I. PROPOSALS POSTPONED FROM A PREVIOUS MEETING:

2009 – 70 Proposal to Add PRLS 2XXX [Revised after 27 Oct 09 mtg]
1. Date: 4/13/09
2. Department requesting this course: Inst. of Puerto Rican and Latino Studies
3. Semester and year in which course will be first offered: Fall 2009

Final catalog Listing (see Note A):

PRLS 2XXX. Latinos, Leadership and Mentoring
First semester. Three credits. Open to sophomores or higher. Intended for students in the METAS Peer Mentoring program. Open only with consent of instructor. Examination of: Latino mentoring relationships, academic success strategies, and leadership development in theory and practical training; and Latino perspectives on educational achievement and success in the United States. Critical analysis of social, cultural and policy issues affecting Latino communities. Responsibilities and commitments in the context of leadership for the common good and purposeful change.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): PRLS
2. Course Number (see Note B): 2XXX
   If requesting a specific number (e.g. “254” instead of “2XX”), have you verified with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Latinos, Leadership and Mentoring
4. Semester offered (see Note C): Fall
5. Number of Credits (see Note D): Three
6. Course description (second paragraph of catalog entry -- see Note K): Examines Latino mentoring relationships, academic success strategies, and leadership development in theory and practical training. Examines Latino perspectives on educational attainment and success in the United States. Critically analyzes social, cultural and policy issues impacting Latino communities. Addresses responsibilities and commitments in context of leadership for the common good and purposeful change. Must be accepted to be a mentor in the METAS Peer Mentoring Program.

Optional Items
7. Number of Class Periods, if not standard (see Note E): Standard
8. Prerequisites, if applicable (see Note F): Consent of instructor is required. Must be accepted to be a mentor in the METAS Peer Mentoring Program.
9. Recommended Preparation, if applicable (see Note G):
10. Consent of Instructor, if applicable (see Note T): Yes
11. Exclusions, if applicable (see Note H): N/A
12. Repetition for credit, if applicable (see Note I): N/A
13. Instructor(s) names if they will appear in catalog copy (see Note J): staff
14. Open to Sophomores (see Note U): Consent of instructor is required.
15. Skill Codes “W”, “Q”, or “C” (see Note T): N/A
16. S/U grading (see Note W): N/A

Justification
1. Reasons for adding this course: (see Note L) This class has been successfully offered three times as a
2. Academic Merit (see Note L):

• Why is this new course needed? A focused course on Latinos mentoring and leadership is needed in the course offerings for the following reasons--

Undergraduate students will benefit from a course where the dynamics of academic achievement of Latinos are addressed from the perspective of policy development, at the higher governmental institution level. They will benefit from examining research that reports the pre-college opportunities available to Latinos for accessing higher education. They will analyze the college attendance and graduation rates of Latinos and the factors that contribute to their success. The potential to expand access for Latinos and to develop policy is approached from the perspective of engagement and participation that enhances leadership skills and eventually leadership roles for Latinos.

• Why can’t the subject matter be addressed in other courses?

This focused subject matter may be touched upon but is not fully addressed in other courses offered. A more intentional curriculum will be provided where readings and guest speakers guide students to opportunities for internships and research experiences in predominantly Latino communities. Awareness of the conditions that can help or hinder networking and leadership skills is promoted and implemented. Local and national perspectives will be considered regarding their impact on Latinos and Latino access to leadership. Community contacts and organizations will be engaged for learning activities.

Furthermore, the course will expose students to issues faced by Latinos in education and think critically about situations faced in our communities and in society. It will also expose students to select social scientific research on Latinos in educational systems, and engage the students in education research in cultural studies, race and ethnic studies, critical pedagogical studies and public policy. This course will encourage a high level of class discussion and active participation. Students will work through historical and contemporary case studies, participate in simulations, interact with experienced leaders, analyze popular films using Latino and leadership themes, and discuss the impact of current events and the realities of leadership. From this course, students should learn that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. Students should have a firm understanding of the theoretical and practical nature of leadership and the challenges and issues faced by Latinos in a college setting and beyond.

3. Overlapping Courses (see Note M): No. This course has specialized content. PRLS 3299 “Latinos and US Education” does not emphasize mentorship and leadership theory and engaged learning. EDLR 5126 “Leading toward Multicultural Educational Environment” emphasizes higher education. EDLR 6312 “Leadership for Teaching and Learning: The Role of the Leader in School Improvement Graduate Seminar” explores leadership skills. Both of these are graduate courses. A faculty member in Educational Psych has been contacted for further information.

4. Number of Students Expected: 20
5. Number and Size of Section: 1 section, 20 students
6. Effects on Other Departments (see Note N): None.
7. Effects on Regional Campuses: N/A
8. Staffing (see Note P): staff

9. Dates approved by (see Note Q):

Department Curriculum Committee: 11/05/08
Marisol Asencio, Odette Casamayor, Guillermo Irizarry, Xae Alicia Reyes, Diana Rios, C. Robert Venator

Department Faculty: 11/05/08
Marisol Asencio, Odette Casamayor, Guillermo Irizarry, Xae Alicia Reyes, Diana Rios, C. Robert Venator

10. Name, Phone Number, and e-mail address of principal contact person: Diana Rios, Interim Director, Institute for Puerto Rican and Latino Studies 486-3997, diana.rios [at] uconn.edu

• Diana I. Rios Associate Professor of Institute for Puerto Rican and Latino Studies and Communication Sciences is the Interim Director for IPRLS.
• Please cc anne.theriault[at]uconn.edu the PRLS administrative assistant.

Dear Professor Manning,
Below is the announcement of Professor Rios’ appointment as Interim Director of the Institute. She also asked that I email you a list of our faculty, all of whom serve as members of the PRLS curriculum committee. They are: Marysol Asen cio, Xae Reyes, Odette Casamayor Cisneros, Charles Robert Venator Santiago, Diana Rios and Guillermo Irizarry.

Anne Theriault
Administrative Assistant
Inst. of Puerto Rican and Latino Studies
486-3997

Course Syllabus
Puerto Rican and Latin@ Studies Institute
University of Connecticut-Storrs

Department: PRLS
Course Number: 2XXX     Course Title: Latin@s, Mentoring and Leadership
Number of Credits: 3
Prerequisites: none (course is required for all new Mentors)
Professor: Dr. Xae Alicia Reyes     Office: PRLACC
Email: xae.alicia.reyes@uconn.edu     Phone: 860-486-1135

Texts: Course readings will be emailed as attachments over the duration of the course.

Course Description
This course examines Latin@ perspectives on educational attainment and success in the United States. Mentoring relationships and strategies for academic success and leadership development among Latin@s will be critically analyzed. In addition, this course will address the theories and applications of community-based learning in adjacent communities with growing Latino populations. This course is required of all students who participate as Mentors in PRLACC’s METAS program.

Statement of major focus and objectives of the course
Through course readings, guest speakers, class discussions, and mentors’ reflections, students will develop competency to assist and motivate entering Latino freshmen to navigate the college environment successfully and to consider leadership roles in and outside of the campus. In addition, mentoring activities in Windham Middle school linked to the PRLACC - KUBE project will be discussed through data gleaned from interviews with participating mentors and teacher coordinators. The middle school mentees will be learning about college and the skills and competencies needed to access higher education. We will discuss strategies being used and their potential for success.

Course outline of the major topics
Major topics to be covered include Latino cultures (including linguistic, socio-economic, and phenotypical characteristics), Latino identities, Community-Based Learning, and Mentoring and Leadership strategies.

Basic instructional plan and teaching methods utilized
A variety of instructional methods will be used including:
   a. class discussion of reading assignments
   b. guest speakers
   c. media presentations
   d. lecture/questioning
   e. collaborative learning activities

Course Requirements
   a. active oral participation in classroom discussions
   b. reflections on assigned readings
   c. personal reflections on mentoring experiences
   d. final “Synthesis” paper that blends readings and experiences

Academic dishonesty policy:
Academic dishonesty will not be tolerated and disciplinary measures will be enforced according to UCONN policy. The first offense will result in an F on the project in question, and a subsequent infraction will result in a failing grade for the course (or dismissal from METAS).

Grading
The final grade will be comprised of the following elements:
   Attendance, class preparation and participation
   Written reflections of experience with community-based service (Minimum 1 page or 280 words per week)
Midterm Reflection-Assessment at Week 7
Oral Presentation of Final Project
Written Presentation of Final Project

Grade Scale:
A 100-90%  B 89-80%  C 79-70%  D 69-60%  F 59-0%

Note to students with Disabilities: If you have special needs related to a disability which may affect your performance in this course, please arrange an appointment as soon as possible to discuss your needs privately.

COURSE STANDARDS AND POLICIES
1. Class preparation:
Students are expected to have read and be ready to discuss the assigned readings for each class meeting.

2. Attendance, active participation, and homework:
Attendance is expected and required. Participation will be graded. Homework will consist of brief reflections (1 page or 280 words per week) on the readings, guest presentations and mentoring activities, to be submitted via email. Students will be encouraged to orally discuss their experiences with peers during class sessions.

3. Late work:
All assignments will be reduced one grade for every day late.

4. Final Project:
(10 page minimum “Synthesis” Paper) Students will synthesize their mentoring experiences and course readings in a relevant project. These final projects will be determined by each student and the course professor.

5. Oral presentations:
Students will make a brief (5 minute) oral presentation as part of the final assessment. They will present to the class what they synthesized from their experiences, and what they have generated to assist in academic success and leadership development in among Latin@ students.

Course Calendar Fall 2009
* Discretionary changes may be made to the syllabus by the professor when deemed appropriate.

Week 1 (August 31) Introductions of class participants.
Course introduction
Please submit via email a cultural educational autobiography describing: school experiences related to language and cultural identity; if you were tracked; if you were identified by others or self-identified as pertaining to any particular ethnic group; cultural values and norms from your home that influence your beliefs about others and about education. Not more than 4 pages nor less than 2.

Week 2 (September 8) Why Mentor?
Discuss: Torres Campos reading

Week 3 (September 11) An introduction to Critical Theory (Freire) and Zone of Proximal development theory (Vygotsky): How do these theories relate to your mentoring experiences?
Discuss: Strayhorn reading
Open Discussion of weeks 1-3 Mentoring Experiences with Written Reflections

Week 4 (September 15) Critical Race Theory and Latinos
Discuss Solorzano, et al. Reading:

Week 5 (September 22) Cultural/social Capital and self-confidence
Discuss Reading: Nuñez

Week 6 (September 29) Informing mentoring and leadership through community research
Guest: Dr. Rios—to confirm
Community based learning
Discuss Urieta and Mendez Reading:
Discuss Student Project and Presentation


**Week 7** (October 6) The impact of mentoring on the retention of students in K-12 schools
Guest: Dr. Martinez to confirm
Discuss Oseguera, et al. reading:
Midterm assessment: reflection on meeting mentoring and leadership goals
Assigned Readings:
and

**Week 8** (October 13) Gender and Latina/o Achievement
Guest Speakers - Latin@s who have made it...
Discuss Saenz & Kimura Readings:
Open Discussion of weeks 6-8 Mentoring Experiences with Written Reflections

**Week 9** (October 20) Latino students: what generates success?
Discuss Zalaquett Reading:

**Week 10** (October 27) Latinos and Access to Healthcare in the US: How does this affect our students?
Dr. Martas (to be confirmed)

**Week 11** (November 3) Preparing Latino students for their futures: Latino students’ needs; the impact of mentoring on drug use and violence.
Jose Aguayo- to be confirmed

**Week 12** (November 10) Professional Organizations and Mentoring
ALFAS--- CALAHE—UCONN ALUM

**Week 13** (November 17) Learning from others
Discuss Gonzalez reading.

**Week 14** (November 24) Effects of mentoring...
Discuss Luna and Prieto Reading …
Open Discussion of Semester Mentoring Experiences compare to readings with Written Reflections

**Week 15** (December 1) Continuing the Mentoring Process
Wrapping up the semester: from Critical Theory, ZPD, CRT onward.
Course evaluation

Final Project:
Final Project due with oral presentation to class
2009 – 73  Proposal to Add MCB 50XY [2nd posting for preliminary discussion only]
1. Date:
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing:
MCB 50XY Biological Optical Spectroscopy: Practical Applications
2 credits. Lecture. Practical applications of spectroscopy in biochemistry and the biological sciences. Topics include fluorescence, circular dichroism and various spectroscopic techniques with particular emphasis on biological macromolecules. Analysis of raw data and interpretation of published results will be used to define the suitability and limits of these techniques.

Justification
1. Reasons for adding this course: This course instructs students in the biological sciences in the use of spectroscopic instrumentation and interpretation of data obtained from these instruments. The course has been offered several times using MCB 5038, Techniques in Structural Biology, which is designed as a special topics class.

2. Academic Merit: Please see attached syllabus. Spectroscopic techniques commonly used in biochemistry and the biological sciences are described at an advanced level. Practical applications of each technique are demonstrated through the use of uncorrected data in problem sets. Examples of the techniques are discussed through the use of current primary literature (see attached sheet for examples of primary literature sources).

3. Overlapping Courses (see Note M): There is some overlap in topics with Chem 5337. However, the emphasis of this course is more on biological systems and the target audience is different. Of the 50 + students who have taken the course as MCB5038 less than 15% have been from Chemistry.
4. Number of Students Expected: 10-20
5. Number and Size of Section: 1 section, 20 students total
6. Effects on Other Departments (see Note N): none
7. Staffing (see Note P): Teschke
8. Dates approved by (see Note Q):
   Department Curriculum Committee: 
   Department Faculty: 
9. Name, Phone Number, and e-mail address of principal contact person: 
   Carolyn Teschke 
   6-3992 
   teschke@uconn.edu
## MCB 50XY Optical Spectroscopy: Theory and Practice
(as offered Fall 2008 MCB 5038)

**Instructor:** Carol Teschke, Office: BSP 225, Phone: 6-3992 (lab); teschke@uconn.edu

**Lecture:** BSP 201; Tues., 4-5:40 pm

**Text:** *Fluorescence Spectroscopy* by JH Lakowicz. Literature Readings on HuskyCT except underlined readings, which can be photocopied from the MCB office in BSP.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings:</th>
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|      |      |       | L. = literature readings on prior week’s topic  
|      |      |       | B. = background readings on topic |
| 1    | 8/26 | Introduction to electromagnetic radiation | B. Ch. 1 Lakowicz and Miscellaneous chapter |
| 2    | 9/2  | UV-Vis absorbance spectroscopy | B. Miscellaneous chapter |
| 3    | 9/9  | Circular dichroism | L. Miller and Kuo, 1990  
|      |      |       | B. Review: Kelly *et al.*, 2005  
| 4    | 9/16 | Surface Plasmon Resonance | B. Brockman and Fernández, 2001; Unfricht *et al.*, 2005 |
|      |      |       | B. Miscellaneous chapter |
| 6    | 9/30 | Fluorescence spectroscopy: overview, fluorophores, probes | B. Ch. 2 and 3, Lakowicz |
| 7    | 10/7 | Solvent effects and fluorescence lifetime measurements | B. Ch. 6 and 4, Lakowicz |
| 8    | 10/14 | Midterm EXAM | |
| 9    | 10/21 | Fluorescence quenching | B. Ch. 8, Lakowicz |
| 10   | 10/28 | Fluorescence anisotropy | L. Hamman *et al.*, 1997  
|      |      |       | B. Ch. 10, Lakowicz |
|      |      |       | B. Ch. 13, Lakowicz |
| 12   | 11/11 | Electron Paramagnetic Resonance | **Handouts will be given in lecture** |
|      |      |       | B. Ch. 14 and 17, Lakowicz |
|      |      |       | Help session, 11/20, 3 pm BSP203 |

**Notes**
- Problem set 1 handed out
- Problem set 1 due
- Problem set 2 handed out
- Problem set 2 due
- Problem set 3 due
- Problem set 4 handed out
- Problem set 4 due
- Guest lecturer: Dr. Frank
- Guest Lecturer: Dr. Knecht
- Help session, 9/18 3 pm BSP 203
- Help session, 10/2 3 pm BSP 203
- Help session, 11/6, 3 pm BSP 203
- Help session, 11/20, 3 pm BSP203
- Thanksgiving break
- Final EXAM 12/9/08, 3:30 – 4:45 pm

Full references of primary literature used in this class—some examples:

Hamman BD, Chen JC, Johnson EE, Johnson AE. The aqueous pore through the translocon has a diameter of 40-60 Å during cotranslational protein translocation at the ER membrane. Cell. 1997 89:535-44.


2009 – 75 Proposal to Add HIST 3560 [revised submission; syllabus supplied]
1. Date: September 2009
2. Department requesting this course: History
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing:
HIST 3560. Constructions of Race, Gender, and Sexuality in U.S. History
Either semester. Three credits. McElya
Not open for credit to students who have passed History 3995 offered as Special Topics:
Constructions of Race, Gender, and Sexuality in U.S. History
Examination of historical development, interconnections, and complexities of conceptions of
race, gender, and sexuality in U.S. from European conquest to the present.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): HIST
2. Course Number (see Note B): 3560
3. Course Title: Constructions of Race, Gender & Sexuality in U.S. History
4. Semester offered (see Note C): Either Semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K): Examination of historical
development, interconnections, and complexities of conceptions of race, gender, and sexuality in
U.S. from European conquest to the present.

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

Justification
1. Reasons for adding this course: New material and course focus reflecting the teaching fields of
   new faculty person. (see Note L)

2. Academic Merit (see Note L): After laying historical and theoretical foundations, the course
   considers a series of case studies that reveal how these categories are produced and contested
   over time while paying particular attention to political, social, economic, and cultural mechanisms
   of power, oppression, and resistance. We will analyze a variety of texts and primary sources,
   including legal and governmental documents, memoir, documentary and feature film, literature,
   material culture, visual cultures, and historical and theoretical works. While other departments in
   CLAS offer courses that explore one or more of these categories broadly, this class is necessary
   within the History Department and the College for its methodological and disciplinary specificity.
   Historians analyze, discuss, and write about these subjects and their intersections in particular
   ways. A fundamental goal of this course is for students to understand that conceptions of race,
   gender, and sexuality have histories, are historically constituted and change over time and in
different contexts; and then to put this into methodological and analytical practice.
3. Overlapping Courses (see Note M): None. However, this course is not open for credit to students who have passed History 3995: Special Topics: Constructions of Race, Gender, and Sexuality in U.S. History.

4. Number of Students Expected: 40

5. Number and Size of Section: 1

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

   a) This course will be cross-listed with Women’s Studies. Manisha Desai, Director of the Women’s Studies Program, fully supports this plan. Official Program approval is expected shortly.

   b) The Department of History has also consulted with the Departments of Anthropology, English, Modern & Classical Languages, Psychology, and Sociology. All have confirmed their support for this course as proposed.

   c) To date, the Department of Human Development and Family Studies has not responded. A follow-up email will be sent to Prof. Shannon Weaver shortly.

7. Effects on Regional Campuses: n/a

8. Staffing (see Note P): McElya, Micki

9. Dates approved by (see Note Q):
   - Department Curriculum Committee: 2 October 2009
   - Department Faculty: 14 October 2009

10. Name, Phone Number, and e-mail address of principal contact person:
    Kenneth Gouwens, 6-3750, kenneth.gouwens@uconn.edu

History 3995: Special Topics
Constructions of Race, Gender, and Sexuality in U.S. History
University of Connecticut, Fall 2009
Professor Micki McElya
Department of History
Tuesday & Thursday, 11:00-12:15, Storrs Hall 011
Office Hours/Contact info:
Wednesdays, 9:00-12:00, or by appointment
226 Wood Hall
office phone: 486-2085
e-mail: micki.mcelya@uconn.edu

Course Description and Expected Outcomes:
This course examines the development, interconnections, and complexities of race, gender, and sexuality in U.S. history from European conquest to the present. After laying a solid historical and theoretical foundation, we will consider a series of case studies that reveal how these categories are produced and contested over time while paying particular attention to political, social, economic, and cultural mechanisms of power, oppression, and resistance. We will analyze a variety of texts and primary sources, including legal and governmental documents, memoir, documentary and feature film, literature, material culture, visual cultures, and historical and theoretical works.

Students in this class will:
· Understand race, gender, and sexuality as components of identity and experience that have multiple histories
· Explore race, gender, and sexuality (along with class, region, and nation) as interdependent categories of identity, experience, and analysis
· Become more conversant with a range of historical and theoretical approaches to the study of race, gender, and sexuality
· Work with a variety of historical documents
· Hone critical reading, verbal expression, and writing skills

Requirements and Class Policies:
Participation: This course is mostly discussion. Your success in it requires thoughtful participation and the completion of all readings and assignments. Each student is expected to attend every class meeting, to be on time, to have read completely and with care all assignments, and to engage actively and intelligently in our conversations.

The assignments are:
· This course has a good deal of reading, some of it complex and time consuming. You are expected to
complete all of the readings for each day and be prepared to discuss them. Don’t worry if something doesn’t make sense—bring your questions and issues to the class for discussion—but make sure to always work your way through the readings.

- **Response papers** of no more than two pages that engage the week’s readings and link them to the larger themes of the course in a manner of your choosing will be due most weeks in class. Barring extenuating circumstances, late responses will not be accepted after the due date. I expect response papers to reflect a thorough reading of the assignments and thoughtful consideration of ideas, problems, and/or issues they raise in the context of the course as a whole and our discussions. These will be graded on a scale of 1-10, with 10 being the highest possible grade. Over the course of the term, you can drop one response paper grade, meaning you can choose not to do one or I will drop your lowest grade. Response papers will not be due on the days that other written work is to be handed in. Please see the Response Paper Guidelines for more information on content expectations and grading.

- **Two 5-page Essays** on questions provided at least a week in advance. You will have a choice as to which question you answer. Guidelines will be provided on the question sheet and discussed in greater detail in class. Barring extenuating circumstances, late papers will not be accepted after the due date. (Please see statement below concerning contingencies for “Swine Flu.”)

**Grades will be calculated in the following manner:**

Participation = 15%
Response Papers = 35%
Paper #1 = 25%
Paper #2 = 25%

**Academic Integrity and Misconduct:** I take academic honesty and integrity very seriously, and expect everyone in my classes to do so as well. Plagiarism, which includes the misrepresentation of another’s ideas as your own as well as copying word-for-word from another source, will not be tolerated. Any case of misconduct will be handled in accordance with the guidelines established in The Student Code as they are outlined at http://www.dosa.uconn.edu/student_code_appendixa.html.

**Cell phones, Blackberries, etc.:** I don’t want to see or hear them in class. Please turn ringers off before we start and no texting! Laptops are permitted for note taking, but please do not surf the web. It is not only distracting for you, but to everyone around and behind you.

**Flu Season Contingencies:** Given concerns about the spread of the H1N1 virus (“Swine Flu”), it is important that you not come to class if you get the flu. You should e-mail or call me immediately so that we can make plans for any missed work. It is your responsibility to let me know what is going on in advance and as soon as you can. I will not excuse deadlines after the fact for illness.

**Readings:**

The following books are required for the course. All are available for purchase at the Co-op and copies are on reserve at Homer Babbidge Library. Please note that reserves are listed by the undergraduate section of this course, HIST 3995.


In addition, students are required to read a number of articles, chapters, and documents marked on the syllabus with a (•) that can be found on electronic reserve via HuskyCT. Full citations for these readings appear at the end of the syllabus.

2. **SCHEDULE OF READINGS AND ASSIGNMENTS**

**GETTING STARTED:**

**HISTORICIZING & THEORIZING RACE, GENDER, AND SEXUALITY IN THE U.S.**

**Week One: Introductions and Racial Formation**

T, 9/1 · Introductions

**Week Two: Sex, Gender, and Sexuality**

   · Anne Fausto-Sterling, “The Five Sexes: Why Male and Female are Not Enough,”
   · (1993) and “Letters from Readers,” (1993)
Th, 9/10 · Judith Butler, “Imitation and Gender Insubordination,” (1993)

**Response Paper #1 Due**

**Week Three: Bringing it all together**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Th, 9/10</td>
<td>Response Paper #2 Due</td>
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<tr>
<td></td>
<td><em>start D’Emilio and Freedman</em></td>
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<tr>
<td>Week Four</td>
<td>CASE STUDY #1: NARRATING THE HISTORY OF SEXUALITY IN THE U.S.</td>
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<td>Th, 9/24</td>
<td><em>Intimate Matters</em>—finish</td>
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<td>Week Five</td>
<td>RESPONSE PAPER #3 DUE</td>
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<td>RESPONSE PAPER #4 DUE</td>
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<td>Week Six</td>
<td>CASE STUDY #2: CONTACT AND COLONIAL FANTASIES</td>
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<tr>
<td>T, 10/6</td>
<td>· Selections from John Smith’s <em>Generall Historie of Virginia</em> (1624)</td>
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<td>· Letter from John Rolfe to Sir Thomas Dale (1614)</td>
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<td>Th, 10/8</td>
<td>· Screening: clips from <em>Disney’s Pocahontas</em> (1995) and The New World (2005)</td>
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<td>RESPONSE PAPER #5 DUE</td>
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<td>Week Seven</td>
<td>CASE STUDY #3: SLAVERY, SEGREGATION AND THE POLITICS OF MEMORY</td>
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<td>Th, 10/15</td>
<td>RESPONSE PAPER #6 DUE</td>
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<td>Week Eight</td>
<td>CASE STUDY #4: FOREIGN POLICY, EMPIRE, AND THE MILITARY</td>
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<td>· selections from Gloria Anzaldúa, <em>Borderlands/La Frontera: The New Mestiza,</em> (1987)</td>
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<td>Th, 10/22</td>
<td>· Questions for Paper #1 distributed</td>
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<td>RESPONSE PAPER #7 DUE</td>
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<td>Week Ten</td>
<td>CASE STUDY #5: MARRIAGE</td>
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<td>Th, 11/5</td>
<td>· Class cancelled—McElya at American Studies Association mtg.</td>
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<td>Week Eleven</td>
<td>RESPONSE PAPER #9 DUE</td>
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<td>Paper #1 Due at the beginning of class</td>
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<tr>
<td>Week Twelve</td>
<td>RESPONSE PAPER #10 DUE</td>
</tr>
<tr>
<td>Th, 11/19</td>
<td>· Questions for Paper #2 distributed</td>
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<td><strong>Joanne Meyerowitz will be Visiting Scholar in Gender and History, November 16 &amp; 17!!</strong></td>
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<tr>
<td>Week Thirteen:</td>
<td><strong>Happy Thanksgiving!</strong></td>
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<td>CASE STUDY #6: MARRIAGE</td>
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<tr>
<td>Week 14</td>
<td>RESPONSE PAPER #11 DUE</td>
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<tr>
<td>T, 12/1</td>
<td>· Nancy Cott, <em>Public Vows: A History of Marriage and the Nation</em> (2002)—all</td>
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<tr>
<td>Th, 12/2</td>
<td>RESPONSE PAPER #12 DUE</td>
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</table>
Week 15:
Papers #2 Due at the beginning of class.
   · Siobhan B. Somerville, “Queer Loving.” (2005)
Extra Credit Response Paper Option
Course Bibliography
José Limón, American Encounters: Greater Mexico, the United States, and the Erotics of Culture (Boston: Beacon Press, 1998).
2009 – 77 Proposal to offer ENGL 3695 “Special Topics”: Viking Seminar. Postponed by committee, subsequently withdrawn by department. Will be offered under regular variable topics listing.

2009 – 79 Proposal to Add ENGL 3631 / HRTS 3631 [revised submission: syllabus supplied]
1. Date: Sept. 23, 2009
2. Department requesting this course: English and HRTS
3. Semester and year in which course will be first offered: Fall 2011

Final catalog Listing
ENGL 3631. Literature, Culture, and Humanitarianism
(Also offered as HRTS 3631). Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to sophomores and higher.
Relationship between literature and culture and humanitarian movements, from the eighteenth century to the present.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): ENGL
2. Course Number (see Note B): 3631
If requesting a specific number (e.g. “254” instead of “2XX”), have you verified with the Registrar that this number is available for use? ___ Yes _X_ No
3. Course Title: Literature, Culture, and Humanitarianism
4. Semester offered (see Note C): Either
5. Number of Credits (see Note D): Three credits
6. Course description (second paragraph of catalog entry -- see Note K):
Study of the relationship between literature and culture and humanitarian movements, from the eighteenth century to the present.

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

Justification
1. Reasons for adding this course and for cross-listing: (see Note L)
This course has been designed both to strengthen the English department’s offerings in the field of literature and human rights and to add depth to the University’s Foundations of Humanitarianism Research and Teaching Program, now lodged in the Human Rights Institute. This course will give students in the English department a more focused look at the work done by literature and other cultural forms in the development of and debate around the discourses and practices of humanitarianism. While it could conceivably be offered as a special topic under the current ENGL/HRTS 3619, we wish to offer it more regularly than such a designation would allow. Further, the Foundations of Humanitarianism Program and the Human Rights Institute wish to put in place a course specifically focused on humanitarianism (rather than human rights) in the planned Human Rights major, both to increase the number of humanities courses in the major, and to follow through on the Foundations of Humanitarianism
Program’s mandate to promote teaching in the field of humanitarian studies. Thus, for practical reasons, having a separately numbered course would be advantageous. Finally, the Human Rights Institute hopes that providing another 3000 level course will both increase the number of English students interested in supplementing their literary studies with a minor or double major in Human Rights, and likewise bring Human Rights minors and (eventual) majors into the English department.

2. Academic Merit (see Note L):
This course explores the role of literary and visual culture in enabling human rights and humanitarian campaigns to function. The course examines the ways in which literary works impact and have impacted various human rights campaigns historically and at present. For example, students might examine the role of novels, memoirs, eye-witness accounts and photographs of early humanitarian movements such as Abolitionism (Olaudah Equiano, Harriet Beecher Stowe) and the movement for reform in the Congo (Joseph Conrad, Roger Casement, E.D. Morel). The course may also examine films such as Blood Diamond and Hotel Rwanda

3. Overlapping Courses (see Note M):
This course may overlap with ENGL/HRTS 3319, but this issue is addressed above. Please note that similar professors will be teaching both courses.

4. Number of Students Expected:
35

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

6. Effects on Other Departments (see Note N):
This course addition has been planned in conjunction with the Acting Director of the Human Rights Institute. It will not affect any other department.

7. Effects on Regional Campuses:
This course is not expected to be offered at any regional campuses, unless instructors at a regional campus choose to do so.

8. Staffing (see Note P):
Likely instructors to teach this course include K. Bystrom and E. Coundouriotis.

9. Dates approved by (see Note Q):
ENGL Department Curriculum Committee: 10/07/09
ENGL Department Faculty: 10/21/09

HRTS Department or Program Curriculum Committee: 10/08/09
HRTS Department or Program Faculty:
HRTS Department or Program Head: 10/08/09

10. Name, Phone Number, and e-mail address of principal contact person:
Kerry Bystrom, 6-5774, kerry.bystrom@uconn.edu

ENGL/HRTS 3631. Literature, Culture, and Humanitarianism
(Also offered as HRTS 3631).

Professor Kerry Bystrom
Proposed for Fall 2011

Course Description:
This course explores the role of literary and visual culture in generating support for and critical engagement in human rights and humanitarian campaigns. Primarily, the course examines the way in which literary works have impacted various human rights
campaigns from the Eighteenth century to the present. Students will examine the role of novels, memoirs, and other eyewitness accounts, along with photographs and sketches, in early humanitarian movements such as Abolitionism and the Movement for Reform in the Congo. Texts will include Olaudah Equiano's *Interesting Narrative*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Joseph Conrad's *Heart of Darkness*. Students will also examine the power of culture to shape more recent humanitarian campaigns through memoirs such as Nega Mezlekia's *Notes from the Hyena's Belly* and films such as *Hotel Rwanda*. Assignments will include critical essays, reading responses, a group research project and a final exam.

**Required texts:**
- Olaudah Equiano, *Interesting Narrative*
- Harriet Beecher Stowe, *Uncle Tom's Cabin*
- Joseph Conrad, *Heart of Darkness*
- Nega Mezlekia, *Notes from the Hyena's Belly*
- Phillip Gourevich, *We Wish To Remind You That Tomorrow You May Be Killed With Your Children*
- Nuruddin Farah, *Links*

*Other required reading assignments will be made available through electronic course reserves [ECR]*

**Assignments and Grading:**
You are required to write two papers (6 pp each) and to participate in a group research project that will culminate in an in-class oral presentation. Details of these assignments will be given later in the semester.

You are also required to write a final examination. Details of the exam will be given towards the end of the semester.

Finally, since this class will be run as a seminar, class participation will be an important factor in your final grade. Please note: In order to ensure attention to class discussions, the use of cell-phones or laptop computers during class time is prohibited. Class participation grades will be based on responses to course material in class, as well as on responses posted on our course website. You are required to post at least six responses on-line over the course of the semester. Posts may explore a particular passage of interest, pose a question for class discussion, or further develop ideas raised during class or in another posting. While I am interested in your opinion of our core texts, on-line responses should not merely state an opinion but must contain some form of textual analysis.

Your grade will be calculated according to the following formula:
- Participation (in class and on-line): 15%
- Paper #1: 20%
- Paper #2: 20%
- Presentation: 20%
- Final Exam: 25%

**Course Schedule:**

**Week 1**
- Introduction: Literature, Culture and Humanitarianism
- Phyllis Wheatley selected poetry

**Week 2**
- Equiano, *Interesting Narrative*
- Equiano, *Interesting Narrative*

**Week 3**
- selected prose of William Wilberforce and William Lloyd Garrison
- Stowe, *Uncle Tom's Cabin*

**Week 4**
- Stowe, *Uncle Tom's Cabin*
- Stowe, *Uncle Tom's Cabin*

**Week 5**
- Dunant, *A Memory of Solferino*
- Dunant, *A Memory of Solferino*

**Week 6**
- Conrad, *Heart of Darkness*
- Conrad, *Heart of Darkness*

**Week 7**
- selected prose of Roger Casement
- selected prose of E.D. Morel; Alice Harris photographs

**Week 8**
- Library Orientation Session for Group Research Projects
- Mezlekia, *Notes from the Hyena's Belly*
Week 9
-- Mezlekia, Notes from the Hyena’s Belly
-- Mezlekia, Notes from the Hyena’s Belly

Week 10
-- Gourevitch, We wish to inform you…
-- Gourevitch, We wish to inform you…

Week 11
---- Hotel Rwanda
-- selected photography of Alfredo Jaar (Rwanda series)

Week 12
-- Farah, Links
-- Farah, Links

Week 13
-- Farah, Links
-- Group research project presentations

Week 14
-- Group research project presentations
-- Conclusion
2009 – 86  Proposal to offer EEB 3895 Special Topics ‘Ethics ... in Life Sciences.’ [Revised submission: new title, description, Philosophy department objections withdrawn.]

1. Date of this proposal: September 28, 2009
2. Semester and year Special Topics (EEB 3895-01) will be offered: Spring, 2010
3. Department: Ecology and Evolutionary Biology (EEB)
4. Title of course: Ethical Perspectives in Biological Research and Technology
5. Number of Credits: 3
6. Instructor: Theodore L. Taigen
7. Instructor's position: Associate Professor
8. Has this topic been offered before? No
9. If so, how many times? (maximum = 3) NA

10. Short description: The goal of this course is to examine the ways in which advances in technology and research in the life sciences challenge our moral balance and relate to both institutional policies and personal decision-making. The course will also include a discussion about individual responsibility in the conduct of science, including ethical behavior in biological research and scientific communication. Lectures will focus on the scientific and technological aspects of each topic, and how they raise ethical and policy issues. The introductory material will include historical examples that raise moral issues in science, including the Tuskegee Syphilis Project, the Wendell Johnson Stuttering Project, and the curious historical developments related to the discovery and use of anesthetics in Victorian England. The scope of the course will be very broad in a biological sense, including issues and examples ranging from environmental biology to genetics to physiology. Specific topics include: genetic testing and public health legislation, the pitfalls and ethics of using genetic tests for ancestry assessments, the inherent privacy problems of testing for genetic disorders, surgical gender assignment in intersex infants, gender testing for athletic competition, HPV vaccination policy, history of RU-486 policy, use of DNA microarray technologies in human reproduction, "gene doping" for muscle development, ethics of genetically modified foods, biodiversity, and environmental "rights" in conflict. Discussion of each topic will begin with an understanding of the technology (both where it is now and where it is going), leading ultimately to the questions of why this becomes an ethical problem and how such problems have been addressed through individual decision-making and public research policies.

11. A draft syllabus for the initial offering of this course is attached.

12. Comments:

The Department of Ecology and Evolutionary Biology approved a revised course proposal on November 4, 2009. The EEB Department requests that the course be limited to students who have passed one semester of majors Introductory Biology, either BIOL 1107, 1108, or 1110.

Following a period of consultation, the Department of Philosophy has indicated their willingness to approve the course as a special topics offering for the spring semester, 2010.

The Departments of Molecular and Cell Biology (MCB) and Physiology and Neurobiology (PNB) have been consulted in the development of this course.

The development of this course is partly in response to the recent directive issued by the National Science Foundation regarding instruction in scientific conduct (Responsible and Ethical Conduct of Research – RCR). Effective January 4, 2010, the NSF will require that proposing institutions provide appropriate training in the responsible and ethical conduct of research to undergraduate students, graduate students, and postdoctoral researchers. This course is intended to provide our undergraduate students with an opportunity to satisfy this directive.

13. Dates approved by:
Department Curriculum Committee: October 13, 2009
Department Faculty: November 4, 2009
14. Name, phone number, and e-mail address of principal contact person:

Theodore Taigen  
Dept. Ecology and Evolutionary Biology  
U-3043  
860-486-4216  
email: Taigen@uconn.edu

Syllabus for EEB 3895-01: Ethical Perspectives in Biological Research and Technology

Week 1       Jan 19           Introduction—a course of cases  
             Jan 21           Brief history of ethics and morality in science—bad stuff from not so long ago
Week 2       Jan 26           The strange journey of anesthesia into the operating room  
             Jan 28           The promise and the specter of stem cell technology
Week 3       Feb 2             Genetic testing—who has the right to know  
             Feb 4             And who doesn’t
Week 4       Feb 9             History of the Genetic Information Nondiscrimination Act of 2008  
             Feb 11           Bad boys—politics of forensic DNA database management, who’s in and who’s out
Week 5       Feb 16           “Spit parties” and your new BFF—ethics of DNA microarray technology  
             Feb 18           Who’s your Daddy?—use and misuse of prenatal genetic testing
Week 6       Feb 23           Have it your way—gender selection in human reproduction  
             Feb 25           Dude looks like a lady—ethics of gender testing in a complicated world
Week 7       Mar 2             Nip/tuck—surgical assignment of gender in intersex infants  
             Mar 4             Bring in the clones—therapeutic cloning, Dolly, and the Raelians
Week 8       Spring Break
Week 9       Mar 16           Back and forth and back again—history of RU-486 in the USA  
             Mar 18           HPV vaccinations and public health policy
Week 10      Mar 23           Ethics of performance enhancing drugs  
             Mar 25           “Gene doping” in muscles
Week 11      Mar 30           Rights in conflict—environmental, animal, and human  
             Apr 1            The trouble with tribbles—Ethics of management strategies for introduced species
Week 12      Apr 6            Blame it on the Spotted Owl—ethics and politics of biodiversity preservation  
             Apr 8            Ecology of Frankenfood—the myths and realities of genetically modified organisms
Week 13      Apr 13           Individual responsibility in the conduct of scientific research  
             Apr 15           Personal politics and the process of science
Week 14      Apr 20           Who’s on first—Professional policy in scientific communications  
             Apr 22           Liars, damn liars, and outliers in scientific publications
Week 15      Apr 27           Getting personal—the politics of scientific policy  
             Apr 29           Final review
Week 16      Final exam
II. NEW DEPARTMENTAL PROPOSALS

2009 – 94 Proposal to Change PHYS 2300
1. Date: 10/24/2009
2. Department: Physics
3. Nature of Proposed Change: change of the list of prerequisites for PHYS 2300
4. Current Catalog Copy:
   2300. The Development of Quantum Physics (230) Second semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1530 or 1602 or PHYS 1502, which may be taken concurrently; or PHYS 1202 with consent of instructor. The inadequacies of classical physical concepts in the submicroscopic domain. The revision of physical principles that led to special relativity and modern quantum theory. Application to topics chosen from atomic and molecular physics, solid state physics, nuclear physics and elementary particle physics.

5. Proposed Catalog Copy:
   2300. The Development of Quantum Physics (230) Second semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602, which may be taken concurrently; or PHYS 1202 with consent of instructor. The inadequacies of classical physical concepts in the submicroscopic domain. The revision of physical principles that led to special relativity and modern quantum theory. Application to topics chosen from atomic and molecular physics, solid state physics, nuclear physics and elementary particle physics.

6. Effective Date: Spring Semester 2010

Justification
1. Reasons for changing this course: the new list of prerequisites in the course description has been suggested to assign an equal status for the PHYS 1502 and other alternative 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: none
7. Dates approved by:
   Department Curriculum Committee: 10/15/2009
   Department Faculty: 10/24/2009
8. Name, Phone Number, and e-mail address of principal contact person:
   Vasili Kharchenko
   Department of Physics
   e-mail: kharchenko@phys.uconn.edu
2009 – 95 Proposal to Change PHYS 1300
1. Date: 10/22/2009
2. Department: Physics
3. Nature of Proposed Change: Change in prerequisites
4. Current Catalog Copy:
   1300. Physics for the Pharmacy Profession.
   (127) Second semester. Three credits. Prerequisite: MATH 1121Q which may be taken concurrently, or MATH 1131Q, or MATH 1151Q. Not open for credit to students who have passed PHYS 1230, 1401Q, 1402Q, 1501Q, 1502Q, 1601Q, or 1602Q. Survey of the principles of physics and their application to the pharmaceutical sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

5. Proposed Catalog Copy:
   1300. Physics for the Pharmacy Profession.
   (127) Second semester. Three credits. Prerequisite: MATH 1121Q or MATH 1126Q which may be taken concurrently, or MATH 1131Q, or MATH 1151Q. Not open for credit to students who have passed PHYS 1230, 1401Q, 1402Q, 1501Q, 1502Q, 1601Q, or 1602Q. Survey of the principles of physics and their application to the pharmaceutical sciences. Basic concepts of calculus are used. Examples from mechanics, electricity and magnetism, thermodynamics, fluids, waves, and atomic and nuclear physics.

6. Effective Date: Spring Semester, 2010

Justification

1. Reasons for changing this course: The only change in the description is the inclusion of MATH 1126Q as a co-requisite. This is necessary to accommodate students taking the new mathematical sequence 1125Q-1126Q of calculus offerings.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted: none
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: no change in staffing is required
7. Dates approved by:
   Department Curriculum Committee: 10/15/2009
   Department Faculty: 10/22/2009
8. Name, Phone Number, and e-mail address of principal contact person:
   Vasili Kharchenko, Physics Department
   telephone: 860-486-3498
   e-mail: kharchenko@phys.uconn.edu
2009 – 96 Proposal to Change The Public Policy Minor

1. Date: October 22, 2009
2. Department requesting this change: Public Policy
3. Title of Minor: Public Policy
4. Nature of Change: Add courses recently cross listed with Economics

5. Existing catalog Description of the Minor:
Public Policy
This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires either 15 credits at the 2000-level or above or 12 credits at the 2000-level or above plus PP 1001. Students interested in the Public Policy Minor are encouraged to complete ECON 1201 and STAT 1100Q (or equivalent).
Requirements:
Students choose 15 credits of PP courses in consultation with their academic advisors. PP 1001 is the only 1000-level course that meets the course requirement. URBN 2100 and PP graduate courses can be used to meet this requirement.
Prospective students should contact Kenneth Dautrich of Public Policy at k.dautrich@uconn.edu.

6. Proposed catalog Description of the Minor:
This minor provides an overview of public policy processes and the design, management, and evaluation of public policies and programs. The Minor requires either 15 credits at the 2000-level or above or 12 credits at the 2000-level or above plus PP 1001. Students interested in the Public Policy Minor are encouraged to complete ECON 1201 and STAT 1100Q (or equivalent).
Requirements:
Students choose 15 credits of PP courses in consultation with their academic advisors. PP 1001 is the only 1000-level course that meets the course requirement. URBN 2100, ECON 2328, ECON 2328W, ECON 2431, ECON 2439, ECON 2456 and PP graduate courses can be used to meet this requirement.
Prospective students should contact Kenneth Dautrich of Public Policy at k.dautrich@uconn.edu.

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

Justification

1. Why is a change required?    PP courses cross listed with ECON 2328, ECON 2328W, ECON 2431, ECON 2439, ECON 2456 were approved by the C&C at the September 15, 2009 meeting. This change allows the ECON cross listed courses to count toward the public policy minor.

2. What is the impact on students?   These changes will make it easier for students to complete a minor in public policy by allowing either the PP or ECON designations of the courses to fulfill the minor requirements.

3. What is the impact on regional campuses?  See impacts specified in the answer to question 2.

4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:

5. Dates approved by (see Note Q):
Department Curriculum Committee: 23 October 2009
Department Faculty: 23 October 2009

6. Name, Phone Number, and e-mail address of principal contact person:
Bill Simonsen  william.simonsen@uconn.edu  860-570-9045
Instructions to students: When you are preparing your final plan of study, you must obtain Department approval that you have satisfied requirements for the Public Policy Minor. Contact the Department at 860-570-8343 (4th Floor Library Building, Greater Hartford Campus) for information on how to locate the department head or a key adviser. Obtain either signature on this form. Give one copy to your advisor, and include one signed copy when you submit your final plan of study to the Registrar. NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. Substitutions are not possible for required courses in a minor.

Name: ____________________________________ Student ID number: _________________________

Signature: _____________________________________________________________

email: ______________________________________________________________

REQUIREMENTS FOR THE MINOR

A. 15 credits of PP courses chosen in consultation with your academic advisors. PP 1001 is the only 1000 level course that meets the course requirement. URBN 2100, ECON 2328, ECON 2328W, ECON 2431, ECON 2439, ECON 2456 and PP graduate courses can be used to meet this requirement.

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I approve the above program for the Minor in Public Policy

(signed) __________________________________________ Dept. of Public Policy Minor Advisor
2009 – 97 Proposal to Add GEOG 5520
1. Date: 10/28/2009
2. Department requesting this course: Geography
3. Semester and year in which course will be first offered: Spring 2011

Final catalog Listing:
GEOG 5520. GIS Modeling of the Urban Environment
3 credits. Lecture.
Survey of GIS methods and spatial analysis for studying spatial patterns of land use and human activity in an urban environment.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program: GEOG
2. Course Number: 5520
3. Course Title: GIS Modeling of the Urban Environment
5. Number of Credits: 3
6. Course type: Lecture

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

Justification
1. Reasons for adding this course: Many urban and regional planners in the United States and other countries have adopted GIS as a standard planning tool. The combination of GIS technology and the material of urban geography will enhance the analytical skills of students.

2. Academic Merit: The course will integrate the spatial analytical methods of GIS with social and demographic issues for understanding the spatial behavior and spatial distributions of the urban environment.

3. Overlapping Courses: GEOG 5290 Advanced Urban Geography
4. Number of Students Expected: 15
5. Number and Size of Section: 1 section of 15 students
6. Effects on Other Departments:
7. Staffing: R. Cromley
8. Dates approved by:
   Department Curriculum Committee: 10/23/09
   Department Faculty: 10/28/09
9. Name, Phone Number, and e-mail address of principal contact person: Robert Cromley x-2059 robert.cromley@uconn.edu
Preliminary Syllabus

Text: Greene and Pick, *Exploring the Urban Community: A GIS Approach*

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

Topics: Base Reading:

*The Spatial Display of Urban Environments*  
Assignment: Mapping and interpreting metropolitan growth and decline  
Chapter 1

*The Dynamics of Cities*  
Assignment: Mapping and interpreting rank mobility changes within metropolitan areas  
Chapter 2

*Defining the Metropolis*  
Assignment: Defining a metropolitan statistical area  
Chapter 3

*Internal Structure of Cities*  
Assignment: Comparing urban expansion  
Chapter 4

*Systems of Cities*  
Assignment: Examining the hierarchical class system of urban centers  
Chapter 5

*Neighborhoods*  
Assignment: Markov chain analysis of neighborhood change  
Chapter 6

*Race, Ethnicity, Gender, and Poverty*  
Assignment: Measuring diversity in an urban area  
Chapter 8

*Industrial Location and Cities*  
Assignment: Measuring the dispersion of employment  
Chapter 9

*Urban Core and Edge City Contrasts*  
Assignment: Measuring urban sprawl  
Chapter 10

*Urban and Regional Planning*  
Assignment: Analyzing population growth impacts in an urban fringe watershed  
Chapter 12
2009 – 98 Proposal to Change PHYS 4100
1. Date: 11/01/2009
2. Department: Physics
3. Nature of Proposed Change: to change the prerequisites for PHYS 4100
4. Current Catalog Copy:

4100. Physics of the Earth's Interior (277) (Also offered as GSCI 4550.) First semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1602, which may be taken concurrently; MATH 1121 or 1131 or 1151, which may be taken concurrently, not open to students who have taken GEOL 264Q. Cormier
The composition, structure, and dynamics of the Earth's core, mantle, and crust inferred from observations of seismology, geomagnetism, and heat flow.

5. Proposed Catalog Copy:
4100. Physics of the Earth's Interior (277) (Also offered as GSCI 4550.) First semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602, which may be taken concurrently; MATH 1122 or 1126 or 1131, which may be taken concurrently. Recommended preparation: MATH 1132. Cormier
The composition, structure, and dynamics of the Earth's core, mantle, and crust inferred from observations of seismology, geomagnetism, and heat flow.

6. Effective Date: Spring Semester 2010

Justification
1. Reasons for changing this course: to update the list of the prerequisites with new courses in Physics and Mathematics and eliminate the awkward references to old 3 digit versions of the Geophysics course
2. Effect on Department's Curriculum: none
3. Other Departments Consulted: Geosciences Program, offered this course as GSCI 4550, has positively replied to suggested changes (references to Prof. Vernon Cormier, Center for Geosciences)
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by:
   Department Curriculum Committee: 10/15/2009
   Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:
   Vasili Kharchenko
   Department of Physics
   e-mail: kharchenko@phys.uconn.edu
2009 – 99 Proposal to Change PHYS 4130
1. Date: 11/02/2009
2. Department: Physics
3. Nature of Proposed Change: to change the prerequisites for PHYS 4130

4. Current Catalog Copy:
4130. Fundamentals of Planetary Science (278) (Also offered as GSCI 4560.) Second semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1602, which may be taken concurrently; MATH 1122 or 1132 or 1152, which may be taken concurrently, not open to students who have taken GEOL 266Q. Cormier
Evolution of the solar system, celestial mechanics, tidal friction, internal composition of planets, black-body radiation, planetary atmospheres.

5. Proposed Catalog Copy:
4130. Fundamentals of Planetary Science (278) (Also offered as GSCI 4560.) Second semester. Three credits. Prerequisite: PHYS 1230 or 1402 or 1502 or 1530 or 1602, which may be taken concurrently; MATH 1122 or 1126 or 1131, which may be taken concurrently. Cormier
Evolution of the solar system, celestial mechanics, tidal friction, internal composition of planets, black-body radiation, planetary atmospheres.

6. Effective Date: Spring Semester 2010

Justification
1. Reasons for changing this course: to update the list of the prerequisite with new courses in Physics and Mathematics and eliminate the awkward references to old 3 digit versions of the Geophysics course.
2. Effect on Department’s Curriculum: none
3. Other Departments Consulted: Geosciences Program, offering this course as GSCI 4560, has positively replied to suggested changes (references to Prof. Vernon Cormier, Center for Geosciences)
4. Effects on Other Departments: none
5. Effects on Regional Campuses: none
6. Staffing: none
7. Dates approved by:
   Department Curriculum Committee: 10/15/2009
   Department Faculty: 10/23/2009
8. Name, Phone Number, and e-mail address of principal contact person:
   Vasili Kharchenko
   Department of Physics
   e-mail: kharchenko@phys.uconn.edu
2009 – 100 Proposal Add PLSH 1XXX
1. Date: October 5, 2009
2. Department requesting this course: Modern and Classical Languages
3. Semester and year in which course will be first offered: Fall 2010

Final catalog Listing
PLSH 1XXX. Poland through Film
Either semester. Three credits. Open to Sophomores or higher. Polish film as an expression of cultural themes. Politics, society, Polish literature, European development, Jewish culture, gender studies, ethnic and religious diversity.

Items included in catalog Listing:
Obligatory Items
1. Standard abbreviation for Department or Program (see Note O): PLSH
2. Course Number (see Note B): 2XXX
   If using a specific number (e.g. “254” instead of “2XX”), have you checked with the Registrar that this number is available for use? __ Yes __ No
3. Course Title: Poland through Film
4. Semester offered (see Note C): either semester
5. Number of Credits (see Note D): 3
6. Course description (second paragraph of catalog entry -- see Note K):
   Polish film as an expression of cultural themes. Politics, society, Polish literature, European development, Jewish culture, gender studies, ethnic and religious diversity.

Optional Items
7. Number of Class Periods, if not standard (see Note E):
8. Prerequisites, if applicable (see Note F): none
9. Recommended Preparation, if applicable (see Note G): none
10. Consent of Instructor, if applicable (see Note T): none
11. Exclusions, if applicable (see Note H): none
12. Repetition for credit, if applicable (see Note I): Yes, with a change of material.
13. Instructor(s) names if they will appear in catalog copy (see Note J): Pamula
14. Open to Sophomores (see Note U): open to Sophomores or higher
15. Skill Codes “W”, “Q”, or “C” (see Note T): none
16. S/U grading (see Note W):

Justification
1. Reasons for adding this course: (see Note L)
   To the instructor’s knowledge, no course on Polish culture or film exists at Uconn other than the PLSH 3295 course which has been offered by the instructor. The content of the PLSH 3295 course is very similar to that of the one that is being proposed now, but the lectures of PLSH 3295 are in Polish. Because PLSH 3295 is an special topics course, students who want to enroll need to have passed the Polish language courses prior taking that class, so the admission to that course is very limited. There is a growing interest on Polish culture on the part of heritage and other students. Those students have been taking such courses on an Independent basis and the department would like to formalize them.

2. Academic Merit (see Note L):

HISTORY
This course will familiarize students with important historical events in Europe that influenced the creation of contemporary Poland, such as World War II, the Warsaw Uprising, communism and its fall, and admittance into the European Union. The movies introduce present-day Poland with its cultural and ethnic diversity. Some of the films are based on famous pieces of Polish literature. Students will also become familiar with socio-political and cultural aspects of contemporary Poland: economical changes as a result of the beginning of capitalism after 45 years of communism, Jewish culture, the role of Polish women, and the everyday life of Polish people from various social classes.
TECHNICAL
The course will challenge students' preconceptions of international film, and other cultural values. The course will also stimulate students to develop their critical vocabulary for the analysis of the screening, editing, mise-en-scene, acting, and so on.

MORAL DILEMMAS
The course will support the University's focus on actively engaging students in critical thinking. Many of the movies focus on moral aspects of people's behaviour, the value of life, and the distinction between good and evil. Through the guided questions that will be posted prior the class, students will have to try to find the answer to some moral dilemmas.

GENERAL SUMMARY
The course will provide students with knowledge of a world beyond their own, as they familiarize themselves with Polish history, traditions, problems, and everyday life through one of a nation's primary modes of expression, film. Students will become familiar with the best Polish film directors and actors, important facts from Polish history, and some aspects of present-day Poland. They will be encouraged to compare and contrast Polish society with their own, expanding their conversation with the rest of the world.

3. Overlapping Courses (see Note M): none
4. Number of Students Expected: 50
5. Number and Size of Section: 1/50
6. Effects on Other Departments (see Note N): none
7. Effects on Regional Campuses: none
8. Staffing (see Note P):
9. Dates approved by (see Note Q):
   Department Curriculum Committee: 11/2/09
   Department Faculty: 11/2/09
10. Name, Phone Number, and e-mail address of principal contact person:
    Salomea Pamula
    salomea.pamula@uconn.edu
    486-3313
2009 – 101 Proposal to Change the Classics and Ancient Mediterranean Studies Minor

1. Date: 9/1/2009
2. Department requesting this change: MCL
3. Title of Minor: Classics and Ancient Mediterranean Studies
5. Existing catalog Description of the Minor:

Classics and Ancient Mediterranean Studies

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

A. At least two courses on Classical or Biblical literature:
courses in English: CAMS 3241W, 3242W; INTD 3260, CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3215, 3221, 3224, 3225, 3226, 3227, 3230, 3293*, 3295*, 3298*, 3299*
courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3298*, 3299*

B. At least one course dealing with the ancient world more generally:
CAMS 3243, 3244, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299* (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) JUDS /HEB 3201.

*May count toward minor only with consent of advisor.

The minor is offered by the Modern and Classical Languages Department.

6. Proposed catalog Description of the Minor:

Classics and Ancient Mediterranean Studies

This minor allows students to pursue an interest in Greek, Latin, and Biblical literature, history, art, and philosophy through an organized course of study. Students who wish to work in the original language may elect to do so as well. Students electing the minor must complete a minimum of 15 credits from the following:

A. At least two courses on Classical or Biblical literature:
courses in English: CAMS 3241W, 3242W; INTD 3260, CAMS 3207, 3208, 3211, 3212, 3213, 3214, 3215, 3221, 3224, 3225, 3226, 3227, 3230, 3293*, 3295*, 3298*, 3299*
courses involving reading in Greek and/or Latin: CAMS 3101, 3102, 3232, 3293*, 3298*, 3299*

B. At least one course dealing with the ancient world more generally:
CAMS 3243, 3244, 3245, 3250, 3251, 3252, 3253, 3254, 3255, 3256, 3257, 3293*, 3295*, 3298*, 3299* (These may be cross-listed under Art History, History, Judaic Studies, and Philosophy.) JUDS /HEB 3201.

*May count toward minor only with consent of advisor.

The minor is offered by the Modern and Classical Languages Department.

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? CAMS 3245 will be offered in the spring, for the first time; 3250 should have been in the minor for several years.
2. What is the impact on students? Students will be able to complete the minor more efficiently.
3. What is the impact on regional campuses? None.
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P). This form will be used similarly to the Major Plan of Study to allow students to check off relevant coursework. It should include the following information:
5. Dates approved by (see Note Q):
   Department Curriculum Committee: 10/31/09
   Department Faculty: 10/31/09
6. Name, Phone Number, and e-mail address of principal contact person: Roger Travis, 6-3313, roger.travis@uconn.edu
Minor in Classics and Ancient Mediterranean Studies
College of Liberal Arts and Sciences

Instructions to students: the CAMS Minor requires at least 15 credits in 3000 level or above CAMS courses. The courses in Group A below require CAMS 1101 or 1102 or 1103 as preparation, but these do not count towards the Minor. You may, of course, take more courses in CAMS, and we encourage you to do so.

When you are preparing your final plan of study, you must obtain CAMS Section approval that you have satisfied requirements for the CAMS Minor. Contact the Modern and Classical Languages Department at 486-3313 (JHA 228) for information on how to locate the CAMS key advisor. Obtain his or her signature on this form. Give one copy to your major advisor, and include one signed copy when you submit your final plan of study to the Registrar.

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

A. Literature Group. At least two of these courses:

CAMS 3207 (Greek Philosophical Writings) _____ CAMS 3208 (Homer) _____ CAMS 3211 (Greek Drama) _____ CAMS 3212 (Greek Historical Writings) _____ CAMS 3213 (Ovid and Mythology) _____ CAMS 3214 (Greek Lyric Poetry) _____ CAMS 3215 (The Greek New Testament) _____ CAMS 3221 (Survey of Classical Latin Literature) _____ CAMS 3224 (Vergil and the Roman Epic) _____ CAMS 3225 (Latin Drama) _____ CAMS 3226 (Latin Lyric Poetry) _____ CAMS 3227 (Latin Historical Prose) _____ CAMS 3230 (Latin Philosophical Prose and Poetry) _____ CAMS 3231 (Latin Elegiac Poetry) _____ CAMS 3241W (Epic) _____ CAMS 3242W (Drama) _____ INTD 3260 (The Bible) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____

(the following courses involve reading in Greek or Latin) CAMS 3101 (Topics in Advanced Greek) CAMS 3102 (Topics in Advanced Latin) _____ CAMS 3232 (Medieval Latin) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____

B. History, Art, Philosophy Group. At least one of these courses:

CAMS 3243 (World of Late Antiquity) _____ CAMS 3244 (Ancient Fictions) _____ CAMS 3245 (The Ancient World in Cinema) _____ CAMS 3250 (Early Christian Church) _____ CAMS 3251 (Greek Art) _____ CAMS 3252 (Roman Art) _____ CAMS 3253 (Ancient Near East) _____ CAMS 3254 (Ancient Greece) _____ CAMS 3255 (Ancient Rome) _____ CAMS 3256 (Palestine under the Greeks and Romans) _____ CAMS 3257 (Ancient Philosophy) _____ CAMS 3293, 3295, 3298, or 3299 (topics, with permission) _____ JUDS/HEB 3201 (Selected Books of the Hebrew Bible) _____

Name of student (please print): ______________________________________________________________

I approve the above program for the B.A. Minor in CAMS

(signed) ________________________________

CAMS Minor Advisor
2009 – 102 Proposal to Proposal to Change CLCS 5304
1. Date: 10/31/09
2. Department: **Comparative Literary and Cultural Studies**--Dept. of Modern & Classical Languages
3. Nature of Proposed Change: Allow a course to be **repeatable for credit with** change of topic

4. Current Catalog Copy:
**CLCS 5304. Studies in Literary History**
(CLCS 304) 3 credits. Seminar.
Periods, movements, and literary relations involving several national literatures. Possible topics include the Baroque, the Enlightenment, Symbolism, and the Avant-Garde.

5. Proposed Catalog Copy:
**CLCS 5304. Studies in Literary History**
(CLCS 304) 3 credits. Seminar. May be repeated for up to nine credits with a change of topic. Periods, movements, and literary relations involving several national literatures. Possible topics include the Baroque, the Enlightenment, Symbolism, the Avant-Garde.

6. Effective Date immediately

**Justification**
1. Reasons for changing this course: As is apparent in the description, multiple periods, movements, and national literatures are covered in the course. These concerns change by instructor, and various faculty utilize this course to teach widely varied and specific material.
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: Faculty
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 11/3/09
   Department Faculty: 11/3/09
8. Name, Phone Number, and e-mail address of principal contact person:
   Margaret Higonnet <margaret.higonnet@uconn.edu> 486-1523
2009 – 103 Proposal to Change CLCS 5306

1. Date: 10/31/09
2. Department: Comparative Literary and Cultural Studies--Dept. of Modern & Classical Languages
3. Nature of Proposed Change: Allow a course to be repeatable for credit with change of topic

4. Current Catalog Copy: CLCS 5306. Studies in Form and Genre
   (CLCS 306) 3 credits. Seminar. Aspects of epic, drama, poetry, or narrative, such as the classical epic, the historical drama, the pastoral poem, or the picaresque novel.

5. Proposed Catalog Copy: CLCS 5306. Studies in Form and Genre
   (CLCS 306) 3 credits. Seminar. May be repeated for up to nine credits with a change of topic. Aspects of epic, drama, poetry, or narrative, such as the classical epic, the historical drama, the pastoral poem, or the picaresque novel.

6. Effective Date immediately

Justification
1. Reasons for changing this course: As is apparent in the description, multiple genres, forms, and national literatures are covered in the course. These concerns change by instructor, and various faculty utilize this course to teach widely varied and specific material.
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: Faculty
7. Dates approved by (see Note Q):
   Department Curriculum Committee: 11/2/09
   Department Faculty: 11/2/09
8. Name, Phone Number, and e-mail address of principal contact person:
   Margaret Higonnet <margaret.higonnet@uconn.edu> 486-1523
2009 – 104 Proposal to Change the Environmental Sciences Major

1. Date: November 6, 2009
2. Department requesting this change: Marine Sciences
3. Title of Major: Environmental Science

4. Nature of Change: Update course number for MARN4050. This course has been changed from MARN4050W to MARN4050, but is still listed with the W designation in the catalog description of the Environmental Sciences Major.

5. Existing catalog Description of the Major:
The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required course in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH1120Q, 1121Q, 1122Q or 1131Q, 1132Q; PHYS 1201Q, 1202Q, 1401Qm 1402Q; STAT 1000Q or 1100Q or 3025Q.
B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
C. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.
C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or EEB 2244W, GSCI 3020, MARN 3000, NRE 3145
D. Capstone course: GEOG 3320W
E. General Education requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.
F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology – Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:
Group I. Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310
Group II. Plant diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276,
Group III. Animal Diversity: EEB 2214, 2254, 2265, 2273, 3200, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261

Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446, and 3322, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; or CHEM 5370

Environmental Geography – Students must complete: GEOG 3510 or 4500; and at least four of: GEOG 3300, 3330, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience – Students must complete five courses from the following list with at least two courses from each group.
Group I. GSCI 3010, 3030, 3040
Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735
Marine Science – Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010
Group B: MARN 3003Q, 3030, 4030W, 4050W
Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the “College of Agriculture and Natural Resources” section of this Catalog.

6. Proposed catalog Description of the Major:
The major in Environmental Science is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture and Natural resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental science and related fields.

A. Required course in Basic Science: ARE 1150; BIOL 1107, BIOL 1108 or 1110; CHEM 1124Q, 1125Q, 1126Q or 1127Q, 1128Q; MATH 1120Q, 1121Q, 1122Q or 1131Q, 1132Q; PHYS 1201Q, 1202Q, 1401Qm 1402Q; STAT 1000Q or 1100Q or3025Q.

B. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in Introductory Environmental Science: Select any two from GEOG 2300, GSCI 1050, MARN 1002, NRE 1000.

C. Required Courses in 2000-level or above in Environmental Science: AH 3175, EEB 2244 or EEB 2244W, GSCI 3020, MARN 3000, NRE 3145

D. Capstone course: GEOG 3320W

E. General Education requirements: Completion of GEOG 3320W will satisfy the writing in the major and information literacy competency requirements. Completion of BIOL 1108 and EEB 2244 will satisfy the Computer Literacy requirement.

F. Concentration requirements. All students majoring in Environmental Science must also fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below.

Environmental Biology – Students must complete: EEB 2245 or 2245W; EEB 3307 or 4230W; and at least one course from each of the following groups:

Group I. Ecological Systems and Processes: EEB 2208, 3230, 3247, 4215, 5301, 5302, 5310

Group II. Plant diversity: EEB 3203, 3204, 3220/W, 3240, 3250, 3256, 3271, 4272, 4276,

Group III. Animal Diversity: EEB 2214, 3254, 3265, 3273, 4200, 4250, 4252, 4274, 4275, or 4260 and 4261
Environmental Chemistry - Students must complete at least 15 credits including CHEM 2443, 2444, 2445 or 2446, and 3322, with remaining credits from CHEM 3210; CHEM 3334; MATH 2110Q and CHEM 3563; or CHEM 5370

Environmental Geography – Students must complete: GEOF 3510 or 4500; and at least four of: GEOF 3300, 3310, 3330W, 3410, 3500Q, 4300, 4510

Environmental Geoscience – Students must complete five courses from the following list with at least two courses from each group.

Group I. GSCI 3010, 3030, 3040
Group II. GSCI 3710, 4110, 4120, 4130, 4210, 4330, 4735

Marine Science – Students must complete five courses (fifteen credits) from the following list with at least one course from each group.

Group A: MARN 3014, 3015, 3016, 3017, 4010
Group B: MARN 3003Q, 3030, 4030W, 4050
Group C: MARN 3060, 3061, 4060

Environmental Science also offers the following concentrations through the College of Agriculture and Natural Resources: Environmental Health, Natural Resources, Resource Economics, Soil Science. For the complete requirements, refer to the Environmental Science description in the “College of Agriculture and Natural Resources” section of this Catalog.

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?
   Update course number for MARN4050. This course has been changed from MARN4050W to MARN4050, but is still listed with the W designation in the catalog description of the Environmental Sciences Major.

2. What is the impact on students?
   None

3. What is the impact on regional campuses?
   None

4. Dates approved by (see Note Q):
   Department Curriculum Committee:
   Department Faculty:

5. Name, Phone Number, and e-mail address of principal contact person:
   Annelie Skoog
   860-405-9220
   Annelie.skoog@uconn.edu
2009 – 105 Proposal to the Oceanography Minor
1. Date: October 28 2009
2. Department requesting this change: Marine Sciences
3. Title of Minor: Oceanography
4. Nature of Change: Update course number for MARN4050. This course has been changed from MARN4050W to MARN4050, but is still listed with the W designation in the catalog description of the Oceanography Minor.

5. Existing catalog Description of the Minor:
This minor focuses on biological, chemical, geological, and physical oceanography. Students pursuing the minor must take at least 15 credits of 2000-level and above courses, including 3 courses from Group A, and 2 additional courses from either group A or B:
A. MARN 4010, 4030W, 4050W, 4060
B. MARN 2002, 3000, 3001, 3015, 3016, 3017, 3060, 3061
Coastal Studies majors may not choose MARN 4010. No more than 2 courses may be counted towards both this minor and the student’s major.
This minor is offered by the Department of Marine Sciences. More information is available on the internet: www.marinesciences.uconn.edu, by e-mail: marinesciences@uconn.edu, or by phone: 860-405-9152.

6. Proposed catalog Description of the Minor:
This minor focuses on biological, chemical, geological, and physical oceanography. Students pursuing the minor must take at least 15 credits of 2000-level and above courses, including 3 courses from Group A, and 2 additional courses from either group A or B:
A. MARN 4010, 4030W, 4050, 4060
B. MARN 2002, 3000, 3001, 3015, 3016, 3017, 3060, 3061
Coastal Studies majors may not choose MARN 4010. No more than 2 courses may be counted towards both this minor and the student’s major.
This minor is offered by the Department of Marine Sciences. More information is available on the internet: www.marinesciences.uconn.edu, by e-mail: marinesciences@uconn.edu, or by phone: 860-405-9152.

7. Effective Date immediately

Justification
1. Why is a change required? The change from MARN4050W to MARN4050 has been approved by the Department of Marine Sciences (DMS) CCC, DMS faculty, and CLAS CCC. Senate approval is pending, and expected on November 9.
2. What is the impact on students? None
3. What is the impact on regional campuses? None
4. Attach a revised "Minor Plan of Study" form to this proposal (see Note P).
5. Dates approved by (see Note Q):
   Department Curriculum Committee: October 28, 2009
   Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person:
   Annelie Skoog       860-405-9220       Annelie.skoog@uconn.edu