

CLAS Committee on Curricula & Courses Departmental Course Proposals for the 26 April 2011 Meeting

2011 – 31 Proposal to Add GEOG 4230 and cross list with GSCI 4230

1. Date: 3/31/11
2. Department requesting this course: Geography (GEOG) (cross-listed in Geosciences)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 4230: GIS and Remote Sensing for Geoscience Applications

(Also offered as GSCI 4230) Second semester. Three credits. Prerequisite: GEOG 2300; or GSCI 1050; or GSCI 1051 and 1052. Ouimet

Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 4230
3. Course Title: GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: GEOG 2300; or GSCI 1050; or GSCI 1051 and 1052
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:
Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these tools allow geoscientists to create, visualize, and analyze datasets

that describe the Earth's surface and its resources. Currently, no course in the Geoscience curriculum introduces students to data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience applications of GIS.

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GEOG and GSCI

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet

9. Dates approved by:

Department Curriculum Committee: 4/4/11

Geography Faculty: 4/6/11

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

William Ouimet (GEOG)

x6-3322

william.ouimet@uconn.edu

Course Outline and Summary

Weeks 1-4

GIS and Digital Elevation Models

This section of the course condenses a traditional introduction to GIS and provides students with the foundation needed for understanding the ArcGIS software and working with datasets used by Geoscientists.

Introduction to GIS (basics, ArcGIS software and data types); Constructing and Sharing Maps; Tables; Projections and Transformations; Adding XY data (GPS points, etc.); Creating and Editing Vector Data; Georeferencing Maps; Working with Rasters; Digital Elevation Models; Introduction to Spatial Analysis

Projects to draw from:

- Producing a Local Base Map for the Geology of Northeastern CT
- Analysis of Repeat Air Photos (Connecticut River; Housatonic River)
- Working with DEMs (data acquisition, processing and analysis)

Weeks 5-8

Remote Sensing and Satellite Imagery

This section of the course provides students with a fundamental understanding of satellite imagery, spectral analysis, image classification and datasets used by Geoscientists.

Introduction to software packages (ENVI, ERDAS Imagine, etc.); Remote Sensing Basics (multispectral imagery and bands, image enhancement and filtering, transformations and classification); Satellite Imagery Types (Landsat, SPOT, ASTER, MODIS) - including data acquisition (online resources), processing and analysis.

Projects to draw from:

- Changes in Lake Powell water levels over the last 20 years
- Analysis of Glaciers on Mount Everest
- Geological Mapping and Mineral Resources in Nevada
- Mapping Landslides associated with the Wenchuan Earthquake, China
- Invasive Species Analysis: NDVI and Cheatgrass in Nevada
- Temperature Trends in New England from a compilation of MODIS data

Weeks 9-14

Detailed Case Studies and Final Projects

This section of the course is aimed at exploring case studies that bring together concepts and various skills learned earlier in the course and addressing specific geologic applications.

Projects to draw from:

- Alluvial Fan Mapping and Tectonic Deformation in Death Valley
- Global Warming and Coastal Erosion in Alaska
- Mars Imagery and Active Surface Processes Analysis
- Erosion and Landscape Evolution in the San Gabriel Mountains, CA
- Coastal Sediment Plumes and Land use change in Madagascar

2011 – 32 Proposal to Add GSC 4230 and cross list with GEOG 4230

1. Date: 3/31/11
2. Department requesting this course: Geosciences (GSCI) (cross-listed in Geography)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GSCI 4230: GIS and Remote Sensing for Geoscience Applications

(Also offered as GEOG 4230) Second semester. Three credits. Prerequisite: GSCI 1050; or GSCI 1051 and 1052; or GEOG 2300. Ouimet

Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GSCI
2. Course Number: 4230
3. Course Title: GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: Application of Geographic Information Systems, remote sensing, and image interpretation to problems in geoscience. Includes data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: GSCI 1050; or GSCI 1051 and 1052; or GEOG 2300
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable:
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:

Knowledge of Geographic Information Systems (GIS) and remote sensing is essential for geoscientists because these tools allow geoscientists to create, visualize, and analyze datasets that describe the Earth's surface and its resources. Currently, no course in the Geoscience curriculum introduces students to data acquisition, analysis, and interpretation using GIS and remote sensing, and no course in the Geography curriculum addresses geoscience applications of GIS.

2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this

course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GSCI and GEOG

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet (GEOG)

9. Dates approved by:

Department Curriculum Committee: 4/3/11

Geosciences Faculty: 4/5/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

2011 – 33 Proposal to Add GEOG 5230 and cross list with GSCI 5230

1. Date: 3/31/11
2. Department requesting this course: Geography (GEOG) (cross-listed in Geosciences)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 5230: Advanced GIS and Remote Sensing for Geoscience Applications

(Also offered as GSCI 5230) Second semester. Three credits. Ouimet

Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5230
3. Course Title: Advanced GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Graduate status
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable: Graduate status only
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

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2. Academic Merit:

Over earth history landscapes have been created by geological processes. By analyzing modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GEOG and GSCI

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet

9. Dates approved by:

Department Curriculum Committee: 4/4/11

Geography Faculty: 4/6/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

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Weeks 1-4

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Weeks 5-8

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(multispectral imagery and bands, image enhancement and filtering, transformations and classification); Satellite Imagery Types (Landsat, SPOT, ASTER, MODIS) - including data acquisition (online resources), processing and analysis.

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Weeks 9-14

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2011 – 34 Proposal to Add GSCI 5230 and cross list with GEOG 5230

1. Date: 3/31/11
2. Department requesting this course: Geosciences (GSCI) (cross-listed in Geography)
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

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(Also offered as GEOG 5230) Second semester. Three credits. Ouimet

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Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GSCI
2. Course Number: 5230
3. Course Title: Advanced GIS and Remote Sensing for Geoscience Applications
4. Semester offered: Second
5. Number of Credits: Three credits
6. Course description: Research methods for using Geographic Information Systems, remote sensing, and image interpretation to investigate problems in geoscience. Includes research techniques for data acquisition, processing and analysis of Digital Elevation Models and satellite imagery. Focuses on geologic materials, processes, landforms and landscapes.

Optional Items

7. Number of Class Periods, if not standard:
8. Prerequisites, if applicable: Graduate status
9. Recommended Preparation, if applicable: N/A
10. Consent of Instructor, if applicable: None
11. Exclusions, if applicable: Graduate status only
12. Repetition for credit, if applicable: No
13. Instructor(s) names if they will appear in catalog copy: Ouimet
14. Open to Sophomores: N/A
15. Skill Codes "W", "Q", or "C":
16. S/U grading: N/A

Justification

1. Reasons for adding this course:
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2. Academic Merit:
Over earth history landscapes have been created by geological processes. By analyzing

modern geological landscapes we can deduce the processes that acted in the past to produce these landscapes as well as the processes that act upon them today. In this course, we will use Geographic Information Systems (GIS) and Remote Sensing to create and analyze spatial databases that describe the Earth's surface. This course will be a project-based introduction to GIS, remote sensing, and image interpretation for geologic applications. A mixture of lecture and hands-on projects will explore the datasets (air photos, Digital Elevation Models, satellite imagery, land-use maps, geologic maps, etc.) and the methods (data acquisition and processing, landform recognition and digitization, image analysis, image classification, etc.) involved in making observations and developing interpretations regarding geologic materials, processes, landforms and landscapes. Case studies and project data will be drawn from the local New England landscape, as well as landscapes of interest to the students and professor.

3. Overlapping Courses: None

4. Number of Students Expected: 20

5. Number and Size of Section: 1 section of 20 students

6. Effects on Other Departments: Course offered in GSCI and GEOG

7. Effects on Regional Campuses: None

8. Staffing: Dr. William Ouimet (GEOG)

9. Dates approved by:

Department Curriculum Committee: 4/3/11

Geosciences Faculty: 4/5/11

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

William Ouimet

x6-3322

william.ouimet@uconn.edu

2011 – 35 Proposal to Change GEOG 3310

1. Date: 4/6/11
2. Department: Geography
3. Changing existing course prerequisites and modifying the course description
4. Current Catalog Copy:

GEOG 3310. Fluvial Geomorphology

(230) First semester, alternate years. Three credits. One required weekend field trip.
Prerequisite: [GEOG 2300](#) or [BIOL 1108](#) or instructor consent; open to juniors or higher.

Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. River management and restoration strategies. A fee of \$20 is charged for this course.

5. Proposed Catalog Copy:

GEOG 3310. Fluvial Geomorphology

(230) First semester, alternate years. Three credits. One required weekend field trip.
Prerequisite: [GEOG 2300](#); or [GSCI 1050](#); or GSCI 1051 and GSCI 1052. Open to juniors or higher.

Physical forms and processes associated with rivers. Factors controlling open-channel flow, sediment transport, channel morphology, adjustments of rivers to environmental change, and human impacts. A fee of \$20 is charged for this course.

6. Effective Date: Immediately

Justification

1. Reasons for changing this course: A new Geography faculty member has taken over this course, slightly modifying the syllabus and prerequisites.
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: Dr. William Ouimet
7. Dates approved by:
 - Department Curriculum Committee: 4/5/11
 - Geography Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
 - William Ouimet
 - x6-3322
 - william.ouimet@uconn.edu

2011 – 36 Proposal to Change GEOG 3120 to GEOG 2200

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change a course number

4. Current Catalog Copy:

GEOG 3120. Introduction to Human Geography

(204) First Semester. Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

5. Proposed Catalog Copy:

GEOG 2200. Introduction to Human Geography

(204) First Semester. Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments. Not open to students who have taken GEOG 3120.

6. Effective Date:

Immediately

Justification

1. Reasons for changing this course: In the old numbering system, this course had the number 204. Although it did not have an “open to sophomores” status, its primary audience is second year students. This change will increase the availability of introductory courses in geography at the second year level.
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: None
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, x-2059, robert.cromley@uconn.edu

2011 – 37 Proposal to Change GEOG 5150

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change in title and course description
4. Current Catalog Copy:

GEOG 5150. Interactive Cartographics in Geographic Information Systems

(GEOG 302) 3 credits. Lecture

Interactive programming for the display of spatial data and the design of computer generated maps.

5. Proposed Catalog Copy:

GEOG 5150. Visualization in Geographic Information Systems

(GEOG 302) 3 credits. Lecture

The design of spatial data displays and computer generated maps.

6. Effective Date:
Immediately

Justification

1. Reasons for changing this course: These changes reflect the current environment for the display of spatial data.
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: None
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, 486-2059, robert.cromley@uconn.edu

2011 – 38 Proposal to Change GEOG 5620

1. Date: 6 April 2011
2. Department: Geography
3. Nature of Proposed Change: Change in course description
4. Current Catalog Copy:

GEOG 5620. Computer Applications in Spatial Analysis

(GEOG 342) 3 credits. Lecture

An advanced seminar in the design of computer programs for solving problems in spatial analysis. Students receive a thorough knowledge of FORTRAN and related graphic subroutine libraries necessary to implement individual projects.

5. Proposed Catalog Copy:

GEOG 5620. Computer Applications in Spatial Analysis

(GEOG 342) 3 credits. **Seminar**

An advanced seminar in the design of **GIS software** for solving problems in spatial analysis.

6. Effective Date:
Immediately

Justification

1. Reasons for changing this course: These changes reflect the current programming environment for spatial analysis in which GIS software is used as the platform for implementing various forms of spatial analysis.
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: None
7. Dates approved by: Department Curriculum Committee: 3/22/11
Department Faculty: 4/6/11
8. Name, Phone Number, and e-mail address of principal contact person:
Robert Cromley, 486-2059, robert.cromley@uconn.edu

2011 – 39 Proposal to Add GOEG 5560

1. Date: 4/6/2011
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2012

Final catalog Listing:

GEOG 5560. GIS and Environmental Geography

3 credits. Lecture. Recommended Preparation: GEOG 5500.

Use and applicability of GIS to solve environmental problems. Case studies address general areas of applicability including: environmental assessment and monitoring, analysis and modeling, and planning and management.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5560
3. Course Title: GIS and Environmental Geography
4. Course description: Use and applicability of GIS to solve environmental problems. Case studies address general areas of applicability including: environmental assessment and monitoring, analysis and modeling, and planning and management.
5. Number of Credits: 3
6. Course type: Seminar

Optional Items

7. Prerequisites, if applicable: Graduate status
8. Recommended Preparation, if applicable: GEOG 5500
9. Consent of Instructor, if applicable: None
10. Exclusions, if applicable: Graduate status only
11. Repetition for credit: No
12. S/U grading: Not applicable

Justification

1. Reasons for adding this course: Environmental data usually have a geographical component. A GIS is a powerful methodology that allows for the collection, manipulation, analysis, and presentation of environmental data. Within each general environmental area, students will explore specific topics through current literature, case studies, and hands-on GIS exercises. Students will be exposed to a variety of GIS tools, data formats, sources of data, and environmental issues throughout the course. Students who successfully complete the course will be able to use GIS to acquire, display, manipulate, edit, and analyze environmental data geographically and reflect on the social, environmental, and political implications of GIS analysis.

2. Academic Merit: Students will understand the applicability of GIS for addressing diverse environmental topics. They will acquire and analyze publically available datasets relevant to environmental issues. They will also gain a sufficient conceptual and applied understanding of key components of a GIS (data acquisition and preparation, data manipulation and spatial analysis, and output generation) required to solve environmental problems. The course also

integrates appropriate GIS skills and analysis techniques with craftsmanship in generating effective and visually appealing maps.

3. Overlapping Courses: None

4. Number of Students Expected: 15

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

6. Effects on Other Departments: Additional offering in Environmental Studies

7. Staffing: Dr. Zhang

8. Dates approved by:

Department Curriculum Committee: 3/30/11

Department Faculty: 4/6/11

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

x-2059

robert.cromley@uconn.edu

Course Outline:

Week 1

Introduction to environmental applications of GIS

Environmental data acquisition and quality

Description: Provide some examples of environmental applications of GIS through lecture and readings. Explore a variety of resources that are useful to GIS professionals such as ESRI Support, Google Earth, and the myriad of online sources for environmental and geographical data. Discuss common formats of GIS data available on the internet and issues of quality and completeness of GIS data. Discuss the pros and cons of acquiring publically available data versus creating your own data. Introduce the issue of error and error generation.

Week 2

Review of basic GIS techniques and analyses (skills)

Description: Through hands-on exercises, have students review skills learned in introductory classes that will be relevant to their work in this course.

Weeks 3 – 5

Environmental assessment and monitoring

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental assessment and monitoring through lecture, readings, and hands-on exercise of environmental case studies. Case studies include biodiversity assessment, wetland identification and delineation, pollution risk assessment, and air and water quality monitoring.

Weeks 6 – 8

Environmental analysis and modeling

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental analysis and modeling through lecture, readings, and hands-on exercise of environmental case studies. Case studies include species distribution modeling, land use change, suitability analysis, and natural hazard risk analysis.

Weeks 9 – 11

Environmental planning and management

Data, tools, and techniques

Case studies

Quiz

Description: Introduce data, tools, and techniques for environmental planning and management through lecture, readings, and hands-on exercise of environmental case studies. Case studies include disaster response planning, protected areas management, land use planning, wildlife management, and coastal area management.

Week 12

Visualizing environmental data

Description: Discuss information access, effective depiction of geographical data, and geographical visualization tools. Explore cartographic issues in environmental GIS outputs. Introduce students to graphic design techniques and software options for designing map layouts.

Weeks 13 – 14

Final projects

Description: Use the skills learned in the course to solve an environmental problem. Topics will be approved mid-semester. Progress on the projects will be assessed throughout the last half of the semester. Students will create a professional final report on their problem, objectives, choice of analysis, results, and interpretations.

2011 – 40 Proposal to Change GSCI 1052

1. Date: 03/22/2011
2. Department: Geoscience
3. Nature of Proposed Change: Add prerequisite
4. Current Catalog Copy:

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course. Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

5. Proposed Catalog Copy:

GSCI 1052. Laboratory Earth and Life through Time

(107) (Formerly offered as GEOL 1052.) Both semesters. One credit. Not open to students enrolled in or having passed GSCI 1050. Prerequisite: GSCI 1051. By instructor consent only. Students who complete both GSCI 1051 and 1052 may request GSCI 1051 be converted from a CA 3 Non-laboratory to a CA 3 Laboratory course. Laboratory complement to GSCI 1051. Provides an opportunity to work with specimens (minerals, fossils, rocks), terrain images, maps, physical models, and simulation experiments. Includes two local field trips.

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

Justification

1. Reasons for changing this course: GSCI 1052 is intended for students who either (1) enjoy GSCI 1051 (the lecture component of GSCI 1050) and want to take the lab component (GSCI 1052) in a later semester so as to complete their lab science requirement (GSCI 1050 = GSCI 1051 + GSCI 1052) or (2) enjoy GSCI 1051 and decide to major in geoscience (most courses in the major have GSCI 1050 or both GSCI 1051 and GSCI 1052 as a prerequisite). Successful completion of GSCI 1052 requires knowledge of material in GSCI 1051.

The prerequisite of GSCI 1051 for GSCI 1052 was not included when GSCI 1052 was first proposed. The omission of the prerequisite has not caused any issues until recently. Because of enrollment pressure, students are looking for non-standard ways to complete coursework, and some students have asked to take GSCI 1052 before taking GSCI 1051. Thus, the prerequisite needs to be formally listed.

2. Effect on Department's Curriculum: None
3. Other Departments Consulted (see Note N): N/A
4. Effects on Other Departments: N/A
5. Effects on Regional Campuses: None – not offered regionally
6. Staffing: N/A
7. Dates approved by (see Note Q):
Department Curriculum Committee: 04/05/11
Department Faculty: 04/05/11
8. Principal contact person: Jean Crespi 860-486-0601 jean.crespi@uconn.edu

2011 – 41 Proposal to Change COMM 2310W

1. Date: February 11, 2011
2. Department: Communication Sciences
3. Nature of Proposed Change: Allow class to be taught as a non-w.
4. Current Catalog Copy:

COMM 2310W (231) - Media Literacy and Criticism.

Either Semester. Prerequisite: COMM 1000; ENGL 1010 or 1011 or 3800. Open to sophomores or higher. Recommended preparation: COMM 1300, 3400, 3600.

History, analysis and evaluation of technique, content and aesthetic effect of media messages. 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.

5. Proposed Catalog Copy:

COMM 2310/2310W (231/231w) - Media Literacy and Criticism. Either Semester.

Prerequisite: COMM 1000; ENGL 1010 or 1011 or 3800. Open to sophomores or higher. Recommended preparation: COMM 1300, 3400, 3600.

History, analysis and evaluation of technique, content and aesthetic effect of media messages. 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.

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

Justification

1. Reasons for changing this course: To allow the course to be taught as a non-w course to facilitate increased flexibility in course options.
2. Effect on Department's Curriculum: Allows more flexibility in courses.
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None
7. Dates approved by (see Note Q):
Department Curriculum Committee: February 28, 2011
Department Faculty: February 28, 2011
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 860-486-4080, Kristine.nowak@uconn.edu

2011 – 42 Proposal to Change COMM 4940

1. Date: February 11, 2011
2. Department: Communication Sciences
3. Nature of Proposed Change: Remove instructor consent from catalog description.
4. Current Catalog Copy:

COMM 4940 (288) - Television Production.

Prerequisite: Either semester. Three credits. COMM 1000 and COMM 1300 and instructor consent; open to juniors and higher.

Provides hands-on broadcast and industrial video production. Students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

5. Proposed Catalog Copy:

COMM 4940 (288) - Television Production. Either semester. Three credits. Prerequisite: COMM 1000 and COMM 1300; open to juniors and higher.

Provides hands-on broadcast and industrial video production. Students will rotate through all studio positions for a televised production and complete field shoots and editing for an electronic field production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting will be included in each class project.

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

Justification

1. Reasons for changing this course: To remove instructor consent from course description and enroll students using Peoplesoft. Having students email the instructor directly has been a burden on the instructor and removing this requirement will make registration easier and allow students with seniority to register first.
2. Effect on Department's Curriculum: None.
3. Other Departments Consulted (see Note N):
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: None
7. Dates approved by (see Note Q):
Department Curriculum Committee: February 28, 2011
Department Faculty: February 28, 2011
8. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 860-486-4080, Kristine.nowak@uconn.edu

2011 – 43 Proposal to Change COMM Minor

1. Date: February 28, 2011
2. Department requesting this change: Communication
3. Title of Minor: Communication
4. Nature of Change: Change description to clarify rules.
5. Existing catalog Description of the Minor:

Communication:

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses. Selected courses must include:

1. [COMM 3000Q](#) or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level or above COMM courses are required.
2. At least two from the following Core courses: [COMM 3100](#), [3200](#), and [3300](#)
3. Only one (3 credits) can be an Applied course from the following list: [COMM 4800](#), [4820](#), [4940](#), [4991](#), [4992](#)
4. The Communication Advisor's permission is needed for [4995](#), [4998](#).

6. Proposed catalog Description of the Minor:

Minor in Communication

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses; these must include:

1. COMM 3000Q (200Q) or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level (200) or above COMM courses are required.
2. AT LEAST two from the following core courses: COMM 3100 (210), 3200 (220) and 3300 (230). **Students are welcome to take all three core courses.**
3. Only one (3 credits) can be an Applied course from the following list: COMM 4800 (280), 4820 (282), 4940 (288), 4992 (290), 4991 (291). **Students are not required to have any applied courses and are free to take any of the Communication Theory courses to fulfill the minor requirement.**
4. The Communication Advisor's permission is needed for COMM 4995, 4998. **These courses are not required.**
5. A Minor in Communication Plan of Study signed by the Communication Advisor and filed with the Registrar during the first four weeks of the semester in which you plan to graduate. **The Minor Plan of Study form is available the PCSB Room 212.**

Minors do not receive priority registration for Communication courses.

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

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

Justification

1. Why is a change required? This change is needed to clarify the rules for students.
2. What is the impact on students? We hope it will help them better understand the requirements for the minor.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).

**Department of Communication Sciences
Minor in Communication**

PLAN OF STUDY

Name: _____ Student #: _____

This plan is drawn up to meet the requirements of the _____ catalog.

Major: _____ Expected Graduation Date: _____

University Requirements:

1. Students must be seeking a baccalaureate degree from the University of Connecticut.
2. The student must earn a **C or better** in EACH course in the Minor.

Department of Communication Sciences Requirements:

Students wishing to complete this minor must take at least 15 2000-level or above credits in COMM courses; these must include:

1. COMM 3000Q (200Q) or equivalent research methods course. If an equivalent research methods course is used, 15 credits in 2000-level (200) or above COMM courses are required.
2. AT LEAST two from the following core courses: COMM 3100 (210), 3200 (220) and 3300 (230). **Students are welcome to take all three core courses.**
3. Only one (3 credits) can be an Applied course from the following list: COMM 4800 (280), 4820 (282), 4940 (288), 4992 (290), 4991 (291). **Students are not required to have any applied courses and are free to take any of the Communication Theory courses to fulfill the minor requirement.**
4. The Communication Advisor's permission is needed for COMM 4995, 4998. **These courses are not required.**
5. A Minor in Communication Plan of Study signed by the Communication Advisor and filed with the Registrar during the first four weeks of the semester in which you plan to graduate.

Courses taken to fulfill Departmental Minor requirements:

	GRADE
COMM 3000Q (200Q) or (_____)	_____
Additional COMM Courses:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Approved: _____ Date: _____
(COMM Department Advisor)

5. Dates approved by (see Note Q):

Department Curriculum Committee: February 28, 2011

Department Faculty: February 28, 2011

6. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 860-486-4080, Kristine.nowak@uconn.edu

2011 – 44 Proposal to Change COMM Major

1. Date: February 28, 2011
2. Department requesting this change: Communication
3. Title of Major: Communication
4. Nature of Change: Editorial changes to clarify requirements
5. Existing catalog Description of the Major:

Communication.

The undergraduate concentration in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The concentration emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational and intercultural and international communication. Students must apply to the department to become a Communication Sciences major with a concentration in Communication. The deadline for applications during a semester is the end of the second week of classes. Applications are accepted for Fall and Spring semesters. Students typically apply Spring semester of their Sophomore year. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

Cumulative GPA, and

Successful completion of COMM 1000.

The applicant's academic record and space availability will also be considered.

Prior to acceptance into the Communication Sciences major, students so identified may designate themselves as Pre-Communications, by declaring the Pre-Communications major at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu).

The Pre-Communications designation, however, will only indicate an intention to apply and will not ensure acceptance into the concentration. Nor will the designation give students priority in registering for 1000-level Communication courses. In addition, Pre-Communications majors must still apply to become Communications Sciences majors with a Communication concentration at the appropriate time. Students may apply directly to the Communications major from other academic programs.

We recommend that students interested in the Communication concentration complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses, and is advised for all students interested in media production, communication technology, marketing, public relations, or advertising.

Students who elect to take the Communication concentration must pass: [COMM 1000](#), [1100](#), [3000Q](#).

In addition, students must pass at least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#).

Students must pass at least five (5) more 2000-level courses in Communication. No more than two of the five can be applied courses: [COMM 4800](#), [4820](#), [4940](#), [4991](#) and, [4992](#). Three of the five must be theory courses, which are all other COMM courses numbered 2000 or above. As long as students have met the above requirements, they may also pass additional applied courses. We strongly recommend that everyone take at least one internship ([COMM 4991](#)).

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include

[COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

6. Proposed catalog Description of the Major:

Communication.

The undergraduate concentration in Communication is designed to produce students capable of analyzing human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The concentration emphasizes interpersonal, mass, new communication technologies, nonverbal, intercultural, and international communication.

Students must apply to the department to become a Communication Sciences major with a concentration in Communication. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained outside Room 223 PCSB, on the department website, and from Communication faculty members at the Stamford Regional Campus.

The decision to admit will depend on several criteria:

Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.

- Cumulative GPA, and
- Successful completion of COMM 1000.
- The applicant's academic record and space availability are also considered.

Prior to acceptance into the Communication Sciences major, students may declare themselves Pre-Communication majors at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication Sciences majors with a Communication concentration by following the process described above.

Students interested in the Communication concentration should complete [COMM 1100](#) and [COMM 1300](#) before junior year, if possible. [COMM 1300](#) is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising.

Successful completion of a BA degree in Communication Sciences with a Communication concentration requires the following:

1. [COMM 1000](#), [1100](#), [3000Q](#).
2. At least two (2) of the following Core courses: [COMM 3100](#), [3200](#), [3300](#). Students are welcome to take all 3 Core courses.
3. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
4. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. There are applied and theory courses in Communication.
 - Applied courses include the following: [COMM 4800](#), [4820](#), [4940](#), [4991](#) and, [4992](#).
 - Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
5. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have

met the above requirements, they may take additional applied courses but only 2 can count towards the minimum 24 credits required for the major.

6. All students are encouraged to do at least one internship (COMM 4991). Internships can be done during the academic year or summer. Students must have 12 credits in Communication at the 2000 level or above before eligible for internship credit.

To satisfy the information literacy competency, all students must pass [COMM 1000](#), [1100](#), and [3000Q](#). Other courses that will further enhance competency in information literacy include [COMM 1300](#), [3100](#), [3103](#), [3200](#), [3300](#), [3321](#), [3400](#), [3450](#), [3600](#), [4089](#), [4100](#), [4120](#), [4220W](#), [4230](#), [4320](#), [4330](#), [4410W](#), [4420](#), [4450W](#), [4451W](#), [4460](#), [4500](#), [4551W](#), and [4620](#). To satisfy the writing in the major requirement, students must pass at least one course from [COMM 2310W](#), [4220W](#), [4410W](#), [4450W](#), [4451W](#), [4551W](#), [4660W](#), [4930W](#), [4996W](#), or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

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

Justification

1. Why is a change required? These changes will clarify requirements for students and specifically address rules that students are frequently confused about. No requirements have been changed.

2. What is the impact on students? We hope it will reduce confusion.

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

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

Department Curriculum Committee: February 28, 2011

Department Faculty: February 28, 2011

5. Name, Phone Number, and e-mail address of principal contact person: Kristine Nowak, 860-486-4080, Kristine.nowak@uconn.edu

2011 – 45 Proposal to Add COMM 3xxx

Marital and Family Communication

(electronic proposal file corrupted -- proposal and syllabus to be presented in hardcopy format)

2011 – 46 Proposal to change CDIS 1155Q

1. Date: March 15, 2011
2. Department: Communication Sciences – Disorders (CDIS)
3. Nature of Proposed Change: 1) change numbering of course; 2) expand/refine course content

4. Current Catalog Copy:

CDIS 1155Q. Applied Sound Science
(155Q) Either semester. Three credits. Recommended preparation: MATH 1060 or the equivalent.

Fundamentals of physical acoustics specifically oriented to speech and audiology: frequency, intensity, decibels, critical bands, filters, masking, noise and vibration. Introduction to acoustic instrumentation and software used in communication sciences, animal science, biology, architectural acoustics and ecology, and bioacoustic analyses.

5. Proposed Catalog Copy:

CDIS 2155Q. Speech and Hearing Science
(155) Either semester. Three credits. Recommended preparation: MATH 1060 or the equivalent; open to sophomores or higher.

Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to acoustic instrumentation and software used in communication sciences. Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.

6. Effective Date: Fall 2012

Justification

1. Reasons for changing this course:

Description Change: This course is currently recommended, but not required, for students in the major. By changing the number of the course, we can offer it as a required course. We are refining the content of this course to make it more clearly relevant to the speech and hearing sciences, not other disciplines such as animal science (though these could be touched on if the instructor desired). We are expanding the content at the same time to include acoustical aspects of voice and speech production.

2. Effect on Department's Curriculum: course would be required for the major. Course would absorb elements of CDIS 3250 and 3201.

3. Other Departments Consulted: none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: none

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

7. Dates approved by:

Department Curriculum Committee: 2/2011

Department Faculty: 3/2011

8. Name, Phone Number, and e-mail address of principal contact person:
- a) Jennifer Tufts, Undergraduate Curriculum Committee Member, 486-4082,
Jennifer.tufts@uconn.edu
 - b) Kathleen Cienkowski, Division Head for Audiology, 486 3289,
cienkowski@uconn.edu
 - c) Frank Musiek, Chair, CDIS C&C committee, 486-3166, Frank.Musiek@uconn.edu

2011 – 47 Proposal to Drop PNB 5301

1. Date: 4/21/11
2. Department: PNB
3. Catalog Copy:

PNB 5301. Fundamentals of Neurobiology (PNB301) 3credits. Lecture.

Major topics in neurobiology, including cellular neurophysiology, synaptic physiology, sensory and motor integration, molecular and developmental neurobiology.

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

Justification

1. Reasons for dropping this course:
The course is no longer part of our graduate curriculum and is no longer being offered.
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: March 4, 2011
Department Faculty: March 4, 2011
6. Name, Phone Number, and e-mail address of principal contact person:

Dr. J. Crivello
6-5415
joseph.crivello@uconn.edu

2011 – 48 Proposal to Change PNB 6417, PNB 6418 & PNB 6426

1. Date: 4/21/11
2. Department: PNB
3. Nature of Proposed Change: Dropping a prerequisite from three graduate classes. The prerequisite course "PNB 5301" is being dropped from graduate catalog and is no longer offered.
4. Current Catalog Copy:

PNB 6417. Developmental Neurobiology
(PNB 417) 3 credits. Lecture. Prerequisite: PNB 5301.

Molecular mechanisms of neurodevelopment. Neural induction, cell fate determination, neurogenesis, axon targeting, neuronal migration, synapse formation and activity-dependent synaptic remodeling.

PNB 6418. Integrative Neurobiology
(PNB 418) 3 credits. Lecture. Prerequisite: PNB 5301.

Physiology of the central nervous system: information processing and central mechanisms in vertebrates and invertebrates; physiological aspects of behavior.

PNB 6426. Molecular and Cellular Neurobiology
(PNB 426) 3 credits. Lecture. Prerequisite: PNB 5301.

The molecular basis of synaptic transmission and other signaling mechanisms of communication among nerve cells. Extracellular and intracellular molecular messengers and signal transduction mechanisms. Cellular functions involved in differentiation, proliferation and survival of nerve cells.

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

PNB 6417. Developmental Neurobiology
(PNB 417) 3 credits. Lecture. Molecular mechanisms of neurodevelopment. Neural induction, cell fate determination, neurogenesis, axon targeting, neuronal migration, synapse formation and activity-dependent synaptic remodeling.

PNB 6418. Integrative Neurobiology
(PNB 418) 3 credits. Lecture. Physiology of the central nervous system: information processing and central mechanisms in vertebrates and invertebrates; physiological aspects of behavior.

PNB 6426. Molecular and Cellular Neurobiology (PNB 426) 3 credits. Lecture. The molecular basis of synaptic transmission and other signaling mechanisms of communication among nerve cells. Extracellular and intracellular molecular messengers and signal transduction mechanisms. Cellular functions involved in differentiation, proliferation and survival of nerve cells.

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

Justification

1. Reasons for changing this course: The prerequisite course is being dropped from the graduate catalog.
2. Effect on Department's Curriculum: None

3. Other Departments Consulted (see Note N): None
4. Effects on Other Departments: None
5. Effects on Regional Campuses: None
6. Staffing: No changes
7. Dates approved by (see Note Q):
 - Department Curriculum Committee: March 4, 2011
 - Department Faculty: March 4, 2011
8. Name, Phone Number, and e-mail address of principal contact person:
 - Joe Crivello
 - 6-5415
 - joseph.crivello@uconn.edu

**2011 – 49 Proposal to Add JOUR 3xxx
4/20**

- 1 Date: April 26, 2011
 - 2 Department: JOUR
 - 3 Semester and year in which course will be first offered: Fall 2012
- Final Catalog Listing

JOUR 3XXX Introduction to Online Journalism. Either Semester. Three credits. Prerequisite: JOUR 2000W.

Application of newswriting techniques to online journalism including assembling and producing interactive news stories.

Items including in catalog listing:

1 Standard Abbreviation for Department of Program: JOUR

2 Course Number: 3xxx

Course Title: Introduction to Online Journalism

4 Semester Offered: Either

5 Number of Credits: Three

6 Course Description: Application of newswriting techniques to online journalism including assembling and producing interactive news stories.

Optional items

7 Number of Class Periods, if not Standard: Standard

8 Prerequisites: JOUR2000w

9 Recommended Preparation, if applicable: NA

10 Exclusions: NA

11 Repetition for credit: NA

12 Instructor(s) names for catalog Copy:

1 Justification:

Reasons for adding this course: This course has been taught for several semesters on an experimental basis and needs to be established as part of the department's permanent curriculum. It will be the primary responsibility of a new, tenure-track assistant professor, who has extensive experience in online media, who will begin in Fall, 2011.

Academic merit: Journalism is undergoing a rapid and significant evolution changes in traditional print and broadcast technology platforms and the evolution of digital and interactive

news sites on the Internet. This course recognizes those developments within journalism and will serve as an introduction in both surveying this new field and providing important digital and interactive skills. In particular, students will learn how to create and assemble various news components including story text, graphics, video, audio, animation and interactivities into an integrated work of journalism.

2 Effect on Department's Curriculum: None

3 Other Department's Consulted: None

4 Effects on Other Departments: None

5 Effects on Regional Campuses: None, not taught on regional campuses.

6 Staffing: Journalism faculty

7 Dates approved by:

Department Curriculum Committee: April 20, 2011

Department Faculty: April 20, 2011

8 Name, Phone Number and e-mail address of principal contact person: Robert Wyss, 6-3030, Robert.wyss@uconn.edu

Syllabus

INTRO TO ONLINE JOURNALISM

J3098- 01 Tues – Thursday 9:30-10:45

Room 433 Arjona

Three Academic Credits

Spring 2011

University of Connecticut

Assistant Professor in Residence, Rick Hancock

Instructor Contact Information

Room 442 Arjona

Voice 860-486-8776

Email: Rick.Hancock@uconn.edu or rhancock@ctnow.com

(Note about email: I will make every attempt to respond to email sent to me before 10 pm on the same day that I received it. Emails sent to me after 10 pm are not guaranteed to receive an immediate response.)

Office Hours: Only by appointment

The Syllabus

Purpose

[Keywords: Interactive journalism; online journalism; digital journalism; multimedia; multimedia reporting; new media; digital media; online media.]

Interactive journalism is a term used to define the work of reporters whose work is presented online in a multimedia format. That means a single news story is communicated through a variety of separate mechanisms that are assembled in an integrated whole in service to that story. These include story text, graphics, information animation, images, video, audio and applications that provide the opportunity for the reader/audience to append, amend and comment with the material originally assembled by the reporter and posted on the Web site of the news organization.

Students completing this class will assess the distinction between interactive and traditional forms of news reporting and will practice interactive journalism from story conceptualization and research to development and posting as an integrated work.

Objectives

This course follows the paths of critique and technique. First, students will analyze the distinction and relationship between interactive journalism and news delivered via traditional print and broadcast platforms. Second, students will be introduced to basic technologies deployed in the practice of interactive journalism and learn how to create and assemble the components – story text, graphics, video, audio, animation and interactivities - into an integrated work of journalism. Third, students will collectively and individually produce interactive news stories.

A major component of this class will be the development and contribution to a class Facebook Fan Page. The fan page will become a repository for information centered on the craft of online journalism and social media.

Each student will be expected to make weekly contributions to the fan page. Status updates can include, but are not limited to links to interesting news articles, videos and blogs that are about the field and future of journalism.

Students who already have an existing personal Facebook profile may use that profile to join the class Facebook Fan page, however if you want to create a new Facebook profile for this class assignment that is acceptable as well

Fan page updates will be graded as part of your class participation grade.

<http://www.facebook.com/UConnOnlineJournalismSocialMedia>

PERSONAL BLOG/TWITTER/FACEBOOK

In addition, students will maintain a personal blog (and Twitter account) that focuses on a topic of the students choosing. At a minimum three separate times a week, students will be required to offer their own critiques of news items related to the topic they have chosen. A weekly grade will be given for this assignment. Failure to blog on three separate days will result in an overall lowering of the weekly grade. Students will also be expected to leave comments on other blogs that also focus on the topic chosen by the student. Blogs that consistently incorporate multimedia (video, audio, photographs) and interactive elements into their personal blogs is highly encouraged.

Required daily reading sites to link to your blog

* New Media Tips
<http://www.newmediatips.com/>

CT Weblogs
<http://www.ctweblogs.com/>

- Cyberjournalist.net

<http://www.cyberjournalist.net/>

- Interactive Narratives
<http://www.interactivenarratives.org/>
- Lost Remote
<http://www.lostremote.com/>
- Online Journalism Review.
<http://www.ojr.org/>
- * Journalism Jobs
<http://journalismjobs.com/>
- Poynter Online - Online
<http://www.poynter.org/subject.asp?id=26>
- * Knight Digital Media Center
<http://www.knightdigitalmediacenter.org/about/>

Students will also contribute to a class Facebook Fan Page. The fan page will become a repository for information centered on the craft of online journalism and social media.

Each student will be expected to make weekly contributions to the fan page. Status updates can include, but are not limited to links to interesting news articles, videos and blogs that are about the field and future of journalism.

Students who already have an existing personal Facebook profile may use that profile to join the class Facebook Fan page, however if you want to create a new Facebook profile for this class assignment that is acceptable as well

Fan page updates will be graded as part of your class participation grade.

<http://www.facebook.com/UConnOnlineJournalismSocialMedia>

FINAL PROJECT or FINAL PAPER

At the end of the semester each student will be required to demonstrate their mastery of this course by either creating a multipage, interactive, multimedia website. The focus of the website can be on any topic the student chooses. However, it's highly recommended that the website be related to the student's class blog.

The final project will require that students learn a number of digital media software programs to assist them in producing their final project. This means students **MUST** attend special software training sessions classes held during non-class hours.

Each student will be required to produce a final project that will consist of a two page multimedia website built using Dreamweaver, Photoshop, Flash, iMovie and Audacity. Your site will include a text main story (chunk), but will also include several multimedia/interactive features and a link to a blog. The blog will have at least three entries and be related to the websites main topic.

More details and deadlines to follow as we progress through the semester. Final Project will count for 50 percent of your grade.

OR

FINAL PAPER

Students will be given an opportunity to substitute producing a final multimedia project and instead write a 20-page research paper.

The research paper will focus one of the following topics:

- 1) Advocacy With a Pen From Thomas Paine to Ken Krayseske: But is it Journalism?
- 2) The Past, Present and Future of Digital Journalism
- 3) Teaching The Next Generation of Journalists. What Journalism Students Need To Know Today to Get Hired Tomorrow?

The research paper MUST conform to MLA style. Failure to do so WILL result in an automatic drop of one letter grade for the final paper.

Students will have to make a decision by 5 pm, Friday, September 18 if they will either do a final multimedia project or final research paper. You will notify me by email of your decision.

Academic Integrity

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). For more about the University of Connecticut Student Code of Conduct, please go online: http://www.dos.uconn.edu/student_code_appendixa.html

Copyright

University of Connecticut conforms to all international and national copyright protocols and expects students will follow both the spirit and letter of copyright law regarding the use of graphical, text, code and other production elements used in student projects. Please do not use images, graphics, text, audio files, video files or other content and code elements that are copyrighted by the owner of the content.

Students who violate copyright laws on any project will be given a failing grade and be required to write a detailed research report on copyright law as it regards content and code distributed via the Internet. For more information about Copyright issues, please visit: <http://www.lib.uconn.edu/copyright/whatsCopyright.html>

Americans with Disabilities Act

University of Connecticut complies with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students who wish to disclose a disability must make their request by contacting The Center for Students with Disabilities: 233 Glenbrook Road, Unit 4174, Wilbur Cross Building, Room 201, Storrs, CT 06269-4174. Voice 860-486-2020, or online at: http://www.csd.uconn.edu/uconn_policies_7.html

Grading

Personal Blog/Twitter/Facebook 25 percent, graded weekly
Class Participation 25 percent (Quizzes, midterm, final exam, class participation, and personal effort to class web site.)
Final Project or Final Paper 50 percent

Required Texts

“We The Media: Grassroots Journalism by the People for the People” by Dan Gilmore
You can order and buy the book online at <http://oreilly.com>. Or you can download it for free at:

<http://oreilly.com/catalog/wemedia/book/> (Google: We The Media Free Download)

Journalism Next: A Practice Guide to Digital Reporting and Publishing by Mark Briggs (author).
Available at UConn Co-op Bookstore.

Suggested Text

The Associated Press Stylebook

WEEK 1

Introduction.

Lecture:

Introduction

What is Journalism?

What is Online Journalism?

The differences between blogging and reporting?

Examples of Online Journalism.

Beat Reporting, The State of Journalism Today.

Set up Wordpress blog.

ASSIGNMENT: Create a WordPress.com account. Choose a topic. Email url link to Professor Hancock. Read first six chapters of **"We The Media."** Post 75-100 word per chapter reviews, no later than 10 p.m. on THURSDAY, January, 27

WEEK 2

Lecture

Discuss student blog topics. Find as many links as you can regarding the topic of your choice and post them to your blog. Review different types of news blogs.

First blog will be posted no later than 9 a.m. Thursday, February 28

Wordpress overview

ASSIGNMENT: Read chapters 7-12 of **"We The Media."** Post 75-100 word chapter reviews, no later than 10 p.m. on THURSDAY, February, 3.

Begin posting regularly to personal blog: Three posts, written on three different days, must be posted to your blog each week. At minimum one new blog post must be posted by class on Tuesdays and at minimum two new posts by class on Thursdays.

WEEK 3

Blog Review

LECTURE

The differences between blogging and reporting?

Examples of Online Journalism.

Beat Reporting, The State of Journalism Today.

Photoshop overview

ASSIGNMENT:

Begin posting to Facebook fan page

Personal Blog/Twitter: Three posts, written on three different days, must be posted to your blog no later than 10 pm the night before the next class.

NEXT ASSIGNMENT

At minimum three posts, written on three different days. At least one post must be on your blog by the first class meeting of the week; and at least two new posts must be on your blog by the second class meeting

of the week.

WEEK 4

Blog Review

Lecture: Why Is Online Journalism Different and Why Should You Care?

Class discussion of chapter 1 and 2 reading assignments

Technology Training: Apple's i-Life (iMovie, GarageBand)

ASSIGNMENT

Begin posting to Facebook fan page

Personal Blog/Twitter: Three posts, written on three different days, must be posted to your blog no later than 10 pm the night before the next class.

Read chapters 1 and 2 "Journalism Next"

WEEK 5

Blog Review

Lecture: The Job of the Online Journalist and Generating and Focusing Story Ideas.

Class discussion of chapter 4 and 5.

ASSIGNMENT

Update Personal Blog/Twitter and Facebook fan page.

Read chapters 7 and 8 "Online Journalism."

WEEK 6

Blog Review

Lecture: Web Resources and Databases, Sources and Interviewing, Online Writing Styles.

Class discussion of chapters 7 and 8.

ASSIGNMENT

Update Personal Blog/Twitter and Facebook fan page.

Read chapters 9 and 10 "Online Journalism."

WEEK 7

Blog Review

Lecture: Hooking and Keeping Readers and Revving Up Your Writing.

Class discussion of chapters 9 and 10

Technology Review

Music@UConn assignment due

ASSIGNMENT

Update Personal Blog/Twitter and Facebook fan page.

Read chapters 11 and 12 "Online Journalism."

WEEK 8 Spring Break

WEEK 9

Blog Review

Guest Lecture:

Technology Review

Next Music@Uconn Assignment announced

ASSIGNMENT

Update Personal Blog/Twitter and Facebook fan page.

WEEK 10

Blog Review

Showcase multimedia reporting sites

Identify Final Project Topic: A 300-500 word text draft of your topic must be emailed to Professor Hancock by April 1.

ASSIGNMENT

Personal blog

Final Project/in and out of class

WEEK 11

Blog Review

Final Project: Begin gathering multimedia elements. You must submit in writing all multimedia you will be using for your website by April 6.

Technology Review

ASSIGNMENT

Personal blog

Final Project/in and out of class

WEEK 12

Blog Review

Final Project: A rough draft for your web page must be completed by April 10.

ASSIGNMENT

Personal blog

Final Project/in and out of class

WEEK 13

Blog Review

Final Project: A second draft for your web page must be completed by April 15.

ASSIGNMENT

Personal blog

Final Project/in and out of class

WEEK 14

Blog Review

Final Project: Third and final draft for your web page must be completed by April 122

ASSIGNMENT

Personal blog

Final Project/in and out of class

WEEK 15

Blog Review

Final Project: Final project web page must be completed and ready for grading.

WEEK 16: FINAL EXAM PERIOD

2011 – 50 Proposal to Change JOUR 3045 & JOUR 3045W

- 1 Date: April 26, 2011
- 2 Department: JOUR
- 3 Nature of Proposed Change: Adding language so that the course can be repeated for credit with a change in content.
- 4 Current Catalog Copy:

JOUR 3045. Specialized Journalism (245) Either semester. Three credits. Prerequisite: JOUR 2000W.

An introduction to specialized fields such as business, science, education, arts, sports, and entertainment reporting. Students will examine some of the best work in the fields and will consider ethical issues and other problems.

JOUR 3045W. Specialized Journalism (245W) Three credits. Prerequisite: JOUR 2000; ENGL 1010 or 1011 or 3800.

- 5 Proposed Catalog Copy:

JOUR 3045. Specialized Journalism (245) Either semester. Three credits. Prerequisite: JOUR 2000W.

An introduction to specialized fields such as business, science, education, arts, sports, and entertainment reporting. Students will examine some of the best work in the fields and will consider ethical issues and other problems. With a change in content, may be repeated for credit.

JOUR 3045W. Specialized Journalism (245W) Either semester. Three credits. Prerequisite: JOUR 2000; ENGL 1010 or 1011 or 3800.

Justification:

- 1 Reasons for changing this course: This change allows students to take the course again if there is a change in content, such as a course on sports journalism one semester and business journalism in a subsequent semester.
- 2 Effect on Department's Curriculum: None
- 3 Other Department's Consulted: None
- 4 Effects on Other Departments: None
- 5 Effects on Regional Campuses: None, not taught on regional campuses.
- 6 Staffing: Journalism faculty
- 7 Dates approved by:
 - Department Curriculum Committee: April 20, 2011
 - Department Faculty: April 20, 2011
- 8 Name, Phone Number and e-mail address of principal contact person: Robert Wyss, 6-3030, Robert.wyss@uconn.edu

2011 – 51 Proposal to Change JOUR 4035

- 1 Date: April 26, 2011
- 2 Department: JOUR
- 3 Nature of Proposed Change: Renaming an existing course.
- 4 Current Catalog Copy:

JOUR 4035. Advanced Reporting Techniques (235C) First Semester. Three credits.
Prerequisite: JOUR 2001W.

Using the Internet, databases and other computer resources to research and report on the actions of courts, business, public agencies and government. Consideration of ethical questions.

- 5 Proposed Catalog Copy:

JOUR 4035. Investigative Reporting (235C) First Semester. Three credits. Prerequisite: JOUR 2001W.

Using the Internet, databases and other computer resources to research and report on the actions of courts, business, public agencies and government. Consideration of ethical questions.

Effective Date:
Fall 2012

Justification:

- 1 Reasons for changing this course: This change in name more clearly identifies the course and its contents.
- 2 Effect on Department's Curriculum: None
- 3 Other Department's Consulted: None
- 4 Effects on Other Departments: None
- 5 Effects on Regional Campuses: None, not taught on regional campuses.
- 6 Staffing: Journalism faculty
- 7 Dates approved by:
 Department Curriculum Committee: April 20, 2011
 Department Faculty: April 20, 2011
- 8 Name, Phone Number and e-mail address of principal contact person: Robert Wyss, 6-3030, Robert.wyss@uconn.edu

2011 – 52 Proposal to Add HDFS 3042

1. Date: March 30, 2011
2. Department requesting this course: Human Development and Family Studies
3. Semester and year in which course will be first offered: Spring 2012

Final Catalog Listing

HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender
Three credits. Open to juniors or higher seniors.

Baseball is studied within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of this sport on individuals and families, discrimination and integration, labor relations, urbanization, women in baseball, gays in sports, and performance enhancing drugs.

Items included in catalog listing: Obligatory Items

1. Standard abbreviation for Department or Program: HDFS
2. Course Number: 3042
3. Course Title: Baseball and Society: Politics, Economics, Race and Gender
4. Semester offered:
5. Number of credits: 3
6. Course description: Baseball serves as a mirror of American culture over time, reflecting the nation's strengths and weaknesses, its accomplishments and failures. In general terms, American history, political power, economic justice, racial prejudice, gender discrimination, individual development, globalization and more will be covered through the lens of baseball. More specifically, the class will focus on the ongoing conflicts between individualism and collectivism, labor and management, masculinity and femininity, urban and pastoral, white and non-white, rich and poor, young and old, gay and straight, internationalism and xenophobia.

Optional Items

7. Number of class periods (if not standard): Standard
8. Prerequisites: None
9. Recommended Preparation: None
10. Consent of Instructor: Not required
11. Exclusions: Open only to juniors and above
12. Repetition for credit: Not allowed
13. Instructor(s) names if they appear in catalog copy: None
14. Open to sophomores: No
15. Skill Codes: None
16. Grading: Standard A through F

Justification

1. Reasons for adding this course: The Department of Human Development and Family Studies is deeply committed to fostering diversity, mutual respect, and cross-cultural understanding within a very supportive non-threatening learning environment. This course will honor that commitment by using baseball as a tool to help students understand important historical, economic, and sociological forces that shaped the nation, influenced individuals, and affected families. It is designed to serve as a stimulating intersection where students who represent diverse cultures, different genders and backgrounds, and multiple academic disciplines can gather and discuss important issues. Because baseball serves as the primary learning vehicle for this course, it does not duplicate any offering in the HDFS curriculum. On the horizon perhaps is a film series and/or speaker series to run concurrently with my course and, provided funding can be acquired, there are at least two traveling

baseball museum exhibits that I would like to bring to UConn sometime in the future. One is on Negro League Baseball and the other is on Women in Baseball (“Line drives and Lipstick”).

2. Academic Merit: Courses such as this are offered at more than 20 colleges and universities across the United States, including Stanford, NYU, Harvard, Tufts, Hofstra, San Francisco State, Bates College, and the U.S. Military Academy. A list is appended. The Society of American Baseball Research, the premier professional organization for baseball research, maintains a clearinghouse for such courses on its website. Further, each June the Cooperstown Symposium on Baseball and American Culture draws hundreds of academics to its three-day research conference. A baseball film festival is held at the Baseball Hall of Fame each October and is equally well-attended by academics. Further, each May Harvard University offers its two-day conference on Baseball Sabermetrics (a quantitative analysis of baseball).

Bart Giamatti left the presidency of Yale to become Commissioner of Baseball. The President of NYU teaches a seminar on baseball each year, the President of the University of Hartford is a baseball historian, and Jacques Barzun, the cultural historian (now 104 years old) and former Provost of Columbia, once stated that “whoever wants to know the heart and mind of America had better learn baseball.” Pulitzer Prize winning historian Doris Kearns Goodwin wrote a book on baseball, political columnist and TV commentator, George Will, has published three books on the sport, and Harvard paleontologist Stephen Jay Gould frequently referred to baseball in his writing on evolutionary theory. His *Triumph and Tragedy in Mudville: A Lifelong Passion for Baseball*, was published two years after his death. Similarly, Roger Angel of the *New Yorker* (and stepson of E.B. White), who is considered by many to be one of the best baseball writers who ever lived, emphasized that “baseball seems to have been invented solely for the purpose of explaining all other things in life.” Such perspectives coincide with my way of thinking and further signal the value of this course.

3. Overlapping Courses: To date, no overlapping courses within HDFS or other departments in CLAS or across campus have been identified.
4. Number of Students Expected: 50-60 for starters.
5. Number and Size of Section: 1 Section/50-60 students
6. Effects on Other Departments: No effect. However, this course is being endorsed by the Directors of African-American Studies, Women’s Studies, Asian-American Studies and Puerto Rican and Latino Studies. All of these units plan to recommend the course to their students which will help create a very diverse and interdisciplinary classroom.
7. Effects on Regional Campuses: No effect.
8. Staffing: By Department of Human Development and Family Studies
9. Dates approved by:
Department Curriculum Committee: April 13, 2011
Department Faculty: April 13, 2011
10. Name, Phone Number, and e-mail address of principal contact person: Jane Goldman, 860-486-4728, jane.goldman@uconn.edu

Baseball Courses at Other Colleges and Universities – Prepared by Steve Wisensale

Liberal Arts and Social Sciences

Tufts University – History of Baseball course by Professor Sol Geitleman, History Dept.
<http://www.tufts.edu/home/feature/?p=baseball&p2=2>

Stanford University – Baseball: Inside America’s Game – Instructor: Gary Cavalli
https://continuingstudies.stanford.edu/courses/course.php?cid=20103_BAS%20101

New York University – Baseball as a Road to God – Instructor: John Sexton, President of NYU
<http://www.pbs.org/moyers/journal/03122010/profile.html>

University of San Francisco - Law, Politics and the National Past Time by Professor Robert Elias
<http://www.robelias.com/events.htm>

The University of Texas at Arlington [Guide to Baseball Fiction](#) by Tim Morris
San Francisco State University - [History 490/English 525 -- The History And Literature Of Baseball](#)
by Professor Jules Tygiel

Hofstra University – Negro League Baseball – Honors Seminar by Richard Puerzer
http://www.hofstra.edu/Home/News/PressReleases/Archive/060209_PuerzerBaseball.html

Bates College – Red Sox Nation: A Course on Baseball by Barbara Creighton, History Department
http://www.usatoday.com/sports/baseball/2008-09-30-3600436374_x.htm

Mathematics and Statistics

Tufts University – Sabermetrics 101 by Andy Andrus
http://www.hardballtimes.com/main/blog_article/sabermetrics-101-at-tufts/

Seton Hall University - http://findarticles.com/p/articles/mi_qa3673/is_n2_v117/ai_n28679220/

United States Military Academy - <http://www.mcfarlandpub.com/excerpts/0-7864-3388-4.Appendix.pdf> – Taught by Gabriel B Costa, Michael R Huber, Alexander Heidenberg, Rodney Sturdivant, et al.. This three-credit course has been offered since 1996. (Note that Professor Huber is now at Muhlenberg College.)

Related Courses and Programs

Harvard’s Learning Community on Baseball and “The Sports Analysis Collective.”
<http://www.thepostgame.com/features/201102/moneyball-20-students-harvard-club-prep-be-sports-gms>

Harvard’s John F. Kennedy School of Government: What Baseball Can Teach Policymakers
<http://belfercenter.ksg.harvard.edu/analysis/stavins/?tag=baseball>

Brandeis University – Sports in American Society (baseball a major component) Instructor: J. Cohen, American Studies
<http://www.brandeis.edu/now/2010/july/baseballvsoccer.html>

Long Island University – A Social History of Sports: A Search for Heroes (baseball is a major component of the course). Instructor: Joseph Dorinson, History Department

http://www.nyhumanities.org/speakers/adult_audiences/speaker.php?speaker_id=382

Baseball in the Classroom: Essays on Teaching the National Pastime – edited by Edward J. Rielly.

A book of twenty essays by college and university professors who teach baseball in the classroom. http://www.amazon.com/Baseball-Classroom-Teaching-National-Pastime/dp/0786427795/ref=sr_1_1?s=books&ie=UTF8&qid=1302546222&sr=1-1

Society for American Baseball Research: <http://sabr.org/>

Nine: A Journal of Baseball History and Culture: <http://muse.jhu.edu/journals/nine/>

Harvard University’s Baseball Sabermetrics Annual Conference <http://saberseminar.com/>

Cooperstown Symposium on Baseball and American Culture – The 2010 Program Schedule.
Please note that almost all presenters are academics or independent researchers. <http://sports-law.blogspot.com/2010/05/cooperstown-symposium-on-baseball-and.html>
Baseball Hall of Fame Film Festival – The 2010 Program Schedule
<http://baseballhall.org/news/press-releases/fifth-annual-baseball-hall-fame-film-festival-returns-cooperstown-oct-1-3>

Baseball and Society: Politics, Economics, Race and Gender – Spring 2012
Abbreviated copy of the syllabus

Steve Wisensale, Ph.D. Phone: 860-486-4576 e-mail: steven.wisensale@uconn.edu Office hrs. T & Th. 12:30-1:30
“Whoever wants to know the heart and mind of America had better learn baseball,” Jacques Barzun
“Baseball seems to have been invented solely for the purpose of explaining all other things in life.”
- Roger Angell

Course Description:

This is a rigorous course designed for the intellectually curious. Baseball serves as the vehicle for studying society within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of sports on individuals and families, labor relations, assimilation and integration, multiculturalism, gender relations, urban development, public finance, women in baseball, gays in sports, baseball in court and in politics, and the globalization of the game.

As many scholars have come to recognize, baseball is not merely a convenient diversion or opiate for the masses, but rather it serves as a mirror of American culture over time, reflecting the nation’s strengths and weaknesses, its accomplishments and failures. Or, in the words of Hall of Fame broadcaster Ernie Harwell, “Baseball is just a game, as simple as a ball and a bat, yet as complex as the American spirit it symbolizes. It is a sport, a business and sometimes a religion.” Within this context the course is offered to those who believe that work and fun can become one and promise to do their best to make it happen in this class.

Course Objectives:

The course is driven by five major learning objectives. To guide students through the syllabus, both general and specific questions are posed under each weekly topic.

11. To employ baseball as a vehicle for understanding the impact of sports on individuals and families, as well its role in defining gender roles, race, and class
12. To analyze issues of diversity and economic and social justice in terms of access to sports and other opportunities in American society as a whole, both as participants and as fans. Are we all competing on a level playing field? Are we all in the game?
13. To use baseball as a reference point for evaluating contemporary social conflicts, including controversies over gambling, drug use, collusion, anti-trust policies, unions, collective bargaining, free agency, corporate flight, eminent domain, and others.
14. To study the extent to which baseball has succeeded or failed in addressing the ugly persistence of racism and sexism in American culture. What needs to be done?
15. To serve as a stimulating intellectual intersection for students from diverse backgrounds and academic disciplines who can meet on a diamond of common ground where fear and ignorance are banned, but curiosity and wisdom play every inning of every game.

Learning Resources:

Books, articles, websites, and videos will be used extensively throughout the course. Students will have the opportunity to explore archives and original sources via the internet. When appropriate, students will be encouraged to interview individuals involved in baseball as well as visit museums, baseball parks, and

other venues that are relevant to this course. The instructor also plans to invite guest speakers when appropriate.

Course Requirements and Expectations:

There will be at least two exams and one written assignment. With respect to the latter, students will be expected to produce at least one paper that is based on original research. After identifying students' interests, the instructor will direct them to appropriate resources and assist them in producing realistic research questions. Students should expect to share their research work with their classmates. The two exams and major paper will make up 75% of the final grade. The remaining 25% will be based on class participation.

Required Readings:

Seven books are required for this course. Additional reading assignments and selected videos are required and will be accessible via the internet or through the University library. Some reading materials will also be distributed in class or e-mailed to students.

Ron Briley (ed.) (2010). *The Politics of Baseball: Essays on the Pastime and Power at Home and Abroad*. Jefferson, NC: McFarland & Co.

Robert Elias (ed.) (2001). *Baseball and the American Dream: Race, Class, Gender and the American Pastime*. Armonk, NY: M.E. Sharpe.

George Gmelch (ed.) (2006). *Baseball without Borders: The International Pastime*. Lincoln, NE: University of Nebraska Press.

Benjamin Rader (2008). *Baseball: A History of America's Game*. Urbana-Champaign: University of Illinois Press.

Jules Tygiel (2001). *Past Time: Baseball as History*. New York: Oxford University Press.

George Vecsey (2008) *Baseball: A History of America's Favorite Game*. New York: Random House.

Andrew Zimbalist (2003). *May the Best Team Win: Baseball Economics and Public Policy*. Washington, DC: The Brookings Institution.

Week 1 – The Impact of sports on Individuals & Families: The Case of Baseball

What impact, if any, do sports have on individual development and family relations?

How do parents encourage or discourage their children from participating in sports?

What role do gender, race or class play in decisions to participate in particular sports?

How did your personal experience with sports compare to the points raised in the assigned readings?

Required readings: (Some of these are abstracts. The instructor will provide full access).

Lessons from sports: children's socialization to values through family interaction during sports activities
<http://das.sagepub.com/content/18/1/35.short>

Gender Roles and Stereotypes in Youth Sports

<http://tigeriiles315.blogspot.com/2009/12/gender-roles-and-stereotypes-in-youth.html>

The Alomars: On Baseball, Parenting, and Being Puerto Rican

<http://muse.jhu.edu/journals/nine/summary/v017/17.1.otto.html>

When it Comes to Sports, Adults Have Failed Our Children <http://www.tossitaround.com/columns/a-fans-perspective-random-musings-about-baseball-and-life/8039-when-it-comes-to-sports-adults-have-failed-our-children.html#>

Problems in Youth Sports

<http://www.familyresource.com/parenting/sports/problems-in-youth-sports>

The Welcome Theory: An Approach to Studying African American Youth Interest and Involvement in Baseball http://muse.jhu.edu/journals/nine/summary/v012/12.2ogden_d01.html

Coming of Age on the Diamond: Three Studies of Baseball and Life

<http://muse.jhu.edu/journals/nine/summary/v011/11.2stott01.html>

Career, Family, or Both? A Case Study of Young Professional Baseball Players

<http://muse.jhu.edu/journals/nine/summary/v014/14.2dixon.html>

Week 2 – Origins of the Game – Sorting Myths from Facts

Is baseball really America's game or was it invented by English school girls?
How is this debate similar (or not) to the debate over creationism and evolution?
Why isn't the Hall of Fame located in Hoboken, NJ, instead of Cooperstown, NY?
Who were Doubleday, Cartwright, Chadwick, and Spalding and why should we care?

Required readings and viewing assignments:

Briley, R., pp. 57- 70, Tygiel, J. pp. 3-34

Rader, B., pp. 1-29,

Vecsey, G., pp. 1-25

Required Video/DVD – Ken Burns' Baseball, Part 1- "Our Game -1840-1900." (2 hours).

Week 3 – Baseball as Business: Professional Leagues, and the Brotherhood War

Was Albert Spalding's World Tour about baseball or was it American imperialism?
How did the National Association of Baseball Players resemble our early Articles of Confederation?
What was the 1903 Major League Agreement? Why does it matter?
Was the reserve clause necessary for professional baseball to survive in the early years?

Required readings and viewing assignments:

Rader, B., pp. 30-90

Tygiel, J. pp. 35-63

Vecsey, G., pp. 29-48

Required Video/DVD – Ken Burns Baseball Part 2, "Something Like a War-1900-1910" (106 min)

Week 4 – The Deadball Era: Owners and Players amidst Labor Conflicts and War

What role for baseball during wartime? What traditions were created early on and why?
What was the Federal League? How did its demise mirror the struggles of labor unions?
Who was Ty Cobb and what was "small ball?"
What was the "Big Fix" and why was it a major turning point in the history of baseball?

Required Readings and Viewing Assignments:

Rader, B., pp. 99-121 Briley, R. pp. 25-37

Vecsey, G., pp. 49-64

Tygiel, J., pp. 35-63

Required Video/DVD – Ken Burns' Baseball Part 3, "The Faith of 50 Million-1910-1920" (2 hrs.)

Required film: *Eight Men Out* (1988) – <http://www.imdb.com/title/tt0095082/> If not in library, this film can be rented. Recommended film: *Field of Dreams* (1989).

Week 5 – From Deadball to Longball: Babe Ruth, Judge Landis, and a Monopoly

How does Babe Ruth and the homerun save the game from its worst scandal?
Who was Judge Landis and how did he both help and hurt the game?
How does baseball fare during the Great Depression?
How did radio and night games change the game and increase owners' profits?

Required readings and viewing assignments:

Rader, B. pp. 123- 154, Tygiel, J. pp. 64-115

Vecsey, G., 67-83, 97-106 and 109- 115, Briley, R., pp. 38-56

Required Video/DVD: Ken Burns' Baseball, Part 4: "A National Heirloom – 1920-1930"

Week 6 – A Parallel Universe: Racism, Jim Crow Laws, and the Negro Leagues

How was segregated baseball a reflection of America's attitudes toward race?
How was the economy of Negro League baseball similar to, or different from, MLB? What were the consequences for African-American fans after integration occurred? What role did off-season barnstorming play in integrating baseball and society?

Required readings and viewing assignments:

Briley, R., pp. 82-110

Tygiel, J. pp. 116-143

Vecsey, G., pp. 86-94

Required Videos/ DVDs Ken Burns' Baseball, Part 5- "Shadow Ball." (2 hours).

"There Was Always Sun Shining Somewhere "(1 hr.)

Recommended Videos/DVDS

“Only the Ball was White” (30 minutes)
“Pitching Man: Satchel Paige Defying Time” (1 hour)

Week 7 – Baseball, the 1940s, and the War Years

Why was 1941 considered to be one of baseball’s most “magical years?”
What is baseball’s role during World War II?
What has been the relationship between baseball and the military since then?
Why did the Women’s Professional Baseball League begin and why did it end?

Required readings and viewing assignments:

Briley, R. pp. 141-156

Vecsey, pp. 107-115

Required Video/DVD: Ken Burns’ Baseball, Part 6, “The National Pastime” (2 ½ hours).

Required film: “A League of Their Own (1992) <http://www.imdb.com/title/tt0104694/> If this film is not available in the library, it can be rented.

Week 8 – Baseball’s Experiment: Robinson, Clemente, Greenberg, & Civil Rights

Why did Jackie Robinson matter in 1947 and what is his legacy today?
Do you agree with the statement that American history can be divided into two parts: Before Jackie Robinson and after Jackie Robinson?
What other barriers were being broken during this time period?
Why were some clubs more willing to sign players of color compared to others?

Required Readings and Viewing Assignments:

Elias, R. pp. 43-101 Vecsey, G., 117-127

Briley, R., pp. 82-110, Rader, B., pp. 155-170

Required Videos/ DVDs – “The Jackie Robinson Story” (1 hr., 15 mins.)

“Roberto Clemente” (1 hour)

“The Life and Times of Hank Greenberg (1 ½ hrs)

“Viva Baseball: How Latinos Shaped Baseball” (1 ½ hrs.)

Recommended Video/DVD – “Jews and Baseball: An American Love Story” (1 ½ hrs.) Trailer of film: <http://www.jewsandbaseball.com/trailer.html>

Week 9 – Follow the Money: Expansion and Relocation (1950s and 1960s)

Why was New York considered the “Capital of Baseball” in the 1950s and 60s?
Why then did New York see two of its teams move west during this period?
Was baseball a leader in “white flight” or merely adapting to social change?
What can be said about owners’ motives and fan loyalty?
If this was baseball’s “Golden Age,” why was Congress investigating it so much?

Required readings and viewing assignments:

Briley, R., pp. 111-122

Elias, R. pp. 170-186

Rader, B., pp. 171-203

Tygiel, J. pp. 144-197

Vecsey, G., pp. 130-138

Required Videos/ DVDs –

Ken Burns’ Baseball, Part 7- “The Capital of Baseball” (2 ¼ hours).

Ken Burns’ Baseball, Part 8 – “A Whole New Ballgame” (2 hours).

Chavez Ravine: A Los Angeles Story (24 minutes).

Recommended Video/DVD – “61*” - A Film about Mickey Mantle and Roger Maris in 1961 and their quest to beat Babe Ruth’s homerun record. View film trailer below -

http://www.youtube.com/watch?v=1po8PgfJU_Q&feature=relatederas

Week 10 – Labor Wars, the DH, Collective Bargaining, & the Rise of Free Agency

Why was there so much conflict between players and owners during the 70s and 80s? Why was the Designated Hitter adopted by one league but not the other? Who
were Marvin Miller and Curt Flood and how did they change baseball forever? Has
free agency been good or bad for baseball? For players? Owners? Fans?

Required readings and viewing assignments:

Rader, B., pp. 204-237
Vecsey, G., pp. 140-160
Zimbalist, A., pp. 1-121

Required Video/DVD: Ken Burns' Baseball, Part 9, "Home" (2 ½ hours).

Week 11 – Baseball in the '90s and Post 9-11 – New Ballparks, Steroids, Homeruns, Sabermetrics, and Money Ball

How was baseball in the '90s and post 9-11 era a reflection of the U.S. economy? Do
new ballparks really help to rebuild inner cities? Who should pay for them?
Is baseball's response to performance enhancing drugs adequate? Are
sabermetrics and "money ball" good examples of successful innovations or not? How has
cable TV and other money-making ventures affected baseball and its fans?

Required readings and viewing assignments:

Elias, R. pp. 207-223
Rader, B., pp. 238-281
Vecsey, G., pp. 190-220
Zimbalist, A., pp. 123-174

Required Videos/ DVDs –

Ken Burns Baseball "10th Inning" (2 hours)

Week 12 – Women and Baseball

What is the history of women in baseball and how does it mirror women's history? Who
were some of the major pioneers in women's baseball?
Why do women play softball instead of baseball today? Is softball a "Jim Crow" sport?
Who are some female role models today for young women seeking careers in baseball?

Required readings and viewing assignments:

Briley, R., pp. 71-81
Elias, R. pp. 227-264

Women's Sports Timeline

<http://www.womenssportsfoundation.org/Content/Articles/Issues/History/W/Womens-Sports-Timeline.aspx>

Chronology – History of Women in Baseball -

<http://www.seaternal.com/baseball/history.htm>

Women's Baseball Timeline

<http://www.checkswing.com/profiles/blogs/womens-baseball-timeline>

Gender in Baseball: How Baseball Has Been Male Dominated for 100 Years

<http://www.seaternal.com/baseball/gender.htm>

Week 13 – The Closet in the Locker room: The Gay Athlete in a Macho World

Why does the gay athlete feel particularly vulnerable and reluctant to come out?
Is baseball ready for a gay Jackie Robinson? Are the fans?
Should the Commissioner and the Player's Union be more proactive in supporting the gay
ballplayer?

Required readings and viewing assignments:

The American Gay Rights Movement: A Timeline

<http://www.infoplease.com/ipa/A0761909.html#axzz0y2k0LN3Z>

The Brief History of Gay Athletes: A Timeline <http://espn.go.com/otl/world/timeline.html>

Sean Salisbury "Macho Culture" *ESPN The Magazine*. Oct. 30, 2002

<http://espn.go.com/magazine/vol5no23tuaoloside.html>

Homophobia in Baseball up Close and Personal – The examples of John Rocker and Carl Everett

John Rocker <http://graneyandthepig.wordpress.com/2009/08/15/john-rocker-ten-years-after/> Carl Everett

<http://nbcsports.msnbc.com/id/8238095>

Not that there is anything wrong with that: Practical and Legal Implications of a Homosexual Professional Athlete

[http://www.law.upenn.edu/journals/jbl/articles/volume10/issue4/Sinensky10U.Pa.J.Bus.&Emp.L.1009\(2008\).pdf](http://www.law.upenn.edu/journals/jbl/articles/volume10/issue4/Sinensky10U.Pa.J.Bus.&Emp.L.1009(2008).pdf)

Gay Athletes Panel – video - <http://www.youtube.com/watch?v=X2mqtd0qx5w&feature=related>

A gay wrestler speaks out <http://www.youtube.com/watch?v=iwBKyvstmd0&feature=related>

How many current professional athletes are gay?

<http://blogcritics.org/sports/article/how-many-current-professional-athletes-are/>

Is Baseball ready for a gay Jackie Robinson?

http://www.inthesetimes.com/article/611/is_baseball_ready_for_a_gay_jackie_robinson/

First Openly Gay Baseball Player – a fictional tale – maybe

<http://www.youtube.com/watch?v=qJ5ZfTsnQD4>

Billy Bean, former MLB ballplayer, “Going the Other Way: Lessons from a Life In and Out of Major

League Baseball” Book excerpt: <http://www.outsports.com/entertainment/20030429beanexcerpt.htm>

Week 14 – Baseball and Globalization – Part I – Asia

How are cultural similarities and differences between Japan and the U.S. reflected in baseball, as it is organized and played in each country? With

respect to baseball in particular, is globalization merely imperialism in disguise?

Will Asian leagues experience a fate similar to the Negro Leagues?

Are the challenges facing Japanese baseball similar to those confronting the U.S.?

Why is the U.S. introducing baseball to the Chinese?

Assigned Reading and Viewing Assignments:

Briley, R. pp. 125-140 and 183-194

Gmelch, G., pp. 1-114

Required Videos/DVDs:

“Kokoyakyu High School Baseball: An American Game, a Japanese Discipline” (54 mins.) First read the “Concept of Wa” at http://www.pbs.org/pov/kokoyakyu/special_wa.php and view film trailer here: <http://www.pbs.org/pov/kokoyakyu/>

“American Pastime.” Baseball in Japanese-American Internment Camps” in WW II.

Play film trailer here

<http://vids.myspace.com/index.cfm?fuseaction=vids.individual&videoid=2028206561>

“The Zen of Bobby V” – a documentary of manager Bobby Valentine’s years in Japan. Play film trailer here <http://www.youtube.com/watch?v=ttYz40dOSx0>

Week 15 – Baseball and Globalization – Part II – Latin America

How does the history of baseball in Latin America differ from the game’s history in Asia?

Are baseball academies in Latin America examples of modern day colonialism?

In terms of globalization, is American baseball’s connection to Latin America just another example of a rich nation exploiting the resources of poor nations? Why

are Latin players not included in the amateur draft but viewed instead as free agents? Who
benefits from this arrangement?

Required Readings and Viewing Assignments:

Briley, R. pp. 157-182 and Gmelch, G., pp. 117-211

Required Videos/DVDs:

“Sugar” – a fictional tale about a 19 year-old Dominican pitcher who gets a shot at professional baseball in the U.S. Film trailer - <http://www.imdb.com/video/imdb/vi1463354137/>

“Beisbol: The Latin Game” – a documentary (a 2 hour video)

Rain Delays and the Hot Stove League: A Continuing Discourse on Baseball and Society

Throughout the course, if time permits, and even after the course concludes, discussions may/will still continue on topics and questions that may not appear on the syllabus. We will constantly review the lessons we have learned from baseball’s past as well as discuss its future within the context of globalization. Students will have the opportunity to debate a variety of issues that continue to haunt the national pastime. Examples of topics worthy of debate may include, but are not limited to, the following:

Should parents be required to complete a course and be licensed to watch Little League games?

When will there be a real World Series?

Should revenue sharing be abolished?

Are players today better or worse role models than in years past? Should

Shoeless Joe Jackson and/or Pete Rose be admitted to the Hall of Fame? Should records
that were broken during the steroid era be categorized differently? Why shouldn’t players be

permitted to use performance enhancing drugs? Does Alex Rodriguez earn too much
money? Should Major League Baseball increase

or decrease the number of teams – or remain the same?

From the perspective of youth baseball, what is the future of Major League Baseball?

What was the best baseball movie ever made and why? The worst baseball movie?

Who is the best General Manager in baseball? Why?

Which MLB team would you identify as the “model franchise?”

Additional Resources (abbreviated)

A. Bartlett Giamatti Research Center <http://baseballhall.org/education/research/exploring-library>

Baseball Almanac <http://www.baseball-almanac.com/>

Baseball Information and Research (E-Baseball) <http://ebaseballworld.com/>

Baseball Links <http://www.baseball-links.com/>

Baseball Resources at the Library of Congress <http://www.loc.gov/rr/program/bib/baseball/>

Major League Baseball – official site <http://mlb.mlb.com/index.jsp>

National Baseball Hall of Fame and Museum <http://baseballhall.org/>

Negro League Baseball Museum <http://www.nlbm.com/>

Society for American Baseball Research <http://www.sabr.org/>

The Biz of Baseball <http://www.bizofbaseball.com/>

2011 – 53 Proposal to Cross-list HDFS 3042 with AFAM 3042 & WS 3042

4. Date: April 12, 2011
5. Department initiating this proposal: Human Development and Family Studies
6. Current Catalog Copy/Copies:

HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender
Three credits. Open only to juniors or higher.

Baseball is studied within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of this sport on individuals and families, discrimination and integration, labor relations, urbanization, women in baseball, gays in sports, and performance enhancing drugs.

7. Proposed Catalog Copy/Copies:

HDFS 3042 Baseball and Society: Politics, Economics, Race and Gender
(Also offered as AFAM 3042 and WS 3042) Three credits. Open to juniors or higher.

Baseball is studied within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of this sport on individuals and families, discrimination and integration, labor relations, urbanization, women in baseball, gays in sports, and performance enhancing drugs.

AFAM 3042 Baseball and Society: Politics, Economics, Race and Gender
(Also offered as HDFS 3042 and WS 3042) Three credits. Open to juniors or seniors.

Baseball is studied within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of this sport on individuals and families, discrimination and integration, labor relations, urbanization, women in baseball, gays in sports, and performance enhancing drugs.

WS 3042 Baseball and Society: Politics, Economics, Race and Gender
(Also offered as AFAM 3042 and HDFS 3042) Three credits. Open to juniors or higher.

Baseball is studied within historical, political, sociological, and economic contexts. Topics include, but are not limited to, the impact of this sport on individuals and families, discrimination and integration, labor relations, urbanization, women in baseball, gays in sports, and performance enhancing drugs.

8. Effective Date: Spring 2012

Justification:

46. Reasons for adding this course: The Department of Human Development and Family Studies is deeply committed to fostering diversity, mutual respect, and cross-cultural understanding within a very supportive non-threatening learning environment. This course will honor that commitment by using baseball as a tool to help students understand important historical, economic, and sociological forces that shaped the nation, influenced individuals, and affected families. It is designed to serve as a stimulating intersection where students who represent diverse cultures, different genders and backgrounds, and multiple academic disciplines can gather and discuss important issues.

17. Reasons for cross listing this course: This is an interdisciplinary course that covers many topics, but two in particular are gender and race. The Directors and faculty members of both Women's Studies and African American Studies were extremely energized by the prospect of cross listing a unique course that employs baseball as a tool for addressing important issues – such as gender and racial stereotyping and discrimination - that clearly fall within the parameters of their respective missions. In short, this course is the epicenter for the academic version of a perfect storm.

18. Does the title or course description clearly indicate that the course is appropriate to list under all headings? Yes No.

19. Other Departments Consulted: History, Sociology, American Studies, Asian-American Studies, Puerto Rican and Latino Studies

20. Effects on Regional Campuses: None

21. Staffing: By Department of Human Development and Family Studies

Approvals

1. List the name of each department or program which will be involved in the cross-listing.

African American Studies
Human Development and Family Studies
Women's Studies

2. For each department or program, list the dates of approval by the appropriate departmental or program review process.

African American Studies Faculty: February 29, 2011
African American Studies Director, Ronald L. Taylor: February 29, 2011
Human Development and Family Studies Faculty: April 13, 2011
Department Head, Ronald Sabatelli, April 13, 2011
Women's Studies Faculty: March 17, 2011
Women's Studies Director, Nancy Naples: March 17, 2011

Name, Phone Number, and e-mail address of principal contact person: Jane Goldman, 860-486-4728, jane.goldman@uconn.edu

Prepared and submitted by Steven K. Wisensale, Ph.D., HDFS

2011 – 54 Proposal for Online/Blended Course Delivery of Econ 1201

1. Date: 4/15/11
2. Department requesting this course: Economics _ _
3. Is this course to be offered as (check one):
 - a. Online only course not yet approved _
 - b. Online variant of existing ordinary course already approved _
 - c. Blended version of existing ordinary course already approved X
4. Has this course been offered in an online/blended format previously? Yes No
If Yes, when and how many times? _____
If No, semester and year in which course will be first offered: Fall 2012
5. Full-time faculty member(s) responsible for this course: Oskar R. Harmon
6. Has this course discussed with the IDD (Instructional Design & Development) Group of the Institute for Teaching and Learning? Yes _

Catalog Listing: Econ 1201

1201. Principles of Microeconomics (112) Both semesters. Three credits. May be taken before or after ECON 1202. Not open for credit to students who have passed ECON 1200 or ECON 113. May not be taken concurrently with ECON 1200.

How the invisible hand of the market functions through the economic decisions of firms and individuals. How prices, wages and profits are determined, resources are allocated and income is distributed. Topical subjects (e.g., energy policy and health care). CA 2.

Justification for Online/Blended Delivery

Attach syllabus and detailed schedule of assignments, noting which of the assignments will be completed online. The following questions are designed to ensure the academic quality of the course in the online or blended format.

7. Why is this course being proposed for online or blended format? ***To facilitate timely graduation for students that have scheduling conflicts arising from academic, job related, family and other responsibilities.***

8. Estimated enrollment: **75** ____ Maximum enrollment: **75** _

9. Number and Size of Sections: **25 students, 3 sections** _

The following questions ask you to quantify the time and effort contributions expected of both the instructor and the students that support the number of credit hours listed for this course as compared to similar courses offered in your department.

10. Estimate the percentage of instructional presentation that will occur online: **two-thirds** _

11. How often, and in what format, will the instructor be accessible to students for questions and consultation? ***Instructor will supervise (intervening as needed) the TA in charge of the weekly meeting with the section.***

12. Compare the equivalence in student assignments and the assessment of their learning for the online component(s) of this course to that of this or other courses at the same level that you have taught "face-to-face". ***It is identical. The number and content of the homework assignments is identical, and summative assessments is identical.***

13. How many and in what format will quizzes, exams, or other learning assessments

be administered? **11 quizzes, 10 homework assignments, and a collaborative project will be administered online. 3 hourly exams, a cumulative final will be administered in a proctored setting the Electronic Classroom of the Homer Babbidge Library.**

14. What procedures will be followed to ensure academic honesty in the online assignments and examinations? **The four exams will be proctored. The exams and the online homework assignments will be monitored for the appearance of cheating. The syllabus contains a statement of a policy of zero tolerance for academic dishonesty.**

15. Does this course include a component of online laboratory work? Yes _ No
If yes, answer questions a-d below:

- a. Describe the nature of the online laboratory assignment(s).
- b. How will the online laboratory experience enhance the students' problem-solving skills and improve their ability to acquire and manipulate data in your discipline?
- c. How will the students connect the results of the online laboratory work to the major instructional themes of the course?
- d. How will the online laboratory assignment(s) help students to identify and explicate linkages between physical phenomena and abstract representations of those phenomena?

16. Does this course include a separate online discussion section? Yes _ No_
If yes, answer questions a-b below:

- a. Describe the nature of the online discussion sections. How will they be scheduled and/or facilitated?
- b. If the discussion sections are taught by teaching assistants, describe their role and training in facilitating online discussions.

17. Dates approved by (see Note Q):

Department Curriculum Committee: 4/15/11

Department Faculty: 4/15/11

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

Oskar R. Harmon, harmon@uconn.edu, 518-859-8099 (cell)

(Syllabus to be circulated at the meeting)

2011 – 55 Proposal for Online/Blended Course Delivery of Econ 1202

4. Date: 4/15/11
5. Department requesting this course: **Economics** ____ _
6. Is this course to be offered as (check one):
- d. Online only course not yet approved _
 - e. Online variant of existing ordinary course already approved _
 - f. Blended version of existing ordinary course already approved **_X**
4. Has this course been offered in an online/blended format previously? Yes **No**
If Yes, when and how many times? _____
If No, semester and year in which course will be first offered: **Fall 2012**
7. Full-time faculty member(s) responsible for this course: **Oskar R. Harmon**
8. Has this course discussed with the IDD (Instructional Design & Development) Group of the Institute for Teaching and Learning? **Yes** _

Catalog Listing:

Econ 1202 Principles of Macroeconomics (111) Both semesters. Three credits. May be taken before or after ECON 1201. Not open for credit to students who have passed ECON 1200 or ECON 113. May not be taken concurrently with ECON 1200.

The organization and function of the economic system as a total unit. Economic decisions, institutions, and policies that determine levels and rates of growth of production, employment, and prices. Topical subjects (e.g., government budget deficits and current interest-rate policy). CA 2.

Justification for Online/Blended Delivery

Attach syllabus and detailed schedule of assignments, noting which of the assignments will be completed online. The following questions are designed to ensure the academic quality of the course in the online or blended format.

7. Why is this course being proposed for online or blended format? **To facilitate timely graduation for students that have scheduling conflicts arising from academic, job related, family and other responsibilities.**

8. Estimated enrollment: **75** ____ Maximum enrollment: **75** _

9. Number and Size of Sections: **25 students, 3 sections** _

The following questions ask you to quantify the time and effort contributions expected of both the instructor and the students that support the number of credit hours listed for this course as compared to similar courses offered in your department.

10. Estimate the percentage of instructional presentation that will occur online: **two-thirds** _

11. How often, and in what format, will the instructor be accessible to students for questions and consultation? **Instructor will supervise (intervening as needed) the TA in charge of the weekly meeting with the section.**

12. Compare the equivalence in student assignments and the assessment of their learning for the online component(s) of this course to that of this or other courses at the same level that you have taught "face-to-face". **It is identical. The number and content of the homework assignments is identical, and summative assessments is identical.**

13. How many and in what format will quizzes, exams, or other learning assessments be administered? **11 quizzes, 10 homework assignments, and a collaborative project will be administered online. 3 hourly exams, a cumulative final will be administered in a proctored setting the Electronic Classroom of the Homer Babbidge Library.**

14. What procedures will be followed to ensure academic honesty in the online assignments and examinations? **The four exams will be proctored. The exams and the online homework assignments will be monitored for the appearance of cheating. The syllabus contains a statement of a policy of zero tolerance for academic dishonesty.**

15. Does this course include a component of online laboratory work? Yes _ No

If yes, answer questions a-d below:

a. Describe the nature of the online laboratory assignment(s).

b. How will the online laboratory experience enhance the students' problem-solving skills and improve their ability to acquire and manipulate data in your discipline?

c. How will the students connect the results of the online laboratory work to the major instructional themes of the course?

d. How will the online laboratory assignment(s) help students to identify and explicate linkages between physical phenomena and abstract representations of those phenomena?

16. Does this course include a separate online discussion section? Yes _ No_

If yes, answer questions a-b below:

a. Describe the nature of the online discussion sections. How will they be scheduled and/or facilitated?

b. If the discussion sections are taught by teaching assistants, describe their role and training in facilitating online discussions.

17. Dates approved by (see Note Q):

Department Curriculum Committee: 4/15/11

Department Faculty: 4/15/11

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

Oskar R. Harmon, harmon@uconn.edu, 518-859-8099 (cell)

(syllabus to be circulated at meeting)

2011 – 56 Proposal to Add ENGL 6540

1. Date: March 28, 2011
 2. Department requesting this course: English
 3. Semester and year in which course will be first offered: Fall 2012
- Final catalog Listing (see Note A):

ENGL 6540. Seminar in Literature and Human Rights
3 credits. Seminar. Open to graduate students in English, others with permission.
The interdisciplinary study of literature and human rights discourse.

Items included in catalog Listing:

Obligatory Items

1. Standard abbreviation for Department or Program (see Note O): ENGL
 2. Course Number (see Note B): 6540
- If using a specific number (e.g. "354" instead of "3XX"), have you verified with the Registrar that this number is available for use? Yes No
3. Course Title: Seminar in Literature and Human Rights
 4. Course description (if appropriate -- see Note K): The interdisciplinary study of literature and human rights discourse.
 5. Number of Credits (use numerical characters, e.g. "3" rather than "three" -- see Note D): 3
 6. Course type (choose from the following as appropriate -- if none are appropriate, this item may be omitted, as in the following example: "GRAD 496. Full-Time Doctoral Research. 3 credits.")
 Lecture; Laboratory; Seminar; Practicum.

Optional Items

7. Prerequisites, if applicable (see Note F): NONE
8. Recommended Preparation, if applicable (see Note G): NONE
9. Consent of Instructor, if applicable (see Note T): YES
10. Exclusions, if applicable (see Note H): NONE
11. Repetition for credit, if applicable (see Note I): NO
12. S/U grading, if applicable (see Note X):

Justification

Reasons for adding this course:

This course is needed to prepare students for interdisciplinary work in an area of the humanities, the intersection of human rights and literature, which is an important emerging field and an area of excellence in research at the University of Connecticut. The course is also being submitted for approval to the Graduate Certificate in Human Rights to enhance their humanities offerings. The course also codifies and centralizes offerings that are already taking place under other special topics headings and will therefore make course offerings easier to track for the students and the department.

Academic Merit (see Note L):

This course explores aspects of the relationship between literature, culture and human rights, broadly defined. It is not bounded by period or genre but rather by methodology.

3. Overlapping Courses (see Note M): None

Number of Students Expected: 8

5. Number and Size of Section: 1

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

7. Staffing (see Note P): Kerry Bystrom, Eleni Coundouriotis, Cathy Schlund-Vials and Sarah Winter.

8. Dates approved by (see Note Q):

Department Curriculum Committee: 4/6/11 (same date for English Graduate Executive Committee)

Department Faculty: 4/13/11

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

Margaret Breen, 6-2873, Margaret.Breen@uconn.edu

Sample Syllabus

ENGL 6540: Seminar in Literature and Human Rights

This course will follow four different sequences which map the intersection between literature and human rights discourse. The material for the course is not confined by period. Instead it suggests ways in which important questions can be posed and explored across periods and genres. Students will be expected to familiarize themselves with key legal documents such as The Declaration of the Rights of Man and of the Citizen, the Universal Declaration of Human Rights, and the Convention on the Rights of the Child among others. The reading sequences are as follows:

Sequence I (Weeks 1-3)

“Rights” and Sentimentality

Lynn Hunt in *The Invention of Human Rights* argues that sentimental fiction enabled readers to see the other as human and thus helped reshape the discourse of rights to mean “human” rights. In this section, we will read two novels which pose the problem of the other in ways that invite an opening up of the conversation about rights. These are Mary Shelley’s, *Frankenstein* and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*. Shelley’s text lends itself to a discussion of civil and political rights but frames these around the problem of the human. Stowe’s abolitionist text is a classic example of sentimental literature and its political power. We will frame our discussion with readings from Hunt and Adam Smith’s *Theory of Moral Sentiments*.

Sequence II (Weeks 4-6)

War and Humanitarianism

Three key texts will ground our reading in this sequence. Henry Dunant’s *Memoir of Solférino*, Hart Crane’s *Red Badge of Courage*, and Buchi Emecheta’s *Destination Biafra*. War is the subject of humanitarianism par excellence. Humanitarian law, for example, is the “law of wars” which seeks to minimize the suffering of individuals in warfare. Humanitarian “intervention” more often than not means military intervention. The work of international humanitarian organizations to alleviate suffering caused by armed conflict also forms a large part of our understanding of humanitarianism. We will examine how the war novel in its classic and contemporary forms engages with the ideals of humanitarianism. We will look at the varying aesthetic strategies (realism, naturalism, personal narrative, etc) that authors have deployed to capture the experience of war. We will also ask how (and if) a definition of humanitarianism arises from their work.

Sequence III (Weeks 7-10)

“Stolen Childhoods”

Here we will explore the connections between life writing, fiction, film, and human rights by tracing the representation of child figures in campaigns for human rights and social justice. We will survey different uses of the figure of the child in promoting national and international children's rights across the twentieth-century, including those seen in Len Morris and Robin Romano's documentary on child labor (“Stolen Childhoods”), child soldier narratives, and representations of groups of children who have served as catalysts for historical apologies and reparation such as Argentina's “disappeared children” and Australia's “Stolen Generations.” We will read and watch texts by and about child victims, such as Ishmael Beah's *A Long Way Gone*, Phillip Noyce's *Rabbit Proof Fence* and Albertina Carri's *The Blondes*. Central questions are why is the child such an important symbol in contemporary human rights campaigns? What are the ethics of using the figure of the child or actual children as symbols for larger political projects? How do fictional narratives about victimized children compare with autobiographical narratives by people who were child victims?

Sequence IV (Weeks 11-13)

Writing Beyond Rights

This last sequence of the course will examine the critiques of human rights mounted from postcolonial theory. We will interrogate the idea of human rights and trace shifting concepts of the “human” in Kazuo Ishiguro's *Never Let Me Go*. We will then examine the expansion from human rights to ecological thinking and animal activism in J.M. Coetzee's *Disgrace* and Amitav Ghosh's *The Hungry Tide*.

Secondary Readings on Reserve (see Husky CT):

Balfour, Ian and Eduardo Cadava, “The Claims of Human Rights: An Introduction,” *South Atlantic Quarterly* 103:2/3, Spring/Summer 2004, pp. 277-296.

Mutua, Makau “Savages, Victims and Saviors: The Metaphor of Human Rights,” *Harvard International Law Journal* Vol. 42, No. 1 (Winter 2001), pp. 201-245.

Spivak, Gayatri “Use and Abuse of Human Rights,” *boundary 2* 32.1 (2005), pp. 131-188.

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Assignments

1. **Attendance, Preparation, and Participation:** It is expected that you will attend and participate in every class.
2. **Presentation:** You will be required to give one 20-minute presentation over the course of the semester (sign-ups will take place on the first day of class). In general, your presentation should introduce the required text(s) by providing a historical, literary/critical or theoretical context as appropriate; make an argument about the text(s); and raise questions for class discussion. You may wish to begin by doing a “review” of the recommended essay(s) in relation to the broader critical reception of the novel or film before setting out your own questions for discussion.
3. **Final Paper Proposal:** You will be required to turn in a 1-2 page proposal outlining your final paper topic as well as a provisional bibliography by April 8. We will then schedule individual conferences to discuss your projects.
4. **Paper Symposium:** You will be required to participate in the Paper Symposium on the last day of class. This will run as a mini-conference, in which people will be arranged in panels to present their research projects and there will be time to ask questions and receive suggestions.
5. **Paper Deadline:** Papers will be due on the Wednesday of finals week.

2011 – 57 Proposal to Change HRTS Major

This proposal will be presented to the committee in hardcopy format. It will provide most or all of the additions requested in the provisional approval in Item 2010-136, on November 16, 2010: http://www.clasccc.uconn.edu/minutes/2010_2011/minutes_2010_11_16.pdf :

"Item 2010 – 136 Add the Human Rights Major: Approved, with the note that the approved text will require revisions as additional courses in the major are approved.
catalog copy [further editorial work required]"

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