credit, if applicable: May be repeated with change of content.
13. Instructors names if they will appear in catalog copy: Not applicable.
14. Open to sophomores: No



15. Skill codes ("W", "Q", "C"): Not applicable

**Justification**

1. Reasons for adding this course: Currently there are no English courses approved for the Human Rights minor, and the committee on the Human Rights Minor wants very much to enhance the minor's humanities offerings, especially in literature since literary studies is becoming increasingly prominent in the human rights field. Furthermore, the course could provide a place for visiting Gladstein professors to teach in the area of human rights and literature.

2. Academic merit: This course would use literature from various historical periods and nationalities to define, explore, and critique the idea of universal human rights. Students will be expected to use the theory and history of human rights as a framework for reading literary works. Topics will vary but may include the right to self-determination and anti-colonial literature, civil rights and abolitionist literature, censorship and the literature of dissent, and cultural rights and ethnic literature. See **Appendix 2004-132** for a sample syllabus.

3. Overlapping Courses: None

4. Number of Students Expected: 35

5. Number and Size of Section: One section of 35 per year

6. Effects on Other Departments: Enhance the number of potential Human Rights courses for the Minor.

7. Effects on Regional Campuses: None

8. Staffing: It will require no new staff. No specific instructor is identified.

9. Dates approved by:

Department Curriculum Committee: Sept. 15, 2004

Department Faculty: Sept.22, 2004

10. Name, Phone Number, and email address of principal contact person:

Greg Kneidel, 570-9188, gkneidel@uconn.edu

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**2004-133**

Proposal to ADD A COURSE

Date of this proposal: 9/30/04

Department Name: Communication Sciences

Title of Course: Public Relations Writing

Catalog copy:

**COMM 283W. Public Relations Writing**

Either semester. Three credits. Prerequisite: COMM 282.

A rigorous writing course designed to teach advanced students the philosophy and practice of good, ethical and effective public relations. Writing projects such as press releases, media advisories, briefing packets, speech introductions, brochures, newsletters, and op-eds.

**Justification**

1. Reasons for adding course:.

This class helps meet student need for integrated Writing in the content field of communication. The course is the second one in a public relations sequence. We are responding to student demand to add more advanced courses that pertain directly to communication careers, as well as the new need for more W courses in the major. A version of the course was taught last year as a 298, was positively received by the students. About a third of our students are interested in public relations. We are also responding to feedback from professionals in the field about the types of training they would like new employees to have at the start of their public relations careers.

2. Academic merit.

The course will better prepare students for public relations-related careers. Future media professionals and other students gain from conceptual (framing, agenda-setting, synthesizing, "spinning" information) and practical learning (crafting, word-smithing) about public relations. The readings and lectures on public relations writing include discussions about the need for ethics, professional responsibility, and the dangers of deceptive representation of clients and interest groups. Public relations entities play a vital role in shaping, constructing, and reconstructing the public images of commercial industries, mass media industries, not-for-profits, and government bodies. Image-control is gained through the selective and careful packaging of information. See **Appendix 2004-133** for a sample syllabus.

3. Overlapping courses. None. The course builds on skills introduced in COMM 282 but not handled in depth. There are no outside courses that overlap. Journalism provides in-depth treatment of writing for the media (e.g., newswriting II, Feature Writing, copy editing II & I) but does not teach public relations. Public relations is a specialty in the COMM venue.

4. Other departments consulted. None.

5. Number of students expected. 19

6. Number and size of sections. This course involves superordinary attention to writing, crafting, and polishing. It requires individualized attention to students and numerous assignments. The one course is capped at 19 students. Given current resources, the course will be taught once a year.

#### STAFFING

Discussion of the affect of adding this course on staffing and course loads:

The course will be taught by: a faculty member, supervised and W-trained Ph.D. students who have been Public Relations professionals, or by a Public Relations professional who holds at least a graduate degree and has demonstrated effective teaching in higher education.

7. Effect on other departments. None.

8. Effect on branches. None expected at present. If the Regional Campuses have the resources to offer the prerequisite, they would be in a position to offer Public Relations Writing.

9. Approvals Received and dates.

Department CCC: October 1, 2004.

Faculty: October 1, 2004

Dept Head: October 1, 2004

10. Names and phone numbers of persons for the C&C to contact about the proposal:

Ross Buck, 486-4494

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**2004-134**

#### **Proposal to Change an Existing Course**

1. Date: April 23, 2004

2. Department: Psychology

3. Nature of Proposed Change: Change in course credit

#### **Current Catalog Copy:**

**PSYC 330. Practicum in Adult Psychotherapy**

Supervised psychotherapy training with adults including diagnostic procedures.  
*3 Credits, Practicum. Open to students in Clinical Psychology.*

**Proposed Catalog Copy:**

**PSYC 330. Practicum in Adult Psychotherapy**

Supervised psychotherapy training with adults including diagnostic procedures.  
*1-3 Credits, Practicum. Open to students in Clinical Psychology.*

6. Effective Date: Fall Semester, 2004

**Justification**

1. Reasons for changing this course: The course is a graduated practicum where advanced level doctoral students engage in supervised psychotherapy. The clinical program would like to open the course to first year students who will attend the weekly practicum and observe clinical cases rather than conduct psychotherapy. Because the course demands will be different for students based on their level of training, a variable credit course would be more appropriate than the current 3 credit course.

2. Effect on Department's Curriculum: None

3. Other Departments Consulted: None

4. Effects on Other Departments: None

5. Effects on Regional Campuses: None

6. Staffing: Psychology faculty. No changes from present.

7. Dates approved by:

Department Curriculum Committee: April 30,2003

Department Faculty:NA

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

Michelle Williams, Director of Clinical Training, 486-2512

John Rickards, Chair, Dept. C&C Committee, 486-2501.

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**2004-135**

## **Proposal to Change an Existing Course**

1. Date: April 23, 2004
2. Department: Psychology
3. Nature of Proposed Change: Change in course credit

### **4. Current Catalog Copy:**

#### **PSYC 331. Practicum in Child Psychotherapy**

Supervised psychotherapy training with children and parents including diagnostic procedures.

*3 Credits, Practicum. Open to students in Clinical Psychology.*

### **5. Proposed Catalog Copy:**

#### **PSYC 331. Practicum in Child Psychotherapy**

Supervised psychotherapy training with children and parents including diagnostic procedures.

*1-3 Credits, Practicum. Open to students in Clinical Psychology.*

6. Effective Date: Fall Semester, 2004

### **Justification**

1. Reasons for changing this course:

The course is a graduated practicum where advanced level doctoral students engage in supervised psychotherapy. The clinical program would like to open the course to first year students who will attend the weekly practicum and observe clinical cases rather than conduct psychotherapy. Because the course demands will be different for students based on their level of training, a variable credit course would be more appropriate than the current 3 credit course.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted: None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: Psychology faculty. No changes from present.

7. Dates approved by:  
Department Curriculum Committee: April 30,2003  
Department Faculty: NA

8. Name, Phone Number, and e-mail address of principal contact person:  
Michelle Williams, Director of Clinical Training, 486-2512  
John Rickards, Chair, Dept. C&C Committee, 486-2501.

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**2004-136**

### **Proposal to Add a New Undergraduate Course**

1. Date: **October 5, 2004**
2. Department requesting this course: **Environmental Science**
3. Semester and year in which course will be first offered: **September 2005**

### **Final catalog Listing**

#### **MARN 200. The Hydrosphere**

Either semester. Three credits. Prerequisites: Chem 124Q or 127Q; Math 112Q or 115Q. Open to sophomores. *Vlahos*

Interactions of the hydrologic, chemical and biologic components of the hydrosphere. Transport, reservoirs and dynamics of water in environmental systems.

#### **Items included in catalog Listing:**

##### **Obligatory Items**

1. Standard abbreviation for Department or Program (see Note O): **MARN**
2. Course Number (see Note B): **MARN200**  
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: **The Hydrosphere**
4. Semester offered: **Fall or Spring**
5. Number of Credits: **3**
6. Course description:  
Properties of water; mechanisms of water flow and mixing; major water reservoirs (atmosphere, freshwater, saltwater, ice); monitoring of water systems; water as a critical resource.

##### **Optional Items**

7. Number of Class Periods: **standard**
8. Prerequisites, if applicable: **Chem 124Q or Chem 127Q; Math 112Q or Math 115Q.**
9. Recommended Preparation: **NA**
10. Consent of Instructor, if applicable: **NA**
11. Exclusions, if applicable: **NA**
12. Repetition for credit, if applicable: **NA**
13. Instructor(s) names if they will appear in catalog copy: **P. Vlahos**
14. Open to Sophomores: **Yes**
15. Skill Codes "W", "Q", or "C": **NA**
16. S/U grading: **NA**

### **Justification**

1. Reasons for adding this course: A curriculum revision for the Environmental Sciences Major adopted by the Environmental Science Advisory Committee (May 2004), called for a single 3 credit hydrosphere course that would be required for all majors.

2. Academic Merit: The material covered should give students a solid understanding of water distributions and interactions between water reservoirs. The course will include extensive manipulation of quantitative problem sets. Students should emerge from this course familiar with units and unit conversions, and they should be comfortable manipulating budget equations. See **Appendix 2004-136** for a draft course outline.

3. Overlapping Courses: None

4. Number of Students Expected: 40

5. Number and Size of Section:

6. Effects on Other Departments: Other relevant departments are represented on the Environmental Science Advisory Committee. In particular, the following departments that offer courses related to water participated in the curricular reform leading to the course proposal (faculty representative in parentheses): Ecology and Evolutionary Biology (Schultz), Geography (Daniels), Natural Resources Management and Engineering (Clausen, Schroeder) Marine Sciences (O'Donnell). Courses that satisfied the 'water' requirement in the previous version of the curriculum will experience slightly reduced enrollments when this course is offered.

7. Effects on Regional Campuses: None expected

8. Staffing: P. Vlahos

9. Dates approved by:

Department Curriculum Committee: 10/1/2004

Department Faculty: 10/4/2004

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

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405-9269. [Penny.Vlahos@uconn.edu](mailto:Penny.Vlahos@uconn.edu)

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**End of Proposals for October 12, 2004**