

UConn | COLLEGE OF LIBERAL
ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Pam Bedore, Chair

September 13, 2016

- I. Opening Business
- II. Introduction and Regrets
- III. Approvals by the Chair
 - a. 2016-99 WGSS 2105/AFRA 3295 co-listing of Gender and Science (Fall 2016)
 - b. 2016-100 MCB 2893: Foreign Study (Senate)
 - c. 2016-101 MCB 3893: Foreign Study
 - d. 2016-102 MCB 4893: Foreign Study
 - e. 2016-105 MARN 3995/5895: Seminar and Marine Biodiversity and Conservation (Spring 2017)
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- IV. Old Business
 - a. **2016- 86 Add PSYC 5322**
- V. New Business
 - a. **2016-095 Revise SOCI Major**
 - b. **2016-096 Revise POLS M.A.**
 - c. **2016-097 Add WGSS 3255**
 - d. **2016-098 Revise WGSS 5365**
 - e. **2016-103 Add MCB 3637**
 - f. **2016-106 Change AFRA 3211 (course number)**
 - g. **2016-107 Add SOCI 2310**

VI. Appendix of Material

2016- 86 Add PSYC 5322

Final Catalog Listing

PSYC 5322. Methods of Child and Family Therapy in Clinical Psychology

3 credits. Seminar. Prerequisite: PSYC 5307. Open to graduate students in Clinical Psychology.

Overview of multiple intervention models for therapy with children and families.

V. New Business

2016-095 Revise SOCI Major

Existing Catalog Copy

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](#), [3211Q](#), [3251](#). (Note: Students must take [SOCI 1001](#), [1251](#), [1501](#), or [1701](#) prior to taking [SOCI 3201](#), [3211Q](#), and [3251](#).)

Passing [SOCI 3201](#) satisfies the information literacy competency, and passing [SOCI 3211Q](#) satisfies the computer technology competency. The writing in the major requirement can be satisfied by passing any 2000 or 3000-level W course in Sociology.

At least one course must be taken from the following group: Inequality, Diversity, and Change ([SOCI 2827](#), [3221](#), [3222](#), [3421](#), [3429](#), [3501](#), [3503](#), [3505](#), [3601](#), [3621](#), [3701](#), [3801](#), [3821](#), or [3825](#))

Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](#) can apply to the major).

A minor in [Sociology](#) is described in the Minors section.

New Catalog Copy

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today's questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

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Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](#) can apply to the major).

A minor in [Sociology](#) is described in the Minors section.

2016-096 Revise POLS M.A.

OLD COPY

MASTERS DEGREE

As with most graduate programs, M.A. and Ph.D. students in political science must deal with a host of university and departmental regulations. In fact, our regulations are less complicated than those at most universities. SEE DEPARTMENTAL GUIDELINES for full details. We have two routes to earning an M.A. The most common requires **24** hours of coursework and the defense of two seminar-length papers before a three-person faculty advisory committee. The other route requires **15** hours of coursework, plus the successful defense of a nine-credit MA thesis (also before a three-person faculty advisory committee). The student's advisory committee will decide on the basis of the quality of the papers or thesis, in addition to the overall performance of the candidate in his or her program, whether (1) the Masters Degree will be awarded and (2) whether the student is accepted into the Ph.D. program in the department. All M.A. students must also take two of the following: POLS 5600 (393), 5605 (395) and 5610 (396) and received a grade of **B** or better. M.A. students may take courses with a broad or narrow focus, depending on their interests and goals. University rules permit students to take six credits of coursework outside specific departments in attaining an M.A. degree in a particular discipline. We adhere to this rule. Students should discuss their options and plans with their major adviser and advisory committee. Such discussions should take place early in the student's program. Students should also be aware that they **MUST FILE A PLAN OF STUDY** with the Graduate School and have it approved before they can schedule their M.A. defense.

NEW COPY

POLS 5th Year Master's Degree

The **POLS 5th Year Master's Program** offers admitted undergraduates already at UCONN an opportunity to begin graduate-level work in their senior year and then to stay on for a fifth year after completing their BA during which they would undertake advanced work in an expedited Master's program. The program's focus would be to enable students to develop the ability to conduct independent research in politics through an encounter with a range of methods used in Political Science and the debates that animate one of its subfields. We have two routes for completing the 5th Year Master's Program, both of which require 30 hours of coursework, six credits of which are earned during the student's final undergraduate year. For undergraduates who are not planning to write a thesis, they will take one graduate course per semester of their senior year

followed by two semesters of four courses each. For undergraduates who are planning to write an honors thesis, their six credits of POLS 4997W/H will count toward the total. All M.A. students must take three required methods courses, POLS 5600, 5605 or 5615, at least two courses in one of the five POLS subfields, and POLS 5010 and POLS 5000. Finally, in addition to these seven courses, students who are not writing a thesis must take three and thesis-writing students must take one other course(s) of their choosing that are/is approved by their advisor. Students should discuss their options and plans with their major adviser and should also be aware that they must file a Plan of Study approved by the Graduate School before they can present their research at the 5th Year Student Spring Research Conference.

2016-097 WGSS 3255

3255. Sexual Citizenship

Three credits. Sexuality as a significant axis of citizenship. How sexual citizenship differs in national, historical, and international contexts. How its different constructions influence such issues as welfare, adoption, marriage, and immigration.

CA 4-INT.

2016-098 WGSS 5365

Current Catalog Copy

WGSS 5365 - Women's Studies Research Methodology For Graduate Students

Discussion of feminist and gender-oriented research methods and their relation to traditional disciplines. Analysis of gender bias in research design and practice. Major independent research project required.

Proposed Catalog Copy

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

WGSS 5365 – Feminist Methodologies

Exploration of theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Discussion of contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Consideration of relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship.

2016-103 Add MCB 3637

MCB3637. Practical Methods in Microbial Genomics

Three credits. Prerequisite: MCB2610 or consent of the instructor.

Analysis of microbial genomes, including genome assembly, annotation, and comparison. Students will design and perform computational analyses of public domain genomic data. No previous computational experience is expected.

2016-104 Change MCB Minor

Existing Catalog Description of Minor

Bioinformatics

Bioinformatics is a new field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

Students wishing a minor in Bioinformatics must take at least 15 credits of the following courses, including at least one course from each of the following four groups. A single course cannot fulfill more than one group requirement. Courses used to satisfy requirements for the student's major may be used to satisfy group requirements but may not be used towards the 15 credits for the Bioinformatics minor.

- **Group A: Bio-Computing / Computer Science**
 - [MCB 3602W](#), [3421](#), [MCB 3637](#), [MCB 5429](#);
 - [MCB 5472/EEB 5372](#);
 - [EEB 5348](#), [EEB 5462](#);
 - [CSE 2102](#), [2300W](#), [3500](#), [3502](#), [3800](#), [4102](#), [4701](#)
- **Group B: Data Banks / Statistics**
 - [STAT 2215Q](#), [3025Q](#), [3375Q](#) and [3445](#) (Note: both courses must be taken to satisfy this group requirement);
 - [CSE 4701](#)
- **Group C: Protein Structure / Biochemistry**
 - [MCB 2000](#), [3010](#), [3421](#), [4009](#), [5011](#)
- **Group D: Genetics**
 - [MCB 2400](#) or [2410](#), [2413](#), [3201](#), [3412](#), [3602W](#), [3617](#);
 - [EEB 5348](#)

[MCB 3899](#), [CSE 4095](#), and [CSE 4099](#) can be counted towards the 15 credit requirement, if approved by a member of the bioinformatics oversight committee.

The minor is offered jointly by the [School of Engineering](#) and the [College of Liberal Arts and Sciences](#). For the Bioinformatics minor, contact [Dr. Ion Mandoiu](#) or [Dr. J. Peter Gogarten](#).

Proposed Catalog Description of Minor

Bioinformatics

Bioinformatics is a new field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

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- **Group A: Bio-Computing / Computer Science**
 - [MCB 3421](#), 3602W, [3637 \(pending approval\)](#), [5429](#);
 - MCB 5472/EEB 5372; MCB [5430](#)
 - EEB [4100 \(pending approval\)](#), [4230W](#), 5348, [5350](#)
 - [CSE 2102](#), [2300W](#), [3500](#), [3502](#), [4102](#), [4701](#)
 - CSE [3800/BME 4800](#)
 - [CSE 3810/BME3810](#)
- **Group B: Data Banks / Statistics**
 - [STAT 2215Q](#), [3025Q](#), [3375Q](#) and [3445](#) (Note: both courses must be taken to satisfy this group requirement);
 - [CSE 4701](#)
- **Group C: Protein Structure / Biochemistry**
 - [MCB 2000](#), [3010](#), [3421](#), [4009](#), 5011
 - [PNB 6420](#)
- **Group D: Genetics**
 - [MCB 2400 or 2410](#), [3413](#), [3201](#), [3412](#), [3602W](#), [3617](#), [MCB 3637](#), [5429](#);
 - EEB [5300](#), EEB 5348

MCB 3895, [MCB 3899](#), [MCB 3989](#), [MCB 4989](#), [PNB 3299](#), [EEB 3899](#), [EEB 5895](#), [CSE 4095](#), and [CSE 4099](#) can be counted towards the 15 credit requirement, if approved by a member of the bioinformatics oversight committee.

The minor is offered jointly by the [School of Engineering](#) and the [College of Liberal Arts and Sciences](#). For the Bioinformatics minor, contact [Dr. Ion Mandoiu](#) or [Dr. J. Peter Gogarten](#).

2016-106 Change AFRA 3211 (course number)

AFRA 3211. Introduction to Africana Studies (Formerly offered as AFAM 3211.)

Three credits. Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.

AFRA 2211. Introduction to Africana Studies (Formerly offered as AFAM 3211.)

Three credits. Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.

2016-107 Add SOCI 2310

SOCI 2310. Introduction to Criminal Justice - A Sociological Perspective Three

Credits. Prerequisite: None. A focus on the criminal justice system from a sociological perspective, including crime, police and law enforcement, courts and adjudication, corrections and juvenile justice.

VI. Appendix of Material

2016-095 Revise SOCI Major

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: June 3, 2016
2. Department or Program: Sociology
3. Title of Major: Sociology
4. **Effective** Date (semester, year): Fall 2016

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: addition of course to list for major

Existing Catalog Description of Major

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A minor in [Sociology](#) is described in the Minors section.

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Justification

1. Reasons for changing the major: SOCI 3317 focuses on issues of gender and race in the area of crime and criminal justice. Its content directly speaks to the intent of the requirement—to expose students to issues of inequality and diversity.

2. Effects on students: None other than some may begin taking this class to fulfill the requirement.

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](#) by

Department Curriculum Committee: April 6, 2016

Department Faculty: June 3, 2016

6. Name, Phone Number, and e-mail address of principal contact person: Lynne Goodstein; 814 441 3533; lynne.goodstein@uconn.edu

Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Sociology Major Plan of Study

2005-06 to Present

Catalog Rules

Turn in your final plan of study in the first four weeks of the semester in which you plan to graduate.

Name _____ Expected graduation date _____(m/y)

PeopleSoft # _____ Email _____

Major Requirements:

Any one of the following:

- Soci 1001 Introduction to Sociology
- Soci 1251 Social Problems
- Soci 1501 Race, Class, and Gender
- Soci 1701 Society in Global Perspective

Sociology courses, 2000+ level

- Soci 3251 Theory
- Soci 3201 Methods *Sociology 3201 and Stat 1000Q/1100Q are prerequisites for 3211Q*
- Soci 3211Q Quantitative Methods OR Psych 2100Q and Soci _____ (any 2000+ course)

Inequality, Diversity, and Change Group

- Soci _____ (1 chosen from: Soci 2827, 3221, 3222, 3317, 3421, 3429, 3501, 3503, 3505, 3601, 3621, 3701, 3703, 3801, 3821, 3825)
- Soci _____
- Soci _____
- Soci _____
- Soci _____

Related courses: All 2000+ level courses in AASI, AFRA, ANTH, COMM, ECON, GEOG, HEJS, HDFS, HIST, HRTS, LLAS, POLS, PP, PSYC, URBN, and WGSS.

- Additional approved related courses can be found:
<http://sociology.uconn.edu/undergrad-relateds/>.

- Courses will be counted as related, except those that are cross-listed with Sociology.
 - Your advisor may also approve 2000+ level courses in other departments as related.
- _____ _____
 _____ _____

Checklist

- “C” average or better in sociology courses
- No pass/fail courses for major
- One 2000+ level W course in sociology: _____

Approvals (Final Plan Only)

Major Advisor	Date
Department Head	Date

Sociology Major Plan of Study

General Education Requirements

Writing

English 1010 or 1011 or 3800 _____

2000+ level W course in Sociology _____

Additional W course _____

Quantitative

Q Course in Math or Statistics _____

Sociology 3211Q _____

Additional Q course _____

45 Credits at 2000+ level

You must have at least 45 credits at the 2000 level or above. Normally, that means three courses *in addition to* the courses used to satisfy major and related requirements on page one. (Note: the additional courses may be from any department, including Sociology).

Check Student Administration to confirm that you have completed the following requirements:

Second language competency- intermediate level

Content Area 1 (Arts and Humanities)

Area A (Arts)

- Area B (Literature)
- Area C (History)
- Area D (Philosophical/Ethical Analysis)
- Area E (World Cultures),
or one additional course from Areas A-D

- Content Area 2 (Social Sciences)
- Content Area 3 (Science and Technology)
- Content Area 4 (Diversity and Multiculturalism)

Checklist:

- GPA of 2.0 or better for all courses
- At least 120 total credits
- No more than 15 internship credits as part of 120 credit requirement

If you are pursuing a minor, list your minor department _____

If you are pursuing a double major or dual degree, list your other major department

2016-096 Revise POLS MA

Request for New/Modified UConn Certificate Program

Program information

Name of certificate existing program: Master's in Political Science

Proposed new name: POLS 5th Year Master's Program

Name of sponsoring department(s): Political Science

Campus to offer degree program: Storrs

Contact Person and contact details:

Jane Gordon

Director of Graduate Studies

Political Science,

Oak Hall, 4th Floor

jane.gordon@uconn.edu

401-258-9204

or

Christine Lounsbury

Graduate Coordinator

Political Science

Oak Hall, 4th Floor

christine.lounsbury@uconn.edu

(860) 486-2440

Type of Proposal (New/Modified/Name Change/Discontinuation):

Modified and Renamed

Type of Program (B.A., B.S., M.S. Ph.D./Certificate):

Expedited Master's (M.A.)

Anticipated start date:

Fall 2017

Anticipated date of first graduation: May 2019

Submittal Information

Name of Department Head: David Yalof

Department: Political Science

Signature of Department Head:

Name of Dean: Jeremy Teitelbaum

School/College: CLAS

Signature of Dean:

Background & Description:

The aim of the **POLS 5th Year Master's Program** is to offer strong undergraduates already at UCONN an opportunity to begin graduate level work in their senior year and then to stay on for a fifth year after completing their BA during which they would undertake advanced work in an expedited Master's program. The program's focus would be to enable students to develop the ability to conduct independent research in politics through an encounter with a range of methods used in Political Science and the debates that animate one of its subfield while allowing flexibility for them to pursue their unique constellation of interests.

Reasons for the Program Modification and Name Change:

To do this, we are proposing to reactivate and restructure our existing but currently inactive **Master's in Political Science**, renaming it the **POLS 5th Year Master's Program**. We are modifying this program's name to signal a changed target audience, a changed timeline for completion, and a changed program design.

Curriculum & Program Outline:

Students would complete a minimum of 30 course credits.

If admitted, students would enter one of two possible tracks:

In the first track, students would take one graduate course in each semester of their senior year, both of which could count toward both their undergraduate degree and their 30 Master's credits. They would then take four courses each semester of their fifth year or the year following the completion of their BA.

In the second track, students in the undergraduate honors program who are writing a thesis would enroll in POLS 4997W/H for each semester of their senior year. These six credits would count toward both their undergraduate and Master's degrees. They would then take four courses each semester of their fifth year or the year following the completion of their BA. For these students, **POLS 5000: Independent Study in Political Science** could be devoted to transforming their undergraduate thesis into a Master's thesis.

All 5th year students would receive intensive methodological training as well as a substantive encounter with one subfield in Political Science. This is because all students would be required to take the three required courses in our PhD Methods Sequence. These include **POLS 5600 Nature of Political Inquiry, POLS 5605 Quantitative Methods, and POLS 5615 Qualitative Methods**. In addition, they are required to take **at least two courses in one of the five POLS subfields** (American Politics, Comparative Politics, International Relations, Political Theory, and Public Law). **If a student is focusing on one of the three subfields in which a Proseminar is offered** (POLS 5200: Proseminar in Comparative Politics, POLS 5300: Proseminar in International Relations, and POLS 5100: Proseminar in Political Theory), **the student is strongly recommended to take it.**

In addition, because we want all 5th Year students to have both focused professional development and a significant experience with guided research, all **students must take POLS 5010: Investigation of Special Topics in Political Science** (a professional development course focused on attending public events, developing a *cv*, and spending face-to-face time with professional contacts) and **POLS 5000: Independent Study in Political Science**. The latter need not be done with the student's major advisor but the **research must be presented at the 5th Year Student Spring Research Conference at the end of the student's fifth year**. Students would be expected, as part of this Independent Study, **to attend at least four UCONN public events in or beyond POLS on themes related to the focus of their research**. Finally, in addition to these seven courses (POLS 5600, POLS 5605, and POLS 5610, two courses in the same subfield (potentially including POLS 5100, 5200, or 5300), POLS 5010 and 5000), **non-thesis students must take three and thesis students must take one other course of their choosing that are approved by their advisor.**

The activation of our existing but currently inactive Master's program in the form of this **5th Year Master's Program** would require no additional staffing/teaching beyond one faculty member per student agreeing to supervise an Independent Study. This faculty member would be expected to attend the 5th Year Student Spring Research Conference.

Core Methods (all students would take all three):

POLS 5600: Nature of Political Inquiry (taught every fall)

POLS 5605: Seminar in Quantitative Methods (taught each spring)

POLS 5610: Seminar in Qualitative Methods (taught every fall)

If students are taking two courses in a subfield that offers a Proseminar, they are strongly urged to take it. These include:

POLS 5100: Proseminar in Political Theory (taught every other fall)

POLS 5200: Proseminar in Comparative Politics (taught every other fall)

POLS 5300: Proseminar in International Relations (taught every other year)

Professional Development & Independent Research (all students would enroll in both of these 3-credit courses):

POLS 5010: Investigation of Special Topics in Political Science (in the fall)

POLS 5100: Independent Study in Political Science (in the spring)

A sample Plan of Study for a student focusing in Comparative Politics would look like this:

Senior Year, Semester One:

POLS 5600: Nature of Political Inquiry

Senior Year, Semester Two:

POLS 5605: Seminar in Quantitative Methods

5th Year, Semester One:

POLS 5200: Proseminar in Comparative Politics

POLS 5610: Seminar in Qualitative Methods

POLS 5315: International Security

POLS 5010: Investigation of Special Topics in Political Science

5th Year, Semester Two:

POLS 5240: Seminar in Comparative Politics

POLS 5410: Black Feminist Theory and Politics

POLS 5505 Seminar in Public Law

POLS 5100: Independent Study in Political Science (Students would be expected, as part of this Independent Study, to attend at least four UCONN public events in or beyond POLS on themes related to the focus of their research.) The student would then present her or his research conducted in POLS 5100 at the 5th Year Student Spring Research Conference.

A sample Plan of Study for a student writing an honor thesis focusing in Comparative Politics would look like this:

Senior Year, Semester One:

POLS 4997W/H

Senior Year, Semester Two:

POLS 4997W/H

5th Year, Semester One:

POLS 5200: Proseminar in Comparative Politics

POLS 5600: Nature of Political Inquiry

POLS 5610: Seminar in Qualitative Methods

POLS 5010: Investigation of Special Topics in Political Science

5th Year, Semester Two:

POLS 5240: Seminar in Comparative Politics

POLS 5605: Seminar in Quantitative Methods

POLS 5505 Seminar in Public Law

POLS 5100: Independent Study in Political Science (Students would be expected, as part of this Independent Study, to attend at least four UCONN public events in or beyond POLS on themes related to the focus of their research.) The student would then present her or his research conducted in POLS 5100 at the 5th Year Student Spring Research Conference.

Learning Outcomes:

For students who aim to pursue a PhD, the POLS 5th Year Program would offer rigorous methods training as well as the opportunity to gain considerable familiarity with at least one subfield in Political Science and undertake a semester of focused supervised research. More generally, the capacity to undertake independent research is increasingly a requirement of all skilled, professional work and of productive citizens. This broad-based skill set honed by thematically driven concerns is one that they may not have developed fully as undergraduates. Finally, all students would have an entire semester

focused on professional development tailored to their specific aims. This would involve attending public events, preparing a *cv*, and face-to-face time with professional contacts.

Assessment:

Assessment of students would be based on their ten course grades and performance at the 5th Year Student Spring Research Conference. Program assessment would be based on placement writ large of graduate students. We would collect information on their whereabouts 6 months, 1 year, and 3 years after their graduation, relying heavily on major advisors to help the DGS and Graduate Coordinator facilitate this communication.

Enrollment & Graduation Projections:

We anticipate a class size of 2-7. We would accept our first round of applications in spring 2017 and would then have a first graduating class in spring 2019.

Admissions:

UCONN juniors applying for admission to the POLS 5th Year Program would be required to submit (1) an unofficial transcript demonstrating a minimum GPA of 3.5 in POLS and closely related classes, (2) two letters of recommendation that speak specifically to the applicant's research potential, and (3) a personal statement outlining the applicant's research interests, a potential plan of study identifying the faculty with whom they would like to study and the kinds of courses they would like to take, as well as prior relevant academic experience. We hope also to create a list on the POLS website of faculty conducting research with which they are looking for assistance. Applicants could then, where applicable, also name a particular project on which they might like to work.

The POLS Graduate Affairs Committee would begin reading applications on April 1st, but would still consider any submitted before May 1st.

UCONN seniors and non-UCONN students with a BA can apply, but are not our target audience. If admitted, we would make arrangements for the fulfillment of their course of study on an ad hoc basis.

Students would not be required to take the GRE.

Financial Resources:

This is a tuition-based program with no fellowship support. We would therefore want accepted students to apply for financial aid through the University.

Program Administration:

The POLS Graduate Affairs Committee will read admissions files and determine who is admitted. The logistics of preparing files and corresponding with interested and accepted students will be handled by the POLS Graduate Coordinator, Christine Lounsbury, with the assistance of the department's Director of Graduate Studies.

Faculty:

The faculty serving in the POLS 5th Year Master's Program are all of the current POLS Graduate Faculty, especially those who already regularly teach graduate seminars and those who would be willing to serve as major advisors to 5th Year Program students and to supervise their Independent Studies.

Similar Programs in CT or the Region:

Southern Connecticut State offers a M.S. (rather than a M.A.) in Political Science with Public Policy and International Politics tracks. It only requires 24 course credits and only three are in methods. Therefore, by comparison, the POLS 5th Year Program offers more methodological depth. In addition, while there is some overlap between the foci at Southern in Public Policy and International Politics and course themes in 5th Year Program courses in American Politics, Public Law, and International Relations, the latter offers a broader array of research areas and opportunities. Additionally, while more expensive than the M.S. in Political Science at Southern, we believe that the value of the POLS 5th Year Masters, a degree granted by UCONN's flagship campus, is worth the added cost.

Other comparable programs in CT are all at UCONN. They include UCONN's regular and fast-track MPA program, based in Hartford. The former is a stand-alone 2-year professional Master's. The other caters to UCONN seniors, enabling them to earn their professional Master's in five years. Both offer substantial methodological training and an internship opportunity but are entirely focused on U.S. policymaking. By comparison, our aim is to prepare both professional students and those preparing to pursue a PhD. While we also will offer all students a thorough introduction to methods, 5th year students will also encounter a broader range of substantive research themes both in American Politics and Public Law and beyond them. Finally, and distinctively, all students will undertake supervised research.

2016-097

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 22, 2016
2. Department requesting this course: WGSS
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

(Example. Replace with your copy when completing this proposal):

2400. Developmental Psychology

Three credits. Prerequisite: PSYC 1100, and PSYC 1101 or 1103.

Social behavior, personality, perception, cognition, language, intelligence, learning, biobehavioral processes, and research methodology in developmental perspective.

3255. Sexual Citizenship

Three credits. Sexuality as a significant axis of citizenship. How sexual citizenship differs in national, historical, and international contexts. How its different constructions influence such issues as welfare, adoption, marriage, and immigration.

CA 4-INT.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: **WGSS**

2. Course Number: **3255**
3. Course Title: **Sexual Citizenship**
4. Number of Credits: **3**
5. Course Description (second paragraph of catalog entry):

Sexuality as a significant axis of citizenship. How sexual citizenship differs in national, historical, and international contexts. How its different constructions influence such issues as welfare, adoption, marriage, and immigration.

Optional Items

6. Pattern of instruction, if not standard: Lecture/discussion
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: **yes**
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course:

WGSS has 3255W on the books and would like to add a non-W version
2. Academic merit: **This course provides students with an opportunity to explore the differences in social policy across nations and transnationally as well as expands WGSS course offerings in the area of Sexuality Studies.**
3. Overlapping courses and departments consulted:
4. Number of students expected: **35 per semester for a total of 70**
5. Number and size of sections: **one section offered at least once a semester**

6. Effects on other departments: **no effect anticipated**
7. Effects on regional campuses: **no effect anticipated**
8. Staffing: **Nancy Naples, new WGSS hire Debanuj DasGupta**

General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: CA 4-INT.
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

Sexual Citizenship is designed to fulfill CA course requirements to advance “multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study” with specific focus on international dimensions. The course will examine different “varieties of human experiences,” diverse cultural practices and social policies related to sexuality cross-nationally as well as efforts on the national, transnational policies, and human rights activism. Topics include health care, migration, asylum, reproductive rights, identity policies, and relationship recognition. The US forms but one component of the varied approaches to lesbian, gay, bisexual, and transgender experiences and politics. The broader frame is the relationship between the diverse local cultural and political contexts and globalization of sexual identities and policies.

Proposer Information

1. Dates approved by

Department Curriculum Committee: **May 4, 2016**

Department Faculty: **May 4, 2016**

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

Nancy Naples, nancy.naples@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

WGSS 3255 Sexual Citizenship

Course Description: This course will explore the diversity of ways sexuality serves as an axis of citizenship. It will place this discussion in the context of broader discussions of citizenship including analysis of relationship recognition and marriage rights, heteronormativity and compulsory heterosexuality, the sexual contract, immigration, asylum, sex work, and reproductive rights. Among the questions to be addressed are: How is sexual citizenship “gendered”? How is sexual citizenship “racialized” and, as a consequence, how do the lives of people of different racial backgrounds differ in relationship to the state and citizenship rights? How does sexual citizenship differ in different national contexts and change over time? What international policies are relevant for sexual citizenship? What is the role of social movements for expanding sexual citizenship rights? And what are the limits of constructions of sexual citizenship within contemporary processes of globalization and international migration?

Required Texts:

[NOTE: In most cases we will be reading only a portion of each book but page numbers exceeds copyright rules.]

Bell, David, and Jon Binnie. 2000. *The Sexual Citizen: Queer Politics and Beyond*. Polity.

Canaday, Margot. 2011. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton.

Cosman, Brenda. 2007. *Sexual Citizens: The Legal and Cultural regulation of Sex and Belonging*. Stanford: Stanford University Press.

Dewey, Susan, and Patty Kelly. 2011. *Policing Pleasure: Sex Work, Policy, and the State in Global Perspective*. NYU Press.

Evans, David T. 1993. *Sexual Citizenship: The Material Construction of Sexualities*. London and New York: Routledge. [Kindle only \$12.77]

Foucault, Michel. 1990. *The History of Sexuality*. New York: Random House.

Kendall, Nancy. 2012. *The Sex Education Debates*. Chicago.

Luibheid, Eithne. 2002. *Entry Denied: Controlling Sexuality At The Border*. University of Minnesota Press.

Odem, Mary E. 1996. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press.

Pateman, Carol. 1988. *The Sexual Contract*. Stanford, CA: Stanford University Press.

Reddy, Chandan. 2011. *Freedom with Violence: Race, Sexuality, and the US State*. Duke.
Shildrick, Margrit. 2012. *Dangerous Discourses of Disability, Subjectivity and Sexuality*. New York: Palgrave Macmillan.

Course Requirements

Class participation: The success of the course depends on your preparation for and participation in class discussion and activities. To be prepared for the class involves completing the assigned reading prior to the class, understanding the major themes in the reading and contributing questions and issues for discussion. (10% of grade)

Group presentation: Students will form small groups of no more than 5 students to identify a topic related to sexual citizenship not covered in class and prepare a 15 minute presentation. This can include a variety of media. Group proposals will be due week 3 of class. (25% of grade)

Questions for class: Students will be asked to generate questions to help guide discussion for at least three classes over the course of the semester. Your questions should be submitted by 4pm of the day before the relevant class. (15 % of grade).

Course Project: Proposals for your course project are subject to approval in advance. Final project papers are due the last class session when you will present a brief overview of your main contributions or interesting findings. You may choose one of the following four options (50% of grade).

I. Paper: You will may choose a topic on sexual citizenship and write a paper of at least 15 pages (including references).

II. Project: You can produce a visual project of some sort that addresses a theme or an important topic on sexual citizenship.

III. Annotated Bibliography: The purpose of this assignment is to acquaint you with current research in a specific area of interest related to sexual citizenship that was not assigned in class. This can include expanding on a topic already discussed in class or exploring a new theme or topic. For each item on your bibliography, you are expected to write a memo summarizing the main themes and linking to course content.

IV. Transgender Citizenship and Sexuality in International Perspective:

Read the following 2 books and identify a 3rd relevant book in the field of transgender studies and write a review essay on the topic of transgender citizenship and sexuality in international perspective. The 2 books are:

Swarr, Amanda Locks. 2012. *Sex in Transition: Race and Gender in South Africa*. Albany, NY: SUNY Press.

Najmabadi, Afsaneh. 2013. *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*. Durham, NC: Duke University Press.

Course Outline

Week 1. Introduction to the Course

Week 2. Social Construction of Sexualities

Foucault, Michel. 1990. Pp. 3-49, & 103-159 in *The History of Sexuality*. New York: Random House.

Week 3. The Sexual Contract

Pateman, Carol. 1988. Pp. 1-76, 116-188 in *The Sexual Contract*. Stanford, CA: Stanford University Press.

Week 4. Defining the Field I

Evans, David T. 1993. Pp. 10-64 & 209-239 in *Sexual Citizenship: The Material Construction of Sexualities*. London and New York: Routledge.

Weeks, Jeffrey. 1998. "The Sexual Citizen." *Theory, Culture and Society* 15(3/4):35-52.

Week 5. Defining the Field II

Bell, David, and Jon Binnie. 2000. Selections from *The Sexual Citizen: Queer Politics and Beyond*. Polity.

Week 5. Historical Perspectives on Regulating Sexuality

Odem, Mary E. 1996. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press.

Week 6. Sexuality, Race, and the State

Nagel, Joane. 2003. Chapters 1 & 2 in *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York, NY: Oxford University Press.

Reddy, Chandan. 2011. Pp. 143-246 in *Freedom with Violence: Race, Sexuality, and the US State*. Duke.

Week 7. Sexuality, Nation, and Colonialism

Nagel, Joane. 2003. Chapter 3 in *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York, NY: Oxford University Press.

Alexander, M. Jacqui. 1994. "Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas." *Feminist Review* 48:5-23.

Alexander, M. Jacqui. 1997. "Erotic Autonomy as a Politics of Decolonization: An Anatomy of Feminist and State Practice in the Bahamas Tourist Economy." Pp. 63-100 in *Feminist Genealogies, Colonial Legacies, Democratic Futures*, eds. M. Jacqui Alexander and Chandra Talpade Mohanty. NY: Routledge.

Boellstorff, Tom. 2005. Pp. 187-214 in *The Gay Archipelago: Sexuality and Nation in Indonesia*. Princeton University Press.

Week 8. The Straight State

Canaday, Margot. 2011. Selections from *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton.

Week 9. Regulating Sexuality at the Border

Luibheid, Eithne. 2002. Chapters 1 & 2 in *Entry Denied: Controlling Sexuality at the Border*. Minneapolis, MN: University of Minnesota Press.

Somerville, Siobhan B. 2005. "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act." Pp. 75-91 in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis, MN: University of Minnesota Press.

Stychin, Carl F. 2003. Pp. 7-24 and 93-113 in *Governing Sexuality: The Changing Politics of Citizenship and Law Reform*. Oxford and Portland, Oregon: Hart Publishing.

Week 10. Regulating Belonging

Cossman, Brenda. 2007. Pp. 1-20, 69-114, 195-206 in *Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging*. Stanford: Stanford University Press.

Week 11. Sex Education and the State

Kendall, Nancy. 2012. Selections from *The Sex Education Debates*. Chicago, Il: University of Illinois Press.

Week 12. Disability and Sexual Citizenship

Shildrick, Margrit. 2012. Selections from *Dangerous Discourses of Disability, Subjectivity and Sexuality*. New York: Palgrave Macmillan.

Week 13. Sex Work and the State

Dewey, Susan, and Patty Kelly. 2011. Introduction and Chapter 3 in *Policing Pleasure: Sex Work, Policy, and the State in Global Perspective*. NYU Press.

Cabezas, Amalia. 2002. "Globalization, Sex Tourism, and Women's Rights in the Caribbean." Pp. 44-59 in *Globalization and Human Rights: Transnational Problems, Transnational Solutions?*, edited by Alison Brysk. Berkeley: University of California Press.

Cabezas, Amalia. 2005. "Accidental Crossings: Tourism, Sex Work, and Women's Rights in the Dominican Republic." Pp. 201-230 in *Dialogue and Difference: Feminisms Challenge Globalization* edited by Marguerite R. Waller and Sylvia Marcos. New York: St. Martin's/Palgrave.

Compres, Tiffany. 2009. "Labor of Love: Using International Labor Law to Achieve Human Rights for Women Sex Workers in the Dominican Republic." *Georgetown Journal of International Law* 40(3):1027-1068.

Week 14. Presentations of Final Papers and Projects

2016-098 Add **WGSS 5365 - Women's Studies Research Methodology For Graduate Students**

UConn | **COLLEGE OF LIBERAL
ARTS AND SCIENCES**
COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: **May 4, 2016**
2. Department requesting this course: **WGSS**
3. Nature of Proposed Change: **Title and course description**
4. **Effective Date** (semester, year): Spring 2017

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

WGSS 5365 - Women's Studies Research Methodology For Graduate Students

Discussion of feminist and gender-oriented research methods and their relation to traditional disciplines. Analysis of gender bias in research design and practice. Major independent research project required.

Proposed Catalog Copy

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

WGSS 5365 – Feminist Methodologies

Exploration of theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Discussion of contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Consideration of relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship.

Justification

1. [Reasons for changing this course](#): Title reflects change of name in the Graduate Certificate from Women's Studies to Feminist Studies and updates the course outline to capture the intersectional approach to feminist studies and expand the interdisciplinary framework.
2. Effect on Department's curriculum: None
3. Other departments consulted: n/a
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): **Nancy Naples**

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E: _____

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by

Department Curriculum Committee: May 4, 2016

Department Faculty: May 4, 2016

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

Nancy Naples, 860-604-0884, nancy.naples@uconn.edu

Professor Nancy A. Naples¹
Connecticut

University of

WS 5365: Feminist Methodologies

This course is designed to provide a broad introduction to the theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. We will discuss contemporary debates in the field of feminist studies and the ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. We will also consider feminist studies' relationship to critical race, indigenous, and queer methodologies. This course has three practical goals to enrich your training as feminist researchers: (1) to improve your ability to identify the appropriate feminist methods for particular research questions; (2) to give you experience in the design and implementation of feminist research through guided assignments and collective feedback; and (3) to produce an original research paper or research proposal.

COURSE REQUIREMENTS

Participation: You are expected to attend each class, complete the assigned readings each week and be ready to discuss the main points raised by the authors. You are also expected to present regular oral reports on the progress that you make on your research throughout the semester. **[15% of grade].**

Research Articles: Each student will identify at least 3 articles from major feminist, queer, or critical race journals that are relevant to your research project. You are expected to read and write short written summaries and assessments of each article to share with the class. **[15% of grade].**

Research Notes: All students are expected to keep a research diary of your experiences in conducting the research *and* your reflections on the assigned readings. You are required to hand in a copy of your diary at two times over the course of the semester (*Dates due: Sept. 29, Nov. 17*). **[10% of grade].**

Final Paper or Proposal: An outline of the final paper or proposal is due on *October 20*. A draft is due on *November 10*. Ideally your rough draft should be a complete version of your final paper or proposal. The final paper should be a minimum of 15 pages long, double-spaced, 12 pt. font, including references. **[60% of grade]**

¹Office hours by appointment. Office: Manchester Hall, Room 326). Cell: 860-604-0884. Email: nancy.naples@uconn.edu

Required Texts:

- Blackwell, Maylei, 2011. *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement*. Austin, Texas: University of Texas.
- Freccero, Carla. *Queer/Early/Modern* (Durham and London: Duke University Press, 2006).
- Hustvedt, Siri. 2014. *The Blazing World*. NY: Simon and Shuster.
- Riley, Denise. 2003 [1988] *Am I that Name? Feminism and the Category of Women in History*. Minneapolis and London: University of Minnesota Press.
- Sanford, Victoria, and Asale Angel-Ajani, eds. 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. New Brunswick, NJ: Rutgers University Press.
- Steedman, Carolyn Kay. 1987. *Landscape for a Good Woman* (New Brunswick: Rutgers University Press).
- Wolf, Diane L. 1996. *Feminist Dilemmas in Fieldwork*, ed. Diane L. Wolf. Boulder: Westview.
- Weigman, Robyn. 2012. *Object Lessons*. Durham, NC: Duke University Press. [Available on e-reserve.]

Optional Texts:

- Gordon, Avery F. 1996. *Ghostly Matters: Haunting and the Sociological Imagination*. Minneapolis: University of Minnesota Press.
- Hesse-Biber, Sharlene Nagy, ed. *Feminist Research Practice: A Primer, 2nd Ed.* London: Sage Publications, 2014.
- Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Ithaca, NY: Cornell University Press.
- Spear, Susan A. 2005. *Gender Talk: Feminism Discourse and Conversation*. New York, NY: Routledge.

Course Outline ² [Note: Outline subject to change]

² Thanks to NWSA Program Administrators and Directors, Deputy Director Patti Provance, and Professors Lisa Diedrich (SUNY Stony Brook) and Sara McClelland and Valerie Traub (University of Michigan), for sharing their course outlines.

1. Introduction to the Course [September 1]

2. The Interdisciplinary Field of Feminist Studies [September 8]

Ahmed, Sara. 2009. "Embodying Diversity: Problems and Paradoxes for Black Feminists." *Race Ethnicity and Education* 12(1): 41–52.

Wiegman, Robyn. 2012. "Doing Justice with Objects." Pp. 36-90 in *Object Lessons*. Duke University Press.

Riley, Denise. 2003. *Am I that Name? Feminism and the Category of Women in History*. Minneapolis, MN: University of Minnesota Press.

3. Feminist Epistemologies [September 15]

Harding, Sandra. 1989. "Is There a Feminist Method?" Pp. 17-32 in *Feminism and Science* ed. Nancy Tuana. Bloomington, IN: Indiana University Press.

Naples, Nancy A. 2007. "Feminist Methodology and Its Discontents." Pp. 579-589 in *Handbook of Social Science Methodology*, eds. William Outhwaite and Stephen Turner. UK: Sage.

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14(3):575-599.

Tuori, Salla, and Salla Peltonen. 2007. "Feminist Politics: An Interview with Sara Ahmed." *NORA—Nordic Journal of Women's Studies* 15(4): 257-264.

Sedgwick Kosofsky, Eve. 1990. "Introduction: Axiomatic." Pp. 1-66 in *Epistemology of the Closet*. Berkeley: University of California Press.

Sandoval, Chela. 2000. "Introduction" & "US Third World Feminism: Differential Social Movement I" Pp. 1-14 & 41-66 in *Methodology of the Oppressed*. Minneapolis, MN: University of Minnesota.

4. Methodologies [September 22]

Morawski, Jill. 2011. "Our debates: Finding, fixing, and enacting reality." *Theory & Psychology* 21(2): 260-274.

Greenhalgh, Susan, and Jiali Li. 1995. "Engendering Reproductive Policy and Practice in Peasant China: For a Feminist Demography of Reproduction." *Signs* 20(3):601-641.

Tuana, Nancy. 2006. "The speculum of ignorance: The women's health movement and epistemologies of ignorance." *Hypatia* 21(3): 1-19.

Wilkinson, Sue. 2000. "Women with Breast Cancer Talking Causes: Comparing Content, Biographical and Discursive Analyses." *Feminism & Psychology* 10(4):431–60.

5. Conceptualization [September 29]

- Bal, Mieke. 2002. "Concept." Pp. 22-55 in *Travelling Concepts in the Humanities: A Rough Guide*. Toronto: University of Toronto Press.
- Scott, Joan. 1986. "Gender: A Useful Category of Historical Analysis." *The American Historical Review*, 91(5):1053-1075.
- Scott, Joan. 1991. "The Evidence of Experience," in *Critical Inquiry* 17(4): 773-797.
- Canning, Kathleen. 1994. "Feminist history after the linguistic turn: Historicizing discourse and experience." *Signs* 19(2):368-404.
- Spivak, Gayatri Chakravorty. 1994. "Can the Subaltern Speak?" Pp. 66-111 in *Colonial Discourse and Post-Colonial Theory: A Reader* edited by Patrick Williams and Laura Chrisman. New York: Columbia University Press.
- Muehlenhard, Charlene L., and Zoe D. Peterson. 2011. "Distinguishing between sex and gender: History, current conceptualizations, and implications." *Sex Roles* 64(11-12): 791-803

6. History in Interdisciplinary Perspectives [October 6]

- Schiebinger, Londa. 1998. "Why Mammals are Called Mammals: Gender Politics in Eighteenth-Century Natural History." *The American Historical Review* 98(2): 382-411.
- Freccero, Carla. 2006. Pp. 69-104 in *Queer/Early/Modern*. Duke University Press.
- Dais, Natalie Zemon. 1976. "'Women's History' in Transition: The European Case." *Feminist Studies*, pp. 83-103.
- Blackwell, Maylei. 2011. Pp. 1-90 in *Chicana Power!: Contested Histories of Feminism in the Chicano Movement*. Austin, TX: University of Texas.

7. Reading Practices [October 13]

- Johnson, Barbara. 1987. "Apostrophe, Animation, Abortion." Pp. 184-222 in *A World of Difference*. Baltimore: Johns Hopkins University Press.
- Traub, Valerie. 2002. "Introduction: Practicing Impossibilities." Pp. 1-35 in *The Renaissance of Lesbianism in Early Modern England*. Cambridge: Cambridge University Press.
- Bernstein, Robin. 2011. "Scriptive Things." Pp. 69-81 in *Racial Innocence: Performing American Childhood and Race from Slavery to Civil Rights*. NYU Press.
- Jagose, Annamarie. 2010. "Counterfeit pleasures: Fake orgasm and queer agency." *Textual Practice* 24(3):517-539

Best, Stephen, and Sharon Marcus. 2009. "Surface Reading: An Introduction." *Representations* 108(1): 1-21.

Sedgwick, Eve Kosofsky. 2003. "Paranoid Reading and Reparative Reading." Pp. 123-150 in *Touching Feeling: Affect, Pedagogy, Performativity*. Duke University Press.

8. Subjectivity & Memoir [October 20]

Steadman, Carolyn Kay. 1987. *Landscape for a Good Woman*. New Brunswick, NJ: Rutgers University Press.

9. Visual analyses [October 27]

Wolfthal, Diane. 2010. "Introduction" and "The Woman in the Window." Pp. 1-12 & 75-119 in *In and out of the marital bed: Seeing sex in Renaissance Europe*. New Haven: Yale University Press.

Simons, Patricia. 2011. "Material Culture in late medieval and early modern Europe." Pp. 79-122 in *The Sex of Men in Premodern Europe: A Cultural History*. Cambridge UP, (2011).

Mulvey, Laura. (2003[1975]). "Visual Pleasure and Narrative Cinema." Pp. 44-53 in *The feminism and visual culture reader*. Psychological Press.

Daly, Ann. 1987. "The Balanchine woman: Of hummingbirds and channel swimmers." *The Drama Review* 8-21.

Mulvey, Laura. 1981. "Afterthoughts on 'Visual Pleasure and Narrative Cinema' Inspired by King Vidor's *Duel in the Sun* (1946)." *Framework* 15: 12-15.

Watermelon Woman (Cheryl Dunye, 1996)

10. Ethnographic Practices [November 3]

Stacey, Judith. 1988. "Can there be a feminist ethnography?" *Women's Studies International Forum* 11(1): 21-27.

Wolf, Diane L. 1996. "Situating Feminist Dilemmas in Fieldwork." Pp. 1-55 in *Feminist Dilemmas in Fieldwork*, ed. Diane L. Wolf. Boulder: Westview.

Enslin, Elizabeth. 1994. "Beyond Writing: Feminist Practice and the Limitations of Ethnography." *Cultural Anthropology* 9:537-68.

Hensel, Devon J., et al. "Picturing sexual spaces in everyday life: exploring the construction of sexuality and sexual behavior among early adult women." *Sexuality Research and Social Policy* 8.4 (2011): 267-81.

Thomson, Rosemarie Garland. 2005. "Dares to stares: Disabled women performance artists & the dynamics of staring." Pp. 30-41 in *Bodies in commotion: Disability and performance*. Ann Arbor, Michigan; University of Michigan Press.

Bosian, Michale J. 2006. "'In Our Beds and Our Graves': Revealing the Politics of Pleasure and Pain in the Time of AIDS." Pp. 113-130 in *Engaged Observer: Anthropology, Advocacy, and Activism* edited by Victoria Sanford and Asale Angel-Ajani. New Brunswick, NJ: Rutgers University Press.

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11. Listening [November 10]

Campbell, Rebecca. 2002. "Creating Balance: Thinking & Feeling." Pp. 14-37 in *Emotionally Involved: The Impact of Researching Rape*. NY: Routledge.

Norkunas, Martha. 2011. "Teaching to listen: listening exercises and self-reflexive journals." *Oral History Review* pp. 63-108.

Angel-Ajani, Asale. 2008. "Expert Witness: Notes toward Revisiting the Politics of Listening." Pp. 76-92 in *Engaged Observer: Anthropology, Advocacy, and Activism* edited by Victoria Sanford and Asale Angel-Ajani. New Brunswick, NJ: Rutgers University Press.

Hale, Sondra. 1991. "Feminist Method, Process, and Self-criticism: Interviewing Sudanese Women." Pp. 121-136 in *Women's Words*, eds. Sherna Berger Gluck and Daphne Patai. New York: Routledge.

Ginsberg, Faye. 1997. "The Case of Mistaken Identity: Problems in Representing Women on the Right." Pp. 283-299 in *Reflexivity and Voice*, ed. Rosanna Hertz. Thousand Oaks, CA: Sage.

Reay, Diane. 1996. "Insider Perspectives or Stealing the Words out of Women=s Mouths: Interpretation in the Research Process." *Feminist Review* 53:57-73.

Ellis, Carolyn, Christine E. Kiesinger, and Lisa M. Tillmann-Healy. 1997. "Interactive Interviewing: Talking About Emotional Experience." Pp. 119-149 in *Reflexivity and Voice*, ed. Rosanna Hertz. Thousand Oaks: Sage.

12. Producing Interdisciplinary Scholarship. Guest Speak: Clare Eby. [November 17]

Eby, Clare Virginia. 2014. Chapter Three, "Sex, Lies, and Media: Upton and Meta Fuller Sinclair's Marital Experiment." Pp. 68-103 in *Until Choice Do Us Part: Marriage Reform in the Progressive Era*. Chicago: University of Chicago Press.

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THANKSGIVING RECESS [November 24]

13. Identities & Resistance [December 1]

- Williams, Bracketts. 1996. "Skinfolk, Not Kinfolk: Comparative Reflections on the Identity of Participant-Observation in Two Field Situations." Pp. 72-95 in *Feminist Dilemmas in Fieldwork*, ed. Diane.L. Wolf. Boulder: Westview.
- Collins, John. 2008. "Generation and Popular Memory in the Palestinian Refugee Camp." Pp. 93-112 in *Engaged Observer: Anthropology, Advocacy, and Activism* edited by Victoria Sanford and Asale Angel-Ajani. New Brunswick, NJ: Rutgers University Press.
- McKenney, Nampeo R., and Claudette E. Bennett. 1994. "Issues regarding data on race and ethnicity: The Census Bureau experience." *Public Health Reports* 109(1): 16–25.
- Gamson, Joshua. 2000. "Sexualities, queer theory, and qualitative research." *Handbook of qualitative research* 2: 347-365.
- Currah, Paisley, and Lisa Jean Moore. 2009. "'We Won't Know Who You Are': Contesting Sex Designations in New York City Birth Certificates." *Hypatia* 24(3): 113–35.
- Rosario, Vernan. 2009. "Quantum Sex: Intersex and the Molecular Deconstruction of Sex." *GLQ* 15(2): 267-284.
- Speed, Shannon. 2008. "Indigenous Women and Gendered Resistance in the Wake of Acteal: A Feminist Activist Research Perspective." Pp. 149-169 in *Engaged Observer: Anthropology, Advocacy, and Activism* edited by Victoria Sanford and Asale Angel-Ajani. New Brunswick, NJ: Rutgers University Press.

14. Intersectionality & Self-Reflexivity [December 8]

- Naples, Nancy A. Forthcoming. "Pedagogical Practice and Teaching Intersectionality Intersectionally." Pp. 110-128 in *Intersectional Pedagogy: Complicating Identity and Social Justice* edited by Kim A. Case. NY: Routledge
- McCall, Leslie. "The complexity of intersectionality." *Signs* 30, no. 3 (2005): 1771-1800.
- Cho, Sumi, Kimberle Williams Crenshaw, and Leslie McCall. 2013. "Toward a field of intersectionality studies: Theory, applications, and praxis." *Signs* 38(4): 785- 810.
- Kitch, Sally L., and Mary Margaret Fonow. 2012. "Analyzing Women's Studies Dissertations: Methodologies, Epistemologies, and Field Formation." *Signs* 38(1): 99-126.
- Nash, Jennifer C. 2008. "Re-thinking intersectionality." *Feminist review* 89(1): 1-15.

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2016-103 Add MCB3637: Practical Methods in Microbial Genomics

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ARTS AND SCIENCES
COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: Feb 3/16
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2016

Final Catalog Listing

MCB3637. Practical Methods in Microbial Genomics

Three credits. Prerequisite: MCB2610 or consent of the instructor.

Analysis of microbial genomes, including genome assembly, annotation, and comparison. Students will design and perform computational analyses of public domain genomic data. No previous computational experience is expected.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 3637

3. Course Title: Practical Methods in Microbial Genomics
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Analysis of microbial genomes, including genome assembly, annotation, and comparison. Students will design and perform computational analyses of public domain genomic data. No previous computational experience is expected.

Optional Items

6. Pattern of instruction, if not standard: Lecture + practicum
7. Prerequisites, if applicable: MCB2610
 - a. Consent of Instructor, if applicable: N
 - b. Open to sophomores/juniors or higher: Y
8. Recommended Preparation, if applicable: MCB2610
9. Exclusions, if applicable: MCB 5672, Applied Bioinformatics
10. Repetition for credit, if applicable: Y
11. Skill codes "W", "Q" or "C": None
12. S/U grading: N

Justification

1. Reasons for adding this course: Computational analyses are a critical part of modern microbiology. Students therefore require the ability to acquire and evaluate both public and their own genomic data and prepare it for more detailed analysis. This requires basic training in the UNIX command line and scripting languages, skills which MCB undergraduates have a limited opportunity to acquire. Earlier versions of this course have been offered in Fall 2014 and Fall 2015 as MCB3895-004.
2. Academic merit: By taking an active-learning approach, this course will provide students with hands-on experience in computational biology. This course particularly targets undergraduate biology students without previous computational experience, thereby building skills across these disciplines. This introductory course also provides a stepping for more advanced 5000 level computational biology courses offered by MCB and elsewhere.

3. Overlapping courses and departments consulted: The only undergraduate course teaching introductory computational biology is MCB3421 (Introduction to Molecular Evolution and Bioinformatics). MCB3421 primarily covers analyses of processed genomic data, as opposed to raw data as in this proposed course. These courses are therefore complimentary and represent different aspects of computational biology. This proposed course has been discussed with other faculty teaching in the Bioinformatics minor to confirm that there is minimal overlap with related graduate and undergraduate courses offered by other departments.

4. Number of students expected: 20

5. Number and size of sections: 1 section, 20 people

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Because of the highly interactive nature of this class (being effectively a computational laboratory), a single TA is required one enrollment exceeds 10 students

Proposer Information

1. Dates approved by

Department Curriculum Committee: 4/19/19

Department Faculty: 5/8/16

2. Name, Phone Number, and e-mail address of principal contact person: Jonathan Klassen, 860-486-6890, jonathan.klassen@uconn.edu

Syllabus

MCB3XXX: Practical Methods in Microbial Genomics, Fall 2016

Dr. Jonathan Klassen - jonathan.klassen@uconn.edu

Course Philosophy:

Welcome to MCB3XXX, Practical Methods in Microbial Genomics! The goal of this course is to understand how to generate and use microbial genomes, starting with raw data and moving through genome assembly, annotation, and analysis. We will also be learning basic computational biology skills, particularly the phenomenal advantages of UNIX-style commands for “Big Data” biology and basic scripting using Perl. Given the revolution that has occurred making DNA sequencing incredibly cheap and widely available, skills to deal with these data are essential for working in the biological sciences. It is my goal to introduce you to these vital skills during this class.

My teaching philosophy follows the classic saying: “give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.” Accordingly, whereas I will certainly be presenting the background concepts for everything that we do, it will be up to you to apply them in new ways in the assignments. As a scientist, you are never given all of the steps to solve a particular problem but rather need to be able figure out for yourself how to obtain the solution and how to prove to yourself that is correct. Accordingly, the bulk of our time together will be spent solving computational problems, after I provide some brief background so that you have all of the tools that you will need. You will be expected to use whatever resources you can find to achieve this goal, including my lecture notes, consultation with your peers and myself, online and other published resources, or anything else you can find! Having said that, all of the exercises are designed to be achievable during class time, with the exception of some more computationally-intensive analyses that have a more “fire-and-forget” character and may need to be advanced outside of class time.

Evaluation: 20% midterm exam, 20% final exam, 10% exercises, 20% projects, 30% in-class participation. You can expect the exams to include practical lab exercises.

Late penalties: Exercises *absolutely will not* be accepted after the start of the following class. These are designed to be completed during the class and be submitted before you leave. They will exemplify the basic concepts that we have discussed that day, and allow you to obtain assistance from myself and your classmates. You are welcome to complete these exercises outside of class time, but this will be your own responsibility; I will be unable to provide the same level of assistance outside of our scheduled class periods. Late assignments will lose 5% per day as a late penalty, and will not be accepted after 1 week following the due date (a “0” mark will be assigned). Assignments are more substantial than exercises and will synthesize concepts from multiple classes.

Attendance and Conduct: Because this course is designed so that you use your peers and myself as resources to complete the course assignments, I require that you attend as many of the classes as possible. If you have to miss a class, please let me know in advance and recognize that you will still be responsible for completing that day's assignment on your own. I am quite willing to accommodate non-statutory religious observances and other personal class conflicts; please discuss these with me in advance.

All of your conduct in this course is governed by the established UConn Community Standards – see www.community.uconn.edu and/or ask me for further details.

Course Outline:

Week 1: Introduction to DNA sequencing, NCBI

Week 2: The UNIX terminal, Perl introduction and strings

Week 3 (Sept 15, 17): Manipulating sequence files #1: pattern matching, loops (Assign #1)

Week 4 (Sept 22, 24): Manipulating sequence files #2: tables/hashtables

Week 5 (Sept 29, Oct 1): Sequencing libraries, assessing data quality

Week 6 (Oct 6, 8): Read trimming, midterm review

Week 7 (Oct 13, 15): Midterm exam, Illumina *de novo* genome assembly (Assign #2)

Week 8 (Oct 20, 22): Genome assembly competition (Assign #3)

Week 9 (Oct 27, 29): PacBio *de novo* genome assembly, genome annotation: gene prediction

Week 10 (Nov 3, 5): Genome annotation: HMMs, annotation pipelines

Week 11 (Nov 10, 12): Genome alignment, evaluating genome assemblies (Assign #4)

Week 12 (Nov 17, 19): Genome annotation using BLAST, HMMs

Week 13 (Dec 1, 3): Read alignment, genome assembly awards

Week 14 (Dec 8, 10): Review, Final exam

NOTE: I list these topics as a rough outline, and reserve the right to switch topics based on class interest and comfort with the presented material.

Lab website: All lectures and assignments will be posted to the course website:
<http://wp.mcb3895.mcb.uconn.edu/>.

Bioinformatics server: Lab work can either be done on your personal computer or the server maintained by the UConn Bioinformatics Facility. You can register for a free account using this web form: <http://bioinformatics.uconn.edu/contact-us/>.

Email and office hours: I will not be holding formal office hours. If you have specific questions about troubleshooting one of the exercises or assignments, please post them as comments to the appropriate page on the lab website. This will allow others in the class to have access to the same advice, while still asking for my help (I get automatically emailed whenever there is a comment). *There are absolutely no stupid questions here* – I guarantee that if you are struggling with a technical question, so is someone else. In fact, such active participation demonstrates your engagement with the material and will be reflected positively in participation marks (as will answering questions). [NOTE: the website has in the past hated < > brackets and tends to remove everything in between them – please write your posts accordingly.] I am also happy to meet with you individually to hash out more complicated questions – please email me an outline of your question so that we can arrange a time to meet that is compatible with both of our scheduling

constraints. Please include “MCB3XXX” in your subject line so your email does not get lost in the morass that is my email inbox.

2016-104

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 20, 2015
2. Department or Program: Molecular and Cell Biology
3. Title of Minor: Bioinformatics
4. Effective Date (semester, year): Spring 2016

(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: New course offerings/new listings

Existing Catalog Description of Minor

Bioinformatics

Bioinformatics is a new field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

Students wishing a minor in Bioinformatics must take at least 15 credits of the following courses, including at least one course from each of the following four groups. A single course cannot fulfill more than one group requirement. Courses used to satisfy requirements for the student's major may be used to satisfy group requirements but may not be used towards the 15 credits for the Bioinformatics minor.

- **Group A: Bio-Computing / Computer Science**

- [MCB 3602W](#), [3421](#), [MCB 3637](#), [MCB 5429](#);
- [MCB 5472/EEB 5372](#);
- [EEB 5348](#), [EEB 5462](#);
- [CSE 2102](#), [2300W](#), [3500](#), [3502](#), [3800](#), [4102](#), [4701](#)
- **Group B: Data Banks / Statistics**
 - [STAT 2215Q](#), [3025Q](#), [3375Q](#) and [3445](#) (Note: both courses must be taken to satisfy this group requirement);
 - [CSE 4701](#)
- **Group C: Protein Structure / Biochemistry**
 - [MCB 2000](#), [3010](#), [3421](#), [4009](#), [5011](#)
- **Group D: Genetics**
 - [MCB 2400](#) or [2410](#), [2413](#), [3201](#), [3412](#), [3602W](#), [3617](#);
 - [EEB 5348](#)

[MCB 3899](#), [CSE 4095](#), and [CSE 4099](#) can be counted towards the 15 credit requirement, if approved by a member of the bioinformatics oversight committee.

The minor is offered jointly by the [School of Engineering](#) and the [College of Liberal Arts and Sciences](#). For the Bioinformatics minor, contact [Dr. Ion Mandoiu](#) or [Dr. J. Peter Gogarten](#).

Proposed Catalog Description of Minor

Bioinformatics

Bioinformatics is a new field of science that results from the application of information sciences to biology. Its goals are to facilitate data storage and retrieval, and the extraction of useful information from biological data.

Students wishing a minor in Bioinformatics must take at least 15 credits of the following courses, including at least one course from each of the following four groups. A single course cannot fulfill more than one group requirement. Courses used to satisfy requirements for the student's major may be used to satisfy group requirements but may not be used towards the 15 credits for the Bioinformatics minor.

- **Group A: Bio-Computing / Computer Science**
 - [MCB 3421](#), [3602W](#), [3637 \(pending approval\)](#), [5429](#);
 - [MCB 5472/EEB 5372](#); [MCB 5430](#)
 - [EEB 4100 \(pending approval\)](#), [4230W](#), [5348](#), [5350](#)
 - [CSE 2102](#), [2300W](#), [3500](#), [3502](#), [4102](#), [4701](#)
 - [CSE 3800/BME 4800](#)

- CSE 3810/BME3810
- **Group B: Data Banks / Statistics**
 - [STAT 2215Q](#), [3025Q](#), [3375Q](#) and [3445](#) (Note: both courses must be taken to satisfy this group requirement);
 - [CSE 4701](#)
- **Group C: Protein Structure / Biochemistry**
 - [MCB 2000](#), [3010](#), [3421](#), [4009](#), 5011
 - PNB 6420
- **Group D: Genetics**
 - [MCB 2400 or 2410](#), [3413](#), [3201](#), [3412](#), [3602W](#), [3617](#), [MCB 3637](#), [5429](#);
 - EEB [5300](#), EEB 5348

MCB 3895, [MCB 3899](#), [MCB 3989](#), [MCB 4989](#), PNB 3299, EEB 3899, EEB 5895, [CSE 4095](#), and [CSE 4099](#) can be counted towards the 15 credit requirement, if approved by a member of the bioinformatics oversight committee.

The minor is offered jointly by the [School of Engineering](#) and the [College of Liberal Arts and Sciences](#). For the Bioinformatics minor, contact [Dr. Ion Mandoiu](#) or [Dr. J. Peter Gogarten](#).

Justification

1. Reasons for changing the minor:

The changes update required courses to reflect courses that are currently offered.

MCB 2413 is now offered as 3413.

MCB 3895 Sect.004 is a new course offered by Jonathan Klassen on Computational Methods in Microbial Genomics, which will soon be proposed as a regular MCB course.

MCB 5429 covers Theory and Practice of High Throughput Sequence Analysis (offered by Leighton Core).

EEB 5300 is a new course on Practical Genomics in Ecology and Evolution. As far as I (JPG) know, the course might still be awaiting ccc approval. The course includes introductions to UNIX, scripting in PERL and the use of R for simple analyses and to generate illustrations.

PNB 6420 is a new course on Physiological Proteomics that includes a brief introduction to UNIX and Perl, and EEB 4230W was recently restructured to include an introduction to the statistical language R for data analysis.

EEB 5350 is a new course that covers the content of 5462, which is no longer being offered.

CSE3810/BME3810 is an existing course offered by Ion Mandoiu in Computational Genomics.

MCB 3895, 3989, 4989, PNB 3299, EEB 3899, EEB 5895 were added to the list of courses that can be counted towards the 15 credit requirement to allow students to engage in independent studies in bioinformatics.

2. Effects on students:

The proposed changes will make it easier for students to incorporate more advanced courses into their minor.

3. Effects on other departments:

A few more students might enroll in specialty courses.

4. Effects on regional campuses:

None

5. Dates approved by

Department Curriculum Committee: May 6, 2015

Department Faculty: May 8, 2015

6. Name, Phone Number, and e-mail address of principal contact person: J. Peter Gogarten, 486-4061, peter.gogarten@uconn.edu

Department of Molecular and Cell Biology--Bioinformatics Minor Plan of Study

Last revised: April 8th, 2015

Instructions to students: Courses may be listed under more than one category; these courses **cannot** be used to fulfill both categories simultaneously. Credits used to satisfy minimum requirements in the student's major may not also be used towards the 15 credits for the Bioinformatics minor, although such courses may be used to satisfy one of the group requirements where appropriate. Contact a member of the Bioinformatics Oversight Committee* to obtain department approval that you have satisfied requirements for the Bioinformatics minor.

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. **Bio-Computing/Computer Science.** Check at least **one** of these courses.

- MCB 3421. Introduction to Molecular Evolution and Bioinformatics (3 credits)
- MCB 3895 Sect.004 Computational Methods in Microbial Genomics
- MCB 5472. Comp. Methods in Mol. Evolution (3 credits)
- MCB 5429. Theory and Practice of High Throughput Sequence Analysis (2credits)
- EEB 4230W Methods in Ecology (4 credits)
- EEB 5348. Population Genetics (3 credits)
- ~~EEB 5462. Evolutionary Pattern & Process: Experimental Approaches (4 credits)~~
- EEB 5350 Molecular Systematics (2credits)
- CSE 2102. Introduction to Software Engineering (3 credits)
- CSE 2300W. Digital Logic Design (4 credits)
- CSE 3500. Algorithms and Complexity (3 credits)
- CSE 3502. Theory of Computation (3 credits)
- CSE 3800/**BME 4800** Bioinformatics (3 credits)

CSE 3810/BME 3810 Computational Genomics (3 credits)

CSE 4102. Programming Languages (3 credits)

CSE 4701. Principles of Data Bases (3 credits)

B. Data Banks/Statistics. Check at least **one** of these courses.

STAT 2215Q. Introduction to Statistics II (3 credits)

STAT 3025Q. Statistical Methods (Calculus level I) (3 credits)

STAT 3375Q and 3445. Introduction to Mathematical Statistics (3 credits each)

CSE 4701. Principles of Data Bases (3 credits)

C. Protein Structure/Biochemistry. Check at least **one** of these courses.

MCB 2000. Introduction to Biochemistry (4 credits)

MCB 3010. Biochemistry (5 credits)

MCB 3421. Introduction to Molecular Evolution and Bioinformatics (3 credits)

MCB 4009. Structure and Function of Biological Macromolecules (3 credits)

MCB 5011. Enzyme Structure and Function (3 credits)

PNB 6420. Physiological Proteomics (3 credits)

D. Genetics. Check at least **one** of these courses.

MCB 2410. Genetics (3 credits)

MCB 3413 (2413). Concepts of Genetic Analysis (4 credits)

MCB 3201. Gene Expression (3 credits)

MCB 3412. Genetic Engineering (3 credits)

MCB 3617. Molecular Biology and Genetics of Prokaryotes (4 credits)

MCB 3895 Sect.004 Computational Methods in Microbial Genomics

MCB 5429. Theory and Practice of High Throughput Sequence Analysis (2credits)

EEB 5300. Practical Genomics in Ecology and Evolution. (3 credits)

EEB 5348. Population Genetics (3 credits)

E. The following courses can count towards the 15 credits requirement if approved by a member of the oversight committee:

MCB 3895. *Special Topics*

MCB 3899. Independent Study in Molecular and Cell Biology

MCB 3989. *Introduction to Research in Molecular and Cell Biology*

MCB 4989. Introduction to Honors Research in Molecular and Cell Biology

PNB 3299 *Independent Study in Physiology and Neurobiology*

CSE 4095. Special Topics in Computer Science and Engineering

CSE 4099. Independent Study in Computer Science and Engineering

EEB5895 *Special Topics in Ecology and Evolutionary Biology*

F. **Total Credits.** List and sum credits for all courses taken that are 2000s level or higher.

_____ credits for _____ [Example: "3 credits for *MCB 2410*"]

_____ credits for _____

_____ credits for _____

_____ credits for _____

_____ credits for _____

_____ credits for _____

_____ **Total credits** (must be **15** or more) with a grade of C or better.

*Bioinformatics Oversight Committee:

MCB: J. Peter Gogarten, 486-4061

CSE: Ion Mandoiu, 486-3784

Student Name (print) _____ PeopleSoft #:

Expected graduation month/year _____ Cell/Local Phone:

e-mail:

I approve the above program for the Minor in Bioinformatics. Advisor (print)

Advisor's signature _____ Dept. _____
 Date _____

2016-106 Change AFRA 3211

COURSE ACTION REQUEST	
Request Proposer	Pappademos
Course Title	Introduction to Africana Studies
CAR Status	In Progress
Workflow History	Start > Africana Studies Institute

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	INTD
Number of Subject Codes	1

Course Subject Code	AFRA
School / College	College of Liberal Arts and Sciences
Department	Africana Studies Institute
Course Title	Introduction to Africana Studies
Course Number	3211
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Melina A Pappademos
Initiator Department	HISTORY
Initiator NetId	mep04005
Initiator Email	melina.pappademos@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2016
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	40
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3

Instructional Pattern	Lecture/Discussion
------------------------------	--------------------

COURSE RESTRICTIONS	
Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING	
Is this course repeatable for credit?	No
What is the Grading Basis for this course?	Graded
Will the course or any sections of the course be taught as Honors?	No

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	
Will this course be taught off campus?	No
Will this course be offered online?	No

DETAILED COURSE INFO	
Provide existing title and complete course catalog copy	3211. Introduction to Africana Studies (Formerly offered as AFAM 3211.) Three credits. Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.

Provide proposed title and complete course catalog copy	2211. Introduction to Africana Studies (Formerly offered as AFAM 3211.) Three credits. Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora.								
Reason for the course action	The curricular action request is to change the course number, from a 3000-level course to a 2000-level course. This will help students to discern the purpose of this course, which is to provide an introductory overview of the field of Africana studies as well as to signal to students the level of preparation that is actually needed to take this course. It is an introductory course with appropriate/corresponding level content that needs to have a course number to accurately reflect this.								
Specify effect on other departments and overlap with existing courses	None								
Please provide a brief description of course goals and learning objectives	Interdisciplinary overview of African American studies, giving consideration to the artistic, intellectual, political and cultural experiences of black people in the United States, Caribbean, Europe, and Africa. Relies on a wide range of materials and perspectives with particular focus on significant movements, ideas, people and events that have shaped and continue to shape Africa and the Diaspora. The primary objective of this course is to provide freshman and sophomore students with foundational knowledge of the field and to prepare students interested in pursuing a major/minor in Africana studies.								
Describe course assessments	Students enrolled in this course will be assessed by discussion of assigned readings, exams, essays, special projects, and quizzes.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AFAM 3211 Simien Syllabus[1] copy.pdf</td> <td>AFAM 3211 Simien Syllabus[1] copy.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>			Attachment Link	File Name	File Type	AFAM 3211 Simien Syllabus[1] copy.pdf	AFAM 3211 Simien Syllabus[1] copy.pdf	Syllabus
Attachment Link	File Name	File Type							
AFAM 3211 Simien Syllabus[1] copy.pdf	AFAM 3211 Simien Syllabus[1] copy.pdf	Syllabus							

COMMENTS / APPROVALS					
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Comments
	Start	Melina A Pappademos	08/11/2016 - 21:18	Draft	
	Start	Melina A Pappademos	08/11/2016 - 21:25	Draft	
	Start	Melina A Pappademos	08/11/2016 - 21:36	Draft	This CAR seeks to obtain Senate approval for the course number change. There is no change to the structure, assessments, covered content, or assignments for this course.
	Start	Melina A Pappademos	08/23/2016 - 10:19	Draft	This course has a misleading course number. The target student population is lower division. Africana would like to change the number so that freshman and sophomores will more clearly recognize that this introductory course is

				manageable. By extension, we believe it will attract more of this student population.
	Start	Melina A Pappademos	08/23/2016 - 10:29	Draft This course is a lower division course, meant to address the curricular needs of freshman and sophomore students. The Africana Studies Institute wants to rectify this misleading course number in order that freshman and sophomores understand that this course is manageable. The course number change more accurately reflects the corresponding content.
	Start	Melina A Pappademos	08/23/2016 - 10:33	Submit Please see Comments and Approvals Log

2016-107

Add SOCI 2310

COURSE ACTION REQUEST

Request Proposer	McNeal Jr
Course Title	Introduction to Criminal Justice - A Sociological Perspective
CAR Status	In Progress
Workflow History	Start > Sociology > Return > Sociology > Return > Sociology > Return > Sociology > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Codes	1
Course Subject Code	Soci
School / College	College of Liberal Arts and Sciences
Department	Sociology
Course Title	Introduction to Criminal Justice - A Sociological Perspective
Course Number	2310
Will this use an existing course number?	No

CONTACT INFO

Initiator Name	Ralph B McNeal Jr
Initiator Department	SOCIOLOGY
Initiator NetId	rjm02013
Initiator Email	ralph.mcneal@uconn.edu
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES

Proposed Term	Spring
Proposed Year	2017
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	150
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 hours of lecture.

COURSE RESTRICTIONS

Prerequisites	None
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No

GRADING

Is this course repeatable for credit?	No
What is the Grading Basis for this course?	Graded
Will the course or any sections of the course be taught as Honors?	No

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
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At which campuses do you anticipate this course will be offered?	Hartford, Stamford, Storrs
If not generally available at all campuses, please explain why	We cannot commit to the staffing at regional campuses as there is not currently full-time staff who can teach this class. We do anticipate the more urban campuses offering the course at some point given its relevance to urban environments, inequality, race & ethnicity, etc. The Urban and Community Studies program has also inquired about where this might fit within their major.
Will this course be taught off campus?	No
Will this course be offered online?	No

DETAILED COURSE INFO

Provide proposed title and complete course catalog copy	2310. Introduction to Criminal Justice - A Sociological Perspective Three Credits. Prerequisite: None. A focus on the criminal justice system from a sociological perspective, including crime, police and law enforcement, courts and adjudication, corrections and juvenile justice.
Reason for the course action	An introductory level course on the criminal justice system is a standard offering in colleges and universities across the country. Indeed, hundreds of institutions offer full criminal justice majors and a full complement of courses on the crime and the criminal justice system. The University of Connecticut currently offers a Criminal Justice Minor, but does not offer an introductory course in the minor. The course is particularly relevant today given the environment surrounding police brutality, differential incarceration rates, differential sentencing, the criminalization or de-criminalization of drugs, and the controversies surrounding the death penalty - among others. The University of Connecticut currently offers only a course that addresses aspects of the criminal justice system per se, POLS 3827: The Politics of Crime and Justice. This course is at the 3000 level and focuses heavily on law, politics and how they relate to criminal justice; it covers an extensive number of legal cases. The proposed SOCI course offers a basic introductory course with a focus on the administration of justice through police, courts, corrections and the juvenile justice system with special attention to issues of race and class via a sociological perspective. The proposed course will also round out Sociology's cluster of courses on crime and the criminal justice system (criminology, deviance, juvenile delinquency, women and crime, and drugs and society). The course is being proposed at the 2XXX level, which allows for a more accessible survey course that can be used toward the major or as a related course. We are proposing the course be unrestricted as to student year. The proposed course would also support the Criminal Justice minor by providing an introductory course on the Criminal Justice system. Likewise, the IMJR program encourages students to take a sequence of courses to major in criminal justice / criminal studies, but at present the students do not have the opportunity to take an introductory survey course on the criminal justice system.
Specify effect on other departments and overlap with existing courses	We have contacted the Political Science, Psychological Studies, History, Urban and Community Studies, and the Individualized Studies Major, which administers the Criminal Justice Minor. We anticipate it being incorporated within the re-designed Criminal Justice minor. The Urban and Community Studies program is supportive and trying to figure out where it will fit as a major requirement for their program as well. We have worked closely with the Political Science Department crafting this proposal, which they support. There is a course in Political Science (POLS 3827) titled The Politics of Crime Justice (described previously). That course has a decidedly different focus than the proposed class. We have worked with the Political Science Department to make the differences between the courses clear. A close reading of the course description and syllabus highlights the differences. The POLS course focuses on the more macro linkages between law, politics, and the criminal justice system. The course focuses heavily on law and covers an extensive number of legal cases. The Sociology course focuses on the administration of justice and the practices and procedures of the various elements of the criminal justice system from a sociological perspective. Our proposed course focuses on the more micro perspective or the inner workings of the criminal justice system itself. The sociology course also focuses on key aspects of inequality and the criminal justice system such as police brutality, differences in sentencing for minorities, the criminalization of drugs and its effect on the criminal justice system, the juvenile justice system, etc. The proposed course is also at the 2000 level – which would be more introductory and have no restrictions on student level or year in school.
Please provide a brief description of	This course would allow students to look at the various components of the criminal justice system in-depth individually, as well as the relationships between these components. It would therefore foster critical thinking in how students perceive and conceptualize the workings and application of the criminal justice system, as well as

course goals and learning objectives	the experiences of those who come into contact with the criminal justice system. Particular importance would be placed on the actual criminal justice system itself, rather than the interface between the criminal justice system and other institutional or macro elements such as the legal system, development of law, and the political process. At the end of the course, students should be able to describe the various elements of the criminal justice system and how these elements are related to each other. Students will also be able to identify the key ways in which the criminal justice system is encountered or experienced differentially by various groups, such as racial and ethnic minorities, non-protestants, women, juveniles, the poor, etc.		
Describe course assessments	The large lecture format will have 3 exams and quizzes twice weekly. The quizzes will be online to facilitate administration and assessment for a large lecture class. The quizzes will inventory whether or not the student understands basic concepts related to the reading AND whether the student can identify examples of these concepts. The lectures will focus on extending these concepts and incorporating contemporary examples (either through the use of public media or the internet). If the course is offered in a smaller size, there will be weekly written assignments that require the students to find information that reflects the assigned readings and write 2-3 page written briefs explaining how their example fits the assigned reading from an applied perspective.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Criminal Justice Syllabus - Sociological Perspective.doc	C:\Personal\Teaching\Criminal Justice Syllabus - Sociological Perspective.doc	Syllabus

COMMENTS / APPROVALS					
Post College Routing / Workflow					
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Comments
	Start	Ralph B McNeal Jr	08/30/2016 - 14:33	Draft	
	Start	Ralph B McNeal Jr	08/30/2016 - 14:48	Draft	
	Start	Ralph B McNeal Jr	08/30/2016 - 14:58	Draft	
	Start	Ralph B McNeal Jr	08/30/2016 - 15:08	Draft	
	Start	Ralph B McNeal Jr	08/30/2016 - 17:26	Submit	Ccc
	Sociology	Ralph B McNeal Jr	08/31/2016 - 10:18	Return	xxx
	Return	Ralph B McNeal Jr	08/31/2016 - 10:20	Resubmit	xxx
	Sociology	Ralph B McNeal Jr	08/31/2016 - 10:55	Return	xxxx
	Return	Ralph B McNeal Jr	08/31/2016 - 10:55	Resubmit	xxx
	Sociology	Ralph B McNeal Jr	08/31/2016 - 22:50	Return	ugh. cannot change course type
	Return	Ralph B McNeal Jr	09/02/2016 - 15:13	Resubmit	This should be the final version
	Sociology	Ralph B McNeal Jr	09/02/2016 - 15:25	Approve	Given it is my course, I approve.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/13/2016
2. Department requesting this course: Psychological Sciences
3. Semester and year in which course will be first offered: Fall 2017

Final Catalog Listing

PSYC 5322. Methods of Child and Family Therapy in Clinical Psychology

3 credits. Seminar. Prerequisite: PSYC 5307. Open to graduate students in Clinical Psychology.

Overview of multiple intervention models for therapy with children and families.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 5322
3. Course Title: Methods of Child and Family Therapy
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry): Overview of multiple intervention models for therapy with children and families.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: PSYC 5307 Empirically Supported Therapy
8. Recommended Preparation, if applicable:
9. Consent of Instructor, if applicable:
10. Exclusions, if applicable: **Open to graduate students in Clinical Psychology**

11. Repetition for credit, if applicable:
12. S/U grading:

Justification

1. Reasons for adding this course: This course provides training in methods of treatment for children and families. It is critical background for students who are pursuing clinical work and mental health treatment of children and families.

2. Academic merit: This course will review the empirical and theoretical literature regarding psychological treatment of children and families.
3. Overlapping courses: none
4. Number of students expected: 8-10 (course will be offered every other year)
5. Number and size of sections: 1 section, 8-10 students
6. Effects on other departments: none
7. Staffing: Burke
8. Dates approved by
Department Curriculum Committee: March 22, 2016
Department Faculty:
9. Name, Phone Number, and e-mail address of principal contact person:
Robert Henning 6-5918
robert.henning@uconn.edu
or

Jeffrey Burke 6-2512

Jeffrey.burke@uconn.edu

Syllabus

A syllabus for the new course must be attached to your submission email.

Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

**Methods of Child and Family Therapy in Clinical
Psychology
PSYC 5322**

Jeffrey D. Burke, Ph.D.

office: Bousfield 180

telephone: (860) 486-2512

email: jeffrey.burke@uconn.edu

Overview. The goal of this course is to provide an overview of methods of psychotherapy for children and families. We will discuss evidence based therapies and will consider how to evaluate evidence in support of, and in contradiction to, various intervention models. We will discuss well-supported treatment strategies specific to disorders common to children and adolescents. We will discuss contextual factors related to treatment outcomes and will consider treatment in special settings (e.g. school-based treatment, treatment in juvenile justice contexts).

Objectives.

After successfully completing this course, you should be able to:

1. identify well-supported evidence-based interventions for common psychiatric disorders of childhood and adolescence.
2. describe methods for working with children individually and with family members in treatment.
3. describe child, family, therapist and contextual factors that will enhance or inhibit the successful application of models of intervention for child and adolescent psychopathology.
4. critically evaluate existing and emerging evidence for the efficacy or effectiveness of child and family interventions.
5. identify intervention models and methods that should not be used with children.

Course Requirements

Required Assigned Readings: Each topic will include assigned readings from the current or recent empirical literature. There is no required textbook for this course. Additional readings may be assigned during the course of the semester.

Attendance: Attendance at every class is expected. If you must miss a class, please try to notify me ahead of time, or contact me in the case of an emergency.

Class Participation: Active class participation in discussions is expected. I expect you to come to class familiar with the conceptual issues raised in the readings and with questions for discussion.

Class sessions will consist of fascinating lectures, discussions of readings and key concepts, videos, role-playing and practice exercises. You are expected to be an active participant.

Graded course requirements:

Grades: Your grade will be based on the following:

Discussion Leader (25%): During the semester, you will be required to lead a classroom discussion on a topical reading. This may involve one of the assigned readings, a selection of your own, or material of my choosing.

Presentation (35%): Working with a partner, you will develop and present a 40 minute presentation. This may involve a controversial treatment model or aspect of treatment, an interesting current issue in child and family treatment, or a clinical practice demonstration.

Choose Your Own Adventure (30%): Therapy involves making a series of choices at various stages in the process – assessment, consideration of contextual factors, model selection, and implementation of the treatment model. In the form of a Choose Your Own Adventure Book, describe each of these choice points in the process by illustrating the impacts of a good and a bad therapeutic decision at each stage.

Course Content

8/31/15	<p>Setting the Stage for Therapeutic Change in Child Psychotherapy <i>What is therapeutic change and how do we achieve it? What are we doing and why? Empirical versus scientific considerations. Child and family assessment for therapy; informant biases and inconsistent reports; teacher reports; pragmatic limitations for assessment</i></p> <ol style="list-style-type: none"> 1. De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: a critical review, theoretical framework, and recommendations for further study. <i>Psychological bulletin</i>, 131(4), 483. 2. Hawley, K. M., & Weisz, J. R. (2003). Child, parent and therapist (dis) agreement on target problems in outpatient therapy: The therapist's dilemma and its implications. <i>Journal of consulting and clinical psychology</i>, 71(1), 62. 3. Nock, M. K., & Kazdin, A. E. (2001). Parent expectancies for child therapy: Assessment and relation to participation in treatment. <i>Journal of Child and Family Studies</i>, 10(2), 155-180. 4. Tharinger, D. J., Finn, S. E., Wilkinson, A. D., & Schaber, P. M. (2007). Therapeutic assessment with a child as a family intervention: A clinical and research case study. <i>Psychology in the Schools</i>, 44(3), 293-309. 5. Tharinger, D. J., Finn, S. E., Austin, C. A., Gentry, L. B., Bailey, K. E., Parton, V. T., & Fisher, M. E. (2008). Family sessions as part of child psychological assessment: Goals, techniques, clinical utility, and therapeutic value. <i>Journal of Personality Assessment</i>, 90(6), 547-558. 	
9/7	<p>No class – Labor Day</p> <ol style="list-style-type: none"> 1. Chorpita, B. F., Daleiden, E. L., Ebesutani, C., Young, J., Becker, K. D., Nakamura, B. J., . . . Starace, N. (2011). Evidence-Based Treatments for Children and Adolescents: An Updated Review of Indicators of Efficacy and Effectiveness. <i>Clinical Psychology-Science and Practice</i>, 	

	<p>18, 154-172.</p> <ol style="list-style-type: none"> 2. Hoagwood, K., Burns, B. J., Kiser, L., Ringeisen, H., & Schoenwald, S. K. (2014). Evidence-based practice in child and adolescent mental health services. <i>Psychiatric Services</i>. 3. Kazdin, A. E. (2011). Evidence-Based Treatment Research: Advances, Limitations, and Next Steps. <i>American Psychologist</i>, 66(8), 685-698. 4. McConaughy, S. H. (2013). Clinical Interviews for Children and Adolescents, 2nd Ed., New York: Guilford. [Book Chapter] 5. Coyne, J. C., & Kok, R. N. (2014). Salvaging psychotherapy research: A manifesto. <i>Journal of Evidence-Based Psychotherapies</i>, 14(2), 105-124. 6. Klonsky, E. D. (2014). Invited Comment on "Salvaging psychotherapy research: A manifesto". <i>Journal of Evidence-Based Psychotherapies</i>, 14(2), 129-132. 7. Gambrill, E. (2014). Reply to" Salvaging Psychotherapy Research: A Manifesto" by James C. Coyne and Robin N. Kok. <i>Journal of Evidence-Based Psychotherapies</i>, 14(2), 133.
9/14	<p>Evidence Based Treatment in Child Psychotherapy <i>Evidence based treatment discussion; Effective components; What are we missing – mechanisms, treatment versus treatment head to head comparisons; Blueprints</i></p> <ol style="list-style-type: none"> 1. Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. <i>Annual review of psychology</i>, 52(1), 685-716. 2. Chorpita, B. F., & Daleiden, E. L. (2009). Mapping Evidence-Based Treatments for Children and Adolescents: Application of the Distillation and Matching Model to 615 Treatments From 322 Randomized Trials. <i>Journal of Consulting and Clinical Psychology</i>, 77(3), 566-579. doi: 10.1037/A0014565 3. Southam-Gerow, M. A., & Prinstein, M. J. (2014). Evidence base updates: The evolution of the evaluation of psychological treatments for children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology</i>, 43(1), 1-6. 4. Weisz, J. R., Jensen-Doss, A., & Hawley, K. M. (2006). Evidence-based youth psychotherapies versus usual clinical care: a meta-analysis of direct comparisons. <i>American Psychologist</i>, 61(7), 671.
9/21	<p>Working with Children and Families in Psychotherapy <i>Basics of working with children in therapy; Empathy and rapport; motivation for treatment; how to engage children in therapy; developmental differences and expectations; early childhood, late childhood, teens, emerging adults; How to structure a session</i></p> <ol style="list-style-type: none"> 1. Creed, T. A., & Kendall, P. C. (2005). Therapist alliance-building behavior within a cognitive-behavioral treatment for anxiety in youth. <i>Journal of consulting and clinical psychology</i>, 73(3), 498. 2. Harwood, M. D., & Eyberg, S. M. (2004). Therapist verbal behavior early in treatment: Relation to successful completion of parent-child interaction therapy. <i>Journal of Clinical Child and Adolescent Psychology</i>, 33(3), 601-612.

	<ol style="list-style-type: none"> 3. Karver, M. S., Handelsman, J. B., Fields, S., & Bickman, L. (2006). Meta-analysis of therapeutic relationship variables in youth and family therapy: The evidence for different relationship variables in the child and adolescent treatment outcome literature. <i>Clinical psychology review, 26</i>(1), 50-65. 4. Kazdin, A. E., Whitley, M., & Marciano, P. L. (2006). Child–therapist and parent–therapist alliance and therapeutic change in the treatment of children referred for oppositional, aggressive, and antisocial behavior. <i>Journal of Child Psychology and Psychiatry, 47</i>(5), 436-445. 5. Shirk, S. R., & Karver, M. (2003). Prediction of treatment outcome from relationship variables in child and adolescent therapy: a meta-analytic review. <i>Journal of consulting and clinical psychology, 71</i>(3), 452.
9/28	<p>Cognitive Behavioral Treatment Models for Child Behavioral Problems</p> <ol style="list-style-type: none"> 1. Eyberg, S. M., Nelson, M. M., & Boggs, S. R. (2008). Evidence-based psychosocial treatments for children and adolescents with disruptive behavior. <i>Journal of Clinical Child and Adolescent Psychology, 37</i>, 215-237. 2. Landenberger, N., & Lipsey, M. (2005). The positive effects of cognitive–behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. <i>Journal of Experimental Criminology, 1</i>(4), 451-476. doi: 10.1007/s11292-005-3541-7 3. Thomas, R., & Zimmer-Gembeck, M. J. (2007). Behavioral outcomes of parent-child interaction therapy and Triple P—Positive Parenting Program: A review and meta-analysis. <i>Journal of abnormal child psychology, 35</i>(3), 475-495. <p>Iatrogenic Effects</p> <ol style="list-style-type: none"> 4. Weiss, B., Caron, A., Ball, S., Tapp, J., Johnson, M., & Weisz, J. R. (2005). Iatrogenic effects of group treatment for antisocial youths. <i>Journal of consulting and clinical psychology, 73</i>(6), 1036-1044. 5. Handwerk, M. L., Field, C. E., & Friman, P. C. (2000). The iatrogenic effects of group intervention for antisocial youth: Premature extrapolations? <i>Journal of Behavioral Education, 10</i>, 223-238. 6. Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm. Peer groups and problem behavior. <i>The American psychologist, 54</i>, 755-764. <p>Review: http://www.blueprintsprograms.com/</p>
10/5	<p>Cognitive Behavioral Treatment Models for Child Behavioral Problems</p> <ol style="list-style-type: none"> 1. Molina, B. S., Hinshaw, S. P., Swanson, J. M., Arnold, L. E., Vitiello, B., Jensen, P. S., ... & MTA Cooperative Group. (2009). The MTA at 8 years: prospective follow-up of children treated for combined-type ADHD in a multisite study. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 48</i>(5), 484-500. 2. Dishion, T. J., Patterson, G. R., & Kavanagh, K. A. (1992). An experimental test of the coercion model: Linking theory, measurement, and intervention. 3. Lindhiem, O., Higa, J., Trentacosta, C. J., Herschell, A. D., & Kolko, D. J. (2014). Skill acquisition and utilization during evidence-based psychosocial treatments for childhood

	<p>disruptive behavior problems: A review and meta-analysis. <i>Clinical child and family psychology review</i>, 17(1), 41-66.</p> <p>4. Lochman, J. E., & Wells, K. C. (2002). Contextual social–cognitive mediators and child outcome: A test of the theoretical model in the Coping Power program. <i>Development and Psychopathology</i>, 14(4), 945-967.</p> <p>5. McCart, M. R., Priester, P. E., Davies, W. H., & Azen, R. (2006). Differential effectiveness of behavioral parent-training and cognitive-behavioral therapy for antisocial youth: A meta-analysis. <i>Journal of Abnormal Child Psychology</i>, 34(4), 525-541.</p>
10/12	<p>Cognitive Behavioral Treatment Models for Child Affective Problems</p> <p>1. Garber, J., & Weersing, V. R. (2010). Comorbidity of anxiety and depression in youth: implications for treatment and prevention. <i>Clinical Psychology: Science and Practice</i>, 17(4), 293-306.</p> <p>2. Mannarino, A. P., Cohen, J. A., & Deblinger, E. (2014). Trauma-Focused Cognitive-Behavioral Therapy. In <i>Evidence-Based Approaches for the Treatment of Maltreated Children</i> (pp. 165-185). Springer Netherlands. [BOOK CHAPTER]</p> <p>3. Strasser, A. (2015). Trauma-Focused Cognitive Behavioral Therapy: An Evidence Based Practice Applicable with Minority Children. <i>Gallaudet Chronicles of Psychology</i>, 38.</p> <p>4. Sburlati, E. S., Schniering, C. A., Lyneham, H. J., & Rapee, R. M. (2011). A model of therapist competencies for the empirically supported cognitive behavioral treatment of child and adolescent anxiety and depressive disorders. <i>Clinical Child and Family Psychology Review</i>, 14(1), 89-109.</p>
10/19	<p>CBT and IPT Models for Child Affective Problems</p> <p>1. Whiteside, S. P., Ale, C. M., Young, B., Dammann, J. E., Tiede, M. S., & Biggs, B. K. (2015). The Feasibility of Improving CBT for Childhood Anxiety Disorders through a Dismantling Study. <i>Behaviour Research and Therapy</i>.</p> <p>2. Jacobson, C. M., & Mufson, L. (2010). Treating adolescent depression using interpersonal psychotherapy. <i>Evidence-based psychotherapies for children and adolescents</i>, 140-158.[BOOK CHAPTER]</p> <p>3. Zickgraf, H. F., Chambless, D. L., McCarthy, K. S., Gallop, R., Sharpless, B. A., Milrod, B. L., & Barber, J. P. (2015). Interpersonal Factors Are Associated with Lower Therapist Adherence in Cognitive–Behavioural Therapy for Panic Disorder. <i>Clinical psychology & psychotherapy</i>.</p>
10/26	<p>Family Therapy - CBT and Functional Family Therapy Models</p>

	<ol style="list-style-type: none"> 1. Kendall, P. C., Hudson, J. L., Gosch, E., Flannery-Schroeder, E., & Suveg, C. (2008). Cognitive-behavioral therapy for anxiety disordered youth: a randomized clinical trial evaluating child and family modalities. <i>Journal of consulting and clinical psychology, 76</i>(2), 282. 2. Dattilio, F. M. (2001). Cognitive-behavior family therapy: Contemporary myths and misconceptions. <i>Contemporary Family Therapy, 23</i>(1), 3-18. 3. Jacobson, C. M., & Mufson, L. (2010). Functional family therapy for adolescent substance use disorders. <i>Evidence-based psychotherapies for children and adolescents, 401-415</i>. [BOOK CHAPTER]
11/2	<p>Strategic and Structural Family Therapy Models</p> <ol style="list-style-type: none"> 1. Robbins, M., Horigian, V., Szapocznik, J., & Ucha, J. (2010). Treating Hispanic youths using brief strategic family therapy. <i>Evidence-based psychotherapies for children and adolescents, 2, 375-390</i>. <p>Becvar, D. S., & Becvar, R. J. (2012). <i>Family therapy: A systemic integration</i>. Pearson Higher Ed. [BOOK CHAPTERS]:</p> <ol style="list-style-type: none"> 2. Chapter 9: The Structural Approach 3. Chapter 11: Strategic Approaches and the Milan Influence
11/9	<p>Things Not To Do</p> <ol style="list-style-type: none"> 1. Birkeland, S., Murphy-Graham, E., & Weiss, C. (2005). Good reasons for ignoring good evaluation: The case of the drug abuse resistance education (DARE) program. <i>Evaluation and Program Planning, 28</i>(3), 247-256. 2. Boynton, J. (2012). Facilitated Communication—what harm it can do: Confessions of a former facilitator. <i>Evidence-Based Communication Assessment and Intervention, 6</i>(1), 3-13.
11/16	<p>Other Models, Contexts and Therapeutic Foci</p> <ol style="list-style-type: none"> 1. Burke, C. A. (2010). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. <i>Journal of Child and Family Studies, 19</i>(2), 133-144. 2. Kallapiran, K., Koo, S., Kirubakaran, R., & Hancock, K. (2015). Effectiveness of mindfulness in improving mental health symptoms of children and adolescents: a meta-analysis. <i>Child and Adolescent Mental Health</i>. 3. Spence, S. H. (2003). Social skills training with children and young people: Theory, evidence and practice. <i>Child and Adolescent Mental Health, 8</i>(2), 84-96.
11/23	<p>No class - Thanksgiving</p> <ol style="list-style-type: none"> 1. Schoenwald, S. K., Sheidow, A. J., & Letourneau, E. J. (2004). Toward effective quality assurance in evidence-based practice: Links between expert consultation, therapist fidelity, and child outcomes. <i>Journal of Clinical Child and Adolescent Psychology, 33</i>(1), 94-104.
11/30	<p>The Use of Play in Child and Family Therapy</p>

	<ol style="list-style-type: none"> 1. Bratton, S. C., Ray, D., Rhine, T., & Jones, L. (2005). The Efficacy of Play Therapy With Children: A Meta-Analytic Review of Treatment Outcomes. <i>Professional Psychology: Research and Practice</i>, 36(4), 376. 2. Knell, S. M., & Dasari, M. (2006). Cognitive-behavioral play therapy for children with anxiety and phobias. <i>Short-term play therapy for children</i>, 22-50. 3. Knell, S. M., & Dasari, M. (2011). Cognitive-behavioral play therapy. <i>Play in clinical practice: Evidence-based approaches</i>, 236-262. 4. Lin, Y. W., & Bratton, S. C. (2015). A Meta-Analytic Review of Child-Centered Play Therapy Approaches. <i>Journal of Counseling & Development</i>, 93(1), 45-58.
12/7	Course Review
12/14	Finals

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

Students with Disabilities

The Center for Students with Disabilities (CSD) encourages faculty to include a statement in their courses syllabi inviting students to discuss academic accommodations with their instructors. For example:

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.

Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

