

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

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Ⓞ requires GEOC approval; Ⓢ requires Senate approval.

C&C approved copy of Ⓞ and Ⓢ courses must be submitted to GEOC and the Senate through the [Curricular Action Request form](#).

ⓧ means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Subcommittee business

B.S. Subcommittee

Leadership of the committee

The Dean’s Office is conducting a search for chair of this committee. Applications are due to the Dean’s Office by May 2, 2016. Applicants should contact Associate Dean Davita Silfen Glasberg at

davita.glasberg@uconn.edu

2 Approvals by the chair

None.

3 Old Proposals

2016-036 Change Biological Sciences major

Full Materials

Current Catalog Copy:

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

- A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
- B. EEB 2244/W or 2245/W.
- C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the “Minors” section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Proposed Catalog Copy:

Biology

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- A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
- B. EEB 2244/W or 2245/W.
- C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

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A minor in Biological Sciences is described in the “Minors” section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Changes Highlighted:

Biology

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The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level **or higher** courses from EEB, MCB, and PNB, **of which at least 9 credits must be at the 3000-level or above**. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

A. MCB 2000, 2210, 2400, 2410, 2610, or 3010

B. EEB 2244/W or 2245/W.

C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

3.2 2016-062 Add SPAN 3291. Spanish Internship (S)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the “Minors” section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

2016-062 Add SPAN 3291. Spanish Internship (S)

Full Materials

Proposed Catalog Copy:

SPAN 3291. Spanish Internship

Up to six credits. Open only with program advisor’s consent. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

2016-063 Add new subject area: Translation Studies (TRST)

Full Materials

2016-064 Add TRST 3010. Translating Literature: Practice and Theory

Full Materials

Proposed Catalog Copy:

TRST 3010. Translating Literature: Practice and Theory

Three credits. Working knowledge of a language other than English required.

Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

4 New Proposals

2016-069 Add COMM 4430. International Communication and Conflict

Full Materials

Proposed Catalog Copy:

COMM 4430. International Communication and Conflict

Three credits. Prerequisite: COMM 1000 and COMM 1300; open to juniors or higher. Recommended preparation: COMM 3100 or COMM 3200.

International conflicts and crises addressed through negotiation, mediation, and transformational approaches; globalization and the media; communication in war and peace; cultural, social, political, and economic effects.

2016-070 Change Communication major

Full Materials

Current Catalog Copy:

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion. Students must apply to the Department of Communication to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained from any communication advisor, or from the department website <http://communication.uconn.edu/undergrad/undergrad-program-info/comm-major/>, and from Communication faculty members at the Stamford Regional Campus. The decision to admit students to the major will depend on several criteria:

- Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by the end of the current semester.
- Cumulative GPA
- Completion of COMM 1000 with a grade of “C” or better.
- The applicant’s academic record and space availability are also considered.

Prior to acceptance into the Communication major, students with fewer than 70 credits may declare themselves a Pre-Communication major online at www.ppc.uconn.edu or at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication majors by following the process described above.

Students interested in the Communication major should complete COMM 1100 and COMM 1300 before junior year, if possible. COMM 1300 is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising. Successful completion of a BA degree in Communication requires the following:

1. Acceptance as a Communication

major. 2. COMM 1000, 1100, 1300, 3000Q. 3. At least two (2) of the following Core courses: COMM 3100, 3200, 3300. Students are welcome to take all 3 Core courses. 4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses). 5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses: a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992. i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major. b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses. 6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit. To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400, 3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620. To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4660W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency. A minor in Communication is described in the “Minors” section

Proposed Catalog Copy:

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about the social science of communication and introduce them to careers involving communication.

The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, as well as through different media, such as mass media, social media, and other new communication technologies. Training in the basic theories, principles, best practices, and current research methods of Communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The Communication Department offers applied and theory courses:

- Applied courses emphasize the development of professional skills. Applied courses include the following: COMM 2100, 2940, 4800, 4820, 4940, 4991 and, 4992. Applied courses are optional, although they are highly recommended for a variety of career paths.

- Theory courses provide the foundational concepts and principles for the study of Communication. A strong theoretical base prepares students to adapt to future changes in the communication landscape. Theory courses constitute the remaining COMM courses at the 2000 level or above, including the Core courses and COMM 3000Q.

A Major in Communication requires completion of the following:

1. Introductory courses: COMM 1000, 1100, and 1300.
Students must have a grade of “C” or better in COMM 1000. Students in the Communication major should complete these courses by the end of sophomore year, if possible.
2. Total credits of upper division communication courses: Students must complete a minimum of 24 credits in Communication at the 2000 level or above (typically 8 COMM courses). Note that many students take more than the minimum of 24 credits in communication, which may consist of additional theory and/or applied classes.
3. Research methods: COMM 3000Q.
4. Writing-intensive course: At least one W course in the Major.
5. Core courses: At least two (2) of the following Core courses: COMM 3100, 3200, 3300
6. Theory courses: At least two (2) additional theory courses. If students take a third core communication course, it will count toward this requirement. (Applied courses do not count toward this requirement.)
7. Electives: Two more applied or theory courses at a minimum, in order to complete the minimum of 24 credits in communication.
8. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The Department maintains a list of courses pre-approved as satisfying the related requirement (see the Dept. website). Courses that do not appear on the list must be approved by a Communication advisor.

Internship

All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible to register for the course and receive internship credit. An internship taken for 3 credits counts as one applied class.

Undergraduate Research

The Department encourages students to participate in its research activities, such as the research practicum (COMM 4992).

Information Literacy

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400, 3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620.

Writing courses

To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4660W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

Minor in Communication

A minor in Communication is described in the “Minors” section.

Double majors and dual/multiple degrees

Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees.

2016-071 Add JOUR 3085 Advanced Visual Journalism

Full Materials

Proposed Catalog Copy:

JOUR 3085 Advanced Visual Journalism

Three credits. Prerequisite: JOUR 3065. Open to juniors or higher.

Explores multimedia storytelling through time-based media from a journalistic perspective. Students will develop multimedia narrative skills using photography, videography, and audio to create new media content. May be repeated for credit with change in topic.

2016-072 Add ENGL 2612. Digital Literary Studies. (S)

Full Materials

Proposed Catalog Copy:

ENGL 2612. Digital Literary Studies.

Three credits.

Introduction to the shaping of literature and literary studies by digital technologies, critical engagement with digital media, and historical and theoretical approaches to media and technology.

2016-073 Add ENGL 2627. Topics in Literary Studies (S)

Full Materials

Proposed Catalog Copy:

ENGL 2627. Topics in Literary Studies

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Exploration of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester. May be repeated for credit with a change in topic.

2016-074 Add ENGL 3319. Topics in Postcolonial Studies (g)(s)

[Full Materials](#)

Proposed Catalog Copy:

ENGL 3319. Topics in Postcolonial Studies

Three credits. Prerequisite: ENGL 1010, 1011, or 2011.

Intensive studies in particular topics pertaining to colonialism, empire, and the postcolonial. CA 4-INT.

2016-075 Change American Studies minor

[Full Materials](#)

Current Catalog Copy:

American Studies

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

- Any one of the following: AMST/ENGL/HIST 1201; AMST/ENGL 3265W; ENGL 2201, ENGL 2203, or ARTH 3440
- One approved 2000-level or above history course approved by the American Studies Director.
- They must then choose a track, a series of related, 2000-level and above courses within a broad area of study. Students must complete three courses within this track in order to attain the minor.

A student may not use American Studies courses to fulfill simultaneously the requirements of his or her major field and the requirements of the minor. To ensure focus, students must provide a brief rationale for their track and course choices.

The minor is offered by the American Studies Program. For more information, contact Veronica Makowsky, Director, (860) 486-2477.

Proposed Catalog Copy:

American Studies

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

- AMST 1201: Introduction to American Studies
- an additional 3 credits of AMST coursework
- 9 credits taken from any of the 3 American Studies track lists, and/or courses approved by the Director of American Studies

Courses used to fulfill the student's major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their track and course choices.

The minor is offered by the American Studies Program. For more information, contact Chris Vials, Director, at 486-9033.

Changes Highlighted:

American Studies

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- ~~Any one of the following: AMST /ENGL/HIST~~ AMST 1201; AMST /ENGL 3265W; ENGL 2201, ENGL 2203, or ARTH 3440: Introduction to American Studies
- ~~One approved 2000-level or above history course approved by the American Studies Director.~~ an additional 3 credits of AMST coursework
- ~~They must then choose a track, a series of related, 2000-level and above courses within a broad area of study. Students must complete three courses within this track in order to attain the minor. A student may not use American Studies courses to fulfill simultaneously the requirements of his or her major field~~ 9 credits taken from any of the 3 American Studies track lists, and/or courses approved by the Director of American Studies

4.8 **2016-076 Add AMST 6000/ENGL 6800/HIST 6000 American Studies: Methods and Major Texts**

Courses used to fulfill the requirements of the student's major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor. To ensure focus, students must provide a brief rationale for their track and course choices. The minor is offered by the American Studies Program. For more information, contact ~~Veronica Makowsky~~Chris Vials, Director, ~~(860) 486-2477~~ at 486-9033.

2016-076 Add AMST 6000/ENGL 6800/HIST 6000 American Studies: Methods and Major Texts

[Full Materials](#)

Proposed Catalog Copy:

AMST 6000/ENGL 6800/HIST 6000 American Studies: Methods and Major Texts

3 credits. Seminar. Open to graduate students in English, History, and Political Science; open to others with consent.

Introduction to the methodologies and topics of American Studies through a survey of major texts in the field, past and present. Course also provides a history of the field.

2016-077 Add AMST 6500/ENGL 6850/HIST 6500. American Studies: Special Topics

[Full Materials](#)

Proposed Catalog Copy:

AMST 6500/ENGL 6850/HIST 6500. American Studies: Special Topics

3 credits. Seminar. Open to graduate students in English, History, and Political Science. Others with consent.

Detailed study of a specific topic in American cultural studies with an emphasis on developing skills in interdisciplinary research. Topics vary from semester to semester. May be repeated once for credit with a change in topic.

2016-078 Add ANTH 5400. Introduction to Stable Isotopes

[Full Materials](#)

Proposed Catalog Copy:

ANTH 5400. Introduction to Stable Isotopes

3 credits. Seminar. Open to graduate students, permission of Instructor is required.

Introduction to stable isotope theory, methodology, and applications.

2016-079 Add ANTH 5450. Paleoclimate Reconstruction

[Full Materials](#)

Proposed Catalog Copy:

ANTH 5450. Paleoclimate Reconstruction

3 credits. Seminar. Open to graduate students, permission of Instructor is required.

The impact of past climate on human societies, from Mid-Pleistocene to late Holocene, discussed in light of modern climatology and paleoclimate reconstruction methods.

2016-080 Add PSYC 2208. Sensory Systems Neuroscience (S)

[Full Materials](#)

Proposed Catalog Copy:

PSYC 2208. Sensory Systems Neuroscience

3 credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 108. Recommended preparation PSYC 2200.

Cellular, circuit and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

2016-081 Add PSYC 5104. Foundations of Research in the Psychological Sciences I

[Full Materials](#)

Proposed Catalog Copy:

PSYC 5104. Foundations of Research in the Psychological Sciences I

3 credits. Lecture. Open to graduate students in Psychological Sciences; others by permission. Introduction to the logic of experimental design and data analysis in the psychological sciences. Analysis of group designs, especially ANOVA, and introduction to hypothesis testing.

2016-082 Add PSYC 5105. Foundations of Research in the Psychological Sciences II

[Full Materials](#)

Proposed Catalog Copy:

PSYC 5105. Foundations of Research in the Psychological Sciences II

3 credits. Lecture. Prerequisite: PSYC 5104. Open to graduate students in Psychological Sciences; others by permission.

Expands on material covered in PSYC 5104, including the development and application of correlational methods specific to conducting and understanding research in the psychological sciences.

2016-083 Add PSYC 5322 Methods of Child and Family Therapy

[Full Materials](#)

Proposed Catalog Copy:

PSYC 5322 Methods of Child and Family Therapy

3 credits. Seminar. Open to graduate students in Clinical Psychology.
Overview of multiple intervention models for therapy with children and families.

2016-084 Add PSYC 5344. The History and Systems of Psychology

[Full Materials](#)

Proposed Catalog Copy:

PSYC 5344. The History and Systems of Psychology

1 credit. Seminar. Open to graduate students in Clinical Psychology.
An overview of the trends in philosophy and early psychology that shaped the present course of the discipline.

2016-085 Add HEJS 3201 to CA 1 and CLAS GE area B   

[Full Materials](#)

Current Catalog Copy:

HEJS 3201. Selected Books of the Hebrew Bible

(Formerly offered as HEB and JUDS 3201.) Three credits. Prerequisite: INTD 3260 or HIST 3301 or HEJS 1103, which may be taken concurrently or instructor consent. A knowledge of Hebrew is not required. May be repeated with change of content and consent of instructor. Taught in English. May not be used to meet the foreign language requirement. Miller Focuses on a biblical book (or books) and emphasizes its literary structure and content using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material introduced where relevant.

2016-086 Add ECON 2445. Economic Foundations of Gender Inequality 

[Full Materials](#)

Proposed Catalog Copy:

ECON 2445. Economic Foundations of Gender Inequality

Three credits.
Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

2016-087 Add HRTS 3445: Economic Foundations of Gender Inequality

[Full Materials](#)

Proposed Catalog Copy:

HRTS 3445: Economic Foundations of Gender Inequality

Three Credits.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

2016-088 Cross list ECON 2445 and HRTS 3445

[Full Materials](#)

Proposed Catalog Copy:

ECON 2445. Economic Foundations of Gender Inequality

(Also offered as HRTS 3445 and WGSS 3445.) Three credits.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

HRTS 3445: Economic Foundations of Gender Inequality

(Also offered as ECON 2445 and WGSS 3445) Three Credits.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

2016-089 Add HRTS 3252. Corporate Social Impact and Responsibility

[Full Materials](#)

Proposed Catalog Copy:

HRTS 3252. Corporate Social Impact and Responsibility

Three credits. Open only to non-business students of junior or higher status. Not open to students who have passed or are taking BADM 3252 or BLAW 3252.

Social impact and human rights implications related to global operations of multinational corporations; regulatory environment and competitive context that govern responsible business conduct on a global scale, how to navigate regulatory mandates and design social responsibility strategies to increase a firm's reputation, reduce costs, and improve its competitive positioning while respecting human rights principles.

2016-090 Change French major

[Full Materials](#)

Current Catalog Copy:

French The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above "related courses" from departments other than French. All majors must complete the following courses: FREN 3211, 3261W, 3262W, 3268W,

3269 and 3257. Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows:

FREN 3215, 3216 or 3222; FREN 3217; FREN 3218 or 3273; FREN 3224 or 3274

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows:

FREN 3210, 3223 or 3224; FREN 3218, 3230, 3231, 3232, 3234, 3235, or 3273; FREN 3220, 3221 or 3222; FREN 3272

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate FREN 3293 course from study abroad in Paris.

Education Abroad in Paris

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take FREN 3261W, 3262W, and 3268W.

A minor in French is described in the "Minors" section.

Proposed Catalog Copy:

French The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above "related courses" from departments other than French. All majors must complete the following courses: FREN 3211, 3261W, 3262W, 3268 or 3268W, 3269 and 3257. Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows:

FREN 3215, 3216 or 3222; FREN 3217; FREN 3218 or 3250 or 3270W or 3280 ; FREN 3224 or 3274

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows:

FREN 3210, 3223 or 3224; FREN 3218, 3230, 3231, 3234, or 3235; FREN 3220, 3221, 3222 or 3250; FREN 3272

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate FREN 3293 course from study abroad in Paris.

Education Abroad in Paris

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take FREN 3261W, 3262W, and 3268W.

A minor in French is described in the "Minors" section.

Changes Highlighted:

French The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above "related courses" from departments other than French. All majors must complete the following courses: FREN 3211, 3261W, 3262W, [3268](#) [or](#) 3268W, 3269 and 3257. Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows:

FREN 3215, 3216 or 3222; FREN 3217; FREN 3218 or ~~3273~~[3250](#) [or](#) [3270W](#) [or](#) [3280](#); FREN 3224 or 3274

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows:

FREN 3210, 3223 or 3224; FREN 3218, 3230, 3231, ~~3232~~, 3234, [or](#) 3235, ~~or 3273~~; FREN 3220, 3221~~or~~, 3222 [or](#) [3250](#); FREN 3272

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate FREN 3293 course from study abroad in Paris.

Education Abroad in Paris

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year's credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take FREN 3261W, 3262W, and 3268W.

A minor in French is described in the “Minors” section.

2016-091 Change Latino Studies minor

Full Materials

Current Catalog Copy:

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- LLAS 2001, 2011W, 2995, 3210, 3211, 3998, 3999, 4212;
- LLAS 3241/ANTH 3041
- LLAS 3232/ENGL 3605, LLAS 3233/ENGL 3607,
- LLAS 3250/HDFS 3442, LLAS 3251/HDFS 3268
- LLAS 3220/HIST 3674, LLAS/HRTS 3221/HIST 3575, LLAS/HIST 3660W
- LLAS 3270/POLS 3662, LLAS 3271/ POLS 3834; LLAS/COMM 4320
- LLAS/SPAN 3265
- LLAS 3230/WGSS 3258, LLAS 3231/WGSS 3259, LLAS 3264/WGSS 3260/COMM 3321.

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- AFRA/HRTS/SOCI 3505; AFRA/SOCI 3501;
- ANTH 3021, 3029, 3042, 3150, 3152;
- ARTH 3640;
- COMM 4450W, 4460, 4802;
- ECON 2444, 2456;

- ENGL 3218, 3265W, 4203W;
- HDFS 3421;
- HIST 3554, 3610, 3620, 3621; HIST/LLAS 3608W, 3609, 3635;
- INTD 2245;
- POLS 3218, 3235, 3237;
- SOCI/HRTS 3421/W, 3429, 3831; SOCI 3503, 3901, 3907, 3911, 3971;
- SPAN 3204, 3214, 3266;
- URBN 3276
- WGSS 2267

Proposed Catalog Copy:

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- LLAS 2001, 2011W, 2012, 2995, 3210, 3211, 3998, 3999, 4212;
- LLAS 3241/ANTH 3041
- LLAS 3232/ENGL 3605, LLAS 3233/ENGL 3607,
- LLAS 3250/HDFS 3442, LLAS 3251/HDFS 3268, LLAS 3250/HDFS 3442
- LLAS 3220/HIST 3674, LLAS/HRTS 3221/HIST 3575, LLAS/HIST 3660W
- LLAS 3270/POLS 3662, LLAS/POLS 3667, LLAS 3271/ POLS 3834; LLAS/COMM 4320; LLAS/COMM 4470
- LLAS/SOCI 3525, LLAS/SPAN 3265
- LLAS 3230/WGSS 3258, LLAS 3231/WGSS 3259, LLAS 3264/WGSS 3260/COMM 3321.

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- AFRA/HRTS/SOCI 3505; AFRA/SOCI 3501;

- ANTH 3021, 3029, 3042, 3150, 3152;
- ARTH 3640;
- COMM 4450W, 4460, 4802;
- ECON 2444, 2456; LLAS/ECON 2474
- ENGL 3218, 3265W, 4203W;
- HDFS 3421;
- HIST 3554, 3610, 3620, 3621; HIST/LLAS 3608W, 3609, 3619, 3635, 3660W;
- INTD 2245;
- POLS 3218, 3235, 3237;
- SOCI/HRTS 3421/W, 3429, 3831; SOCI 3503, 3901, 3907, 3911, 3971;
- SPAN 3204, 3214, 3266;
- URBN 3276
- WGSS 2267

Changes Highlighted:

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- LLAS 2001, 2011W, [2012](#), 2995, 3210, 3211, 3998, 3999, 4212;
- LLAS 3241/ANTH 3041
- LLAS 3232/ENGL 3605, LLAS 3233/ENGL 3607,
- LLAS 3250/HDFS 3442, LLAS 3251/HDFS 3268, [LLAS 3250/HDFS 3442](#)
- LLAS 3220/HIST 3674, LLAS/HRTS 3221/HIST 3575, LLAS/HIST 3660W
- LLAS 3270/POLS 3662, LLAS/[POLS 3667](#), [LLAS](#) 3271/ POLS 3834; LLAS/COMM 4320; [LLAS/COMM 4470](#)
- LLAS/[SOCI 3525](#), [LLAS](#)/SPAN 3265

- LLAS 3230/WGSS 3258, LLAS 3231/WGSS 3259, LLAS 3264/WGSS 3260/COMM 3321.

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- AFRA/HRTS/SOCI 3505; AFRA/SOCI 3501;
- ANTH 3021, 3029, 3042, 3150, 3152;
- ARTH 3640;
- COMM 4450W, 4460, 4802;
- ECON 2444, 2456; [LLAS/ECON 2474](#)
- ENGL 3218, 3265W, 4203W;
- HDFS 3421;
- HIST 3554, 3610, 3620, 3621; HIST/LLAS 3608W, 3609, [3619](#), 3635, [3660W](#);
- INTD 2245;
- POLS 3218, 3235, 3237;
- SOCI/HRTS 3421/W, 3429, 3831; SOCI 3503, 3901, 3907, 3911, 3971;
- SPAN 3204, 3214, 3266;
- URBN 3276
- WGSS 2267

2016-092 Change Latin American Studies minor

Full Materials

Current Catalog Copy:

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- LLAS 2011W, 2995, 3998, 3999, 4994W;
- ANTH 3021, 3029, 3042, 3150, 3152; ANTH/LLAS 3241;

- ARTH 3610, 3620, 3630, 3640, 3645;
- GEOG 4710;
- HIST 3610, 3620, 3621, 4994W; HIST/LLAS 3607, 3608W, 3609, 3635, 3660W;
- POLS 3218, 3235, 3237; POLS 3834/LLAS 3271;
- SPAN 3201, 3205, 3214, 3233, 3234, 3250, 3251, 3266; SPAN/LLAS 3265

Language Requirement

(Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein or call 860-486-5508.

Proposed Catalog Copy:

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- LLAS 2011W, 2012, 2995, 3293, 3998, 3999, 4212, 4994W;
- ANTH 3021, 3029, 3042, 3150, 3152; ANTH/LLAS 3241;
- ARTH 3610, 3620, 3630, 3640, 3645;
- LLAS/ECON 2474, GEOG 4710;
- HIST 3610, 3619, 3620, 3621, 3622, 3640, 3643, 3650, 4994W; HIST/LLAS 3607, 3608W, 3609, 3635, 3660W;
- POLS 3218, 3235, 3237; POLS 3834/LLAS 3271; POLS/LLAS 3667

- SPAN 3201, 3205, 3207, 3214, 3233, 3234, 3250, 3251, 3254, 3260, 3266; 3267W, SPAN/LLAS 3265

Language Requirement

(Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein or call 860-486-5508.

Changes Highlighted:

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- LLAS 2011W, [2012](#), 2995, [3293](#), 3998, 3999, [4212](#), 4994W;
- ANTH 3021, 3029, 3042, 3150, 3152; ANTH/LLAS 3241;
- ARTH 3610, 3620, 3630, 3640, 3645;
- [LLAS/ECON 2474](#), GEOG 4710;
- HIST 3610, [3619](#), 3620, 3621, [3622](#), [3640](#), [3643](#), [3650](#), 4994W; HIST/LLAS 3607, 3608W, 3609, 3635, 3660W;
- POLS 3218, 3235, 3237; POLS 3834/LLAS 3271; [POLS/LLAS 3667](#)
- SPAN 3201, 3205, [3207](#), 3214, 3233, 3234, 3250, 3251, [3254](#), [3260](#), 3266; [3267W](#), SPAN/LLAS 3265

Language Requirement

(Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

4.25 **2016-093 Add HDFS 3XXX. Developmental Approaches to Intergroup Relations and Victimization**

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by El Instituto: Latino/a, Caribbean and Latin American Studies Institute. For information, contact Anne Gebelein or call 860-486-5508.

2016-093 Add HDFS 3XXX. Developmental Approaches to Intergroup Relations and Victimization

Full Materials

Proposed Catalog Copy:

HDFS 3XXX. Developmental Approaches to Intergroup Relations and Victimization

Three credits. Recommended Preparation: HDFS 2001; open to sophomores or higher. Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization (e.g., bullying, exclusion); theoretical approaches to improving intergroup relations and tolerance.

2016-094 Add PNB 3700. Sensory physiology

Full Materials

Proposed Catalog Copy:

PNB 3700. Sensory physiology

Three credits. Prerequisite: PNB 2274 or PNB 3251, or instructor consent; open to juniors or higher.

Cellular and molecular mechanisms supporting the detection of sensory stimuli in vertebrates, invertebrates and other organisms. Detection of chemicals, touch, temperature, pain, sound, light, heat, magnetic fields, and electricity.

2015-095 Change Cognitive Science major

Full Materials

Current Catalog Copy:

[...]

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501.

[...]

Advanced courses (12 credits)

Must include courses from at least 3 departments.

Can include core courses not needed to satisfy the core course requirement.

ANTH 3200, 3250; CSE 3500², 3502², 4095; LING 3310Q², 3410Q², 3511Q²; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/W³, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

[...]

Proposed Catalog Copy:

[...]

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH 3250; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501.

[...]

Advanced courses (12 credits)

Must include courses from at least 3 departments.

Can include core courses not needed to satisfy the core course requirement.

ANTH 3200; CSE 3500², 3502², 4095; LING 3310Q², 3410Q², 3511Q²; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/W³, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

[...]

Changes Highlighted:

[...]

Core Courses (16 credits)

COGS 2201, 3584 and four of the following courses: ANTH ~~3002~~3250; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501.

[...]

Advanced courses (12 credits)

Must include courses from at least 3 departments.

Can include core courses not needed to satisfy the core course requirement.

ANTH 3200, ~~3250~~; CSE 3500², 3502², 4095; LING 3310Q², 3410Q², 3511Q²; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/W³, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

[...]

Appendix: Proposal Forms

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 13 October 2015
2. Department or Program: Biology
3. Title of Major: Biological Sciences (BIOL)
4. [Effective](#) Date (semester, year): Fall semester, 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: modification of existing requirements for the major

Existing Catalog Description of Major

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent

Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

- A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
- B. EEB 2244/W or 2245/W.
- C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Proposed Catalog Description of Major

Biology

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB), and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study.

Credit restriction: In no case may students receive more than 12 credits for courses in biology at the 1000-level.

Biological Sciences Major

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take BIOL 1107 and 1108, but majors interested primarily in botany may wish to take BIOL 1110 in addition or may substitute BIOL 1110 for BIOL 1108. Students wishing to complete this major must take at least 24 credits of 2000-level **or higher** courses from EEB, MCB, and PNB, **of which at least 9 credits must be at the 3000-level or above**. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among EEB 3899, MCB 3899, MCB 3989, MCB 4989, and PNB 3299 may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

- A. MCB 2000, 2210, 2400, 2410, 2610, or 3010
- B. EEB 2244/W or 2245/W.
- C. PNB 2250, or 2274-2275. (Note: PNB 2274-2275 must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: EEB 2244W, 2245W, 3220W, 4230W, 4276W, 4896W, 5335W; MCB 3841W, 4026W, 4997W; PNB 3263WQ, 4296W; or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "Minors" section.

Majors are also offered in Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, and Structural Biology and Biophysics. These majors are described in separate sections in the Catalog.

Justification

1. Reasons for changing the major: Students majoring in Biological Sciences interpret the existing phrase "Students wishing to complete this major must take at least 24 credits of 2000-level courses from EEB, MCB, and PNB" as meaning they can fulfill all 24 credits using only 2000-level courses from the three departments, without the need to enroll in any higher-level courses (3000 and 4000 or above) from the departments. We have modified the wording by adding "or higher" and "of which at least 9 credits will be at the 3000-level or above" to correct this unforeseen consequence of the original wording.

2. Effects on students: The revised requirement will give Biology majors broader and deeper knowledge of the biological sciences by encouraging them to enroll in smaller upper-level courses offered by EEB, PNB, and MCB.
3. Effects on other departments: The change is likely to increase enrollment in 3000-level and higher courses offered by EEB, PNB, and MCB.
4. Effects on regional campuses: No effect.
5. [Dates approved](#) by
 - EEB Department Curriculum Committee: 30 October 2015
 - EEB Department Faculty: 4 November 2015
 - PNB Department Faculty: 20 November 2015
 - MCB Department Faculty: 20 November 2015
6. Name, Phone Number, and e-mail address of principal contact person:
Charles S. Henry, 6-4450, charles.henry@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.

Biological Sciences Major – Worksheet

Working copy: April 2015 (this revision: February 2016)

Student Name (print) _____ Student ID: _____ Date _____

****USE YOUR ACADEMIC REQUIREMENTS REPORT TO FILL OUT & UPDATE THIS WORKSHEET****
(In Student Admin, go to Student Center, select "Academic Requirements" from the drop-down menu, and click on expand all.)

I. University Requirements:

- Pass/Fail: No pass/fail courses can be used towards general ed., 45-credit, major, or related requirements.
- 8 Year Rule: Courses over eight years old are subject to review by the Dean.
- Content Area 1: Pass two courses taken in two different subject areas. **Write in courses under CLAS Areas A-D or A-E requirement on right.**
- Content Area 2: Pass two courses taken in two different subject areas.

- Content Area 3: Pass two courses, including one four credit lab. Courses must be from two different depts. **BS students, circle courses under CLAS BS Content Area 3 Requirements on right.**
BA students only, write in courses below:

- Subject Area Restriction: Students must pass courses taken in six different subject areas from Content Areas One, Two and Three.
- Content Area 4: Students must pass two courses, one of which must address issues of diversity and/or multiculturalism outside the United States.

- Overlap Restriction: At least one CA 4 course must not also be used toward CA 1, 2, or 3.
- Second Language Competency: (circle one)
A. 3 years high school level, or
B. 2 years high school level plus passing the 2nd year (Intermediate) UConn level, or
C. Elementary and Intermediate levels at UConn, or
D. Successful completion of language equiv. exam
- Writing Competency:
Freshman English Requirement (circle course/s taken): ENGL 1010 or 1011 or 3800 or ENGL 91002 & 91003
2000+ level W in [each] major: _____
2nd W any level: _____
- Quantitative Competency: Students must pass two Q courses, one of which must be MATH or STAT. **Write in courses under CLAS Q requirement on right.**
- Total units & GPA: (120 or more total credits/ 2.0 GPA)
Total credits to date: _____ Current GPA: _____

II. CLAS Requirements:

- Intermediate Language: See Second Language Competency on left.
- Quantitative Competency: Students must pass a total of three Q courses, with one from MATH or STAT.

- Areas A-D (BS degree) or A-E (BA degree):
Courses must be from at least 4 different academic units.
BS: 4 courses with at least one from each category A-D
BA: 5 courses with at least one from each category A-D. 5th course can come from any area A-E
- A: Arts _____
- B: Literature _____
- C: History _____
- D: Philosophy _____
- E: World Cultures _____
- BS Content Area 3 Requirements: (BS students only)**
- Biology Requirement (BS students circle below)
BIOL 1107 or 1108 or 1110
- Chemistry Requirement (BS students circle below)
CHEM 1124Q & 1125Q & 1126Q
or 1127Q & 1128Q
or 1147Q & 1148Q
or 1137Q & 1138Q
- Mathematics Requirement (BS students circle below)
MATH 1131Q & 1132Q
or 1151Q & 1152Q
or 2141Q & 2142Q
- Physics Requirement (BS students circle below)
PHYS 1201Q & 1202Q
or 1401Q & 1402Q
or 1501Q & 1502Q
or 1601Q & 1602Q
- 45 Unit Rule: Students must earn a minimum of 45 units of 2000 level or higher courses.
- Note that you will need to earn at least 36 credits from 2000-level or higher courses for your major in order to fulfill your 24 credit group and 12 credits of Relateds.
- 2000-level credits to date: _____

III. Biological Sciences Requirements:

Introductory Biology Courses: complete **all** of the following:

- BIOL 1107 Principles of Biology I (4 cr.)
- BIOL 1108 Principles of Biology II (4 cr.) **or** BIOL 1110 Intro to Botany (4 cr.)

MCB Core Requirement: complete at least **one** MCB course from the following:

- MCB 2000 Introduction to Biochemistry (4 cr.)
- MCB 2210 Cell Biology (3 cr.)
- MCB 2400 Human Genetics (3 cr.)
- MCB 2410 Genetics (3 cr.)
- MCB 2610 Fundamentals of Microbiology (4 cr.)
- MCB 3010 Biochemistry (5 cr.)

EEB Core Requirement: complete at least **one** EEB course from the following:

- EEB 2244 or 2244W General Ecology (4 cr.)
- EEB 2245 or 2245W Evolutionary Biology (3-4 cr.)

PNB Core Requirement: complete at least **one** PNB course or course sequence from the following:

- PNB 2250 Animal Physiology (3 cr.)
- PNB 2274 and 2275 Enhanced Human Physiology & Anatomy (8 cr. total)

Writing in the Major: complete at least **one** of the following:

- | | | |
|-------------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> BIOL 3520W | <input type="checkbox"/> EEB 4896W | <input type="checkbox"/> MCB 4026W |
| <input type="checkbox"/> EEB 2244W | <input type="checkbox"/> EEB 5335W | <input type="checkbox"/> MCB 4997W |
| <input type="checkbox"/> EEB 2245W | <input type="checkbox"/> MCB 3022W | <input type="checkbox"/> PNB 3120W |
| <input type="checkbox"/> EEB 3220W | <input type="checkbox"/> MCB 3602W | <input type="checkbox"/> PNB 3263WQ |
| <input type="checkbox"/> EEB 4230W | <input type="checkbox"/> MCB 3841W | <input type="checkbox"/> PNB 3264W |
| <input type="checkbox"/> EEB 4276W | <input type="checkbox"/> MCB 3996W | <input type="checkbox"/> PNB 4296W |

24-Credit Group: Complete at least 24 credits of 2000-level or higher courses in EEB, MCB, or PNB, *of which at least 9 credits must be at the 3000-level or higher*. The 24-credit group includes courses from the biology core and writing in the major requirements above and must be completed with an average GPA of 2.0 or higher.

Students may apply no more than 3 independent study credits and 8 transfer credits toward their 24-credit group. **Note:** PNB 2264 and 2265 CANNOT count towards the 24-credit group.

Credits at the 2000-level:

____ credits in _____ ____ credits in _____ ____ credits in _____

____ credits in _____ ____ credits in _____ ____ credits in _____

≥ 9 Credits at the 3000-level or higher:

____ credits in _____ ____ credits in _____ ____ credits in _____

Credits to date: _____

Current GPA: _____

Related Group: Complete at least 12 credits of 2000-level or higher related courses. Speak with your assigned advisor to determine which courses can count as Relateds.

____ credits in _____ ____ credits in _____

____ credits in _____ ____ credits in _____

____ credits in _____ ____ credits in _____

Credits to date: _____

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 2/6/2016
2. Department requesting this course: LCL/Spanish
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!

SPAN 3291: Spanish Internship

Up to six credits. Only with program advisor's consent.

Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SPAN
2. Course Number: 3291
3. Course Title: Spanish Internship
4. Number of Credits: 1-6
5. Course Description (second paragraph of catalog entry): Use of linguistic and cultural skills in Spanish in a professional training context such as an internship or in industry in a Spanish-speaking country.

Optional Items

6. Pattern of instruction, if not standard: no instruction
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: N/A
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": None
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: Yes

Justification

1. Reasons for adding this course: We are developing a number of dual-degree programs with professional schools that include a full-time internship component in a foreign setting. The internships will be monitored and students will be asked to complete several assignments in Spanish related to their internship experience. We would like students to be able to receive internship credit for their overall learning experience and work.
2. Academic merit: This course will help solidify the students' skills in the language and their inter-cultural competence by actually experiencing and putting into practice in the real setting what they have learned in the classroom.
3. Overlapping courses: None
4. Number of students expected: 10-20
5. Number and size of sections: N/A
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Faculty

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: 4-20-2016
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares,
gustavo.nanclares@uconn.edu, 860-486-3313

Syllabus

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

SPAN 3291 – Spanish Internship

Course description: This course consists of a supervised experience in a work setting using Spanish linguistic skills and cultural competencies OR a research endeavor that entails significant intellectual engagement. Through this supervised internship, students have the opportunity to use their Spanish and intercultural competencies in a work setting or activity such as a specific trade or industry, business environments, medical or clinical settings, public agency, community-based organization, or research collaboration.

In accordance with College regulations, this course will be offered as an “Internship: Field Study,” involving the line or staff operation of a business or agency. Grading in a course titled “Internship: Field Study” must be on an S/U (satisfactory/unsatisfactory) basis.

Prerequisites: Intermediate Spanish II (SPAN 1004) or equivalent. Students need instructor consent in order to enroll in this course.

Number of credits: Students can enroll in up to 6 credits in this course. The specific number of credits must be approved by the Spanish section chair. In accordance to standards set by the College of Liberal Arts and Sciences, one credit for internship work must entail 42 hours of work per semester, term, or project. The required number of hours of work must be stated clearly in the contract for the internship.

Course Learning Outcomes: As a result of this internship course, students will be able to:

- Integrate Spanish language and culture in the internship experience in the real world/public engagement settings.
- Integrate and combine professional knowledge and skills with linguistic and cultural competencies.
- Apply academic knowledge of the Spanish language and culture to address practical situations in a professional setting
- Articulate through written reflections and research output their work experience in a real Spanish speaking professional context
- Develop and articulate public engagement, leadership skills, collaboration and teamwork in a professional setting in Spanish, especially in Hispanic/Latinx serving institutions.

To support student success coherently across the Spanish curriculum, these CLOs help students to reach the Spanish Major Program Learning Outcomes 1, 2, 4 and 5:

1. Demonstrate Spanish writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. (For more information on ACTFL Proficiency Guidelines for the advanced-high level, see Appendix B)
2. Demonstrate Spanish speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
4. Identify and apply linguistic concepts pertinent to the Spanish language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Hispanic world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Latin American, US Latino and Spanish contexts.

Assignments: All internship courses must include an **internship contract, or work plan** that is signed by both the *instructor of record* and the *internship supervisor*.

The instructor of record for this internship must be a Spanish faculty member. The internship contract must be approved by the chair of the Spanish section. The instructor of record is responsible for assigning grades (S/U). Each student also must have an assigned internship supervisor at the work site. The internship supervisor must agree (by signing the contract) to supervise the work and to participate in the evaluation of the student's performance at the end of the internship. Interns may not be supervised by undergraduate students.

- **Project**--Develop a research and or public-engagement project that supports a Hispanic/latinx serving community based organization, cultural center, health organization, or state agency. With support from a faculty sponsor, students must have a specific, semester-long project that supports a specific endeavor in the host organization and that puts the talents and skills of the student to good use in the service of the host institution. (e.g., conduct interviews, translate materials to or from Spanish, transcribe and analyze data, create didactic materials in Spanish, aid in the production of culturally and linguistically relevant cultural projects or performances). Secretarial work, simple support tasks,

unskilled manual labor, random public service will not constitute an acceptable project.

- **Journal** – Students are expected to maintain a journal in Spanish with regular entries, the number and length of which will be discussed with the instructor based on the nature and length of the internship or field experience. The purpose of the journal is to keep an ongoing log of reflections on the different challenges, interactions, and experiences of any kind that the student will go through during the internship experience. May be handled electronically and will be assessed by the faculty.
- **Hold regular meetings/conferences** with sight supervisor and faculty sponsor at UConn—Students must meet with supervisor regularly (preferably in person) and also meet with site supervisor to discuss progress. Though not necessary, site supervisor may choose to hold meeting in Spanish.
- **Mid-Term evaluation**—In Spanish, list activities and short term goals; assess progress of project; discuss challenges. Share and discuss with supervisor and faculty and discuss assessment. Site supervisor and faculty should contact each other regularly (e-mail or phone is appropriate) and thoroughly discuss the Mid-term evaluation.
- **Final paper** – Students will turn a final paper at the end of their internship experience. This paper could be a research or creative endeavor that directly relates to the work in the site organization, the nature and length of which will be discussed with the faculty supervisor and based on the nature of the internship or field experience and the particular interests of the student. Possible projects could be an oral history, a substantial translation, a research paper, in Spanish, on health, nutrition, welfare, sports, migration, related to the placement site in geography or subject matter.

Grading: In a course titled “Internship: Field Study” must be on an S/U (satisfactory/unsatisfactory) basis.

To receive credit for an internship, a student must enroll in an internship course prior to undertaking the work. No credit may be given, retroactively, for internship work undertaken without being properly enrolled in advance.

Spanish Studies
FIELD INTERNSHIP
Sample MIDTERM/Final self-assessment - STUDENT INTERN

Please complete this form based on your work for the first half of the semester.

Name:

Term:

Placement Site and Supervisor's Name:

In what ways are you successfully reaching your personal and professional goals for this semester?

What do you need to do during the remainder of the semester to reach these goals?

Describe the progress you have made thus far on the field work tasks and your project.

Are you satisfied with your internship? Why or why not?

Additional comments:

Please set up an appointment at midterm to meet with your academic advisor. Please bring this completed form with you to that meeting.

University of Connecticut
Subject Area Processing Form

Requester's Information:

Name (and title): GUSTAVO NANCLARES, HEAD, ASSOC. PROFESSOR
Department: LITERATURES, CULTURES, AND LANGUAGES
School/College: CLAS
Phone: 6-3313 Email: gustavo.nanclares@uconn.edu

To establish a new subject area:

Requested Name: TRANSLATION STUDIES (up to 30 characters)
Requested Abbreviation: TRST (4 characters)
Requested Activation Date: FALL 2016

If approval is completed January – May: Fall Semester Activation Date
If approval is completed June – December: Spring Semester Activation Date

To change the name of Subject Area:

Present Name: _____
Requested New Name: _____ (up to 30 characters)

Changes will have a May 1 activation date, following complete approval by December 31 of the previous year, unless a delayed activation date is requested.

Delayed Activation Date: _____

To inactivate a Subject Area:

Present Name: _____

Approval Signatures:

[Signature] 3/24/16 _____
Department Head Date Dean Date

Provost's Office Date

Note: Enclose any supporting documentation regarding this request, such as meeting minutes from the School/College, indicating the approval of the requested change.

cc: Registrar
OIR

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 3/24/2016
2. Department requesting this course: LCL
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!

TRST 3010: Translating Literature: Practice and Theory

Three credits. Working knowledge of a language other than English required.
Introduction to theoretical aspects of literary translation. Translation of a diverse array of literary texts into English.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: TRST
2. Course Number: 3010
3. Course Title: Translating Literature: Practice and Theory
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Introduction to theoretical aspects of literary translation combined with translation of literary texts into English.

Optional Items

6. Pattern of instruction, if not standard: Standard
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable: No
 - b. Open to sophomores/juniors or higher: N/A
8. Recommended Preparation, if applicable: None
9. Exclusions, if applicable: None
10. Repetition for credit, if applicable: None
11. Skill codes "W", "Q" or "C": None
12. University General Education Content Area(s), if any: None
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: None

Justification

1. Reasons for adding this course: Several LCL faculty have been involved in Translation

Studies through their research work and as actual translators for many years. The time has come now to offer some of that expertise to undergraduate and graduate students through a new program in Translation Studies. We expect the new program to have a good number of students, given the growing interest in the field over the last few years.

2. Academic merit: We are starting a new minor program in Translation Studies that will combine courses in foreign literatures, creative writing in English, and a couple core courses in Translation Studies. This course will be one of those Translation Studies core courses at the undergraduate level.

3. Overlapping courses: None

4. Number of students expected: 15-25

5. Number and size of sections: One section per year capped at 25 students

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Faculty

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: March 31, 2016

Department Faculty:

2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, gustavo.nanclares@uconn.edu, 860-486-3313

Syllabus

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

TRST 3010 – TRANSLATING LITERATURE: PRACTICE AND THEORY

Instructor: Peter Constantine

Description:

In this course we will both translate and think about translation. We will consider different genres of prose, poetry, and drama, and examine a range of approaches to translating these into English. From the first words that in ancient times were etched in clay or written on palm leaves, people have been translating for a multilingual world. We will read texts ranging from writers and translators of the ancient world to thinkers and theorists of the 21st century to discuss what a modern translator can learn from them. We will also read essays by translators on how they work, giving us insights into the process of their craft. We will evaluate a number of literary works in translation, comparing several translations of the same text. Students will choose a foreign prose writer and poet to translate, and over the course of the semester, the class will workshop, edit, and refine the translations.

Foreign Language Requirement: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or equivalent).

Supportive Readings and Materials:

HuskyCT

The Translation Studies Reader, by Laurence Venuti.

19 Ways of Looking at Wang Wei, by Eliot Weinberger and Octavio Paz.

Objectives

By the end of this course:

- You will be familiar with various methods and practices of literary translation, and will have worked toward developing your own approach
- You will have an understanding of a spectrum of theories of translation
- You will have workshoped and completed a translation of your own

Assignments

- Most weeks you will be expected to do a short translation of your choice of 150 - 200 words in any genre.
- One midterm
- Three 15 minute presentations

- A portfolio consisting of a translation of 8 pages of prose, and two pages of poetry of your choice from a foreign language into English

Grade Breakdown

- 20% Performance and Participation. You will be expected to participate in discussions and to have carefully read and given thought to the material set for each class. For each class that you miss, you will lose the total points allotted to that day.
- 15% Presentation of a Published Translation. Each student will give a 15-minute presentation analyzing a published translation, discussing its merits and/or shortcomings.
- 15% Presentation of Your own Translations. Each student will give a 15-minute presentation analyzing a prose paragraph and 15-minute presentation of poetry, discussing the issues and challenges they experienced in translating.
- 20% Midterm Test.
- 30% Student's final translation portfolio. 8 pages of prose translation, 3 pages of poetry translation.

Plagiarism: Plagiarism is the theft of another's ideas or specific language, and the presentation of that material as one's own. In translation, plagiarism is copying out or following another translator's word choices without an acknowledgement. Any student who commits plagiarism will receive a grade of "F" for the course. The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

PLAN OF CLASSES:

*** This plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed in class by the instructor. The updated syllabus will always be available in HuskyCT.

WEEK 1

Class 1

Introduction to the course and discussion of general concepts of literary translation. Come to class having read Octavio Paz's short article "Translation: Literature and Letters."
http://isites.harvard.edu/fs/docs/icb.topic84298.files/Supplementary_readings/PAZ.PDF

WEEK 2

Class 2

19 Ways of Looking at Wang Wei by Eliot Weinberger and Octavio Paz. Discussion of the different approaches to translation that the translators featured in *19 Ways of Looking at Wang Wei* have used.

Class 3

The Romans. Read Nicolas Perrot d'Albancourt's short texts "Preface to Tacitus" and "Preface to Lucian." And Dryden's "From the Preface to Ovid's Epistles." Discussion on how English, when it was still a young language, used translations of Greek and Roman classics to acquire a literary canon. Weekly discussion of students' short (150-200 word) translations.

WEEK 3

Class 4

The worst translator in the world? Read "'The Beauty of Greece in the Tents of Shem': Aquila between the Camps." Discussion of Aquila's word-for-word Greek translation of the Bible.

Class 5.

The Bible translations. Jerome's "Letter to Pammachius." Genealogies of Translation Theory: Jerome," by Lawrence Venuti. We will study a Bible verse, and compare various canonical translations. Weekly discussion of students' short (150-200 word) translations.

WEEK 4

Class 6.

- 1) The Medieval Arabic schools of translation.
- 2) Class discussion about what texts the students will translate for their portfolio. We will talk about issues professional literary translators keep in mind when choosing an author.

Class 7.

Jorge Luis Borges's articles "The Translators of the Thousand and One Nights" and "Word Music and Translation." Weekly discussion of students' short (150-200 word) translations.

WEEK 5

Class 8

Bring the initial pages of the prose translation of your portfolio to the class. Class workshopping of texts.

Class 9

Class workshopping of texts.

WEEK 6

Class 10

German Thinkers on translation. For this class read the three short articles: "Translations," by Goethe, "On the Different Methods of Translation," by Friedrich Schleiermacher, and "Translations," by Nietzsche.

Class 11

Read four translator's interviews from ASYMPTOTE for class discussion. Weekly discussion of students' short (150-200 word) translations.

WEEK 7

Class 12

Bring to class the poetry from your translation portfolio. Class workshopping of poetry texts.

Class 13

Class workshopping of poetry texts.

WEEK 8

Class 14

Read Roman Jakobson's "On Linguistic Aspects of Translation," and "The Language of Schizophrenia: Hölderlin's Speech and Poetry."

http://www.jstor.org.ezproxy.lib.uconn.edu/stable/1772357?sid=primo&origin=crossref&seq=1#page_scan_tab_contents

Class 15

Vladimir Nabokov, "Problems of Translation: Onegin in English." Weekly discussion of students' short (150-200 word) translations.

WEEK 9

Class 16

Midterm Test

Class 17

Read "Collaboration, Revision, and other less forgivable sins," by Edmund Keeley, and "Pleasures and Problems of Translation." by Donald Frame. Weekly discussion of students' short (150-200 word) translations.

WEEK 10

Class 18

Student presentations analyzing a published translation, part I. Class discussion.

Class 19

Student presentations analyzing a published translation, part 2. Class discussion.

WEEK 11

Class 20

Read Antoine Berman's "Translation and the trials of the foreign."

Class 21

Kwame Anthony Appiah, "Thick Translation" and "On trying to translate Japanese," by Edward Seidensticker. Weekly discussion of students' short (150-200 word) translations.

WEEK 12

Class 22

"What Is a 'Relevant' Translation," by Jacques Derrida.

Class 23

"Translation and World Literature: Love in the Necropolis," by David Damrosch.

WEEK 13

Thanksgiving break

WEEK 14

Class 24

Student workshoping their translation portfolio with class discussion.

Class 25

Student workshoping their portfolio with class discussion.

WEEK 15

Class 26
Student presentations I

Class 27
Student presentations II

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 3/30/2016
2. Department requesting this course: Communication
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

4430. International Communication and Conflict

Three credits. Prerequisite: COMM 1000 and COMM 1300; open to juniors or higher.

Recommended preparation: [COMM 3100](#) or [COMM 3200](#).

International conflicts and crises addressed through negotiation, mediation, and transformational approaches; globalization and the media; communication in war and peace; cultural, social, political, and economic effects.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: COMM
2. Course Number: 4430
3. Course Title: International Communication and Conflict
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

International conflicts and crises addressed through negotiation, mediation, and transformational approaches; globalization and the media; communication in war and peace; cultural, social, political, and economic effects.

Optional Items

6. Pattern of instruction, if not standard: Online
7. Prerequisites, if applicable: COMM 1000 and 1300
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: Juniors or higher
8. Recommended Preparation, if applicable: [COMM 3100](#) or [COMM 3200](#)
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: YES

11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading:

Justification

1. Reasons for adding this course: This course fills a void in the strategic communication part of the curriculum, addressing international crises and conflicts through transformative problem solving, negotiation, and mediation. Current global problems will be examined with communication as a potential solution.
2. Academic merit: The course will be offered as an online course and feature a hybrid-gaming/traditional approach to the course objectives and learning assessments. Students will work both individually and in teams to meet specific course goals.
3. Overlapping courses: None
4. Number of students expected: 30
5. Number and size of sections: 1
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Hamilton

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: 4/13/16
Department Faculty: 4/13/16
2. Name, Phone Number, and e-mail address of principal contact person:
Mark Hamilton
860-942-6394 (currently on sabbatical)
Mark.hamilton@uconn.edu

Syllabus

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

SYLLABUS

COMMUNICATION 4430

INTERNATIONAL COMMUNICATION AND CONFLICT

Professor: Dr. Mark Hamilton
Office: Arjona 203
Telephone Number: 860-486-4569
Email: mark.hamilton@uconn.edu
Office Hours: Wednesday 1:00-4:00 and by appointment

Class Meeting:

COURSE DESCRIPTION & OBJECTIVES:

This course covers to crises that develop from interpersonal, intergroup, inter-organizational, intercultural conflict, leading to strife between nations. Theoretical and practical perspectives will be addressed. Our goal is to help you see crises and conflicts, know how to analyze them, and make good decisions about intervention choices. Hence, this course is more about strategic communication than interpersonal communication. Topics will focus on understanding international conflict processes, negotiation and mediation. Among the skills that will be developed are international conflict analysis and mediation. Topics covered include communication about global struggles over resources such as water, food, energy, air, and peace/human rights.

Students are required to attend three hours of instruction each week. During lecture, students will become familiar with a broad range of inter-issues, from disagreements and discourse between people, groups, organizations, cultures, and nations. Case study analyses of specific clashes focusing on social, political, and cultural topics will be presented. The course will also feature group activities and group presentations. Students are expected to actively contribute and not passively absorb information to make the course valuable for everyone.

REQUIRED MATERIALS:

Webel, C. & Galtung, J. (2005). *Handbook of Peace and Conflict Studies*. New York: Routledge.
See Reading List for Required and Recommended Readings (Appendix A).

Age of Empires II, HD, <http://store.steampowered.com/app/221380/>; Apple version also available online

POINT ALLOCATION

Midterm Examination = 25 pts.

Final Examination = 25 pts.

Class Participation = 15 pts., including attendance and participation in class activities

Analysis of historical conflicts = 10 pts. (individual achievements on *Age of Empires*)

Final Group Evaluation = 25 pts.

- Analysis of your groups' interaction during the semester: 5 pts.
- Quality of group presentation, oral presentation of PowerPoint deck: 10 pts.
- Written analysis of a group conflict (historical analysis based on AoE up to present): 10 pts.

TOTAL = 100 PTS. POSSIBLE

VERY IMPORTANT DATES TO REMEMBER:

MIDTERM EXAM: March 4th

FINAL EXAM: May 6th

EXAMS:

All exams will be in multiple-choice format. You will need to bring a No. 2 pencil.

TEAM PRESENTATIONS:

Each student will participate in a 4-person group to conduct an in-depth analysis of a particular historical, social, psychological conflict between two or more cultures/nations during the semester. The analysis outline form can be found at the end of this syllabus document. You will be required to provide the written analysis to the instructor prior to your presentation. Each member of the group will receive the same number of points for the group presentation. If a student in any group is absent the day of the presentations without prior approval of the instructor for religious observance, funeral attendance or illness, the presentation point total will be reduced since all students in the group must participate and be present for the presentation. If there is instructor approval, the remaining group members can give the presentation without penalty of a grade reduction. There is no make up for a presentation if it is missed without instructor approval.

FINAL TEAM ANALYSIS:

On April 5th, your group will be expected to hand in a report analyzing the group interaction process in your group focusing specifically on conflict management issues. An outline of that analysis will be presented later in the semester. This analysis will be worth 5 points.

CLASS PARTICIPATION:

A total of 15 points will be allocated to class participation. For each of the lecture and presentation sessions beginning the second week of class, students will be asked to provide a response paper to the topic or activity addressed in the session. Each response paper will be worth 3 points.

ANALYSIS OF HISTORICAL CONFLICTS

Students earn points (up to 10) for playing a limited number of campaigns in the *AoE* game. Points are allocated as follows:

Points	Campaign	Alternate
1	William Wallace (1) Marching and fighting, (2) Feeding the army, (3) Training the troops, (4) Research and technology	
1	(5) The battle of Sterling, (6) Forge an alliance, and (7) The battle of Falkirk	
1	Joan of Arc, (1) An unlikely messiah	(2) The Maid of Orleans
1	Saladin, (1) An Arabian knight	(2) Lord of Arabia
1	Genghis Kahn, (1) Crucible	(2) Life After Vengeance
1	Barbarossa, (1) Holy Roman Empire	(2) Henry the Lion
1	Attila the Hun, (1) The scourge of God	(2) The Great Ride
1	El Cid, (1) Brother against brother	(2) The Enemy of My Enemy
1	Montezuma, (1) Reign of Blood	(2) The Triple Alliance
1	Battles of the Conquerors, (1) your choice among the seven available	

Safety Valve: If you become frustrated or bored with the first game within a campaign, send me a screenshot of the Achievements Page when you stop. You can do one of the alternative games listed above instead of the game you stopped.

Collaboration: You are encouraged to help your friends in the class but you will all need to send in individual screen shots of your Achievement page. You can use the Line app or call one another if you are in a crisis in a game.

MAKE-UP POLICY:

The following is under what circumstances exams or response papers can be made up by students and the steps to be taken by the student. Make-ups must take place within SEVEN days that the student returns to campus. Otherwise, we will assume the student did not want to make up the assignment or exam.

- **RELIGIOUS OBSERVANCE/ILLNESS/DEATH IN THE FAMILY.** Consistent with university policy, we will accommodate students' religious observance days, illness, or death in the family by re-scheduling any response papers or exams that conflict with those observances. It is necessary that students inform the instructor of such scheduling conflicts *in advance* so that arrangements can be made. Any excuse for illness or death in the family must be accompanied by a written documentation of the issue. For religious observances, we must have an email note *in advance* indicating when the student will be absent.

PLAGIARISM:

Plagiarism and/or cheating of **any** kind on **any** assignment will result in *failure of the entire course*. This is consistent with university policy. This includes plagiarism of homework and of speech outlines as well as cheating on quizzes or exams.

OFFICE HOURS:

Dr. Hamilton is happy to discuss course content and related issues with you. Drop by his office hours or schedule a time to talk with him in his office.

CRISIS AND CONFLICT, SPRING 2016: CLASS SCHEDULE, READINGS DUE, & ASSIGNMENTS

WEEK	LECTURE TOPIC	READING	RECITATION TOPIC/ACTIVITY
1 (JAN 8)	Introduction to Conflict: Definitions, Crisis as Trauma, Constructive and Destructive Interaction, Judging outcomes	Review Syllabus, Ramsbothum et al (2011) Ch 1	Form 4-person groups; Intro to AoE; the Scotland-England conflict (7 Episodes); William Wallace as Braveheart; implications for today's Scottish independence movement
2 (JAN 15)	No Class:		
3 (JAN 22)	Properties of International Conflict: Effective conflict management; properties of conflict interaction	Introductions -- W&G: Ch 1 & 2	Anglo-Saxon Strife: English-French 100 years war; Joan of Arc, mingling of cultures
4 (JAN 29)	The International Conflict & Crisis Experience: psychodynamics, emotion, social cognition	Negotiation & Mediation -- Carnevale & Pruitt (1992)	Cross-Crescent conflict: Saladin and the Crusades; implications for today's conflicts in Syria, Iraq, Afghanistan, Israel, Egypt
5 (FEB 5)	Theories of Cultural and Cross cultural Conflict: stage and sequence models; interdependence, reciprocity, compensation; framing; social identity and intergroup interaction	Negotiation & Mediation -- W&G: Ch 3& 4	Eurasian conflict: the Mongols invade Asia and Eastern Europe under the Great Kahn's empire; implications for Uyghurs & Beijing, Afghanistan & Georgia, Muslims & Jews
6 (FEB 12)	Conflict Strategies and Tactics: typologies; antecedents and consequences of strategies	Culture -- Obanyan (1999); W&G: Ch 5	The Holy Roman Empire: Barbarosa and its European Factions
7 (FEB 19)	Power: strategies for communicative control; balance of power, power sharing; Hofstede dimensions	Cross-cultural -- W&G: Ch 6-8	Conflict in Eurasia: Attila the Hun as an early Hungarian; implications for the Roman Empire, Eastern Europe; relationship with Persia
8 (FEB 26)	Review for Midterm Examination	Screenshots for campaigns due	The Champion of Spain: El Cid Battles the Moors
9 (MAR 4)	MIDTERM EXAM	No Reading	No Recitation
10 (MAR 11)	Face Work: dimensions of face; threats to face and loss of face, face-saving and face giving; face across cultures	Training to transcend conflict -- W&G: Ch 9	The leader of the Aztecs: Montezuma conquers his rivals
11 (MAR 18)	Conflict and Crises with Social Media; International Responses to Protest Movements	FORUM on problem solving -- Kelman, Mitchell, & Stein	Battles of the Conquerors: Tous (more Cross-Crescent conflict: Charles Martel saves the Frankish Empire from the Moors and Berbers), Vindlandsaga (follow Erik the Red), Hastings (William the Conqueror in more English-French conflict)
12 (MAR 25)	History, climate, and organizations in conflict zones	Nonviolence -- W&G: Ch 10	Agincourt (English King Henry the V escapes disaster in France), Kyoto (unify the Japanese islands), Noryang Point (feel the power of the turtleships as Korea defends against Japanese hegemony)
13 (APR 1)	Cross-cultural Ethics; Groups in Crisis	Human Rights -- W&G: Ch 11	
14 (APR 8)	Managing Conflicts: normative model and differentiation, procedures and techniques; addressing crises	Reconciliation -- W&G: Ch 12	Word and PowerPoint files due for Team Projects;
15 (APR 15)	Managing Health Crises: Water, Food, Air, Energy	Self-regulation -- W&G: Ch 13	Presentations: (Groups 1-3);
16 (APR 22)	Third Party Intervention; gender: Moves and Countermoves; Relational contexts; negotiation and mediation	Gender: W&G -- Ch 14	Presentations: (Groups 4-6);
17 (APR 29)	Review for Final Examination	Screenshots due	Presentations: (Groups 7-9);
18 (MAY 6)	FINAL EXAM 13:00 to 16:00		

Team Presentation Format

The goal of the presentations is to provide students with an understanding of how the conflict principles discussed in class can be applied to real world settings.

Part 1: The first step in preparing the presentation is to select a conflict to present to the class. Your team should review the various conflicts covered in *Age of Empires* as a place to start, then look at the news media. The newspaper and internet are filled with conflicts focusing on local, national, and international issues. Select one conflict that your team is interested in; the conflict may still be ongoing or have been resolved over time, resulting in occasional conflict or complete harmony. Each member of the team should play the entire set of episodes in the campaign in order to prepare for the analysis -- providing the **Achievement Page** screen shots with your nicknames. For example, there are seven episodes in the Scotland-England (William Wallace) campaign.

Within the class, each of the *Age of Empires* campaigns can only be presented once by a team in the class so make your selection as early as possible to reserve the campaign you like most.

Part 2: Second, you will need to complete a 3-5 page paper, double-spaced, that addresses five issues:

1. Provide a one-paragraph overview of the conflict, describing the history of the conflict. The campaigns in *AoE* feature conflicts that have festered before the campaign begins so detail the full history of the conflict and how it began. Include a description of the people, circumstances, issues, and outcome of the conflict and/or its current status.
2. Conduct an issue analysis of the conflict. What were/are the issues from each party's perspective? There are always multiple issues that people are concerned with and your job is to provide a sense of these issues associated with each side.
3. Conduct a danger/opportunity analysis of the conflict. Every conflict can be both destructive and constructive. What were/are the potential dangers that might turn the conflict into a destructive experience for both parties, and what opportunities does the conflict present that parties could explore if they could see them?
4. Conduct the focus-area analysis of the conflict. For example, if the focus area is conflict levels, then you would need to identify how the conflict escalated from a low level latent conflict to a fight, for example. The lectures will present the focus area analysis a week before the presentations are due for each group.
5. Finally, present an intervention plan. What were/are the goals in managing the conflict? If you were advising the parties on how to manage the dispute, what perspectives, resources, or strategies would you advise them to pursue to turn the conflict into a constructive activity.

Part 3: Third, prepare your presentations for the class in a PowerPoint format. Provide pictures, illustrations, video clips, etc., to make your presentation particularly interesting for the class. Plan on no more than a 20 minute presentation with about 5 minutes for questions. Bring your presentation on a thumb drive so you can use the equipment in the classroom for the presentation.

Grading: Half the points will be allocated to the written analysis and half to the presentation quality.

Team Extra Credit: Design a game for the Great Elephant Duel, also known as the Battle of Nong Sarai (1592). The day of this battle (January 18th, is the national holiday of Royal Thai Armed Forces Day). During the duel, King Naresuan battles Prince Mingyi Swa of Burma on the backs of elephants near Ayutthaya. King Naresuan was encamped at Nong Sarai near the Thakhoi River. See Professor Mark for additional details.

Appendix A

Required Readings:

1. Ramsbothom, O., Woodhouse, T. & Miall, H., (2011). *Contemporary Conflict Resolution*. Chapter 1. UK: Polity Co.
2. Carnevale, P. J. & Pruitt, D. G. (1992). Negotiation and mediation. *Annual Review of Psychology*, 43, 531-582.
3. Ohanyan, A. (1999). Negotiation culture in a post-Soviet context: An interdisciplinary perspective. *Mediation Quarterly*, 17, 83-104.

Forum on Negotiation as Problem Solving:

4. Kelman, H. C. (1999). Interactive Problem Solving as a Metaphor for International Conflict Resolution: Lessons for the Policy Process. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY*, 5(3), 201-218.
5. Mitchell, C. (1999). Negotiation as Problem Solving: Challenging the Dominant Metaphor. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY*, 5(3), 219-224.
6. Stein, J. G. (1999). Problem Solving as Metaphor: Negotiation and Identity Conflict. *PEACE AND CONFLICT: JOURNAL OF PEACE PSYCHOLOGY*, 5(3), 225-235.

Recommended Readings:

1. Bigas, H. (Ed.), 2012. *The Global Water Crisis: Addressing an Urgent Security Issue*. Papers for the InterAction Council, 2011-2012. Hamilton, Canada: UNU-INWEH.
2. Somavia, J. (2011). *World Economic Crisis: Causes, responses and challenges*. Geneva: International Labor Office.
3. Torczyner, J. (1978). Dynamics of strategic relationships. *Social Work*, 23, 467-474.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 4/13/16
2. Department or Program: Communication
3. Title of Major: Communication
4. **Effective** Date (semester, year): Fall 2017
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Add COMM 2100 (Professional Communication) and COMM 2940 (Fundamentals of Digital Production) as applied courses and update catalog language and organization of content to enhance clarity for students.

Existing Catalog Description of Major

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about human communication behavior from a scientific standpoint. It concentrates on the empirical investigation of human communication, stressing developments in communication theory and research. The major emphasizes interpersonal, mass, new communication technologies, nonverbal, organizational, intercultural and international communication. Training in the basic theories, principles, practices and research methods of Communication can qualify students for a variety of positions in the communication and media industries, such as: business, advertising, public relations, marketing, electronic media, government/politics, and promotion. Students must apply to the Department of Communication to become a Communication major. Applications are accepted for Fall and Spring semesters and the deadline for applications is the end of the second week of classes. Forms can be obtained from any communication advisor, or from the department website <http://communication.uconn.edu/undergrad/undergrad-program-info/comm-major/>, and from Communication faculty members at the Stamford Regional Campus. The decision to admit students to the major will depend on several criteria: • Successful completion of at least 54 credits, or successful completion of 40 credits plus current enrollment that should result in at least 54 credits by

Comment [RM1]: This copy reflects the changes that were approved at the April 12th meeting, which simply added COMM 1300 as a major requirement- the new/proposed copy below essentially keeps all of the same requirements, but is adding two new applied courses and then reorganizes the content to make it more clear with some language changes, however no actual changes to the degree requirements. I have updated the plan of study and sent in the submission as it includes the list of applied courses which would change if this were approved.

the end of the current semester. • Cumulative GPA • Completion of COMM 1000 with a grade of "C" or better. • The applicant's academic record and space availability are also considered. Prior to acceptance into the Communication major, students with fewer than 70 credits may declare themselves a Pre-Communication major online at www.ppc.uconn.edu or at the College of Liberal Arts and Sciences Academic Services Center (www.services.clas.uconn.edu). The Pre-Communication designation indicates an intention to apply to the major. It does not ensure acceptance into the Communication major or give students priority in registering for Communication courses. Pre-Communication majors must still apply to become Communication majors by following the process described above.

Students interested in the Communication major should complete COMM 1100 and COMM 1300 before junior year, if possible. COMM 1300 is a prerequisite for many 2000-level media courses and is advised for all students, particularly those interested in media production, communication technology, marketing, public relations, or advertising. Successful completion of a BA degree in Communication requires the following: 1. Acceptance as a Communication major. 2. COMM 1000, 1100, 1300, 3000Q. 3. At least two (2) of the following Core courses: COMM 3100, 3200, 3300. Students are welcome to take all 3 Core courses. 4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses). 5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses: a. Applied courses include the following: COMM 4800, 4820, 4940, 4991 and, 4992. i. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major. b. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses. 6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor Note: All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit. To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and

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

Proposed Catalog Description of Major

The Department of Communication offers an undergraduate major in Communication. The Communication major is designed to educate students about the social science of communication and introduce them to careers involving communication.

The major examines communication at multiple levels of society and in different settings, including interpersonal, nonverbal, organizational, intercultural, and international communication, as well as through different media, such as mass media, social media, and other new communication technologies. Training in the basic theories, principles, best practices, and current research methods of Communication can qualify students for a variety of communications and media industry positions in business, advertising, public relations, marketing, digital media production, government/politics, and promotion.

The Communication Department offers applied and theory courses:

- Applied courses emphasize the development of professional skills. Applied courses include the following: COMM 2100, 2940, 4800, 4820, 4940, 4991 and, 4992. Applied courses are optional, although they are highly recommended for a variety of career paths.
- Theory courses provide the foundational concepts and principles for the study of Communication. A strong theoretical base prepares students to adapt to future changes in the communication landscape. Theory courses constitute the remaining COMM courses at the 2000 level or above, including the Core courses and COMM 3000Q.

A Major in Communication requires completion of the following:

1. Introductory courses: COMM 1000, 1100, and 1300. Students must have a grade of "C" or better in COMM 1000. Students in the Communication major

should complete these courses by the end of sophomore year, if possible.

2. Total credits of upper division communication courses: Students must complete a **minimum** of 24 credits in Communication at the 2000 level or above (typically 8 COMM courses). Note that many students take more than the minimum of 24 credits in communication, which may consist of additional theory and/or applied classes.

3. Research methods: COMM 3000Q.

4. Writing-intensive course: At least one W course in the Major.

5. Core courses: At least two (2) of the following Core courses: COMM 3100, 3200, 3300

6. Theory courses: At least two (2) additional theory courses. If students take a third core communication course, it will count toward this requirement. (Applied courses do not count toward this requirement.)

7. Electives: Two more applied or theory courses at a minimum, in order to complete the minimum of 24 credits in communication.

8. Related Group Requirement: Students must complete an additional 12 credits of coursework outside of Communication at the 2000 level or above. The Department maintains a list of courses pre-approved as satisfying the related requirement (see the Dept. website). Courses that do not appear on the list must be approved by a Communication advisor.

Internship

All students are encouraged to do at least one internship (COMM 4991). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible to register for the course and receive internship credit. An internship taken for 3 credits counts as one applied class.

Undergraduate Research

The Department encourages students to participate in its research activities, such as the research practicum (COMM 4992).

Information Literacy

To satisfy the information literacy competency, all students must pass COMM 1000, 1100, and 3000Q. Other courses that will further enhance competency in information literacy include COMM 1300, 3100, 3103, 3200, 3300, 3321, 3400,

3450, 3600, 4089, 4100, 4120, 4220W, 4230, 4320, 4330, 4410W, 4420, 4450W, 4451W, 4460, 4500, 4551W, and 4620.

Writing courses

To satisfy the writing in the major requirement, students must pass at least one course from COMM 2310W, 4220W, 4410W, 4450W, 4451W, 4551W, 4660W, 4930W, 4996W, or any 2000-level or above W course approved for this major. For students interested in media and public relations careers, journalism courses are recommended for additional writing competency.

Minor in Communication

A minor in Communication is described in the "Minors" section.

Double majors and dual/multiple degrees

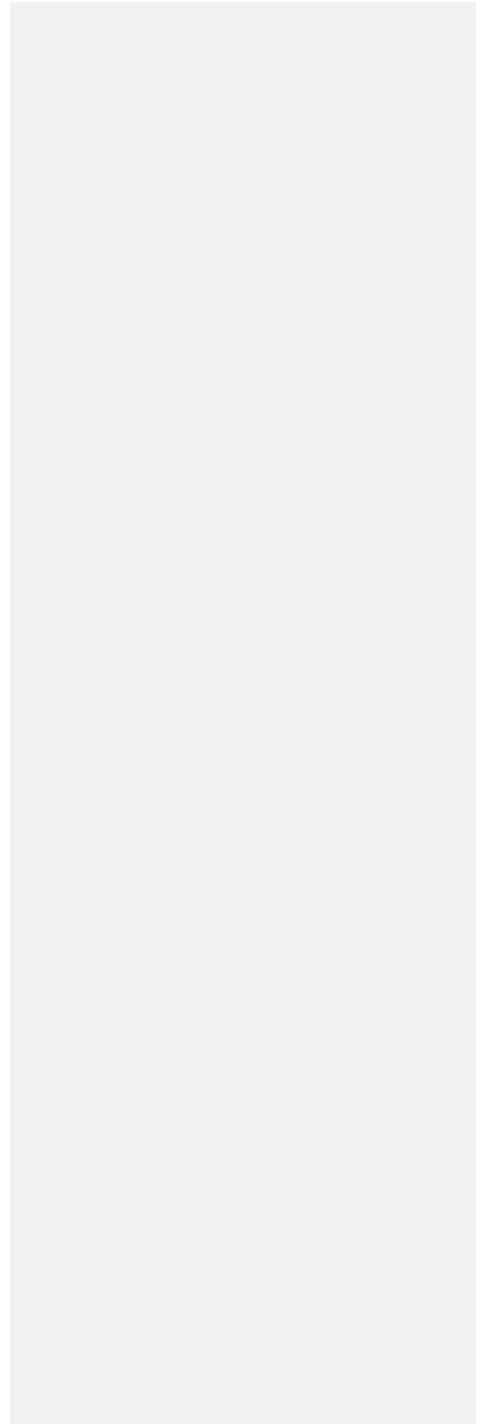
Students are encouraged to meet with a Communication advisor to discuss ways to integrate a major in Communication with other majors and degrees.

Justification

1. Reasons for changing the major: COMM 2100 (Professional Communication) and COMM 2940 (Fundamentals of Digital Production) are new courses that were recently added this past year. These courses have been designated applied courses by the faculty and this proposal request makes it clear that these courses are now designated as applied in our catalog description. As a result of reviewing our current catalog copy during this process, we have also proposed minor language changes and a new organization structure that allows our requirements to be clearer to students. No changes are made to the major requirement as part of this proposal, just an updating of the applied course list and the catalog language and organization.
2. Effects on students: Adding COMM 2100 and 2940 to the applied list helps make it clear to students which courses will count towards their theory course requirements.
3. Effects on other departments: None.
4. Effects on regional campuses: None.
5. **Dates approved by**
Department Curriculum Committee: 3/13/16
Department Faculty: 3/13/16
6. Name, Phone Number, and e-mail address of principal contact person:
Leslie Snyder
Leslier.snyder@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.



CLAS General Education Audit Sheet 2015 - 2016 (Find the official list in the University Catalog at catalog.uconn.edu/directory-of-courses)

SECOND LANGUAGE COMPETENCY

- A) 3 years high school level or
 C) 1st (Elementary) and 2nd (Intermediate) UConn levels or
 B) 2 years high school level plus passing the 2nd year (Intermediate) UConn level or
 D) Successful completion of language equivalency exam

WRITING COMPETENCY: First-Year English + 2W courses

ENGL 1010 or 1011 or 2011 or 4 or more credits of ENGL 91002 &/or 91003 (transferred); 2000+ level W in [each] major: _____ 2nd W any level: _____

QUANTITATIVE COMPETENCY: 3 Q courses, at least one of which is MATH or STAT

(MATH or STAT) _____ Q _____ Q _____ Q

**CONTENT AREA ONE: ARTS & HUMANITIES BA: 5 courses with at least one from each category A-D. 5th course can come from any area A-E
 BS: 4 courses with at least one from each category A-D Courses must be selected from at least 4 different academic units**

A: ARTS	B: LITERATURE	C: HISTORY	D: PHILOSOPHY & ETHICAL ANALYSIS	E: WORLD CULTURES
AFRA/FINA (AFAM) 1100 AFRA/DRAM 3132 ART 1000 ARTH 1128; 1137; 1138; 1141; 1162 CHIN 3250W CLCS 1002; 1110; 3211 DRAM 1101; 1110 FREN 1171 GERM 1171; 3261W; 3264W ILCS 1149; 3258W; 3260W MUSI 1001; 1002; 1003; 1004; 1005; 1021; 1022; 1112 SPAN 1010; 3250 WGSS 1104	CAMS 1101; 1102; 1103 CLCS 1101; 1102 ENGL 1101/W; 1103/W; 1503; 1616/W; 1640W; 2100; 2101; 2274W; 2401; 2405; 2407; 2408/W; 2409; 2411/W; 3320; 3629; 3633/W FREN 1176; 3230; 3234*; 3261W*; 3262W*; 3270W GERM 1140W; 3252W; 3253W; 3254W; 3255/W HEJS (HEB/JUDS) 1103; 3301 HEJS/ENGL 3401/W/3220/W HIST/MAST 2210 ILCS 1101; 1158; 3255W MAST 1200 SPAN 1007; 3232* SPAN/LLAS (PRLS) 1009/W	AASI/HIST 3531 AMST 1700 ECON 2101/W; 2102/W GEOG/URBN 1200 HIST 1100/W; 1201; 1206; 1300; 1400; 1501/W 1502/W; 1800; 1805; 2401/W; 2402/W; 3705 HIST/SCI 2206 HIST/LLAS (LAMS) 1570; 1600/1190/W; 3609; 3635; 3660W; 3674/3220 HIST/WGSS 1203/1121 MAST 1200	GERM 1175 HRTS/PHIL 2170W LING 1010 PHIL 1101; 1102; 1103; 1104; 1105/W; 1106; 1107; 1165W 1175; 3220 POLS 1002	AASI 3201 ANTH 1001W; 3401; 3450W ARAB 1121; 1122 CHIN 1121; 1122 CLCS 1103W; 2201 FREN 1169; 1176; 1177; 3235; 3267/W*; 3268/W* GERM 1169; 2400; 3251; 3258 ILCS 1160; 1170 INTD 3260 NURS 2175 SPAN 1008; 1010

CONTENT AREA TWO: SOCIAL SCIENCES - 2 courses from 2 different academic units

ANTH 1000/W; 1006; 1010; 1500; 2000/W ANTH/AFRA 3152 ARE 1110; 1150 COMM 1000 ECON 1000; 1107; 1108; 1179; 1200; 1201; 1202 ENVE 1000
 EVST 1000 EPSY 2810 GEOG 1000; 1100; 1700; 2000; 2100; 2320 HDFS 1060; 1070 HRTS (POLS) 1007 INTD 1500 LING 1020; 1030; 2850; 3610W
 POLS 1202/W; 1207; 1402/W; 1602/W; 3208/W; 3237/W; 3615/W PP 1001 PSYC 1101 or 1103 PUBH 1001 SLHS (CDIS) 1150 SOCI 1001/W; 1251/W; 1501/W; 3823
 URBN 1300/W WGSS 1105; 1124; 3253/W

**CONTENT AREA THREE: SCIENCE & TECHNOLOGY: BA: 2 courses from 2 different academic units at least one of which must be a lab course
 BS: 1 Biology course and 1 sequence each of CHEM & MATH & PHYS**

BA

LABORATORY COURSES:
 BIOL 1102; 1103; 1107; 1108; 1110
 CHEM 1122; 1124Q; 1127Q; 1128Q; 1137Q; 1138Q; 1147Q; 1148Q
 GEOG 1302
 GSCI 1050 (or 1051 lecture & 1052 lab in a later semester)
 MARN 1003
 PHYS 1010Q; 1025Q; 1035Q; 1075Q; 1201Q; 1202Q; 1401Q; 1402Q;
 1501Q; 1502Q; 1600Q; 1601Q; 1602Q
NON-LABORATORY COURSES:
 AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200
 CHEM 1101 COGS 2201 DMD 2010 EEB 2202 ENGR 1101 GEOG 2300 GEOG/
 GSCI 1070 GSCI (SOCI) 1010; 1051; 1055 LING 2010Q MARN 1001; 1002 MATH
 1050Q MCB 1405 NRE 1000 NUSC 1165 PHAR 1000; 1001; 1005 PHYS 1020Q;
 1030Q PLSC 1150 PNB 3120W PSYC 1100

BS

BIOLOGY 1107 or 1108 or 1110
CHEMISTRY 1124Q & 1125Q & 1126Q
 or 1127Q & 1128Q or
 1137Q & 1138Q or 1147Q
 & 1148Q
MATH 1131Q & 1132Q or
 1151Q & 1152Q or 2141Q
 & 2142Q
PHYSICS 1201Q & 1202Q or
 1401Q & 1402Q or 1501Q
 & 1502Q or 1601Q &
 1602Q

CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses at least one of which must be on the list of International courses

USA

AASI 3201 AASI/ENGL 3212 AASI/HIST 3531 AASI/HRTS/SOCI 3221/3571/3221
 AFRA/DRAM (AFAM) 3131/W; 3132 AFRA/FINA (AFAM) 1100 AFRA/PSYC 3106/
 W ANTH 2000/W; 3150/W; 3202W; 3902; 3904/W ANTH/AFRA (AFAM) 3152
 AMST/ENGL/HIST 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W
 COMM/LLAS/WGSS 3321/3264/3260 DRAM 3130; 3133 ENGL 1601W; 2274W;
 3210; 3218/W; 3609; 3613 ENGL/AFRA 3214W ENGL/LLAS 3605/3232 HDFS
 2001; 3261 HEJS (HEB/JUDS) 1103; 3301; HEJS/ENGL 3401/W/3220/W; HIST
 3204/W; 3570 HIST/LLAS (LAMS) 1570; 3660W; 3674/3220 HIST/WGSS
 1203/1121 ILCS 1158; 3258/W INTD 2245; 3584 LLAS 3210 LING 1030; 2850
 MUSI 1002; 1003 NURS 1175W PHIL 1107 POLS/AFRA (AFAM) 3642 POLS/
 LLAS 3662/3270 PSYC 2101; 2701 PSYC/WGSS 3102/W SLHS (CDIS) 1150
 SOCI 1501/W; 2501/W SOCI/AFRA/HRTS (AFAM) 3505 SPAN/LLAS (PRLS)
 1009/W URBN 1300/W WGSS 1104; 1105 WGSS/SOCI 3621/W

INTERNATIONAL

AH 2330 ANTH 1000/W; 1001W; 1006; 1010; 1500; 3030; 3401; 3504
 ANTH/HRTS 3028; 3153W ARAB 1121; 1122 ART/AASI/INDS
 3374/3375/3374 ARTH 1128; 1141 CHIN 1121; 1122; 3250/W CLCS
 1101; 1102; 1103W; 2201; 3211 ECON 2104/W EEB 2202 EEB/NRE
 3307/3305 ENGL 1301; 2301/W; 3120; 3122; 3318; 3320; 3629 FREN
 1169; 1171; 1176; 1177; 3211; 3218; 3224 GEOG 1100; 1700; 2000
 GERM 1169; 1171; 1175; 3251; 3258; 3261W HIST 1206; 1800; 1805;
 3705 HIST/LLAS (LAMS) 1600/1190/W; 3609; 3635 HRTS (POLS) 1007;
 3200/W ILCS 1149; 1160; 3260W INTD 1660W; LING 1020; 3610W MUSI
 1004; 3421W NRE 2600 NURS 2175 NUSC 1167 PHIL 1106 PLSC 1125
 POLS 1202/W; 1207; 1402/W; 3472/W PSYC 3402W SOCI 1701;
 2509/W; 3823 SPAN 1007; 1008; 1010; 1020; 3250 WGSS 1124;
 2105/W; 2255/W; 3255W

NOTES: 1) Bold numbers indicate the courses may "double-dip"; that is two courses in CA 1, 2, or 3 can also be used to fulfill a CA 4 requirement. Please note that CA 1 is the only CA where two courses may be used to fulfill CA 4 | 2) If a course is offered as both W and non-W, either will fulfill the General Requirements. Such courses are shown with a slash (/) before the W. | 3) * = foreign language pre-requisite. | 4) Courses in CA 1, 2, & 3 must be taken in at least 6 different academic units. | 5) Students must complete ALL content areas and competencies to fulfill the CLAS general education requirement.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: Jan. 12, 2016
2. Department requesting this course: Journalism
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

3085 Advanced Visual Journalism

Three credits. Prerequisite: JOUR 3065

Items Included in Catalog Listing

Obligatory Items

1. Standard Abbreviation for Department, Program or Subject Area: JOUR
2. Course Number: 3085
3. Course Title: **Advanced Visual Journalism**
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Explores multimedia storytelling through time-based media from a journalistic perspective. Students will develop multimedia narrative skills using photography, videography, and audio to create new media content.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: **JOUR 3065**
 - a. Consent of instructor, if applicable:
 - b. Open to sophomores/juniors or higher: **juniors or higher**
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: **Yes**
11. Skill codes "W," "Q," or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: This advanced course deals with the changes in the industry as more opportunities arise in digital multimedia storytelling.

2. Academic merit: The digital revolution has had a dramatic impact on the field of journalism. This course would allow for continued development in the area of visual journalism and allow these students an opportunity to develop a skill set that enables them to compete in this new media's landscape. It would differ from other multimedia courses because of the unique ethical considerations of the journalism field.
3. Overlapping courses and departments consulted:
4. Number of students expected: 12 per year
5. Number and size of sections: 1 section
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Current staffing

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

Syllabus

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

Journalism	Course title	Advanced Visual Journalism Course section number JOUR 3085 Three-credit course
Associate Professor Steven G. Smith		Phone (860) 486-6845 Oak Hall, Office #454 E-mail steven.g.smith@uconn.edu
Lecture		8:00 p.m. - 9:15 p.m., Tues. Thurs., Oak Hall 473
Office hours		Tuesday, Thursday 2:00 - 3:00 Additional office hours by appointment
Text book	(Recommended)	MediaStorm Field Guide to Powerful Multimedia Storytelling. This book is available for download on your iPad with iBooks or on your computer with iTunes. Lynda.com online software learning (optional).
Course requirements	(Required)	Digital camera (Recommended) Card reader, and external hard drive.

Course Description Advanced Visual Journalism

This course explores multimedia storytelling through time-based media from a journalistic perspective. The students will develop multimedia narrative skills using photography, videography, and audio to create new media content. This course embraces the convergence brought about by the digital revolution and helps students incorporate cinematic and documentary photojournalism principles.

This course is considered an advanced course; prior coursework in still photography or the fundamentals of video are required. Students interested in this course should have prior experience with digital cameras and the appropriate software. **Adherence to deadlines will be strictly enforced.**

A digital camera is required for this course.

Course Objectives

Specific student learning objectives have been identified for the course. After concluding this course, students should be able to meet the following general course objectives:

1. Understand how to generate quality storytelling visual assignments.
2. Understand how to create engaging visuals that communicate content.
3. Develop skills in aesthetics and visual principles.
4. Understand the importance of ethics in journalistic visual storytelling.
5. Develop an understanding and appreciation for high-quality visual journalism.
6. Develop basic skills in creating a photographic essay/picture story for multimedia.
7. Understand the audio skills for multimedia.

8. Understand and develop picture-editing and sequencing skills.
9. Continued development in video capture.
10. Develop an understanding of how to assess and critique visual journalism work.

Attendance

Students in the visual journalism courses are required to attend all classes. However, emergencies and illnesses do occur. When you are truly ill, and especially when you are contagious, it would be better if you didn't attend class. It is your responsibility to e-mail me on such occasions. Unexcused absences will result in a grade reduction.

Participation 10% of grade

Students in this course are encouraged and expected to demonstrate the ability to discuss and assess work, communicate how work demonstrates application of visual principles, and to use classroom concepts, terminology of the discipline and historical reference in these discussions. Comments made in class discussions and during critiques are expected to be articulate, respectful and constructive. Free discussion, inquiry and expression are encouraged in class, but students must act in accordance with commonly accepted standards of academic conduct.

Visual Assignments 50% of grade

Assessment of visual journalism assignments is based on criteria selected by the instructor from the course rubric for visual assignments*. Please see the attached grading rubric as an example for visual assignments.

Any homework assignments given will be averaged and this average will count as one visual assignment.

Mid-Term Project 10% of grade

Final Project 30% of grade

Quizzes Any quizzes will be averaged and count as a visual assignment.

Policy on late work (department policy)

We look at deadlines as deadlines, which means that we don't accept late work. The only exceptions are the same ones you would have at work. If there is some reason the student absolutely cannot complete the work on time (sick, stranded at an airport, etc.), then he or she needs to notify the instructor **BEFORE** the deadline and request an extension. Proof may be requested. It is unacceptable not to turn in an assignment. A zero grade can easily cause you to fail this course or, at a minimum, reduce your grade significantly.

Redoing Assignments

- Redoing assignments is for the purpose of improving your grade and learning the objectives of the assignment.
- Only two assignments per class may be redone in a semester. The midterm and final projects cannot be redone.
- An assignment must be redone **within one week** of receiving your grade.
- A caption can also be redone or appended. The new caption is worth a maximum of 5 pts.

Students with Disabilities

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities

(CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. 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.

Grading standards for written work (based on department policy)

This course requires quality caption writing. The following department standards also apply to caption writing for all visual journalism assignments.

- A** No factual errors; no major mechanical** errors, sound structure, organization, follows AP style; excellent writing – in other words, publishable.
- B** No serious factual errors; structure, organization; very few mechanical errors; follows AP style; clear, concise writing – could be published with minor editing.
- C** No serious factual errors; structure, organization; few mechanical errors; adequate coverage of subject – could be published with average editing.
- D** Minor, sloppy factual errors; poor structure, organization; several mechanical errors; inadequate coverage of subject; unclear, foggy writing – could not be published without substantial editing.
- F** Major factual errors including misspelled names; plagiarism; missed deadline; unacceptable lead, structure, organization; omission of important information; numerous mechanical errors that would cause the caption or story to be returned to the journalist for a second effort.

** Mechanical errors are errors in style, spelling, grammar, sentence or paragraph structure. Definition includes computerized spell-checking errors and oversights as well as any typographical errors you may have failed to correct by hand when copy editing your captions.

Academic integrity (department and university policy)

Please review the revised Student Code located at: http://www.community.uconn.edu/student_code.html. Note in particular the sections on cheating and plagiarism in Appendix A: Academic Integrity in Undergraduate Education and Research http://www.community.uconn.edu/student_code_appendixa.html.

Academic misconduct is taken seriously at UConn. For journalists, plagiarism is enough to end a job and often a career. We take it very seriously in this department. Students who are found to have committed plagiarism or other forms of cheating usually are given a failing grade for the course, not the assignment. As journalists, faculty members are adept at exactly the kind of research needed to reveal plagiarism. Please consider this fair warning.

The Office of the Dean of Student Affairs provides this **description of Academic misconduct**:

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor. Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research

- Plagiarism
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

Notices:

Students should be prepared to spend additional time during the open lab times to complete assignments.

Photographic textbooks may contain images or discussion on subjects that some students may feel are controversial, such as extreme violence or nudity.

Images produced for the class may be retained by the instructor and used in the future as examples and promotion of the class and the University of Connecticut Journalism Department.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires.

In the event of a snow day or other forms of class being canceled, students are responsible for checking their UConn email for possible assignment updates.

Approximate course schedule and topics

Section 1. Review camera operations

Long form photo essay or picture story

*1) In-depth still photography and assignment

Locate a sample essay by a photographer you admire

2. 1st Project

Present in-depth project proposal along with sample photo essay

Review Workflow and Software

Bridge, Adobe Camera RAW, Photoshop

3. Project Deadline, Thursday, September 17.

*2) You should have a minimum of six new images for each critique

Lighting, working with available light and working with artificial lighting.

4. Project Deadline, Thursday, Oct 8.

You should have a minimum of six new images for each critique

Audio for multimedia and video

*3) Audio Assignment: Capture four different types of audio: natural sound, interview, voice-over, and ambient sounds.

5. Project Deadline, Critique of presentation, Thursday, Oct. 15, at 8:00 a.m.

2nd Project, Short-Form Video Project

Present project proposal, along with sample photo story ideas

6. Project Deadline, Final deadline, Thursday, Oct. 22, at 8:00 a.m.

The video portrait, interview assignment

*4) Assignment: a minimum two-minute video interview with great audio, great light quality, and more than one camera angle.

7. B-roll, Four shots for 15 seconds, camera movement and moments

*5) Homework, photograph some high-quality b-roll, four different shots for 15 seconds to go with your interview.

Advanced Techniques, Time-lapse, Camera movement

8. Group Projects

Assignment: Story proposals, select project, select jobs, and collaboration

9. Group Project First Deadline

Critique and discussion, video editing

10. Group Project Second Deadline

Critique and discussion

11. Project Production

Critique and discussion

12. Project Production

Critique and discussion

Final project deadline, Dec. 11, at 5:00 p.m.

Sample grading rubric

Course: Advanced Visual Journalism

Student's Name:

Assignment:

	Advanced	Proficient	Competent	Substandard	Failing
Assignment Objectives News Value/Human Interest (Worth 50% of the grade) 50 pts.					
Use of Aesthetics Visual Design 10 pts.					
Capture Technique Use of the Camera and Lens 10 pts.					
Caption/Metadata 10 pts.					
Creativity/Originality Uniqueness of Idea 10 pts.					
Post-Processing Technique Software Applications 10 pts.					
Did the assignment meet the deadline? Pass or Fail					
Final Grade					

Additional Feedback:

If you would like additional feedback, please feel free to come see me during my office hours. Please be sure to bring all of your digital photographs from this assignment so that I can look at more of your work.

Notes:

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: March 18, 2016
2. Department requesting this course: English
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

2612. Digital Literary Studies. Three credits.

Introduction to the shaping of literature and literary studies by digital technologies, critical engagement with digital media, and historical and theoretical approaches to media and technology.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ENGL
2. Course Number: 2612
3. Course Title: Digital Literary Studies
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Introduction to the shaping of literature and literary studies by digital technologies, critical engagement with digital media, and historical and theoretical approaches to media and technology.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: No
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course:

This course addresses the increasing role of digital technologies in literary production and culture (e.g., the personal computer and word processor, ebooks, online magazines, the role of social media in literary culture) and in literary studies (online means of scholarly communication and publication, computational methods of literary and linguistic analysis, the large-scale digitization of books). Digitization shapes nearly every aspect of literary studies today, and this

course encourages students to consider these developments in historically and theoretically informed ways.

2. Academic merit:

This course is designed to teach students how to relate some of the traditional strengths of literary studies – critical thinking, historical awareness, literary theory, close attention to language and rhetoric in reading and composition – to their engagements with digital media. At the same time, the course emphasizes medium specificity (i.e., everything is not a “text”) and interactions and convergences between media (e.g., “convergence culture” as in online communities discussing a book; “remediation” as in the rendering of a literary manuscript for a digital archive, or the visual representation of social media within a printed novel). Moreover, this course provides students with a historical sense of media transitions and continuities, particularly as they pertain to literary media (e.g., manuscript, print, the book, ebook, etc.) and narratives (e.g., games, the genre of “electronic literature”). Finally, this course introduces students to certain digital tools that may be useful to them in their careers.

3. Overlapping courses and departments consulted:

The course complements, and differs from, “Media Publishing” (ENGL 3013W). Where the main focus of ENGL 3013 is publishing student writing online, the main focus of “Digital Literary Studies” is critical thinking about digital technologies and historical and theoretical ways of understanding digital media and their bearing on literature. There is potential for slight overlap between the two courses – for example, “Media Publishing” may involve theories of digital media and “Digital English” may involve an introduction to blogging platforms – but these courses are distinct from one another in their aims.

4. Number of students expected:

30-35 students per section.

5. Number and size of sections:

1 section per academic year at Storrs, and 1 section per academic year at Stamford; ~35 students.

6. Effects on other departments:

There is a course currently pending approval, ENGL 2610, "Introduction to Digital Humanities," which is the cross-listing ENGL number of a course originating in the Digital Media and Design department as DMD 2610. DMD 2610/ENGL 2610 will feature weekly guest lecturers, including two English faculty members (Igarashi, Shringarpure), speaking on specific areas of expertise. Yet the "Digital Literary Studies" course proposed here is significantly different from the "Introduction to Digital Humanities" survey. DMD 2610 is "a broad survey of the landscape of international and interdisciplinary digital humanities" and devotes only two or so class meetings to literary topics. By contrast, "Digital Literary Studies" is a course specific to the discipline of English: the historical, theoretical, and critical concerns derive from literary studies, and the course has a predominant focus on literary forms, narratives, media, and culture.

7. Effects on regional campuses:

There is a desire among students for a digitally-oriented course of this kind at the Storrs and Stamford campuses in particular, and this course is designed to address this need.

8. Staffing:

There are several instructors interested in teaching this course at the Storrs and Stamford campuses, including (but not limited to) Yohei Igarashi, Gregory Pierrot, Bhakti Shringarpure, Fiona Somerset.

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: _____
- 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: 3/23/16
Department Faculty: 3/30/16
2. Name, Phone Number, and e-mail address of principal contact person:
Yohei Igarashi, on behalf of the Web & Digital English Committee (Grégory Pierrot, Claire Reynolds, Fred Roden, Bhakti Shringarpure, Fiona Somerset).
Tel: (860) 486-2321; yohei.igarashi@uconn.edu

Syllabus

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

Syllabus for ENGL 2612 Digital Literary Studies

Department of English
University of Connecticut

Course Description

What are the fortunes of literary studies in the digital age? Our moment of media transition – as longstanding media and technologies interact in complex ways with digital ones – is reframing our understanding of literature and literary studies. This course introduces students to:

- Historical and theoretical approaches to how media and technologies have shaped literary production (e.g., the field of book history) as well as humanistic and literary scholarship (e.g., note-taking practices, concordances, humanities computing, digital humanities);
- The analysis of digital remediations of literary works and narratives (electronic literature or “e-literature,” games, interactive websites based on literary works, digitized scholarly archives) and digital media at large; and
- An introduction to selected computational tools relevant to literary studies, particularly text analysis and network visualization.

The aim of this course is to encourage critical thinking about – and provide historical, theoretical, and practical perspectives on – literary studies in a digital age. Building on shorter assignments during the semester, the culmination of the semester’s work will be a collaborative final project; the project can take different forms, depending on the group’s interests.

Our Texts

- * Most of the required reading will be uploaded to HuskyCT.
- Nancy K. Baym, Personal Connections in the Digital Age (Polity, 2010). ISBN: 9780745643328
- Bolter & Grusin, Remediation: Understanding New Media (MIT, 2000). ISBN: 9780262522793
- * Motte, Jr., Warren F. Oulipo: A Primer of Potential Literature (Dalkey, 2015). ISBN: 9781564781871
- * N. Katherine Hayles, Electronic Literature (Univ. of Notre Dame Press, 2008). ISBN: 9780268030858

Requirements, Assignments, and Exams

1. Short paper on literature and media [15%]
2. Short paper, a critical analysis of digital media object [15%]
3. Short paper on findings using DH tool (text analysis, visualization) [15%]
4. Collaborative final project [10%], including a report on the project [15%]
5. Midterm [15%] and Final Exam [15%]

Schedule of Readings

— *Unit I: Introduction. Literature and Media Transition* —

Week 1

James Surowiecki, “E-Book vs. P-Book,” from *The New Yorker*
John Guillory, “Genesis of the Media Concept”

Week 2

Walter Ong, “Orality and Literacy”
Marcel Thomas, “Manuscripts”
Roger Chartier, “The Practical Impact of Writing”
Robert Darnton, “What is the History of Books?”

Week 3

Reynolds & Wilson, from *Scribes and Scholars*
Ann Blair, from *Too Much to Know*
Lisa Gitelman, from *Paper Knowledge*

Week 4

Raymond Williams, from *Television*
John Durham Peters, “Broadcasting and Schizophrenia”
*** Short paper due on literature and media**

— *Unit II: Key Concepts in Digital Technologies and Media* —

Week 5

Bolter & Grusin, from *Remediation*

Week 6

Jenkins, from *Convergence Culture*
Midterm Exam

Week 7

Benkler, from *The Wealth of Networks*
Jenkins et al, from *Spreadable Media*

Week 8

Baym, from *Personal Connections in the Digital Age*
*** Critical analysis of digital/new media object due**

— *Unit III: Literary Analysis* —

Week 9

N. Katherine Hayles, “Hyper and Deep Attention”
John Guillory, “Close Reading: Prologue and Epilogue”
N. Katherine Hayles, “How We Read: Close, Hyper, Machine”

Week 10

Ryan Heuser and Long Le Khac, *Stanford Lit Lab Pamphlet #4*
Workshop on *Voyant*, text analysis tool

Week 11

Motte, from Oulipo
Hayles, from *Electronic Literature*
Workshop on various instances of “electronic literature”

Week 12

Case studies of network analysis projects.
Workshop on network visualization with Gephi
*** Short paper on using a digital tool**

Week 13

Collaborative final project workshops

Week 14

“Public” final project showcase
Final project reports due
Final Exam during exam week

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 11, 2016
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: Fall 16

Final Catalog Listing

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

2627. Topics in Literary Studies

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. May be repeated for credit with a change in topic. Exploration of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ENGL
2. Course Number: 2627
3. Course Title: Topics in Literary Studies
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Exploration of various limited topics, such as a particular literary theme, form, or movement, to be announced from semester to semester.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: ENGL 1010, 1011, 2011
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
8. Recommended Preparation, if applicable:
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: May be repeated for credit with a change in topic.
11. Skill codes "W", "Q" or "C":
12. S/U grading:

Justification

1. Reasons for adding this course: To provide students and instructors with a variable topics course option at the 2000 level. Our other variable topics courses are at the 3000 level and carry a "juniors or higher" restriction.
2. Academic merit: The course allows instructors to explore a focused topic of interest at

a level accessible to students early in their college career as well as those non-majors who are interested in a particular text but do not necessarily have the requisite training required for an upper-division course.

3. Overlapping courses and departments consulted: none

4. Number of students expected:

5. Number and size of sections: At Storrs we may run 1 or more sections per semester. The cap would be set at 40.

6. Effects on other departments: none

7. Effects on regional campuses: May be offered at regional campuses

8. Staffing: We have adequate staffing to offer this course

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: _____

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: November 18, 2015

Department Faculty: December 2, 2015

2. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

Syllabus

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

ENGL 2627 Literary Focuses Sample Syllabus
AIDS—Gay American Literature Responds: 1985-2000

This term the course, which explores various limited topics, such as a particular literary theme, form, or movement, will center on American gay and lesbian literary responses to AIDS over the last fifteen years of the twentieth century.

Course Aims:

In the wake of the AIDS epidemic in the United States, the relationship between activism and literature was particularly pronounced. Many political, legal, and other social authorities initially dismissed the significance of the crisis; this reaction reflected at least in part long-standing attitudes of indifference and prejudice toward one of the groups of people that initially fell victim to the disease, gay men. This course focuses on both the vital role that gay and lesbian writers undertook during the first long decade of the AIDS crisis in the US and how that role in turn affected those writers' literary expression and formal innovation. Critics, theorists, journalists, dramatists, poets, and fiction authors not only offered readers crucial access to information about potential treatments and private and public health resources. Writing about AIDS, gay and lesbian writers at the end of the twentieth century found that their role as literary artists, critics, and social agents developed: they experimented with literary form, established new kinds of artist collectives, and they laid the foundations for modern theoretical studies such as queer theory. In the process, they issued powerful critiques of homophobia and heterosexism (along with their intersections with racism, sexism, and classism), and they created moving portraits of individuals, couples, families, kinship networks, and (sub)cultures ravaged by AIDS. The literature produced by gay and lesbian critics and writers such as Susan Sontag, Douglas Crimp, Samuel Delany, Essex Hemphill, Larry Kramer, Sarah Schulman, and Tony Kushner provided not only the metaphors but also the analytical frameworks for such social justice activist groups as ACT UP and Queer Nation and The Gay Men's Health Crisis. In the last fifteen years of the twentieth century, writers responding to AIDS—whether via fiction or memoir; prose, poetry, or drama—provided testimony regarding the twinned horrors of an epidemic and of widespread prejudice; and inaugurated a widespread cultural and political shift, granting greater recognition, rights, and protections to LGBT people.

Required Texts:

Samuel Delany, "The Tale of Plagues and Carnivals" *Flight from Nevèrjion* (1985)
Randy Shilts, *And the Band Played on* (1987)
Susan Sontag, *AIDS and Its Metaphor* (1989)
Larry Kramer, *Reports from the Holocaust: The Making of an AIDS Activist* (1989)
Douglas Crimp, "Mourning and Militancy" (1989)
Sarah Schulman, *People in Trouble* (1990)
Essex Hemphill, *Ceremonies: Prose and Poetry* (1992)—selections (Husky CT)

B. Michael Hunter, ed. *Sojourner: Black Gay Voices in the Age of AIDS* (1993),
Peter Daniels and Steve Anthony, eds. *Jugular Defences: An AIDS Anthology* (1994)
Tony Kushner, *Angels in America: A Gay Fantasia on National Themes* (1991–1992)
Mark Doty, *Heaven's Coast* (1996)
Edmund White, *The Farewell Symphony* (1997)

Requirements:

- Regular class participation (worth 15% of the overall grade)
- An in-class midterm: you will be asked to identify and analyze selected passages from the readings (25%)
- A 6-8-page essay (30%)
- A take-home essay final (30%)

Course Schedule:

Week 1: Course introduction and overview of initial social, political, and medical reaction to AIDS in US (“Immigrants, Queers, and Hemophiliacs”)

Week 2: “The Tale of Plagues and Carnivals”: Delany’s Science Fiction response to the epidemic.

Week 3: *And the Band Played on*—Shilts’s investigative journalism

Week 4: *AIDS and its Metaphors*—Sontag’s Critical Intervention

Week 5: *Kramer’s Reports from the Holocaust*; Crimp’s “Mourning and Militancy” and response to Kramer

Week 6: *People in Trouble*—Schulman’s queer vision of community

Week 7: In-class midterm, and selections of poetry and prose by Essex Hemphill (Husky CT)—AIDS and poetic form, part 3

Week 8: *Sojourner: Black Gay Voices in the Age of AIDS* (1993)—AIDS and poetic form, part 2

Week 9: Peter Daniels and Steve Anthony, eds. *Jugular Defences: An AIDS Anthology* (1994)—AIDS and poetic form, part 3

Week 10: *Angels in America: A Gay Fantasia on National Themes* (1991–1992)

Week 11: Film showing of Kushner's play. Essay due.

Week 12: *Heaven's Coast*—Mark Doty's AIDS memoir and queer time

Week 13: *The Farewell Symphony*—White's queer narrative pastiche—AIDS and literary form

Week 14: Summing Up.

Take-home essay final due on date of final.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 11, 2016
2. Department requesting this course: ENGL
3. Semester and year in which course will be first offered: Fall 2017

Final Catalog Listing

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

3319. Topics in Postcolonial Studies

Three credits. Prerequisite: ENGL 1010, 1011, or 2011.

Intensive studies in particular topics pertaining to colonialism, empire, and the postcolonial. CA 4-INT.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ENGL
2. Course Number: 3319
3. Course Title: Topics in Postcolonial Studies
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Intensive studies in particular topics pertaining to colonialism, empire, and the postcolonial. CA 4-INT.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable:
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher:
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: Postcolonial studies is a recognized subfield of literary study and we have no course with the term in its title that can address the literature and the theoretical approach.
2. Academic merit: It diversifies our curriculum and makes concrete our engagement with this important field.
3. Overlapping courses and departments consulted: None
4. Number of students expected: 35 per section
5. Number and size of sections: one section a year, 35 per section
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Professors Coundouriotis, Shringarpure, Phillips, Hogan and Pierrot all have expertise in this area.

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: CA4 International
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)

The course covers material from around the world. It is a course on the global literatures in English, or in other words literatures in English other than British and American.

Proposer Information

1. Dates approved by
Department Curriculum Committee: 10/21/2015
Department Faculty: 12/2/15
2. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

Syllabus

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

Sample Syllabus

English 3319: Topics in Postcolonial Studies

Decolonization and the Novel

This course examines the event of decolonization in India, Africa, and the Caribbean through fiction. We will explore the historical, cultural, and political shifts that occur over the period from the late 1950s till 1980 and how they are expressed through the novel, a genre appropriated and transformed by the colonial subjects of European imperial regimes. We will use selected theoretical readings from an anthology to amplify our approach to the novels and explore key terms in postcolonial studies such as mimicry, hybridity, national allegory, resistance, alterity, and subalterity. Class will be run as a discussion on the assigned reading.

Texts

Gaurav Desai and Supriya Nair, eds. *Postcolonialisms*

George Lamming, *In the Castle of My Skin*

Chinua Achebe, *No Longer At Ease*

Ngũgĩ Wa Th'iongo, *Grain of Wheat*

Salman Rushdie, *Shame*

Mariama Ba, *So Long a Letter*

Anita Desai, *Clear Light of Day*

Earl Lovelace, *Salt*

Week 1: Historical Background

Lecture and Powerpoint in class giving broad overview of decolonization

Week 2: Critiquing Colonial Discourse

Readings from Aimé Césaire, Frantz Fanon, and Gayatri Spivak in Desai and Nair

Week 3 and Week 4: Mimicry

In the Castle of My Skin and Derek Walcott, "The Caribbean Culture or Mimicry" in Desai and Nair

Homi Bhabha, "Of Mimicry and Man"

Week 5: Living Up to High Expectations

Achebe's *No Longer at Ease* and "The Writer as Teacher"

Week 6 and Week 7: Resistance

Ngũgĩ's *Grain of Wheat* and selections from his *Decolonizing the Mind*

Week 8 and Week 9: Magic Realism and the Question of Nationalism

Rushdie *Shame* and selections from his essays.

Week 10: Overturning Patriarchy

So Long a Letter

Week 11 and Week 12: Hybridity

Salt and "In Praise of Creoleness" from Desai and Nair

Week 13 and Week 14: Family and National Allegory

Clear Light of Day and excerpts from Fredric Jameson, "Third World Literature in the Era of Multinational Capital"

Assignments

- Weekly reading of approximately 150 pages
- Regular submission of discussion questions on Husky CT (students must post at least 10 times)
- Midterm and Final exams of short answer identification questions on key passages discussed in class
- Two five-page papers that require students to apply the theoretical readings from *Postcolonialisms* to the novel of their choice

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: March 28, 2016
2. Department or Program: American Studies
3. Title of Minor: American Studies
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: We are requesting a wholesale change in the requirements for the minor

Existing Catalog Description of Minor

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

- Any one of the following: [AMST/ENGL/HIST 1201](#); [AMST/ENGL 3265W](#); [ENGL 2201](#), [ENGL 2203](#), or [ARTH 3440](#)
- One approved 2000-level or above history course approved by the American Studies Director.
- They must then choose a *track*, a series of related, 2000-level and above courses within a broad area of study. Students must complete three courses within this track in order to attain the minor.

A student may not use American Studies courses to fulfill simultaneously the requirements of his or her major field and the requirements of the minor.

To ensure focus, students must provide a brief rationale for their track and course choices.

The minor is offered by the [American Studies Program](#). For more information, contact Veronica Makowsky, Director, (860) 486-2477.

Proposed Catalog Description of Minor

This minor promotes an interdisciplinary understanding of the complex economic, political, and cultural structures at the root of the societies of the Western Hemisphere. Our studies range from the first immigrations across the land bridge from Siberia, to the colonization of the Americas by Europeans, to the present day. Students may also examine such issues as ethnicity, gender relations, and environmental awareness, and discuss how literary and visual artists have articulated contemporary cultural concerns. Students must complete fifteen credits, including:

- **AMST 1201: Introduction to American Studies**
- **an additional 3 credits of AMST coursework**
- **9 credits taken from any of the 3 American Studies track lists, and/or courses approved by the Director of American Studies**

Courses used to fulfill the student's major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor.

To ensure focus, students must provide a brief rationale for their track and course choices.

The minor is offered by the [American Studies Program](#). **For more information, contact Chris Vials, Director, at 486-9033.**

Justification

1. Reasons for changing the minor:

As currently configured, our minor does not give students a sense of American Studies as a discipline in its own right. This is achieved not merely by cobbling together classes about the United States from existing departments (as in our current minor), **but from bringing together methods from a variety of disciplines, focused on the study of the United States and its place in the world, within the space of single classroom.** Our current minor was recently revised to accept AMST classes for credit toward the minor, but doesn't require them.

At the same time, our current minor creates an obstacle that is unique among other interdisciplinary units: it does not allow students to apply courses used for their major toward our minor. This also works to discourage people from taking our minor.

Under this proposed change, we would be much more prescriptive with 2 slots, but would open up the other 3 slots more widely. Academically speaking, however, this is more true to the field and gives students a better sense of it.

Currently, there are only two AMST courses available to non-honors students: AMST 1201 (Intro to American Studies) and AMST 3265W (Seminar in American Studies). The new requirements stipulate that students must “take an additional 3 credits of AMST coursework.” Currently, this would mean that they would need to take AMST 3265W. But we worded the requirement in this way so that students may also apply any new AMST courses that we may propose in the future without having to change the minor yet again.

2. Effects on students: As stated above, these changes would give students a much better sense of the field of American Studies, while at the same time allow them to more easily declare it because they are able to count certain courses from their major to our minor.

3. Effects on other departments: Minimal. Majors in History, English, and Political Science in particular would be more able to declare an American Studies minor.

4. Effects on regional campuses: Minimal. All regional campuses already offer AMST 1201 once per year, and Avery Point, Torrington, and Hartford also offer AMST 3265W once per year as well. Stamford and Waterbury periodically offer AMST 3265W. The other 3 slots in the minor would be opened up considerably, which should allow students at the regionals to fill these slots more easily.

5. Dates approved by

American Studies Executive Committee: March 28, 2016

6. Name, Phone Number, and e-mail address of principal contact person: Chris Vials; christopher.vials@uconn.edu; (413)-695-9252

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

University of Connecticut
AMERICAN STUDIES MINOR
Plan of Study
(Effective: Fall 2016)

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.

REQUIREMENTS:

1. AMST 1201 (Introduction to American Studies) Semester: _____

2. An additional 3 credits of AMST coursework:

Course: _____ Semester: _____

3. Nine credits taken from any of the three American Studies track lists, or courses approved by the Director of American Studies:

Course: _____ Semester: _____

Course: _____ Semester: _____

Course: _____ Semester: _____

Name of Student: _____ Student Number: _____

I approve the above program for the Minor in American Studies:

(signed) _____ Dept. of American Studies

Proposed Changes to the American Studies Minor

Requirements for the current minor would be changed to the following:

The American Studies Minor consists of 15 Total Credits, broken down as follows:

- (a) AMST 1201: Introduction to American Studies
- (b) an additional 3 credits of AMST coursework
- (c) 9 credits taken from any of the 3 American Studies track lists, and/or courses approved by the Director of American Studies

Courses used to fulfill the student's major field requirements and their related coursework for the major may also be used to fulfill the American Studies minor.

RATIONALE

As currently configured, our minor does not give students a sense of American Studies as a discipline in its own right. This is achieved not merely by cobbling together classes about the United States from existing departments (as in our current minor), but from the interdisciplinary study of the United States within the space of single classroom. Our current minor was revised recently to accept AMST classes for credit toward the minor, but doesn't require them.

At the same time, our current minor creates an obstacle that is unique among other interdisciplinary units: it does not allow students to apply courses used for their major to our minor. This also works to discourage people from taking our minor.

Under this proposed change, we would be much more prescriptive with 2 slots, but would open up the other 3 slots more widely. Academically speaking, however, this is more true to the field and gives students a better sense of it.

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: **January 8, 2016**
2. Department requesting this course: **English/History/Political Science / American Studies**
3. Semester and year in which course will be first offered: **Spring 2017**

Final Catalog Listing

AMST 6000/ENGL 6800/HIST 6000

American Studies: Methods and Major Texts

3 credits. Seminar. Open to graduate students in English, History, and Political Science; open to others with consent.

Introduction to the methodologies and topics of American Studies through a survey of major texts in the field, past and present. Course also provides a history of the field.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area:
AMST/ENGL/HIST
2. Course Number: **AMST 6000 / ENGL 6800 / HIST 6000**
3. Course Title: **American Studies: Methods and Major Texts**
4. Number of Credits (use digits, "3" not "three"): **3**
5. Course Description (second paragraph of catalog entry):
Introduction to the methodologies and topics of American Studies through a survey of major texts in the field, past and present. Course also provides a history of the field.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: **N/A**

8. Recommended Preparation, if applicable: **N/A**
9. Consent of Instructor, if applicable: **Open to graduate students in English, History, and Political Science; open to others with consent.**
10. Exclusions, if applicable: **N/A**
11. Repetition for credit, if applicable: **N/A**
12. S/U grading:

Justification

1. Reasons for adding this course:

The American Studies program is proposing this course as part of a new Ph.D. certificate in American Studies, though it would further the goals of the college even if not part of a certificate program.

American Studies is a vibrant field nationally. For at least 40 years, it has been connecting scholars of the United States and the Americas across disciplines, forming a unique methodology of its own in the process. As an interdisciplinary field, American Studies is devoted to studying U.S. culture and its relationship to the world beyond its borders. It is no longer the study of what is "exceptional" or strictly "unique" about the United States, but rather, the study of how other cultures have formatively shaped the United States, and how it in turn has shaped other societies. It focusing on the flow of culture, peoples, and institutional power across U.S. borders. The uniqueness of this broader conversation in American Studies is that it brings a number of "interdisciplines," including comparative U.S. ethnic studies, U.S. empire studies, political economy, and gender and sexuality studies, into conversation about the United States in a global, transnational context. In recent decades it has also been a theory-heavy discipline.

This course would introduce graduate students to this "interdiscipline," and would finally provide a space for a broad-based introduction to American Studies methods at the University of Connecticut. Among the universities typically listed as our peer and aspirant institutions, we are one of the few universities that does not offer a graduate-level course in American Studies.

2. Academic merit:

This cross-listed course would bring together graduate students from a variety of departments and provide a space for them to think outside of their discipline, to become more capacious by learning the methodologies guiding other established departments as well as the interdisciplinary method of American Studies. Given the state of academic book publishing in which 'crossover books' are at an advantage, this course would also help them toward dissertation projects which are more legible to publishers.

3. Overlapping courses: ***Currently, none.***

4. Number of students expected: ***8-10 per course***

5. Number and size of sections: ***1 section every 3 semesters***

6. Effects on other departments: ***The course will be cross-listed in American Studies, English and History, but will be open to graduate students in Political Science and other Departments. Staffing could theoretically come from outside of History and English as well.***

7. Staffing: ***The default instructor will be the Director of American Studies, who is currently housed in English (Chris Vials). To stay true to the interdisciplinary mission of the course, staffing would ideally rotate among the cross-listed departments of English and History, though it would also be open to scholars with American Studies expertise in additional departments as well (e.g., Political Science/ Art History/ Geography)***

8. Dates approved by

Department Curriculum Committee: ***Approved by the American Studies Executive Committee on December 6, 2015. Approved by History C&C on February 19, 2016. Approved by the English C&C Committee and English Graduate Executive Committee on March 2, 2016***

Department Faculty: ***Approved by History Department faculty on February 22, 2016. Approved by English Department faculty on March 9, 2016.***

9. Name, Phone Number, and e-mail address of principal contact person: ***Chris Vials, (413)-695-9252, christopher.vials@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.

Please Note: this is the syllabus for a pilot version of the proposed course, which will be offered in the English department in spring 2017 as a section of ENGL 6450 (Special Topics in American Literature).

AMERICAN STUDIES: METHODS AND MAJOR TEXTS

AMST 6000/ENGL 6800/HIST 6000

Chris Vials

Course Description

This course serves as a survey and overview of American Studies as a discipline and a methodology, which we will approach through major texts in the field, past and present. We will explore what it means to examine culture through this particular interdisciplinary lens. First institutionalized in the 1950s and 1960s, American Studies was initially organized around the question, “what is an American?” and often sought to answer this question by tracing the ways in which American writers imagined “the Frontier” as myth and symbol. It has since expanded its scope to the study of the United States in a global context, examining the ways in which the nation has been transformed – and how it has shaped other nations and territories – through the transnational flow of cultures, peoples, and institutional power across its boundaries. As our readings will illustrate, contemporary American Studies has drawn insights not just from a range of disciplines, but from a range of other interdisciplines as well, including empire studies, postcolonial studies, comparative ethnic studies, gender and sexuality studies, Marxism, indigenous studies, and cultural studies.

We will briefly begin with the “Myth and Symbol school” of the 1950s and 1960s then shift our attention to the 1980s, when American Studies was transformed by ethnic studies and cultural studies. However, we will devote most of our time to discussing contemporary directions in the field as established by its major texts published over the last 20 years. These take as their starting point the “transnational turn” of the late 1990s, wherein the discipline increasingly called into question the sanctity of borders and the ideology of empire. We will also devote special attention to how American Studies has provided frames for understanding cultural memory and memorialization, a persistent theme in the field. Readings will consist mainly of scholarly monographs.

Required Texts

Bruce Burgett and Glenn Hendler, eds. *Keywords for American Cultural Studies* (2014)
Henry Nash Smith, *Virgin Land: The American West as Symbol and Myth* (1950)
Rod Ferguson, *The Reorder of Things: On the Institutionalization of Difference* (2012)
Mary Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (2001)
Jodi Melamed, *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism* (2011)
José Muñoz, *Disidentifications: Queers of Color and the Performance of Politics* (1999)
James Young, *The Texture of Memory: Holocaust Memorials and Meaning* (1994)
Marita Sturken, *Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering* (1997)
David Harvey, *The New Imperialism* (2003)
Lisa Lowe, *The Intimacies of Four Continents* (2015)

Assignments

Course requirements will include an oral presentation, a review essay, and one seminar paper (15-20 pages). Details on these assignments will follow. The review essay will ask you to synthesize three studies from the field of American Studies, placing them in dialogue with one another around a particular keyword or a particular topic relevant to your interests. The seminar paper will require you to base your argument on an eclectic range of primary sources (e.g., a literary text, a series of archival documents, a still photograph, a political treatise, etc.).

GRADING

Oral Presentation	20%
Review Essay	25%
Seminar Paper	35%
Participation	20%

WEEKLY SYLLABUS

Week 1	<u>American Studies Association Presidential Addresses</u> : Radway, "What's in a Name" (1998); Jacobson, "Where We Stand: U.S. Empire at the Street Level and in the Archive" (2012); "Globalization," from <i>Keywords</i>
Week 2	<u>The Myth and Symbol School</u> : Henry Nash Smith, <i>Virgin Land</i>
Week 3	<u>The Cultural Studies Turn</u> : Stuart Hall, "Cultural Studies: Two Paradigms," Anne Balsamo, "Feminism and Cultural Studies," Tania Modleski, <i>Loving with a Vengeance</i> (excerpt), "Culture," from <i>Keywords</i>
Week 4	<u>The Ethnic Studies Turn</u> : Ferguson, <i>The Reorder of Things</i>
Week 5	Melamed, <i>Represent and Destroy</i>
Week 6	<u>Queer Theory & American Studies</u> : Muñoz, <i>Disidentifications</i> ; "Queer," from <i>Keywords</i>
Week 7	<u>Empire Studies</u> : Mary Renda, <i>Taking Haiti</i>
Week 8	Harvey, <i>The New Imperialism</i>
Week 9	Lowe, <i>The Intimacies of Four Continents</i>
Week 10	<u>Indigeneity</u> : "Indigenous," from <i>Keywords</i> ; Paul Lai and Lindsey Claire Smith, Introduction to special issue on indigeneity, <i>American Quarterly</i> (September 2010); Stephen Hong Sohn, "Los Indios Bravos: The Filipino/American Lyric and the Cosmopoetics of Comparative Indigeneity"
Week 11	<u>Cultural Memory</u> : James Young, <i>The Texture of Memory</i>
Week 12	Marita Sturkin, <i>Tangled Memories</i>
Week 13	<u>Liberalism/Freedom</u> : "Liberalism" and "Freedom," from <i>Keywords</i> ; Ross, "American Exceptionalism," Hong, "The Possessive Individual and Social Death: The

Complex Bind of National Subjectivity"; Harvey, "Freedom's Just Another Word..."

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: **January 8, 2016**
2. Department requesting this course: **American Studies
English/History**
3. Semester and year in which course will be first offered: **Spring
2017**

Final Catalog Listing

AMST 6500/ENGL 6850/HIST 6500

American Studies: Special Topics

3 credits. Seminar. Open to graduate students in English, History, and Political Science. Others with consent.

Detailed study of a specific topic in American cultural studies with an emphasis on developing skills in interdisciplinary research. Topics vary from semester to semester. May be repeated once for credit with a change in topic.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: **AMST /
ENGL / HIST**
2. Course Number: **AMST 6500 / ENGL 6850 / HIST 6500**
3. Course Title: **American Studies: Special Topics**
4. Number of Credits (use digits, "3" not "three"): **3**
5. Course Description (second paragraph of catalog entry):

Detailed study of a specific topic in American cultural studies with an emphasis on developing skills in interdisciplinary research. Topics vary from semester to semester. May be repeated once for credit with a change in topic.

6. Course Type, if appropriate:

Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: **N/A**
8. Recommended Preparation, if applicable: **N/A**
9. Consent of Instructor, if applicable: **Open to graduate students in English, History, and Political Science. Others with consent.**
10. Exclusions, if applicable: **N/A**
11. Repetition for credit, if applicable: **Yes. Course can be repeated for credit so long as the topic is different.**
12. S/U grading:

Justification

1. Reasons for adding this course:

The American Studies program is proposing this course as part of a new Ph.D. certificate in American Studies, though it would further the goals of the college even if not part of a certificate program. Its purpose is twofold: (a) to provide students with an in-depth examination of a particular keyword, topic, or historical dynamic that is part of the national and international conversation in contemporary American Studies (e.g., cultural memory, liberalism/neoliberalism, affect, indigeneity, technology/development, borders/citizenship, slavery), and (b) to develop students' interdisciplinary research and writing skills as they approach that topic.

2. Academic merit:

This cross-listed course would bring together graduate students from a variety of departments and provide a space for them to think outside of their discipline, to become more capacious by learning the methodologies guiding other established departments as well as the interdisciplinary method of American Studies. Finally, it would hone their interdisciplinary writing and research skills in this area. Given the state of academic book publishing in which 'crossover books' are at an advantage, this course would also help them toward dissertation projects which are more legible to publishers.

3. Overlapping courses: ***Currently, courses of this nature can technically be taught under the rubric of "special topics" in a variety of departments (e.g., ENGL 6500: Seminar in Literary Theory; ENGL 6450: Special Topics in American Literature; HIST***

5195: Special Topics in History; POLS 5406: Special Topics in American Politics). But the "special topics" designation (and within an extant discipline) is an imprecise label for the topic and scope of the course. Extant special topics course titles do not carry the particular interdisciplinary charge that comes from the "AMST" designation, the requirement of interdisciplinary research, and the cross-listing. An American Studies Special Topics course would signal its participation in the larger national and international conversation in this specific interdisciplinary. The uniqueness of this broader conversation in American Studies is that it brings together comparative U.S. ethnic studies, U.S. empire studies, political economy, and gender and sexuality studies to bear on the study of the United States in a global, transnational context.

4. Number of students expected: **8-10 per course**

5. Number and size of sections: **1 section per academic year, or, 1 section every 3 semesters**

6. Effects on other departments: **The course will be cross-listed in English, History, and American Studies. Faculty in Political Science will also be able to "co-list" the course with relevant courses in the Political Theory, American Politics, and Public Law tracks, with the permission of both American Studies and Political Science (this option has been approved by David Yalof).**

7. Staffing: **Staffing would rotate most frequently among the cross-listed departments of English and History. Where possible, it could be staffed by Political Science faculty, and it would also be open to scholars with American Studies expertise in additional departments as well (especially Art History and Geography). In practice, it would likely be taught most frequently by one of the 9 members of the American Studies Executive Committee, as they hail from a range of departments, mostly within CLAS, and are cued to the needs of the American Studies program.**

8. Dates approved by

Department Curriculum Committee: **Approved by the American Studies Executive Committee on December 6, 2015. Approved by History C&C on February 19, 2016. Approved by English C&C and English Graduate Executive Committee on March 2, 2016.**

Department Faculty: **Approved by History Department faculty on February 22, 2016. Approved by English Department faculty on March 9, 2016**

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

person: **Chris Vials, (413)-695-9252,**
christopher.vials@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.

Please Note: This prospective syllabus is a slightly revised version of a syllabus taught by Chris Vials in spring 2015 as English 6500: Seminar in Literary Theory. The course was one seat away from full enrollment (9 students, course capped at 10). Each Special Topics course would be quite distinct.

AMST 6500/ENGL 6800/HIST 6500: American Studies, Special Topics

Liberalism and Neoliberalism

Course Description

This course is devoted to examining two keywords in American cultural studies: liberalism and neoliberalism.

Originating in early modern Europe, the Enlightenment discourse of liberalism has long ceased to be one political theory among others. In the United States, it has become a description of reality, defining the terms of citizenship, the boundaries of the national polity, and the country's perennial rationale for expansion. Despite its insistence on the natural freedom of all human beings, liberalism has persistently created spaces of abjection for people who it excludes as political subjects but includes as objects of political power and sources of exploited labor. We will discuss how a range of thinkers have tried to make sense of this constitutive aspect of its historical praxis. In line with the direction of the field of American Studies, our course will take a comparative approach, viewing the place of the United States within global discourses of liberalism and neoliberalism.

The first part of this course will survey some of the major philosophers of English and American liberal thought, including John Locke, Thomas Jefferson and Adam Smith, in order to flesh out the contours of the liberal subject. We will also read Carl Schmitt, Karl Marx, Nikhil Singh, Lisa Lowe, and Giorgio Agamben to help theorize the limits of its universality, identify alternative political modes, and recall movements for democratic leveling which use a language of liberal rights.

For the second part of this course, we will explore neoliberalism, particularly in the context of the United States and its role in shaping the rest of the globe. Institutionalized in Britain and the U.S. since the 1980s, neoliberalism is a political and economic philosophy which posits the free market as the index and guarantor of all liberal freedoms. In this section, we will begin by reading secondary works on neoliberalism (David Harvey, Grace Kyungwon Hong, Jodi Melamed, Michel Foucault) in order to discuss it as an economic mode and as a set of racial, cultural, and "biopolitical" projects. In their monographs on U.S. literature and culture, Hong and Melamed in particular focus on neoliberalism as a racial project in the United States. We will conclude with novels by Margaret Atwood, David Eggers, and Arundati Roy in order to examine how contemporary literature has confronted (and reproduced) its central contradictions. Roy will also allow us to discuss the impact of US neoliberal culture in the global south.

Required Books

John Locke, *Second Treatise of Government*
Adam Smith, *Wealth of Nations* (Oxford, selected edition)
Karl Marx, *Capital: Volume 1* (Penguin edition)
Karl Polanyi, *The Great Transformation* (Beacon)
David Harvey, *An Introduction to Neoliberalism*
Michael Foucault, *The Birth of Biopolitics: Lectures at the Collège de France, 1978-1979* (Picador)
Jodi Melamed, *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*
Grace Kyungwon Hong, *The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor*
Margaret Atwood, *Oryx and Crake*
David Eggers, *A Hologram for the King*

Arundhati Roy, *The God of Small Things*

Optional Books

Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life* (trans. Daniel Heller-Roazen, Stanford UP)
Carl Schmitt, *Political Theology* (trans., George Schwab, University of Chicago Press)

COURSE REQUIREMENTS

Course requirements will include an oral presentation, a review essay, and one seminar paper (15-20 pages). Details on these assignments will follow. The review essay will ask you to synthesize three article-length studies on liberalism or neoliberalism, culled from the orbit of American Studies, which are pertinent to your research interests. The cultural artifact assignment will ask you to select a particular cultural artifact of your choosing (e.g., a novel, a song, a magazine article, a material object, a still image, a political speech), and address a number of specific questions a contemporary American Studies scholar might pose when examining a primary text. The seminar paper will require you to base your argument on an interdisciplinary range of primary sources.

GRADING

Cultural Artifact Assignment	20%
Review Essay	25%
Seminar Paper	35%
Participation	20%

Daily Syllabus
Liberalism and Neoliberalism

Liberalism

- Week 1 Singh, "Liberalism" + Lowe, "Globalization"
 Bell, "What is Liberalism?"
 Lowe, "The Intimacies of Four Continents"
- Week 2 Locke, *Second Treatise of Government*
 Jefferson, U.S. Declaration of Independence; "Declaration of the Rights of Man and the
 Citizen" (1789)
- Week 3 Smith, *Wealth of Nations* (excerpts): Introduction and Plan of the Work
 Book I, Chapters 1-8; Chapter 10 (part 2 only), Chapter 11 (conclusion only)
 Book II, Chapter 1
 Book IV, Chapter 2, Chapter 5 (digression on Corn Laws only)
 Book V, Chapter 1 (stop at 'Article 1')
- Week 4 Marx, *Capital, Volume 1*, Chapters 1-13
- Week 5 Polanyi, *The Great Transformation* (Introduction by Fred Block + Chapters 1-4, 6-8, 10, 12
 United Nations, "Universal Declaration of Human Rights")
- Week 6 Schmitt, Preface to the 2nd edition of *Crisis of Parliamentary Democracy*
 Schmitt, *Political Theology* (chapters 1-2)
 Agamben, *Homo Sacer* (excerpts: Introduction; "Homo Sacer"; "The Paradox of
 Sovereignty"; "Biopolitics and the Rights of Man"; "Politics, or Giving Form to the
 Life of a People")
 Agamben, *State of Exception* (excerpt: "The State of Exception as Paradigm of
 Government")

Neoliberalism

- Week 7 Harvey, *Introduction to Neoliberalism*
- Week 8 Schumpeter, "The Fundamental Phenomenon of Economic Development" (Chapter 2)
 Schumpeter, "Another Theory of Democracy"
 Hayek, "The Common Sense of Progress", "Equality, Value, and Merit," + "Majority Rule"
- Week 9 Foucault, *Society Must be Defended*, Lecture of March 17, 1976
 Foucault, *Birth of Biopolitics* (chapters 1-3, 5-6, 9, 11, Course Summary)
- Week 10 Hong, *Ruptures of American Capital*
- Week 11 Melamed, *Represent and Destroy*
- Week 12 Atwood, *Oryx and Crake*
- Week 13 Eggers, *Hologram for the King*
- Week 13 Roy, *The God of Small Things*

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: March 1st, 2016
2. Department requesting this course: ANTH
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):

ENGL 5310. Old English

3 credits. Lecture. Open to graduate students in English and Medieval Studies, others with permission.

A study of the language and literature of pre-conquest England.

ANTH 5400, Introduction to Stable Isotopes

3 credits. Seminar. Open to graduate students, permission of Instructor is required.

Introduction to stable isotope theory, methodology, and applications.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: ANTH
2. **Course Number**: 5400
3. Course Title: Introduction to Stable Isotopes
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry):
Introduction to stable isotope theory, methodology, and applications.
6. **Course Type**, if appropriate: Seminar
 Lecture Laboratory Seminar Practicum

Optional Items

7. **Prerequisites**, if applicable: None
8. **Recommended Preparation**, if applicable: NONE
9. **Consent of Instructor**, if applicable: Consent of Instructor

10. [Exclusions](#), if applicable: NONE
11. [Repetition for credit](#), if applicable: NOT APPLICABLE
12. [S/U grading](#): NO.

Justification

1. [Reasons for adding this course](#): Stable isotope methods are applied in ever growing numbers to answer questions that are of interest to archaeologists, paleoanthropologists, ecologists, environmental scientists, geochemists, and many others. At this point the University of Connecticut does not provide a dedicated course that introduces graduate students to stable isotope methodology.
2. [Academic merit](#): Differences in the natural abundance of light stable isotopes (H, C, N, O, S), and radiogenic Sr isotopes, are used to answer wide range of basic questions that are of interest to geochemists, environmentalists, ecologists, and archaeologists (and many other disciplines as well). This seminar will introduce the fundamentals of stable isotope theory, methodology, and analysis. In this seminar we will learn about the different light stable isotopes and the factors causing changes in their abundances (fractionation and mixing). These will lead us to applications, and to student led discussions based on recommended reading materials and personal interest of the students.
3. [Overlapping courses](#): NONE
4. Number of students expected: up to 12
5. Number and size of sections: N/A
6. [Effects on other departments](#): consulted with Geosciences and Geography
7. [Staffing](#): HARTMAN
8. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty: March 14th, 2016
9. Name, Phone Number, and e-mail address of principal contact person: Gideon Hartman, gideon.hartman@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.

ANTH305 Investigation of special topic – Introduction to Stable Isotopes

INSTRUCTOR: Gideon Hartman

OFFICE: Room 442 Beach Hall

TELEPHONE: office (860) 486 4850, mobile (860) 878 8634

E-MAIL: gideon.hartman@uconn.edu

OFFICE HOURS: Thursday, 1:00 PM - 2:00 PM; OR preferably by appointment

MEETS: Monday, 1.00 PM-3.45 PM (1:30PM – 4:15PM)

WHERE: Room 452, Beach hall

COURSE DESCRIPTION: Differences in the natural abundance of light stable isotopes (H, C, N, O, S), and radiogenic Sr isotopes, are increasingly used to answer wide range of basic questions that are of interest to geochemists, environmentalists, ecologists, and archaeologists (and many other disciplines as well). This seminar will introduce the fundamentals of stable isotope research and analysis. In this seminar we will learn about the different light stable isotopes and the factors causing changes in their abundances (fractionation and mixing). These will lead us to applications, and to student led discussions based on recommended reading materials and personal interest of the students.

COURSE REQUIREMENTS: The course includes required readings that are listed in the syllabus. Further readings will be added as needed during the semester. Students are expected to lead discussions between weeks 6-11. Discussion leading will involve the use of power point presentations.

During the seminar, you are expected to develop research question that can be tested using stable isotopes. By the end of the semester you will submit a mock grant proposal (5 page long single spaced) that will include a short introduction leading to a well-formulized testable hypothesis, and material and method section that will clearly layout how the hypothesis can be tested. Initial ideas should be written into a 2 page introduction by the end of the first month of classes, so that enough time will be left to develop a research question.

Time table for a mock proposal:

Introduction submitted by September 29th

Hypotheses and materials and methods submitted by November 24th

Final draft submitted by December 8th

Apart from a written proposal, you are also asked to prepare a 15 minute presentation of your grant proposal (PowerPoint) that will be presented in the final meeting (December 6th) - and should be as palatable to your peers as the fine pizza that will be provided at the meeting.

COURSE SCHEDULE:

WEEK 0: 25 AUGUST

Introduction to the seminar: what are stable isotopes? and some very basic terminology.

WEEK 1: 8 SEPTEMBER

Inside the guts of isotopic ratio mass spectrometer: Introduction to stable isotopes analysis; IRMS peripherals; Basic concepts in stable isotopes: isotopic fractionation; open vs. closed reaction; isotopic mixing;

Readings: Fry, 2006, Chapter 1 pages 2-16;

WEEK 2: 15 SEPTEMBER

Carbon Isotopes ($\delta^{13}\text{C}$): the global cycle; carbon sources; photosynthetic fractionation C_3 vs. C_4 vs. CAM plants. Variability in $\delta^{13}\text{C}$ values of C_3 plants. Factors affecting biomass productivity of C_3 vs. C_4 plants. Translation of diet to body tissue of animals.

Readings: O'Leary, 1988; Ehleringer and Monson, 1993; DeNiro and Epstein, 1977; DeNiro and Epstein, 1978.

WEEK 3: 22 SEPTEMBER

Nitrogen ($\delta^{15}\text{N}$) and sulfur ($\delta^{37}\text{S}$), global cycles; factors affecting bacterially mediated isotopic fractionation; nitrogen as primary indicator of trophic positioning and dietary sources.

Readings: Evans, 2007; DeNiro and Epstein, 1981; Trust and Fry, 1992; Richards et al., 2003; Nehlich 2014.

WEEK 4: 29 September

Oxygen ($\delta^{18}\text{O}$) and Hydrogen (δD) isotopes in water (the meteoric line); and in organic and inorganic tissues.

Readings: Sharp, 2007 chapter 4 pages: 64-86 (don't kill yourself with the equations); Yakir, 1992; Kohn, 1996; Podlesak et al., 2008.

WEEK 5: 6 OCTOBER

Strontium isotope ratio ($^{87}\text{Sr}/^{86}\text{Sr}$), origins, sources and its transfer from the lithosphere to the biosphere.

Readings: Capo et al., 1998; Bentley, 2006. Hartman and Richards, 2014

WEEK 6: 13 OCTOBER

The trophic level effect (fractionation): predominantly nitrogen and the physiological mechanisms associated with positive fractionation in body tissue values of consumers, but also learn about carbon and hydrogen.

Readings: Minagawa and Wada, 1984 (marine nitrogen); Kelly, 2000 (carbon and nitrogen); Birchall et al. 2005 (deuterium); Vanderklift and Ponsard 2003 (nitrogen); Peters et al. 2012 (deuterium).

WEEK 7: 20 OCTOBER

Stable isotopes as tracers (mixing): mixing models; nutrient flow; food-web reconstruction; pollution; water sources detection;

Readings: Phillips and Gregg, 2003 (mixing model); Michener and Kaufman, 2007 (marine foodwebs); Parnell et al. 2010 (Software that helps determine dietary sources).

WEEK 8: 27 OCTOBER

Dietary reconstruction and a touch on experimental approach.

Readings: Koch, 2007 (diet of vertebrates and plenty more); Lee-Thorp and Sponeheimer, 2006 (hominin paleodietary reconstructions); Sponeheimer et al. 2003 (feeding experiment).

WEEK 9: 3 November

Climate change and paleo-climate reconstruction: The Suess effect and the greenhouse phenomenon; ice cores; marine and terrestrial climate record.

Readings: Keeling et al., 1979; Leuenberger et al. 1992; Bar-Matthews et al., 2003;

WEEK 10: 10 NOVEMBER

Migration and seasonality:

Readings: Koch et al., 1989 (fossil elephants); Hobson, 1999 (general review of mammal migration tracers); Sharp et al. 2003 (deuterium and Inca mummies); Wilson et al. 2006 (multi isotope Inca mummies).

WEEK 11: 17 NOVEMBER

Diagenesis; looking back in time is the preservation of isotopic signal granted?

Readings: DeNiro, 1985; Hedges, 2002; Zazzo et al., 2004;

WEEK 12: 24 NOVEMBER

Thanksgiving recession

WEEK 13 first half: 1 DECEMBER

A fun trip to the stable isotope lab in Dr. Mike Hren's stable isotope laboratory (pending approval from the hosting facility)

WEEK 13 second half: 1 DECEMBER

Final presentations of research proposals

BIBLIOGRAPHY:

Recommended text books:

Michener, R., Lajtha, K., (Eds) 2007. Stable isotopes in ecology and environmental Science, 2nd edition. Blackwell Publishing Ltd.

More specific for ecologists:

Fry, B. 2006. Stable Isotope Ecology, Springer, New-York. QH541.15.S68; F79 2006

More specific for geochemists:

Sharp, Z. D., 2007. Principles of Stable Isotope Geochemistry. Pearson Prentice Hall, Upper Saddle River.

READINGS:

- Bar-Matthews, M., Ayalon, A., Gilmour, M., Matthews, A., Hawkesworth, C. J., 2003. Sea-land oxygen isotopic relationships from planktonic foraminifera and speleothems in the Eastern Mediterranean region and their implication for paleorainfall during interglacial intervals. *Geochimica Et Cosmochimica Acta*. 67, 3181-3199.
- Bentley, R.A., 2006. Strontium isotopes from the earth to the archaeological skeleton: A review. *Journal of Archaeological Method and Theory* 13, 135-187.
- Birchall, J., O'Connell, T. C., Heaton, T. H. E., Hedges, R. E. M., 2005. Hydrogen isotope ratios in animal body protein reflect trophic level. *Journal of Animal Ecology*. 74(5), 877-881.
- Capo, R.C., Stewart, B.W., Chadwick, O.A., 1998. Strontium isotopes as tracers of ecosystem processes: theory and methods. *Geoderma* 82, 197-225.
- DeNiro, M. J., 1985. Postmortem preservation and alteration of invivo bone-collagen isotope ratios in relation to paleodietary reconstruction. *Nature*. 317, 806-809.
- DeNiro, M. J., Epstein, S., 1977. Mechanism of carbon isotope fractionation associated with lipid synthesis. *Science*. 197, 261-263.
- DeNiro, M. J., Epstein, S., 1978. Influence of diet on distribution of carbon isotopes in animals. *Geochimica et Cosmochimica Acta*. 42, 495-506.
- DeNiro, M. J., Epstein, S., 1981. Influence of diet on the distribution of nitrogen isotopes in animals. *Geochimica et Cosmochimica Acta*. 45, 341-351.
- Ehleringer, J. R., Monson, R. K., 1993. Evolutionary and ecological aspects of photosynthetic pathway variation. *Annual Review of Ecology and Systematics*. 24, 411-439.
- Evans, R. D., 2007. Soil nitrogen isotope composition. In: Michener, R. and Lajtha, K. (Eds.), *Stable isotopes in ecology and environmental studies*. Blackwell Publishing Ltd, Malden, pp. 83-98.
- Hartman, G., Richards, M., 2014. Mapping and defining sources of variability in bioavailable strontium isotope ratios in the Eastern Mediterranean. *Geochimica Et Cosmochimica Acta* 126, 250-264.
- Hedges, R. E. M., 2002. Bone diagenesis: an overview of processes. *Archaeometry*. 44(3), 319-328.

- Hobson, K. A., 1999. Tracing origins and migration of wildlife using stable isotopes: a review. *Oecologia*. 120, 314-326.
- Keeling, C. D., Mook, W. G., Tans, P. P., 1979. Recent trends in the $^{13}\text{C}/^{12}\text{C}$ ratio of atmospheric carbon dioxide. *Nature*. 277, 121-123.
- Kelly, J. F., 2000. Stable isotopes of carbon and nitrogen in the study of avian and mammalian trophic ecology. *Canadian Journal of Zoology-Revue Canadienne De Zoologie*. 78, 1-27.
- Koch, P. L., Fisher, D. C., Dettman, D., 1989. Oxygen isotope variation in the tusks of extinct proboscideans: A measure of season of death and seasonality. *Geology*. 17, 515-519.
- Kohn, M. J., 1996. Predicting animal $\delta^{18}\text{O}$: accounting for diet and physiological adaptation. *Geochimica et Cosmochimica Acta*. 60(23), 4811-4829.
- Lee-Thorp, J., Sponheimer, M., 2006. Contributions of biogeochemistry to understanding hominin dietary ecology. *Yearbook of Physical Anthropology*, Vol. 49. pp. 131-148.
- Leuenberger, M., Siegenthaler, U., Langway, C. C., 1992. Carbon isotope composition of atmospheric CO_2 During the last ice-age from an Antarctic ice core. *Nature*. 357, 488-490.
- Minagawa, M., Wada, E., 1984. Stepwise enrichment of ^{15}N along food chains: further evidence and the relation between $\delta^{15}\text{N}$ and animal age. *Geochimica et Cosmochimica Acta*. 48(5), 1135-1140.
- Michener, R.H., Kaufman, L., 2007. Stable isotope ratios as tracers in marine food webs: an update, In: Michener, R. and Lajtha, K. (Eds.), *Stable isotopes in ecology and environmental studies*. Blackwell Publishing Ltd, Malden, pp. 238-282.
- Nehlich, O., 2015. The application of sulphur isotope analyses in archaeological research: A review. *Earth-Science Reviews* 142, 1-17.
- O'Leary, M. H., 1988. Carbon isotopes in photosynthesis. *BioScience*. 38(5), 328-335.
- Parnell, A.C., Inger, R., Bearhop, S., Jackson, A.L., 2010. Source Partitioning Using Stable Isotopes: Coping with Too Much Variation. *PLoS ONE* 5, e9672.
- Peters, J.M., Wolf, N., Stricker, C.A., Collier, T.R., del Rio, C.M., 2012. Effects of Trophic Level and Metamorphosis on Discrimination of Hydrogen Isotopes in a Plant-Herbivore System. *PLoS ONE* 7.
- Phillips, D. L., Gregg, J. W., 2003. Source partitioning using stable isotopes: coping with too many sources. *Oecologia*. 136(2), 261-269.

- Podlesak, D.W., Torregrossa, A.M., Ehleringer, J.R., Dearing, M.D., Passey, B.H., Cerling, T.E., 2008. Turnover of oxygen and hydrogen isotopes in the body water, CO₂, hair, and enamel of a small mammal. *Geochim. Cosmochim. Acta* 72, 19-35.
- Richards, M. P., Fuller, B. T., Sponheimer, M., Robinson, T., Ayliffe, L. K., 2003. Sulphur isotopes in palaeodietary studies: a review and results from a controlled feeding experiment. *International Journal of Osteoarchaeology*. 13, 37-45.
- Sharp, Z. D., Atudorei, V., Panarello, H. O., Fernandez, J., Douthitt, C., 2003. Hydrogen isotope systematics of hair: archaeological and forensic applications. *Journal of Archaeological Science*. 30, 1709-1716.
- Sponheimer, M., Robinson, T. F., Ayliffe, L. K., Roeder, B. L., Hammer, M. F., Passey, B. H., West, A., Cerling, T. E., Dearing, M. D., Ehleringer, J. R., 2003. Nitrogen isotopes in mammalian herbivores: hair $\delta^{15}\text{N}$ values from a controlled feeding study. *International Journal of Osteoarchaeology*. 13, 80-87.
- Trust, B. A., Fry, B., 1992. Stable sulphur isotopes in plants: a review. *Plant, Cell and Environment*. 15, 1105-1110.
- Vanderklift, M.A., Ponsard, S., 2003. Sources of variation in consumer-diet ^{15}N enrichment: a meta-analysis. *Oecologia* 136, 169-182.
- Yakir, D., 1992. Variations in the natural abundance of oxygen-18 and deuterium in plant carbohydrates. *Plant, Cell and Environment*. 15(9), 1005-1020.
- Zazzo, A., L'écuyer, C., Sheppard, S. M. F., Grandjean, P., Mariotti, A., 2004. Diagenesis and the reconstruction of paleoenvironments: A method to restore original $\delta^{18}\text{O}$ values of carbonate and phosphate from fossil tooth enamel. *Geochimica et Cosmochimica Acta*. 68, 2245-2258.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: March 1st, 2016
2. Department requesting this course: ANTH
3. Semester and year in which course will be first offered: Fall 2017

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):

ENGL 5310. Old English

3 credits. Lecture. Open to graduate students in English and Medieval Studies, others with permission.

A study of the language and literature of pre-conquest England.

ANTH 5450, Paleoclimate Reconstruction

3 credits. Seminar. Open to graduate students, permission of Instructor is required.

The impact of past climate on human societies, from Mid-Pleistocene to late Holocene, discussed in light of modern climatology and paleoclimate reconstruction methods.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: ANTH
2. **Course Number**: 5450
3. Course Title: Paleoclimate Reconstruction
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry): The impact of past climate on human societies, from Mid-Pleistocene to late Holocene, discussed in light of modern climatology and paleoclimate reconstruction methods.
6. **Course Type**, if appropriate: Seminar
 Lecture Laboratory Seminar Practicum

Optional Items

7. [Prerequisites](#), if applicable: None
8. [Recommended Preparation](#), if applicable: NONE
9. [Consent of Instructor](#), if applicable: Consent of Instructor
10. [Exclusions](#), if applicable: NONE
11. [Repetition for credit](#), if applicable: NOT APPLICABLE
12. [S/U grading](#): NO.

Justification

1. [Reasons for adding this course](#): The Old World Archaeology program, in the department of Anthropology is environmentally focused. Among the major topics studied by the program faculty are the evolution of modern human behavior, replacement of Neanderthal by modern humans, transitions to agriculture, and the collapse of early complex societies. All of the above have been attributed to climate change. The seminar was developed to fill a void in the graduates' training between the archaeological questions and the hypothetical role of climate.

2. [Academic merit](#): The seminar introduces the students to basic concepts in modern climatology, both on a global and regional scale. Later the students evaluate evidence for climatic cycles that have affected humans since the late Pleistocene and discuss hypotheses about the ways in which humans affected climate. In the seminar we discuss a number of climatic proxies such as stable isotopes; botanical and faunal remains; terrestrial, aquatic, and marine sediments; and ice core records that are used to reconstruct paleoclimate and paleoenvironments. These discussions are linked to major events in human evolution and the more recent rise in social complexity.

3. [Overlapping courses](#): GEOG1300, GEOG3400, GEOSCI (Dr. Park Boush)

4. Number of students expected: up to 12

5. Number and size of sections: N/A

6. [Effects on other departments](#): consulted with Geosciences and Geography

7. [Staffing](#): HARTMAN

8. [Dates approved](#) by

Department Curriculum Committee:

Department Faculty: March 14th 2016

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

person: Gideon Hartman, gideon.hartman@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.

Anth 5450 Paleoclimate Reconstruction Graduate Seminar

Instructor: Dr. Gideon Hartman

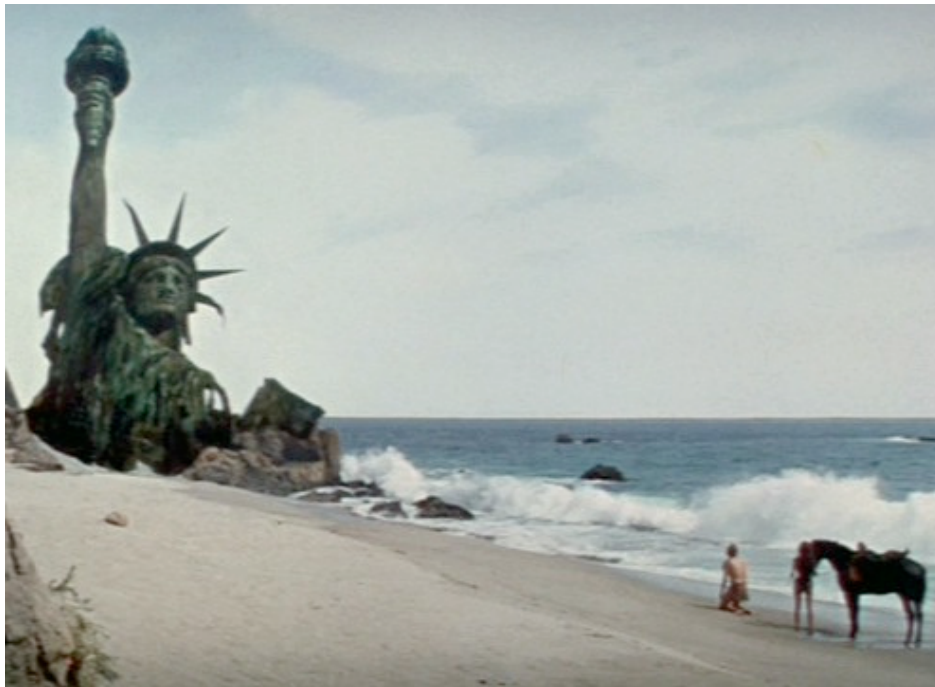
Meeting time: Monday 1:00 – 3:45pm.

Meeting place: Beach Hall Rm#452

Office: Beach Hall Rm#442

Office hours: by appointment (please visit me!)

Email: gideon.hartman@uconn.edu



Seminar Overview

There was a time where climates affected humans more than humans affected climate (Anthropocene). In this graduate level seminar we will explore modern climatology, both on a global and regional scale. We will review evidence for climatic cycles that have affected humans since the late Pleistocene and discuss a number of climatic proxies (i.e., stable isotopes, sediments; pollen; marine and ice core records) that are used to reconstruct paleoclimate and paleoenvironments. These will be connected to major events in more recent human evolution (i.e. ice age adaptations, the origins of agriculture, societal collapse). The latter phases will also be associated with humans ability to impact climate (Anthropocene).

Seminar requirements:

You are required to submit a research proposal (a total of up to 10 double spaced pages, excluding figures and bibliography, minimal font size of 11pt). You are asked to focus on one documented shift in human behavior/ cultural expression/occupation intensity that has been argued to be

triggered by climate change, and propose an appropriate way to test if indeed climate was the major factor that brought the change.

The proposal will be written in stages that will be individually graded:

- 1) Introduction: Shortly define the Anthropological/Archaeological question (include short literature review)
- 2) Research Background 1: What climatic proxies were used to support arguments for climate change?
- 3) Research Background 2: Climatic forces that govern present day local climate in the region of interest
- 4) Materials and Methods: suggest feasible alternative ways to reconstruct climate in a way that will promote our understanding on the role of climate change in respect to your region and event of interest.

Time table for the submission (by midnight of the assigned date):

- | | |
|--------------------------|----------------------------|
| 1) Introduction: | September 21 th |
| 2) Research Background | October 5 th |
| 3) Research Background | October 26 th |
| 4) Materials and Methods | November 23 th |
| 5) Final draft. | December 7 th |

Project presentation: a mini conference will take place in our last seminar (December 7th), each student will present his/hers research proposal (Power Point) in 20 minutes (+10 minutes for questions).

Grade breakdown:

Each of the proposal stages, including the final draft makes 17% of the final grade. The project presentation makes 15% of the final grade (out of 100%).

Seminar Schedule:

Week	Date	Seminar Content	Readings
Week 0	August 31 st	Course Introduction	
Week -	September 7 th	NO SEMINAR Labor Day	
Week 1	September 14 th	Climatology 1	Rohli & Vega 2008 Ch. 1-3
Week 2	September 21 st	Climatology 2	Rohli & Vega 2008 Ch. 4-6
Week 3	September 28 th	Climatology 3	Rohli & Vega 2008 Ch. 7-10
Week 4	October 5th	Intro to Paleoclimate	Ruddiman 2007 Ch. 1-2

Week 5	October 12 th	Orbital cycles and insolation	Ruddiman 2007 Ch. 7,10-11; Zachos et al. 2001;
Week 6	October 19 th	Out of Africa	Ruddiman 2007 Ch. 8; Cohen et al., 2007; Vaks et al., 2007; Rose, 2010; Parton et al., 2015;
Week 7	October 26 th	Last glacial maximum	Ruddiman 2007 Ch. 9, 12, Finlayson 2007, Bar-Matthews et al., 2003; Torfstein et al., 2013;
Week 8	November 2 nd	Post glacial + Younger Dryas	Ruddiman 2007 Ch. 13-14; Firestone et al., 2007; Broecker et al. 2010; Smith et al., 2010 (Clovis: North America; Transition to Agriculture: Near East)
Week -	November 9 th	The Anthropocene	Ruddiman 2007 Ch. 15; Miller et al. 2005; Barnosky et al. 2004; Ruddiman 2003; Lewis 2015
Week 9	November 16 th	Culture Collapse	Maya: Curtis et al. 1996; Haug 2003; Cullen et al., 2000; deMenocal, 2001
Week -	November 23 rd	NO SEMINAR	Thanks Giving
Week 10	November 30 th	Little Ice Age	Ruddiman 2007 Ch. 16; Broecker, 2000; Oerlemans, 2005; Dull et al. 2010; Miller et al. 2012
Week 11	December 7 th	Project Presentations	

Final proposal submission by first day of examination week (December 9th, 5pm).

Recommended books:

Rohli and Vega 2011. *Climatology* 2nd Edition, Jones and Bartlett Learning, p.432

Ruddiman, W.F. 2007. *Earth's Climate, Past and Future* 2nd Edition, WH Freeman, p.388

Bibliography

Bar-Matthews, M. et al. 2003. Sea–land oxygen isotopic relationships from planktonic foraminifera and speleothems in the Eastern Mediterranean region and their implication for paleorainfall during interglacial intervals. *Geochimica et Cosmochimica Acta* 67(17), 3181-3199.

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- Cullen, H. M. et al. 2000. Climate change and the collapse of the Akkadian Empire: evidence from the deep sea. *Geology* 28(4), 379-382.
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- deMenocal, P. B. 2001. Cultural responses to climate change during the Late Holocene. *Science* 292, 667-673.
- Dull, R. A. et al. 2010. The Columbian encounter and the Little Ice Age: abrupt land use change, fire, and greenhouse forcing. *Annals of the Association of American Geographers* 100(4), 1-17.
- Finlayson, C, and Carrión, J. S. 2007 Rapid ecological turnover and its impact on Neanderthal and other human populations. *Trends in Ecology and Evolution*, 22A, 213-222.
- Firestone, R. B. et al. 2007 Evidence for an extraterrestrial impact 12,900 years ago that contributed to the megafaunal extinctions and the Younger Dryas cooling. *Proceedings of the National Academy of Sciences, USA* 104(41), 16016-16021.
- Haug, G. H. et al. 2003. Climate and the collapse of Maya civilization. *Science* 299, 1731-1735
- Lewis, S.L., Maslin, M.A., 2015. Defining the Anthropocene. *Nature* 519, 171-180.
- Miller, G.H., Geirsdóttir, Á., Zhong, Y., Larsen, D.J., Otto-Bliesner, B.L., Holland, M.M., Bailey, D.A., Refsnider, K.A., Lehman, S.J., Southon, J.R., Anderson, C., Björnsson, H., Thordarson, T., 2012. Abrupt onset of the Little Ice Age triggered by volcanism and sustained by sea-ice/ocean feedbacks. *Geophysical Research Letters* 39, n/a-n/a.

Miller, G.H., Fogel, M.L., Magee, J.W., Gagan, M.K., Clarke, S.J., Johnson, B.J., 2005. Ecosystem collapse in Pleistocene Australia and a human role in Megafaunal Extinction. *Science* 309, 287-290.

Oerlemans, J. 2005. Extracting a climate signal from 169 glacier records. *Science* 308, 675-677.

Parton, A., Farrant, A.R., Leng, M.J., Telfer, M.W., Groucutt, H.S., Petraglia, M.D., Parker, A.G., 2015. Alluvial fan records from southeast Arabia reveal multiple windows for human dispersal. *Geology* 43(4), 295-298.

Rose, J. I. 2010. New light on human prehistory in the Arabo-Persian Gulf Oasis. *Current Anthropology* 51(6), 849-883.

Ruddiman, W.F., 2003. The anthropogenic greenhouse era began thousands of years ago. *Climatic Change* 61, 261-293.

Smith, F. A., Scott, M. E., and Lyons, S. K. 2010. Methane emissions from extinct megafauna. *Nature Geoscience* 3, 375.

Torfstein, A., Goldstein, S.L., Stein, M., Enzel, Y., 2013. Impacts of abrupt climate changes in the Levant from Last Glacial Dead Sea levels. *Quaternary Science Reviews* 69, 1-7.

Vaks, A. et al. 2007. Desert speleothems reveal climatic window for African exodus of early modern humans. *Geology*, 35(9), 831-834.

Zachos, J. et al. 2001. Trends, rhythms, and aberrations in global climate 65 Ma to present. *Science* 292, 686-693.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: **April 18, 2016**
2. Department requesting this course: **Psychological Sciences**
3. Semester and year in which course will be first offered: **spring 2017**

Final Catalog Listing

2208. Sensory Systems Neuroscience

3 credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 108. Recommended preparation PSYC 2200.

Cellular, circuit and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: **PSYC**
2. Course Number: **2208**
3. Course Title: **Sensory Systems Neuroscience**
4. Number of Credits: **3**
5. Course Description (second paragraph of catalog entry): **Cellular, circuit and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.**

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: **PSYC 1100 or BIOL 1107 or BIOL 1108**
 - a. Consent of Instructor, if applicable:
 - b. Open to sophomores/juniors or higher: yes, automatic with 2000-level
8. Recommended Preparation, if applicable: **PSYC 2200**
9. Exclusions, if applicable:
10. Repetition for credit, if applicable:
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: _____
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading:

Justification

1. Reasons for adding this course: **Given the growing interest in the Neuroscience minor and the number of Psychological Sciences majors interested in**

neuroscience, Drs. Read and Volgushev offer a course focused on the neurobiological circuits and neural systems supporting sensory and perceptual processing including evolutionary differences and ecological determinants.

2. Academic merit: **Course would provide specific content for growing number of pre-med majors and neuroscience minors taking PSYC courses.**
3. Overlapping courses: **This course builds on the brief overview of sensory circuits and systems in PSYC 2200 (Physiological Psychology) and would complement newly proposed PNB 3700 (Sensory Physiology) which will focus on peripheral sensory organs. Dr. Karen Munoz, who will teach PNB 3700 (pending approval), and Dr. Bob Gallo (PNB C&CC representative) have seen this proposal/syllabus and support the creation of this new course.**
4. Number of students expected: **60-120 per semester**
5. Number and size of sections: **1 or 2 sections of 60 students per semester**
6. Effects on other departments: **none**
7. Effects on regional campuses: **none**
8. Staffing: **Dr. Heather Read and Dr. Maksim Volgushev (PSYC)**

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: [April 13, 2016](#)
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
[Robert Henning](#), robert.henning@uconn.edu, 6-5918;
[Dr. Heather Read](#), 860-486-4108, heather.read@uconn.edu

Syllabus

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

Course Description: Course reviews the sensory neuroscience that underlies perception. Neurobiology and function at several general levels are covered: a) sensory receptor molecules and chemical pathways, b) peripheral sensory organs c) central sensory anatomic pathways; and b) structure-function relations underlying sensory perceptual abilities. The focus is on basic principles of sensory perception and how neural circuits and neurophysiology shape that perception. We will discuss evolutionary theories and clinical practice related to sensory neuroscience. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 108. PSYC 2200 is recommended background but not required.

Textbook: Purves and Wolfe e-book and textbook, respectively, and some additional reading links are required reading material.

Course Objectives:

1. Learn the major molecular and cellular mechanisms involved in sensory transduction at peripheral endothelium.
2. Learn the anatomy of the major sensory pathways from sensory organ to higher-order associative cortices.
3. Learn in detail the basic neuroanatomy and neurophysiology of the visual and auditory circuits as well as fundamental differences in different mammals (mouse/rat, cat, rabbit, monkey, human).
4. Understand the basic structure-function interactions that underlie sensory perceptual abilities and how they differ across different species based on ethological niche.
5. Understand the relationship between basic neuroanatomy and neurophysiology with regards to neural circuits multiple mammals and how that relates to sensory and task-related functional neuroimaging studies in humans.
6. Learn about current technologies (e.g., fMRI, TMS, optogenetic techniques) used to probe/understand the relationship between brain mechanisms and sensory/perceptual processes.

Course Requirements & Assessment:

Examinations: There will be three mid-term exams and a final exam. The final may be used to replace a lower mid-term grade

All exam will consist of multiple-choice questions and be administered at the electronic testing center (Arjona Bldg).

Content of exams will come from posted book readings, posted lectures and any posted material on Husky CT specifically designated.

Study & Exam Tips: Review "Objectives" on each lecture before class and to study for exams. Come to class and ask questions. Practice exams will be available on huskyct.

Make-up Policy: There **WILL BE NO** exams/tests given outside of scheduled exam times.

Tentative Schedule

Date	Lecture Topic	Lecture
Sep 1	Introduction to sensory neuroscience	1

Sep 3	Early Vision: light, photoreceptors opsin molecules, color sensation	2
Sep 8	Early Vision: organization and phylogenetic differences in visual sensory fields for motion, acuity, color	3
Sep 10	Early Vision: synaptic and circuit organization principles for retinal “on” and “off” straight-through pathways	4
Sep 15	Early Vision: physiology and circuit organization principles for thalamic pathways	5
Sep 17	Interactive Class	6
Sep 22	Review	7
Sep 24	Exam 1	Exam 1
Sept 29	Higher Vision: transformations of neural receptive fields from retina to primary visual cortex for visual image analysis	8
Oct 1	Higher Vision: phylogenetic increase in hypercolumn number, cortical surface area and visual contrast sensitivity in mammals	9
Oct 6	Higher Vision: principles of organization of non-primary visual cortices	10
Oct 8	Interactive class	11
	Review	12
Oct 13	Exam 2	Exam 2
Oct 15	Early Audition: sound, tip-link molecules, haircells and physiology of sensation along the cochlea	13
Oct 20	Higher Audition: transformations of neural receptive fields from cochlea to primary auditory cortex for encoding sound frequency	14
Oct 22	Higher Audition: physics, anatomy and physiology for hearing in stereo	15
Oct 27	Higher Audition: neurophysiology and pathways for perception of acoustic loudness, rhythms and objects	16
Oct 29	Interactive Class	17
Nov 3	Review	
Nov 5	Exam 3	Exam 3

Nov 10	Early Somatosensation: receptors, physiology.	17
Nov 12	Early Somatosensation: stretch, mechano and pain receptor physiology	18
Nov 17	Higher Somatosensation: organization and transformations of neural receptive fields from skin to primary somatosensory cortex	
Nov 19		
Nov 24	Fall Break	Fall Break
Nov 26	Fall Break	Fall Break
Dec 1	Higher Somatosensation: species differences in receptive fields and organization of primary somatosensory cortex	17
Dec 3	Higher Somatosensation: neural principles of somatosensory perceptual plasticity and filling in.	18
Dec 8	Interactive Class	19
Dec 10	Review	
Dec 11	Last Day Fall Classes	
Dec 14	Cumulative Final Exam	Final

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/18/2016
2. Department requesting this course: Psychological Sciences
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!

PSYC 5104. Foundations of Research in the Psychological Sciences I

3 credits. Lecture. Open to graduate students in Psychological Sciences; others by permission.

Introduction to the logic of experimental design and data analysis in the psychological sciences. Analysis of group designs, especially ANOVA, and introduction to hypothesis testing.

Items Included in Catalog Listing

Obligatory Items

1. [Abbreviation](#) for Department, Program or [Subject Area](#): PSYC
2. [Course Number](#): 5104
3. Course Title: **Foundations of Research in the Psychological Sciences I**
4. [Number of Credits](#) (use digits, "3" not "three"): 3
5. [Course Description](#) (second paragraph of catalog entry): Introduction to the logic of experimental design and data analysis in the psychological sciences. Analysis of group designs, especially ANOVA, and introduction to hypothesis testing.
6. [Course Type](#), if appropriate:
X Lecture ___ Laboratory ___ Seminar ___ Practicum

Optional Items

7. [Prerequisites](#), if applicable: none
8. [Recommended Preparation](#), if applicable: N/A
9. [Consent of Instructor](#), if applicable: Required
10. [Exclusions](#), if applicable: N/A
11. [Repetition for credit](#), if applicable: N/A

12. S/U grading: No

Justification

1. **Reasons for adding this course:** Research methods and quantitative analyses are fundamental to the training of psychological scientists and vital to successful academic careers. This course offers graduate students in Psychological Sciences foundational concepts and analyses for conducting experiments with two or more groups. The topics covered in this course build on each other, beginning with basic concepts of probability and types of random variable distributions and continuing through hypothesis testing for two group designs. Model testing and model comparisons are then introduced as a foundation for the next course in the sequence, PSYC 5105 (a companion course proposal). Although some of these topics are covered in other courses on campus, no other course frames the research questions from the point of view of psychological sciences. A dedicated course on these topics is necessary to provide graduate students continuity of training early in their career and to prepare students to be active researchers and practitioners of the psychological sciences.
2. **Academic merit:** This course will fill a fundamental training need for the graduate students in the Department of Psychological Sciences. Students will be introduced to the research designs and data analyses that are foundational to many advanced research methods. Without a firm grounding in concepts related to probability, random variables, hypothesis testing, and model comparisons, graduate students will not be prepared for tackling the more advanced designs and techniques that are now dominating some literatures in the psychological sciences. Graduate students in Psychological Sciences will all take this course in their first semester on campus.
3. **Overlapping courses:** Although there are STAT, EPSY, SOCI, ECON, and BUSN that cover topics similar to those proposed for this course, none approach the topics from the point of view of a researcher in psychological sciences.
4. Number of students expected: 30
5. Number and size of sections: 1 section of 35 seats
6. **Effects on other departments:** This course is designed to replace STAT 3115Q, a section of which has been offered by psychology faculty to psychology graduate students for more than 40 years. That arrangement was adopted, in part, to help students fulfill a breadth requirement when a faculty member from Psychology had a joint appointment with Statistics (Leonard Katz). However, that requirement is no longer in place, and the Department of Psychological Sciences has provided support to the course through Teaching Assistantships and administrative costs. The Statistics Department Chair has been consulted and understands the need for this

curricular change, and supports creation of this new course provided that the course has significant content in the psychological sciences.

7. **Staffing:** Eric Lundquist (Psychological Sciences); James Green (Psychological Sciences); Till Frank (Psychological Sciences); Adam Sheya (Psychological Sciences)

8. **Dates approved by**

Department Curriculum Committee: April 13, 2016

Department Faculty:

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

Robert Henning, 6-5918, robert.henning@uconn.edu or

James Green, 6-3517; james.green@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.

SYLLABUS

Foundations of Research in the Psychological Sciences I: PSYC 5104

Mon Wed 10:00-11:30

BOUS 160

Instructor's name

Office: BOUS 136

Phone: (860) 486-4084

Office Hours: Mon 4:00-5:00, Tue 5:00-6:00

and by appointment

E-mail: *Instructor's email*

Teaching Assistants: *contact information*

READINGS:

1. Keppel, Geoffrey & Wickens, Thomas D. (2004). *Design and Analysis: A Researcher's Handbook, 4/E*. Prentice Hall. ISBN-10: 0135159415 (ISBN-13: 9780135159415) (required)
2. Alferes, V. R. (2012). *Methods of randomization in experimental design*. Quantitative Applications in the Social Sciences No. 171. Sage: Los Angeles, CA. (suggested)
3. Appelbaum, M. I., & McCall, R. B. (1983). Design and analysis in developmental psychology. In P. H. Mussen (Ed.), *Handbook of Child Psychology* 4th edition (Vol. 1) pp. 415-476. New York: Wiley (online)

4. Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, 49, 997–1003. (online)
4. Likert, R. (1932). The method of constructing an attitude scale. *Archives of Psychology*, 140, 44-53. (online)
5. Wilkinson, L. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist*, 54(8), 594-604.

DATA SOURCES FOR EXAMPLES:

1. National Center for Health Statistics datasets on Mental Health <http://www.cdc.gov/nchs/fastats/mental-health.htm>
2. The Human Mortality Database: www.mortality.org
3. U.S. Census data for the state of CT, 2010. http://www2.census.gov/census_2010/04-Summary_File_1/Connecticut/

GRADING:

Homework:	30%	assigned weekly
Midterm:	35%	<i>midterm date</i>
Final:	35%	<i>final exam date</i>

Learning Objectives:

Some of the classic experiments in psychological sciences are based on group designs; that is, designs in which the behavior of two or more groups are compared. The groups might be formed from pre-existing variables (such as gender), from calculated variables (such as depressed or not), or by *random assignment* of similar individuals to different conditions (such as those experience continuous versus intermittent reinforcement). In this class, we will explore the theory and application of analytic techniques for group designs. You will learn when and how to apply these techniques to answer many of the research questions we face in the psychological sciences. We will also discuss how these techniques are employed in typical real-life situations from various areas of psychological sciences (e.g., behavioral neuroscience, cognitive science, clinical science). Our examples will be drawn from several public datasets that deal with variables often employed in psychological research, including data from the U.S. Census and from the National Center for Health Statistics on mental health. We will also focus on the nature and sources of measurement error in group designs and discuss the pitfalls of quasi-experimental versus experimental designs. Appropriate use of APA format in regard to reporting research methods and findings is also emphasized.

We will also focus on a relatively recent controversy in psychological science, namely the value of null hypothesis significant testing versus the use of confidence intervals and effect sizes. APA journals now require the use of effect sizes as a complement to hypothesis testing, so proper interpretation of both methods of data analysis is critical. In all of these topics, we will cover how these techniques work under ideal circumstances, but then discuss issues that commonly arise in the psychological sciences with which researchers must grapple. We will come to view statistical analysis as one tool in understanding psychological data.

In the end, you will learn the foundational issues in designing and analyzing psychological data from experimental designs.

TOPIC	READING
Experimental Design	KW Ch. 1 [basic issues and terminology]

Categorical Data and Chi-Square	Howell Ch.6 [excellent presentation of Chi-Square and related topics] Data used from Human Mortality Database
Data Description	KW Ch. 2 pp. 15-18, 24-25; Ch. 3 pp. 32-34; Ch. 7 pp. 144-145 [histogram, scatterplot; central tendency, dispersion, standardization; normality, skewness and kurtosis] Data used from NCHS Mental Health on depression
The t-test and Confidence Intervals	KW Ch. 3 pp. 34-36, Ch. 8 pp. 159-161 Data used from NCHS Mental Health on gender differences in anxiety
Null Hypothesis Significance Testing	KW Ch. 2 pp. 18-22; Ch. 3 pp. 46-48; Ch. 8 pp. 167-169 Cohen (1994) [criticism of Null Hypothesis Significance Testing] Wilkinson and APA Task Force (1999) [recommendations for treatment of data in light of NHST controversy] Appelbaum & McCall (1983) for general advice about treatment of data
Between Subjects (Completely Randomized) Designs: One Factor	KW Ch. 2 & 3, Ch. 8 pp. 161-162 Logic Of ANOVA summary Alferes (2012): supplement on randomization
Effect Size and Power	KW Ch. 8 pp. 163-167 (but not "Effect Sizes for Contrasts") Data from Human Mortality Project to illustrate power with large samples
Assumptions of ANOVA (and t-tests):	KW Ch. 7 Supplement: Independence of observations in psychology research (see also Appelbaum & McCall 1983)
Analytical Comparisons Among Means (Single-df Contrasts)	KW Ch. 4 sec. 4.1 - 4.5 Analytic Contrasts summary
Controlling Type I Errors in Multiple Comparisons (Planned and Post-hoc)	KW Ch. 6
Between-Subjects (Completely Randomized) Designs: Two Factors	KW Ch. 10 & 11
Analyzing Interactions	KW Ch. 12 & 13 KW Ch. 14 pp. 303-307, 309-310: Nonorthogonality of the Effects, 14.3 Averaging of Groups and Individuals, and 14.5 Sensitivity to Assumptions (14.4 "Contrasts and Other Analytical Analyses" is optional, being a little heavy on notation for things you wouldn't really do by hand).
Three Factors and Higher Order Factorial Designs: Between-Subjects Designs	KW Ch. 21 & 22 Recognizing Higher Order Interactions From Graphs And Means Tables
Repeated Measures (Within-Subjects) Designs: One Factor	KW Ch. 16 & 17 Expected Mean Squares [This topic isn't specific to Repeated Measures Designs, but this is the most obvious place to introduce it.] Panel Data: NCHS dataset trends in anxiety among American adults
Repeated Measures (Within-Subjects) Designs: Two Factors	KW Ch. 18
Mixed Designs: One Between, One Repeated Factor	KW Ch. 19 & 20 Finding Sources of Variance [Once you're dealing with combinations of different numbers of between and within factors, it's good to have a general scheme for identifying what the sources of variance are in a given design.]
Three Factors and Higher Order Factorial Designs: Repeated Measures and Mixed Designs	KW Ch. 23
Measurement	Likert (1932) on the classic 5-point scale in psychology research. Scales of measurement and analytic treatment (Appelbaum & McCall 1983)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 4/18/2016
2. Department requesting this course: Psychological Sciences
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

PSYC 5105. Foundations of Research in the Psychological Sciences II

3 credits. Lecture. Prerequisite: PSYC 5104. Open to graduate students in Psychological Sciences; others by permission.

Expands on material covered in PSYC 5104, including the development and application of correlational methods specific to conducting and understanding research in the psychological sciences.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: PSYC
2. **Course Number**: 5105
3. Course Title: Foundations of Research in the Psychological Sciences II
4. **Number of Credits** (use digits, "3" not "three"): 3
5. **Course Description** (second paragraph of catalog entry): Expands on material covered in PSYC 5104, including the development and application of correlational methods for conducting and understanding research in the psychological sciences.
6. **Course Type**, if appropriate:
X Lecture ___ Laboratory ___ Seminar ___ Practicum

Optional Items

7. **Prerequisites**, if applicable: PSYC 5104
8. **Recommended Preparation**, if applicable: N/A
9. **Consent of Instructor**, if applicable: Required
10. **Exclusions**, if applicable: N/A
11. **Repetition for credit**, if applicable: N/A
12. **S/U grading**: No

Justification

1. Reasons for adding this course: An introduction to research methods and quantitative analyses as they are used by researchers in the field of psychological science is fundamental to the training of psychological scientists and vital to their academic career success. This course offers graduate students in Psychological Sciences the foundations in correlational research methods and approaches essential to conducting and consuming research in their discipline. The topics covered in this course build on each other as well as on PSYC 5104 (Behavioral Research Foundations I, a companion course proposal). Although some of these topics are covered in other courses on campus, no other course frames the research questions from the point of view of the psychological sciences. A dedicated course on these topics is necessary to provide graduate students in the Department of Psychological Sciences continuity of training early in their career, and to prepare these students to be active researchers and practitioners of the psychological sciences.

2. Academic merit: This course will survey correlational research methods as it relates to the psychological sciences, with a joint focus on how to conduct data analysis appropriate to psychological techniques as well as threats to responsible interpretation of results. Correlational research methods, including simple and multiple linear regression, nonlinear regression, logistic regression, factor analysis, and path analysis are foundational to many areas of the behavioral sciences, yet no extant course covers these methods at the introductory level or combines them with critiques of research designs and valid conclusions as it pertains to the psychological sciences. This course will fulfill a fundamental training need for the graduate students in the Department of Psychological Sciences. Students will be introduced to the techniques under the general linear model, and shown how these techniques relate to designing, conducting, analyzing, and summarizing research from the psychological sciences. This course will be taken in the second semester of study on campus.

3. Overlapping courses: Several EPSY courses touch on similar topics in regression, including EPSY 5607 (Quantitative Methods in Research II), EPSY 5610 (Applied Regression Analysis for the Education Sciences), and EPSY 5613 (Multivariate Analysis in Educational Research). SOCI 5203 (Quantitative Research I) also has some overlapping content. Several STAT courses cover regression from a statistical, distributional, or estimation perspective but lack the integration of research methods with relevant and current content

from the psychological sciences. There are also three courses in ECON that cover econometric regression techniques applied to business and economic problems.

4. Number of students expected: 30
5. Number and size of sections: 1 section of 35 seats
6. Effects on other departments:

For graduate students in the Department of Psychological Sciences, this course will be a substitute for the current requirement of STAT 5105 in what is now the required two-semester sequence of STAT 3115Q and STAT 5105. A section of STAT 5105 has been offered regularly each spring by faculty from the Department of Psychological Sciences for more than 40 years in order to train its graduate students. That arrangement was adopted, in part, to help students fulfill a breadth requirement when a faculty member from Psychology had a joint appointment with Statistics (Leonard Katz). However, this breadth requirement is no longer in place, and the Department of Psychological Sciences has been staffing STAT 5105 as well as providing Teaching Assistantships and covering administrative costs for some time. The Statistics Department Chair has been consulted and understands the need for this curricular change, and supports creation of this new course provided that the course has significant content in the psychological sciences.

7. Staffing: Chi-Ming Chen (Psychological Sciences); James Green (Psychological Sciences); Adam Sheya (Psychological Sciences); Eric Lundquist (Psychological Sciences)

8. Dates approved by
Department Curriculum Committee: April 13, 2016
Department Faculty: N/A

9. Name, Phone Number, and e-mail address of principal contact person: Robert Henning, 6-5918, robert.henning@uconn.edu; or James Green, x 3517, james.green@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.

3. Explore the extensions of regression techniques to more advanced modeling frameworks encountered in the behavioral sciences such as factor analysis, multilevel modeling (MLM), causal modeling (e.g., SEM).
 4. Provide a basic foundation in regression techniques from which to extend in order to advance linear and nonlinear modeling techniques taught in other courses for use in your research in the psychological sciences.
 5. Understand the limitation and typical issues faced by researchers in psychological sciences.
-

Learning Objectives:

Some of the foundational behavioral models and research methods in psychological sciences are based on correlational designs and analyses. Indeed, regression based techniques underlie nearly all advanced quantitative methodology from simple prediction to advanced multilevel techniques. In this class, we will explore the theory and application of correlation and regression analysis. You will learn when and how to apply these techniques to answer many of the research questions we face in the psychological sciences. We will also discuss how these techniques work and do not work with typical real-life data issues from various areas of psychological sciences (e.g., industrial-organizational, social, developmental, clinical). In some instances, data have been generated to fit theories/observations regarding the relation of psychological variables (e.g., help seeking behaviors to self-esteem and need for help). In other cases, data from actual psychological studies are used (e.g., cross-national differences in maximizing tendency and life satisfaction). We will also focus on the nature and sources of measurement error in psychological sciences, and we will use examples from seminal articles by our own faculty (e.g., Baron & Kenny) and well as examples from leading journals in the field (e.g., JPSP, Organizational Research Methods). Appropriate use of APA format in regard to reporting research methods and findings is also emphasized.

In regard to statistical analyses, we will explore correlations, simple regression, and multiple regression as it relates to research in the psychological sciences. Moreover, we will cover relevant regression approaches with continuous and categorical predictors and criteria. Finally, we will be introduced to how researchers in the psychological sciences use advanced regression techniques such as assessing interaction effects between continuous predictors (i.e., moderated regression), mediation in regression, dichotomous outcome variables, causal modeling, multilevel modeling, and factor analysis. In all of these topics, we will cover how these techniques work under ideal circumstances, but then discuss issues that commonly arise in the psychological sciences with which researchers must grapple. We will come to view statistical analysis as one tool in understanding psychological data.

In the end, you will learn the foundational issues in designing, collecting, analyzing, and presenting research and data in the psychological sciences.

Grading and Evaluation:

Grades will be calculated based on points earned according to the following scale (300 points possible):

Grades will be determined in the following manner:		
A 93-100%	A- 90-92%	B+ 87-89%
B 83-86%	B- 80-82%	C+ 77-79%
C 73-76%	C- 70-72%	D+ 67-69%
D 64-66%	D- 60-63%	F 59% or <

1. Exams (200 points):

There will be two (2) exams for this course—a midterm and a final. The exams will be short answer/essay questions regarding concepts, interpretation, and issues with the topics covered prior to the exam. These exams will cover topics covered in readings, lecture, and discussion in class. **Note: Under extreme circumstances and at my discretion, make-up exams may be given, but only if I am notified in advance with qualifying documentation. It is your responsibility to schedule such an exam with me. If you do not have any documentation, you will NOT be allowed to take a make-up exam and will be given a 0. I reserve the right to refuse a make-up exam, regardless of documentation, if your absence appears suspicious.**

2. Assignments (100 points):

There will be 10 homework assignments worth 10 points each. These assignments will be part computation and part interpretation. All assignments are due the week after they are assigned (see course schedule). Although, you may choose to work with the other students, each student must turn in their own assignment showing their own work. Assignments will be due at the start of class. Late assignments will be accepted (for -3 points for each day late), but assignments turned in 3-days or later will receive 0 points.

3. Attendance:

I will not take formal attendance for this class. However, this is a graduate level class--your attendance is expected. **I do not provide lecture notes; therefore, if you miss a class, it is your responsibility to get notes from a fellow student.**

Tentative Course Schedule (Subject to Change):

Day	Date	Topic	Reading(s)	Assignment
		Introductions; Correlations and <i>Introduction to R</i>		
		Simple Linear Regression; <i>Simple Linear Regression in R using datasets from the psychological sciences</i>	Keith Chapter 1	HW1 Due
		Multiple Regression Day 1	Keith Chapters 2 and 3	HW2 Due
		Multiple Regression Day 2	Keith Chapters 4 and 5	
		<i>Multiple Regression in R using datasets from the psychological sciences</i>		
		Regression diagnostics	Pedhazur Chapter 3	HW3 Due
		Relative Importance Analysis as it relates to the psychological sciences; <i>Relative Importance Analysis in R using datasets from the psychological sciences</i>	Tonidandel & LeBreton (2011) Gutierrez et al. (In Press)	

General Linear Model; Categorical Predictors	Keith Chapter 6	HW4 Due
Categorical and Continuous Predictors: Statistical Control as it relates to the psychological sciences	Spector & Brannick (2011)	
<i>Categorical Predictors in R</i>		HW5 Due
Moderation Day 1: Use of Categorical and Continuous Predictors in the psychological sciences	Keith Chapter 7	
<i>APA format and Categorical and Continuous Moderation in R using datasets from the psychological sciences</i>	Dalal & Zickar (2012)	
Moderation Day 2 & Polynomial Regression: Continuous Variables with examples from the psychological sciences	Keith Chapter 8	
<i>Continuous Variable Interactions that commonly occur in the psychological sciences /Polynomial Regression in R using datasets from the psychological sciences</i>		HW6 Due
Mediation as it is applied in the psychological sciences	Baron & Kenny (1986) LeBreton et al. (2009)	
No Class—Spring Break		
Midterm Exam		HW7 Due
<i>Mediation in R using datasets from the psychological sciences</i>	Preacher & Hayes (2004)	
Logistic Regression as it is used in the psychological sciences	Pedhazur Chapter 17	HW8 Due
<i>Logistic Regression in R using datasets from the psychological sciences</i>		
Introduction to Factor Analysis	Keith Chapter 14 Tabachnick & Fidell Chapter 13	HW9 Due
<i>Factor Analysis in R using datasets from the psychological sciences</i>		
Introduction to Multilevel Modeling in the social behavioral sciences	Hayes (2006)	
<i>Multilevel Modeling in R using datasets from the psychological sciences</i>		
Introduction to Structural Equation Modeling	Keith Chapters 10, 11, & 15	
<i>Structural Equation Modeling in R using datasets from the psychological sciences</i>		
If Time: Sampling issues/Power Analysis	Faul et al. (2007) Tonidandel et al. (2015)	HW10 Due

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

3 credits. Seminar. 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:
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, 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>, 18, 154-172. 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]

	<ol style="list-style-type: none"> 5. Coyne, J. C., & Kok, R. N. (2014). Salvaging psychotherapy research: A manifesto. <i>Journal of Evidence-Based Psychotherapies, 14</i>(2), 105-124. 6. Klonsky, E. D. (2014). Invited Comment on "Salvaging psychotherapy research: A manifesto". <i>Journal of Evidence-Based Psychotherapies, 14</i>(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, 14</i>(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, 52</i>(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, 77</i>(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, 43</i>(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, 61</i>(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, 73</i>(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, 33</i>(3), 601-612. 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.

	<p>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.</p>
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 disruptive behavior problems: A review and meta-analysis. <i>Clinical child and family psychology review, 17</i>(1), 41-66. 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, 14</i>(4), 945-967. 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, 34</i>(4), 525-541.

10/12	<p data-bbox="428 247 1318 317">Cognitive Behavioral Treatment Models for Child Affective Problems</p> <ol data-bbox="472 323 1318 789" style="list-style-type: none"> <li data-bbox="472 323 1318 407">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. <li data-bbox="472 436 1318 548">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] <li data-bbox="472 577 1318 661">3. Strasser, A. (2015). Trauma-Focused Cognitive Behavioral Therapy: An Evidence Based Practice Applicable with Minority Children. <i>Gallaudet Chronicles of Psychology</i>, 38. <li data-bbox="472 690 1318 789">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.
10/19	<p data-bbox="428 798 1318 867">CBT and IPT Models for Child Affective Problems</p> <ol data-bbox="472 894 1318 1222" style="list-style-type: none"> <li data-bbox="472 894 1318 978">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>. <li data-bbox="472 1008 1318 1092">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] <li data-bbox="472 1121 1318 1222">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>.
10/26	<p data-bbox="428 1230 1318 1299">Family Therapy - CBT and Functional Family Therapy Models</p> <ol data-bbox="472 1306 1318 1608" style="list-style-type: none"> <li data-bbox="472 1306 1318 1417">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</i>, 76(2), 282. <li data-bbox="472 1446 1318 1503">2. Dattilio, F. M. (2001). Cognitive-behavior family therapy: Contemporary myths and misconceptions. <i>Contemporary Family Therapy</i>, 23(1), 3-18. <li data-bbox="472 1533 1318 1608">3. Jacobson, C. M., & Mufson, L. (2010). Functional family therapy for adolescent substance use disorders. <i>Evidence-based psychotherapies for children and adolescents</i>, 401-415.[BOOK CHAPTER]
11/2	<p data-bbox="428 1617 1318 1650">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</i>, 2, 375-390. <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</i>, 28(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</i>, 6(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</i>, 19(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</i>, 8(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</i>, 33(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.

University of Connecticut
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: 4/14/2016
2. Department requesting this course: Psychological Sciences
3. Semester and year in which course will be first offered:

Final Catalog Listing

PSYC 5344. The History and Systems of Psychology

1 credit. Seminar. Open to graduate students in Clinical Psychology.
An overview of the trends in philosophy and early psychology that shaped the present course of the discipline.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: PSYC
2. Course Number: 5344
3. Course Title: The History and Systems of Psychology
4. Number of Credits: 1
5. Course Description: An overview of the trends in philosophy and early psychology that shaped the present course of the discipline.
6. Course Type, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable:
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: A course covering the history and systems of psychology most relevant to students in the Clinical Psychology Division has been offered in recent years as a 1-credit current topics course (PSYC 5370 Current Topics in Clinical Psychology: History and Systems). This new course is being added in order to make this a permanent course in our curriculum designed specifically for graduate students in the Clinical Psychology Program.

2. Effect on Department's Curriculum: none
3. Other Departments Consulted (see Note N): none

4. Effects on Other Departments: none

5. Effects on Regional Campuses: not applicable

6. Staffing: Barton

7. Dates approved by (see Note Q):

Department Curriculum Committee: March 22, 2016

Department Faculty:

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

Robert Henning

860 486-5918

robert.henning@uconn.edu

or,

Marianne Barton

860 486 3666

marianne.barton@uconn.edu

The History and Systems of Psychology (1 credit)
Psychological Sciences 5344

Marianne L. Barton, Ph.D.

“He who cannot draw on three thousand years is living from hand to mouth.”

Goethe

This course is designed to help you situate much of what you have learned (or will learn) about Clinical Psychology within the broader context of Psychology as an intellectual discipline. One might consider it the “back story” for your course in Psychodynamics, which is often considered a significant part of the intellectual history of Clinical Psychology. We will also cover the theoretical underpinnings for much of what you studied in Empirically Supported

Treatment. , and we will anticipate some of the advances in Cognitive Psychology and Neuropsychology which have been so important to our recent history.

I believe that an understanding of our history provides important insights into the constructs we embrace today and the theoretical divisions with which we struggle as a field. An examination of history can also increase our awareness of the influence of the broader intellectual, economic and political context on the development of ideas. In essence, it provides context for much of what we think and do as psychologists.

The course is designed as a seminar, in which students come to class prepared to discuss primary source readings. It is my belief that a process of active engagement with the material, thoughtful questioning and spirited discussion is the best way to master this material. I will supplement your reading with a brief lecture to provide overview and context, but I will try to keep that brief.

In addition to those discussions, I ask you to prepare one brief (5 pages) response paper to one of the questions listed at the end of the syllabus. The readings for the last class address each of the questions and are designed to provoke thought, discussion and some measure of controversy. We will spend our final class discussing some of the ideas those readings raise. Your response paper should be handed in at that class or before.

At the risk of offending you, I am required to include the following. While I anticipate, and hope that you will discuss the content of this class with your classmates, all written work must be exclusively and completely your own. Any evidence of collaboration or plagiarism will result in failure in this course and referral to the Dean of CLAS.

Class 1	Philosophy of Science Reprise Classical Traditions
Class 2	The emergence of modern science (F. Bacon, Galileo, Kepler & Newton) The emergence of psychology from philosophy
Class 3	European Structuralism American Functionalism
Class 4	Behaviorism and the Third Force Psychoanalysis and its Discontents
Class 5	Context and the Practice of Psychology The Future of Clinical Psychology

Primary Texts:

Brennan, James. (2003). *History and Systems in Psychology* 6th Ed.. Upper Saddle River, NJ: Prentice Hall.

Brennan, James. (Ed.). (1998). *Readings in the History and Systems of Psychology*. 2nd Ed. Upper Saddle River, NJ: Prentice Hall

Note: On the list below, starred readings are required for class. Readings with a + sign are readings you have been assigned before, but which provide background which will be assumed. In other words, they are a good review if you need one.

Class 1

Philosophy of Science Reprise;

+Kuhn, T. (1970). *The Structure of Scientific Revolutions*. 2nd Ed. Chicago: University of Chicago Press. Ch. 2 10-22.

+Gergen, K.J. (2001). Psychological science in a post-modern context. *American Psychologist*, 56, 803-813.

Rychlak, Joseph, F. (2000). A Psychotherapist's Lessons from the Philosophy of Science. *American Psychologist*, 55 (10), 1126-1132.

Classical Traditions:

* Brennan, J. (2003). The Crowning of Greek Philosophy. Pp.24-32.

*Plato, (ca. 380 BCE, 1974). Excerpts from Book VII, Story of the Cave. In Brennan (1998). Pp. 16-25.

*Aristotle, (ca. 330, BCE, 1941 (renewed 1969). Excerpts from Book ii, Ch 2. "Second definition of the soul", Ch.3, "The faculties of the Soul", Ch. 5 "Sense-perception", from *De Anima*. R. McKeon (Ed.) & J.A. Smith (trans.). *Basic works of Aristotle*. NY: Random House. In Brennan (1998). Pp. 26-32.

Aquinas, T. (ca. 1292). Excerpts from *Summa Theologica*". In A.C. Pegis (Ed.), Introduction to Saint Thomas Aquinas. NY: The Modern Library. In Brennan (1998), pp. 39-48

The Emergence of Modern Science

Class 2

The Emergence of Psychology from Philosophy

*Schultz, D. & Schultz, S. (2012), *A History of Modern Psychology*. Belmont, CA: Wadsworth. The beginnings of Modern Science, pp. 29-44.

*Descartes, R. (1649). Excerpt from Part I, "About the Passions in General, and incidentally about the entire nature of man" from *The Passions of the Soul*. Brennan (1998), pp 53-65.

*Locke, J. (1689, 1975). Excerpts from Book II, *An essay concerning human understanding*. Peter Nidditch, (Ed.). Oxford: Oxford University Press. In Brennan (1998), pp. 80-90.

*Mill, J.S. (1843,1870). Excerpt from *A system of logic, ratiocinative, and inductive, being a connected view of the principles of evidence and methods of scientific investigation*. NY: Harper & Row, Book VI, CH. IV, 530-537. In Brennan (1998), pp.91-98.

*Kant, Emmanuel. (1781). Excerpt from "*Critique of Pure Reason*". Brennan (1998). Pp.99-104.

Spinoza, Baruch. (1677). Excerpt from *The Emendation of the Intellect*". Brennan (1998), pp.66-70

Brennan, J. (2003). *History and Systems in psychology, 6th Ed*. Upper Saddle River, NJ: Prentice Hall. Ch. 5. The emergence of modern science. Pp. 72-88.

Class 3

European Structuralism

Schultz & Schultz (2012). *The New Psychology*. Pp.65-77. pp. 81-82

*Wundt, W. (1897,1902). Excerpt from *Grundriss der Psychologie (Outline of Psychology)* Leipzig: Englemann. From C.H. Judd (transl.) (1902). *Outlines of Psychology*. Brennan (1998), pp. 108-114.

*Brentano, F. (1874). The concept and purpose of Psychology. In L. McAlister (Ed.) *Psychology from an Empirical Standpoint*, London: Routledge & Kegan Paul, 3-27. Brennan, (1998), 115-136.

Tichner. E. (1909). Excerpts from *A Textbook of Psychology*.

Benjamin, L.T. (2006). *A History of Psychology in Letters, 2nd Ed*. Malden, MA: Blackwell Publishing. Ch 3. On the Origin of the Species: Darwin's Crisis of 1858. Pp. 27-39.

Brennan, J. (2003). *History and Systems in Psychology, 6th Ed*. Upper Saddle River, NJ: Prentice Hall. Ch. 10, Nineteenth Century Bases of Psychology. Pp. 140-158, Ch. 11, the Founding of Modern Psychology, pp. 159-178

Benjamin, L. (2007). *A Brief History of Modern Psychology*. Malden, MA: Blackwell Publishing. Ch. 4. Origins of Scientific Psychology in America. Pp.55-73.

American Functionalism and its Implications

*Schultz & Schultz, (2012). William James pp. 131-140, The Founding of Functionalism pp. 149-153.

*Schultz & Schultz, (2012). Pp140-144. The Functional Inequality of Women

*James, W. (1890). Excerpt from *The Principles of Psychology*. Cambridge, MA: Harvard University Press, 15-24. Brennan (1998), pp.139-146.

*Angell, J. (1907). Excerpt from The Province of Functional Psychology, *Psychological Review*, 14, 61-71. Brennan ((1998), pp. 157-164.

Carr, H. (1925).*Psychology*. NY: Longmans Green

Benjamin, L.T. (2006). *A History of Psychology in Letters, 2nd Ed.* Malden, MA: Blackwell Publishing. Ch 5, An American in Leipzig, pp.55-68.

+Weston, D., Novotny, C. & Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings and Reporting in Controlled Clinical Trials. *Psychological Bulletin*, 130 (4),631- 663.

Class 4

Behaviorism

*Watson, J.B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177.

*Skinner, B.F. (1990). Can Psychology be a science of the mind? *American Psychologist*, 45, 1206-1210.

Benjamin, L. (2007). Ch. 11 Cognitive Psychology

Schacht, T.E. & Black, D.A. (1985). Epistemological commitments of behavioral and psychoanalytic therapists. *Professional Psychology*, (16). 316-323.

Benjamin, L. (2007). *A Brief History of Modern Psychology*. Malden, MA: Blackwell. Ch. 11. Cognitive Psychology

The Third Force:

Merleau-Ponty, M. (1942, 1963). Excerpts from *The Structure of Behavior*, (translated by A. Fisher), Boston: Beacon Press, 124-128, 221-228.

*Rogers, C.R. (1955). Person or science? A philosophical question. *American Psychologist*, 10, 289-306.

Psychoanalysis and its discontents

+Teyber, E. & McClure, F. (2011). Interpersonal process in therapy: An integrative model. Belmont, CA: Brooks/Cole. Ch. 1. The Interpersonal Process Approach. Pp.2-43.

+Fonagy, P., Gergely, G. & Target, M. (2008). Psychoanalytic constructs and attachment theory and research. Cassidy & P. Shaver, (Eds.). *Handbook of Attachment*, 2nd Ed. NY: Guilford Press.783-810.

The Boston Change Process Study Group. (2010). *Change in Psychotherapy: A Unifying Paradigm*. NY: Norton and Co. Ch. 2.

Watson, P. (2005). *Ideas: A History of Thought and Invention from Fire to Freud*. NY; Harper. Ch 36, Modernism and the Discovery of the Unconscious. Pp.718-734.

Watson, P. (2005). *Ideas: A History of Thought and Invention from Fire to Freud*. NY; Harper. Ch 37, Conclusion: The electron, the elements and the elusive self. Pp. 735-746.

Benjamin, L.T. (2006). *A History of Psychology in Letters*, 2nd Ed. Malden, MA: Blackwell Publishing. Ch 11. Coming to America: Freud and Jung.

Brennan, J. (2003). *History and Systems in Psychology*, 6th Ed. Upper Saddle River, NJ: Prentice Hall. Ch. 13, The Gestalt Movement. Pp.205-217.

The Emergence of Clinical Psychology

Class 5

Context and the Practice of Psychology

*Cushman, P. (1995). Constructing the self, constructing America: A cultural history of psychotherapy. Reading, MA: Addison-Wesley. Ch. 7 and/or 9.

Cushman, P. (1992). Psychotherapy to 1992: A historically situated interpretation. In D.K. Freedheim, (Ed.). *History of Psychotherapy: A century of change*. Washington, DC: American Psychological Association.

The Future of Clinical Psychology

- *Baker, T., McFall, R. & Shoham, V. (2009). Current Status and Future Prospects of Clinical Psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9 (2), 67-103.
- *Pickren, W. (2009) Liberating history: The context of the challenge of psychologists of color to American psychology. *Cultural Diversity and Ethnic Minority Psychology*, Vol 15(4), 425-433.
- Benjamin, L. (2007). *A Brief History of Modern Psychology*. Malden, CA: Blackwell.
Ch. 10 A Psychology of Social Action and Social Change
- Franklin, Anderson, J. (2009) Reflections on ethnic minority psychology: Learning from our past so the present informs our future. *Cultural Diversity and Ethnic Minority Psychology*, Vol 15(4), , 416-424.
- Hunt, Morton. (2007). *The Story of Psychology*. NY: Random House. Ch. 19. Psychology Today: Portrait of a Science.
- McFall, R. (1991). Manifesto for a science of Clinical Psychology. *The Clinical Psychologist*, 44, 75-88.
- O'Donohue, W. (1989). The (Even) Bolder Model The Clinical Psychologist as Metaphysician-Scientist-Practitioner. *The American Psychologist*, 44 (9),
- Buchanan, T. (2002). Historically grounding the practice of psychology: Implications for professional training. **History of Psychology**, 5, 240-248.
- Cautin, R. (2011). Invoking history to teach about the scientist practitioner gap. *History of Psychology*, 14 (2), 197-203.
- Larson, P. C. (2002). Teaching history and systems from a clinical perspective. **History of Psychology**, 5, 249-263.
- Vande Kemp, H. (2002). Making the history of psychology clinically and philosophically relevant. **History of Psychology**, 5, 224-239.
- Bohan, J. S. (1990). Social constructionism and contextual history: An expanded approach to the history of psychology. **Teaching of Psychology**, 17, 82-89

Topics for Brief Papers

1. Phillip Cushman asserts that the American socio-political climate of the early 20th Century has a profound effect on the development of psychotherapy in the U.S. He is making a broader argument for the critical importance of context for understanding the evolution of ideas. How

convincing do you find this argument? What are the problems with his position and how do those reflect long-standing debates in the field of Psychology?

2. In 1945 APA revised its constitution to include the following statement, “The American Psychological Association shall exist to advance Psychology as a science, as a profession *and as a means of promoting human welfare*. The latter goal has been a subject of debate among psychologists, and indeed, the field has not always adhered to that standard (even in very recent memory). Consider the history of Psychology’s engagement with the issue of race. How does that history reflect Psychology’s relationship to social mores? What should be the role of the field, and its practitioners, regarding social issues? How is that question informed by the topics discussed in this class?

3. A long-standing challenge in the field of Clinical Psychology is its identification as a scientific field of study. At various points in our history the integration of science and practice has been contentious. For example, the development of different training models and the creation of the Association for Psychological Science have sparked considerable debate. More recently the Psychological Clinical Science Accreditation System (PCSAS) was proposed as an alternative to APA’s accreditation system. Using the readings provided, how would you frame this “identity crisis” in Clinical Psychology? How relevant are the readings to understanding the emphasis on science, and the nature of that science, to Clinical Psychology.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: April 8, 2016
2. Department requesting this course: Literatures, Cultures, and Languages
3. Nature of Proposed Change: Adding Gen Ed Content Area to course
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.)

Current Catalog Copy

Focuses on a biblical book (or books) and emphasizes its literary structure and content using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material introduced where relevant. With a change in content, may be repeated for credit and consent of instructor. A knowledge of Hebrew is not required. Taught in English. May not be used to meet the foreign language requirement.

Proposed Catalog Copy

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

[no change]

Justification

1. [Reasons for changing this course](#): Now that the course is being offered more regularly (it had lay dormant for many years), it should also be included within the General Education requirements since it very clearly and directly speaks to the main premises of such requirements.
2. Effect on Department's curriculum: None
3. Other departments consulted: n/a
4. [Effects on other departments](#): n/a
5. Effects on regional campuses: n/a
6. [Staffing](#): Einbinder, Miller, Shoulson

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)

It's difficult to imagine a course better suited for the fulfillment of the Arts and Humanities content area. The Bible is the basis for so much that has been produced in the area of arts and culture. Students in this course will undertake historical and critical analyses of human experience and the varieties of cultural representation to be found in the Bible.

- b. Specify a CLAS area, A-E: B
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

This course deals with what is arguably the most foundational text in Western culture. *All* literary history is in some way informed by the Bible and a detailed study of this collection of texts will necessarily address the expectations for the historical, critical, and theoretical approaches to literature and the illumination of the ways in which such texts produce meaning.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 4/10/2016
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Jeffrey Shoulson
860-486-2271
jeffrey.shoulson@uconn.edu

Revise Course Request

Directions: Use this form to propose changes to existing courses that require edits to the catalog copy. This includes adding general education content areas to an existing course. Please note, even if the change you propose appears to be “minor,” all fields of the form, including those for general education, **MUST** be fully completed. Failure to provide sufficient information or explanation may hold up the approval of your course. When completed, email this form **with a syllabus** to geoc@uconn.edu.

**** IMPORTANT! PLEASE NOTE:** If you are adding or revising a W course, please review the W guidelines posted here: <http://geoc.uconn.edu/writing-competency/>. Pay special attention to the section on Criteria. The W subcommittee checks to be sure that all of these items are met (i.e. that the syllabus explicitly states the number of pages required, that it states the student must pass the W portion of the course to pass the class, that it details how writing instruction and revision will be incorporated into the course, etc). Failure to include evidence of all of these items frequently holds up course approvals, so please make sure that you have all of these items covered to avoid a delay in your approval.

1. CURRENT COURSE SUBJECT	HEJS
2. CURRENT COURSE NUMBER	3201
3. CURRENT COURSE TITLE	Selected Books of the Hebrew Bible
4. INITIATING DEPARTMENT or UNIT	Literatures, Cultures, and Languages
5. NAME OF SUBMITTER	Jeffrey Shoulson
6. PHONE of SUBMITTER	860-486-2271
7. EMAIL of SUBMITTER	Jeffrey.shoulson@uconn.edu
8. CONTACT PERSON	Jeffrey Shoulson
9. U-Box of CONTACT PERSON	1205
10. PHONE of contact person	860-486-2271
11. EMAIL of of contact person	Jeffrey.shoulson@uconn.edu
12. Departmental Approval Date	April 8, 2016
13. School/College Approval Date	
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Term	Fall 2016
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area(s) if applicable. (Put an X next to all that apply)	CA1 Arts and Humanities: X CA2 Social Sciences: CA3 Science & Technology: CA3 Science & Technology, Lab: CA4 Diversity & Multiculturalism:

	CA4 Diversity & Multiculturalism,: International
18. General Education Skill Code(s) if applicable. (Put an X next to all that apply) If W, will there be non-W sections?	W: Q: QW: Yes: No:
19. Term(s) Offered (Put an X next to all that apply) NOTE: If you wish to offer this course in Intensive Sessions of 4 weeks or less, please complete the Intensive Session/Intersession Curricular Action Request Form located on the GEOC website: http://geoc.uconn.edu/faculty-forms/	Fall: X Spring: X Summer (over 4 weeks): Every year: X Odd years: Even Years:
20. Sections to be taught per semester	Non-W sections, if any: 1 W sections, if any: 0
21. Enrollment cap per section, per semester (Note: W sections are limited to 19 per section)	Non-W sections, if any: 30 W sections, if any: n/a
22. Clarification of section, semester, and/or student information if necessary (optional)	Course will be offered either in Fall or Spring of given academic year, depending on instructor availability
23. Number of Credits	Credits: 3 If variable: Min: Max:
24. INSTRUCTIONAL PATTERN - Specify number of class periods per week, or describe weekly pattern of time given to lectures, labs, discussions, etc: Course may be offered either twice a week for 75 minutes or three times a week for 50 minutes. Class meetings will combine lecture and discussion.	
25. Will this course be taught in a language other than English?	No: X If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: (Note: This information should also appear in the catalog copy requested below in #36) INTD 3260, or HIST 3301, or HEJS 1103, or Instructor's permission	
27. Is Instructor, Dept. Head or Unit Consent Required? (Put an X next to all that apply)	No consent required: Instructor consent required: X Dept or Unit consent required:

<p>28. Permissions and Exclusions: (Put an X next to all that apply)</p> <p>Open only to Juniors or higher: Not open for credit to students who have passed {Insert Course #(s) here}: Open only to students in the Honors Program: Open only to Majors: May not be taken concurrently with {Insert Course #(s) here}: A reading knowledge of {Insert} is required: Other: Specify other:</p>	
<p>29. Is this course repeatable for credit?</p>	<p>No: X If yes, total credits allowed:</p>
<p>Are multiple enrollments allowed in same term?</p>	<p>No: X If yes, total allowed:</p>
<p>30. Grading Basis</p>	<p>Letter graded: X S/U graded: Other (specify):</p>
<p>31. If satisfactory/unsatisfactory (S/U) grading is proposed, please provide rationale:</p>	
<p>32. Will the course or any sections of the course be taught as Honors?</p> <p>No</p>	
<p>33. Additional Details: (Put an X next to all that apply and {insert} any relevant information)</p> <p>May not be used to meet the {insert} requirement: May not be used as a prerequisite for {insert}: Offered only at the {insert} campus(es): Storrs and Stamford Campuses Other (specify):</p>	
<p>34. Special Attributes: Please explain if the course is...</p> <p>Taught off campus: A year-long course:</p>	
<p>35. REGIONAL CAMPUS AVAILABILITY - Describe the availability of the proposed course at each Regional Campus. If not generally available, please explain why: Due to personnel limitations, the only campus besides Storrs where this course could be taught is Stamford.</p>	
<p>36a. PROVIDE THE CURRENT TITLE AND COMPLETE CATALOG COPY (Include standard abbreviation for department or program, course number, skill code (as applicable), course title, term offered, number of credits, instructional patterns, course language if other than English, prerequisites or recommended preparation (as applicable), consent of instructor (as applicable), additional permissions and details, exclusions (as applicable), repetition for credit (as applicable), grading (as applicable), instructor(s) name(s) (if in catalog copy), and complete course description.</p>	

HEJS 3201, Selected Books of the Hebrew Bible, Not regularly offered, 3, Lecture, Prerequisites: INTD 3260, or HIST 3301, or HEJS 1103, which may be taken concurrently, or instructor consent, Graded, Focuses on a biblical book (or books) and emphasizes its literary structure and content using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material introduced where relevant. With a change in content, may be repeated for credit and consent of instructor. A knowledge of Hebrew is not required. Taught in English. May not be used to meet the foreign language requirement.

36b. PROVIDE THE **REVISED** TITLE AND COMPLETE CATALOG COPY (Include standard abbreviation for department or program, course number, skill code (as applicable), course title, term offered, number of credits, instructional patterns, course language if other than English, prerequisites or recommended preparation (as applicable), consent of instructor (as applicable), additional permissions and details, exclusions (as applicable), repetition for credit (as applicable), grading (as applicable), instructor(s) name(s) (if in catalog copy), and complete course description.

HEJS 3201, cross-listed with CLCS 3201. Selected Books of the Hebrew Bible, Offered either Fall or Spring, 3, Lecture, Prerequisites: INTD 3260, or HIST 3301, or HEJS 1103, which may be taken concurrently, or instructor consent, Graded, Focuses on a biblical book (or books) and emphasizes its literary structure and content using modern approaches as well as midrashic and medieval exegesis. Historical and archaeological material introduced where relevant. With a change in content, may be repeated for credit and consent of instructor. A knowledge of Hebrew is not required. Taught in English. May not be used to meet the foreign language requirement.

37. RATIONALE FOR ACTION REQUESTED

This should include the following as applicable:

- a) reason for revising the course,
- b) why course is appropriate for inclusion at 1000 or 2000 level,
- c) justification for enrollment restrictions,
- d) effect on other departments,
- e) amount of overlap with existing courses,
- f) other departments consulted,
- g) effects on regional campuses,
- h) specific costs approved by dean,
- i) if course is to be cross listed supply reason for cross-listing,
- j) if course is to be offered as an experimental course provide reason.

The course is being submitted for approval to fulfill the Arts and Humanities General Education content area. The course has a cross-listing but both numbers are associated with the department of Literatures, Cultures, and Languages. The two listings are to allow students who major in either HEJS or CLCS to use the course toward their major or minor requirements.

38. ***SYLLABUS:** Please attach a syllabus when you email this form, or copy and paste the syllabus into this document at the END of the form.*

39. **Course Information: ALL General Education courses, including W and Q courses, MUST answer this question. Provide the following information: (If this course is not currently and is not being proposed for a content area or competency, please skip this question and proceed to the next section.)**

- a. A brief (2-3 sentences) course description that includes course goals and learning objectives.
- b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.
- c. List the major themes, issues, topics, etc., to be covered.

The course examines a selection of books from the Hebrew Bible in greater depth than the Bible survey, reading these texts via a range of methodological approaches, including archeology, history, literature, and philology. Readings typically include generous selections from the Bible, accompanied by secondary writings about these texts. Comparative exegesis and the history of biblical reception serve as further components to this course. Students are assessed through a combination of short-answer exams and quizzes, essay-format examinations, weekly reading journals, and a final project.

40. **Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question.** How does the proposed course meet the overall GOALS of General Education? Please note the overall goals of general education are different from the goals of specific content areas. For more information, please see <http://geoc.uconn.edu/criteria/>. (If this course is not currently and is not being proposed for a content area, please skip this question and proceed to the next section.)

This course, which studies in depth one of the most foundational texts in the history of culture, meets many of the Overall goals of General Education, including the acquisition of intellectual breadth and versatility, critical judgment, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge.

41. **Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer appropriate parts of this question.:** Describe how the proposed course meets the Specific Criteria for the particular content area and/or competency chosen. For more information, please see content area and competency links at <http://geoc.uconn.edu/geoc-guidelines/>. NOTE: Please do not simply copy and paste guidelines. Provide explanation as to HOW the course addresses the specific criteria.

a. Arts and Humanities:

It's difficult to imagine a course better suited for the fulfillment of the Arts and Humanities content area. The Bible is the basis for so much that has been produced in the area of arts and culture. Students in this course will undertake historical and critical analyses of human experience and the varieties of cultural representation to be found in the Bible.

b. Social Sciences:

c. Science and Technology:

- i. **Laboratory:** (describe how the laboratory session will be conducted.)

d. Diversity and Multiculturalism:

i. **International:** (describe how the international component will be part of the course.)

e. **Q course:**

f. **W course:**

42. RESOURCES:

a. Does the department/school/program currently have resources to offer the course as proposed?

Yes: X

No:

If NO, please explain why and what resources are required to offer the course.

b. Do the UConn LIBRARIES currently have resources to support the course as proposed?

Yes: X

No:

If NO, please explain what resources are required to support the course.

43. SUPPLEMENTARY INFORMATION: (e.g., other information that you believe will be useful in evaluating the proposal, such as why this course is appropriate for inclusion at the 1000 or 2000 level or as a General Education Content Area or Competency (Q or W) course).

ADMIN COMMENT (For administrative use only):

When completed, email this form with a syllabus to geoc@uconn.edu.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: April 11, 2016
2. Department requesting this course: ECON
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!

ECON 2445: Economic Foundations of Gender Inequality

Three Credits. Also offered as HRTS 3445 and WGSS 3445.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ECON
2. Course Number: 2445
3. Course Title: Gender Inequality
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

Optional Items

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

Justification

1. Reasons for adding this course: This course will be a core course in the Human Rights major. Gender inequality is at the very heart of human rights and United Nations values. Understanding economic approaches to the problems of gender inequality will complement the current focus of Human Rights course offerings.
2. Academic merit: The course is set up around a series of major policy questions central to the gender equality agenda, and linked to international development debates, e.g. gender gaps in education, employment, political representation, and health. The course starts with an overview session about global and regional patterns. Each of the subsequent weeks will tackle a series of major policy topics in turn, concluding with an examination of major global proposals. For each topic we will first, describe the gaps; second, we will use economic theory to explain the reasons behind the gaps and; third, we will discuss interventions that led to reduction in gaps. This class will be 'policy driven' and we will make use of empirical results from different policy interventions during the entire course. Throughout, we discuss the facts of the matter, describing recent trends and statistics of gender equality. We also analyze a number of potential policy responses to the observed inequalities.
3. Overlapping courses and departments consulted: cross-listed with HRTS and WGSS
4. Number of students expected: 35 per semester, divided among ECON (15), HRTS (15) and WGSS (5)
5. Number and size of sections: See 4 above.
6. Effects on other departments: In addition to the cross-listing departments, HRTS and WGSS, Political Science and Sociology were consulted about possible thematic overlaps.
7. Effects on regional campuses: None
8. Staffing: Nishith Prakash, HRI/ECON joint appointment

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

Prof. Nishith Prakash

Department of Economics and Human Rights Institute
Email: nishith.prakash@uconn.edu
Phone: 860-486-8958

Syllabus

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

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September 24, 2013

1. Date: February 5, 2016
2. Department requesting this course: HRI
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!

HRTS 3445: Economic Foundations of Gender Inequality

(also offered as ECON 2445 and WGSS 3445) Three Credits.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: 3445
3. Course Title: Economic Foundations of Gender Inequality
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

Optional Items

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

Justification

1. Reasons for adding this course: This course will be a core course in the Human Rights major. Gender inequality is at the very heart of human rights and United Nations values. Understanding reasons and solutions to the problems of gender inequality will complement the current focus of Human Rights course offerings.
2. Academic merit: The course is set up around a series of major policy questions central to the gender equality agenda, and linked to international development debates, e.g. gender gaps in education, employment, political representation, and health. The course starts with an overview session about global and regional patterns. Each of the subsequent weeks will tackle a series of major policy topics in turn, concluding with an examination of major global proposals. For each topic we will first, describe the gaps; second, we will use economic theory to explain the reasons behind the gaps and; third, we will discuss interventions that led to reduction in gaps. This class will be 'policy driven' and we will make use of empirical results from different policy interventions during the entire course. Throughout, we discuss the facts of the matter, describing recent trends and statistics of gender equality. We also analyze a number of potential policy responses to the observed inequalities.
3. Overlapping courses and departments consulted: cross-listed with ECON and WGSS;
4. Number of students expected: 35 total enrolment, divided between ECON (15), HRTS (15) and WGSS (5)
5. Number and size of sections: see above item 4
6. Effects on other departments: In addition to the cross-listing departments, ECON and WGSS, Political Science and Sociology were consulted about possible thematic overlaps.
7. Effects on regional campuses: None
8. Staffing: Nishith Prakash, HRI/Economics joint appointment

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: _____
- 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: 26 February 2016
Department Faculty: n.a.
2. Name, Phone Number, and e-mail address of principal contact person:

Prof. Nishith Prakash

Department of Economics and Human Rights Institute
Email: nishith.prakash@uconn.edu
Phone: 860-486-8958

Syllabus

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

HRTS 3298/ECON 2498/WGSS 3998: Topics on Gender Inequality

Meeting: Meets on Tu–Th. at 2:00–3:15 p.m., in Oak, Room No 104.

Professor: Nishith Prakash. Office hours: Thursday 3:30–4:30 p.m.; Oak Hall (East SSHB), Room 331; telephone 860–486–8958; email: nishith.prakash@uconn.edu.

Appointments: Meetings at any other time must be arranged in advance via e-mail or phone. I will make every attempt to respond to class-related emails within 24 hours. This policy does not apply to weekend days, so do not expect responses to emails during the weekend. I will also not respond to emails asking questions that are clearly answered on the syllabus or via prior emails: e.g. “when is the problem set due?”

Course Requirements:

- *Grading Scale:* A: 90–100; B: 80–89; C: 70–79; D: 60–69; F: 0–59
- **Note:** I will follow the following tradition in grading. I will assign approximately 25% of the class some form of an A, and 1/3rd of the Bs (including, in each case, the “plus” and “minus” version). I add a further safeguard (for you) that an A will never be harder to get than a 90%, a B 80%, etc. Your grade in this course will be evaluated on the basis of the following components (with relative weights in parenthesis). There will be no extra credit or additional projects, either during the class or after final grades have been assigned.
- 6 Group Presentations: 60%
- Individual Research Paper: 30%
- Presentation of Individual Research Paper: 10%
- **Important Dates:**
 - October 1, Thursday (during office hours): Project Milestone 1–Group members will identify a topic based on the syllabus or discuss an alternative topic, do initial research of its viability and submit a written title with brief description of the project.
 - October 29, Thursday (during office hours): Project Milestone 2–Progress Report on Research Paper.

- November 12, Thursday (during office hours): Project Milestone 3–Progress Report on Research Paper.
- December 10, Thursday (in class): Final Submission of Research Paper–Student will submit their final Research Paper.

Class Rules: I will not allow the following

- Use of cell phone in class (calling and texting) unless there is an emergency
- Use of laptop for surfing internet, Facebook etc.
- Chatting with your classmates
- Being disrespectful towards the instructor or your fellow classmates

Anyone who crosses the line will be asked to leave the classroom immediately.

E-etiquette: I will delete, without responding, any email that does not include at least a salutation, an indication of who is writing, and some semblance of the proper format (a rubric that includes reasonable attempts at spelling and the proper use of the shift and caps lock keys). In the real world, people do not take this kind of communication seriously, and I certainly do not, so please refrain. I will also ignore any course-administrative questions if their answers are available on the syllabus, Husky CT, or have been announced numerous times in class (unless you have a good excuse for missing ALL these classes).

Course Summary:

- The course is set up around a series of major policy questions central to the gender equality agenda and girls and woman’s human rights, and linked to the post 2015 international development debates. For example, gender gaps in education, employment, political representation, and health are pressing global human rights concerns and matters of national social development.

We will start the course by asking the question, “Why people should care about gender equality?”. According to the Universal Declaration of Human Rights, the landmark Declaration, adopted by the General Assembly on 10 December 1948, reaffirms that “All human beings are born free and equal in dignity and rights” and that “everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, ? birth or other status.” Thereafter in 1979, the General Assembly adopted the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which is often described as an International Bill of Rights for Women. In its 30 articles, the Convention explicitly defines discrimination against women and sets up an agenda for national action to end such discrimination. The Convention targets culture and tradition as influential forces

shaping gender roles and family relations, and it is the first human rights treaty to affirm the reproductive rights of women.

Therefore the UN Declaration of Human Rights and the CEDAW will set the tone of this course and we will start with an overview session about describing the various women's right and link it to the gender equality agenda. We will then describe the global and regional patterns, each of the subsequent weeks will tackle a series of major policy topics in turn, concluding with an examination of major global proposals. In particular, for each topic we will start by first, describing the gaps; second, we will use economic theory to explain the reasons behind the gaps and; third, we will discuss interventions that led to reduction in gaps.

This class will be 'policy driven' and we will make use of empirical results from different policy interventions during the entire course. Towards the end we will do some selected important topics, for e.g. Education, Political Participation, Domestic Violence, Son Ratio and Girls Trafficking, and Dowry. Throughout, we discuss the facts of the matter, describing recent trends and statistics of gender equality and girls and women's human rights. We also analyze a number of potential policy responses to the observed inequalities.

By the end of the class, you will have a solid grasp of the potential reasons behind the gender gaps, and you will be able to use and understand (both the strengths and weaknesses of) the most commonly-used analytical tools applied by social scientists to approach the topic of gender inequality. Students will be asked to work on a specific policy challenge in a developing country context, applying and developing the findings discussed in class and in the readings. The course is designed to facilitate student questioning, engagement and participation as reflected in the structure and course requirements.

Given the breadth of the topics covered, many students will find this to be a challenging course. The professor will do his utmost to help students master the material, but students will be expected to contribute their best, sustained, and consistent effort in attending classes, studying notes, reading the text, journal articles, solving problems, and consulting with the professor in office hours.

Text Books:

- No specific textbook is prescribed. There will normally be 2-3 required readings each week – a paper and/or book chapters – and additional readings for greater depth.
- Journal articles and handouts will be posted on Husky CT or sent via Professor's email.

Useful Links:

- WAPP's Gender Action Portal: <http://gap.hks.harvard.edu/>
- World Bank engender IMPACT A Gateway to Gender-Related Impact Evaluations: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:234578SitePK:336868,00.html>
- UN Knowledge Gateway: <http://www.empowerwomen.org/>
- World Bank Gender Data Portal includes Women, Business & the Law database: <http://datatopics.worldbank.org/gender/aboutportal>
- United Nations, Gender Statistics: <http://genderstats.org/>
- The International Knowledge Network of Women in Politics (iKNOW Politics) is an online workspace to help elected officials, candidates, political party leaders and members, researchers, students and other practitioners interested in advancing women in politics: <http://iknowpolitics.org/en>
- The Global Gender Gap Report 2014, World Economic Forum: <http://www3.weforum.org/docs/G>

Course Requirements and Grading

- *Participation and attendance:* I will not take attendance, and I do not assign participation points. I do, however, reserve the right to present “new” material in class and expect knowledge of that material on exams. Further, since the material of the class has broad interdisciplinary interest, hearing the perspectives of your classmates is an important part of the learning process. **This is all to say: attendance is both non-mandatory and very important. Allocate your time and effort accordingly.**
- *Group Presentations (60%):* After each topic, there will be group presentation based on a paper from the topic or related paper, therefore 6 in total. Students will form their group after the first week of class and submit their names to the Professor. Each student group take about 10 minutes to present (one or two students can present on behalf of the group), and 5 minutes for questions and discussion. Each group can choose a paper of their interest. Presentations are a good occasions to discuss a specific policy or program and if it's in line with theory, what worked, what didn't, etc. This will

be the basis of the group's presentation grade. Further specifics will be explained and discussed in class.

- *Research Paper (30%)*: Each student will write a paper based on a topic from the syllabus—or another topic agreed in advance with the Professor. The class discussion of the topic is an excellent opportunity to discuss key ideas and to get feedback from the class. The paper is an individual assignment where you may consult with others but must write up in your own words. The paper is a maximum of ten pages double spaced 12 point font, including references. Grading of the paper will be based on overall impression, persuasiveness of the argument, strength of the evidence, consideration of the counter evidence, range of sources, organization, clarity and style, and proper citations. You should indicate on the cover page the names of the any classmates you worked with. The deadline to submit the paper is December 10, Thursday, during class hours.
- *Presentation of the Research Paper (10%)*: During the last two weeks of the class, each student will be required to make presentation of their research paper. Each student will take about 15 minutes to present, and 5 minutes for questions and discussion.
- *Legible Handwriting*: If I am not able to clearly discern what is written then you will receive no credit for the particular section(s) that are illegible. For this reason, I strongly recommend that you use print handwriting rather than cursive handwriting.

Academic Integrity Students are expected to abide by the honor code. The following are details on academic integrity as it relates to this class. Exams will be closed-book; collaboration on examinations is prohibited. Students may obtain help from others on problem sets and are indeed encouraged to work together on them in study groups.

Husky CT Handouts, lecture notes and problem sets will be made available on Husky CT. All the articles can be downloaded from google.com or JSTOR. It is students responsibility to print them in advance.

Disabilities Students with learning, physical, or psychiatric disabilities enrolled in this course that may need disability-related classroom accommodations are encouraged to make an office appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested.

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/>.

Course Outline: Below is a rough outline for the course. It details the order of materials to be covered, and the dates of graded assignments. The exact timing of when we cover each topic may be adjusted over the course of the semester as the pace of the course dictates.

Detailed Reading List:

- **(Topic 1) Introduction (5 Lectures)**

- Universal Declaration of Human Rights and Convention on the Elimination of All Forms of Discrimination against Women
- Gender and economic and social human rights
- Overview of gender gap around the world
- How do we measure gender gap?
- Some correlates and causes of gender gap
- Gender equality and economic development
 - * Convention on the Elimination of All Forms of Discrimination against Women (<http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>)
 - * CEDAW Committee's General Recommendation No. 28 (<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G10/472/60/PDF/G1047260.pdf>)
 - * Jayachandran, Seema. "The Roots of Gender Inequality in Developing Countries," Annual Review of Economics, 2015
 - * Hausmann, Ricardo; Laura D. Tyson and Saadia Zahidi. "The Global Gender Gap Report 2012"
 - * Beaman, L, Chattopadhyay, R, Duflo, E, Pande, R, and Topaloya, P. "Powerful Women: Does Exposure Reduce Bias?"
 - * Duflo, Esther. "Gender Equality in Development." BREAD Policy Paper No. 011, December 2005
 - * Duflo, Esther. "Women's Empowerment and Economic Development." Journal of Economic Literature, 50(4), 2012: 1051-79.
 - * Jensen, Robert and Emily Oster. "The Power of TV: Cable Television and Womens Status in India." Quarterly Journal of Economics, 124(3), 2009: 1057-1094.

- **(Topic 2) Gender Gap in Education (3 Lectures)**

- Many countries have expanded access to schooling. But according to the latest UNESCO data, only 60 percent of countries had achieved gender parity in primary education in 2011; fewer than 40 percent of countries had achieved parity in secondary education, and with much lower rates among low-income countries, averaging 8 percent at the upper secondary level. The World Bank and UN Girls? Education Initiative identify education as a human right enshrined in international law, pointing to persistent gaps which include exclusion of poor and disadvantaged groups, poor learning

outcomes and streaming in secondary and tertiary education. In this topic we will study: Persistent gaps include exclusion of poor and disadvantaged groups, poor learning outcomes and streaming in secondary and tertiary education. In this topic we will study. What have been drivers behind the expansion of girls' education? Why do gaps persist? What is the relative importance of supply and demand side interventions?

- Trends in gender gap in education
- Plausible causes behind the gender gap in education
- Some successful policy intervention from developing countries, including human rights-based approaches to addressing the gender gap
 - * Education for Girls (<http://www.educationforgirls.org>)
 - * UNESCO, Global Education For All Report, 2014/15. Gender Summary. (<http://unesdoc.unesco.org/images/0022/002266/226662e.pdf>)
 - * What works in girls' education (<http://www.ungei.org/resources/index6072.html>)
 - * Muralidharan, Karthik and Prakash, Nishith. "Cycling to School: Increasing Secondary School Enrollment for Girls in India", Working Paper, 2013
 - * Muralidharan, Karthik and Sheth, Ketki. "Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers", Working Paper 2013
 - * Carrell, S., M. Page, and J. West. "Sex and Science: How Professor Gender Perpetuates the Gender Gap," Quarterly Journal of Economics, 2010
 - * Jensen, Robert. "The (Perceived) Return to Education and the Demand for Schooling", Quarterly Journal of Economics, 125(2), 2010: 515-548.

● **(Topic 3) Economic Opportunities: Why do women still do worse in the labour market? (4 Lecture)**

- In this topic we will study the following. What are the key patterns and trends in women's labour force participation, occupations and earnings? Why is a multidimensional approach important to understanding inequality in economic opportunities? How do constraints arise and differ across the life cycle in different parts of the economy? Which policies and programs can make a difference?
 - Trends in gender gap in employment
 - Gender difference in labor force participation and occupation
 - Racial and male-female occupational differences; occupational segregation
 - Racial and male-female earning differences
 - Plausible causes behind the gender gap in employment
 - Human capital model; human capital and earnings; gender differences in human capital investments; discrimination, sexism in education and hence labor markets
 - Models of labor market discrimination: Tastes for discrimination, statistical discrimination, societal discrimination

- Evidence of labor market discrimination
- Understanding gender discrimination from a human rights lens
- Policy Interventions: Role of Affirmative Action Policies
 - * World Bank 2014, Gender at Work: <http://www.worldbank.org/content/dam/Worldbank>
 - * Ghani, Ejaz, Mani, Anandi and O’Connell, Stephen D. “Can Political Empowerment Help Economic Empowerment? Women Leaders and Female Labor Force Participation in India.” World Bank Policy Research Working Paper 6675, Oct 2013.
 - * Prakash, Nishith. “Improving the Labor Market Outcomes of Minorities: The Role of Employment Quota,” Working Paper, 2010
 - * OECD 2012 Closing the Gap: <http://www.oecd.org/gender/Executive%20Summary>
 - * UN Committee on the Elimination of Discrimination against Women
- **(Topic 4) Gender Gap in Political Representation and Women Empowerment (4 Lectures)**
- What are the key patterns of political participation – especially representation in parliaments, cabinets and leadership? Why are women systematically under-represented in politics? What do we know about what has worked to enhance representation? How does higher female decision-making power correlate with other outcomes of interest?
 - Trends in gender gap in political representation
 - Plausible causes behind the gender gap in political representation
 - Political representation and women empowerment/disadvantaged groups, and human rights
 - Role of microfinance
 - Role of TV
 - Discussion of some successful policy interventions from India
 - * UN General Assembly Report, Measures Taken and Progress Achieved in the Promotion of Women and Political Participation (2013) <http://www.un.org/ga/search/viA/68/184&Lang=E>
 - * Chin, Aimee and Nishith, Prakash. “The Redistributive Effects of Political Reservation for Minorities: Evidence from India”. Journal of Development Economics, 2011
 - * Pande, Rohini. “Can Mandated Political Representation Increase Policy Influence for Disadvantaged Minorities? Theory and Evidence from India”. American Economic Review, September 2003, 93 (4), pp. 1132–1151
 - * Krook, Mona and Pippa Norris, “Beyond Quotas: Strategies to Promote Gender Equality in Elected Office”. Political Studies 62 (1): 2-20, 2014
 - * Dufflo et al. “Women as Policy Makers: Evidence from a Randomized Policy Experiment in India.” Econometrica, September 2004, 72 (5), pp. 1409–1443

- * Esther Duflo. “Why Political Reservations,” *Journal of the European Economic Association* 3(2-3), May 2005, pp.668-678
- * Lori Beaman et al. “Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India,” *Science* 335, 582, 2012
- * Lori Beaman et al. “Powerful Women: Does Exposure Reduce Bias?”
- * Robert Jensen and Emily Oster. “The Power of TV: Cable Television and Women’s Status in India”, *Quarterly Journal of Economics*, 2009
- * Linda Mayoux. “Micro-finance and the empowerment of women”
- * Naila Kabeer. “Is Microfinance a ‘Magic Bullet’ for Women’s Empowerment? Analysis of Findings from South Asia,” *Economic and Political Weekly*, Vol. 40, No. 44/45, 2005
- * Affirmative Action: Indian reservations, **The Economist**, June 29, 2013 [Link: <http://www.economist.com/node/21580012>]
- * Social Science Research Council, “CPPF Working Papers on Women in Politics.” <http://www.ssrc.org/pages/cppf-working-papers-on-women-in-politics/>

- **(Topic 5) Gender Gap in Health Outcomes (1 Lectures)**

- Trends in gender gap in health and links to the human rights of girls and women
- Plausible causes behind gender gap in health - credit constraint, discrimination, information, and other related issues
- How do we address them?
- Policy interventions
 - * Yan Liu et al. “Gender gaps in life expectancy: generalized trends and negative associations with development indices in OECD countries,” *The European Journal of Public Health Advance Access* published April 28, 2012
 - * Alaka Malwade Basu. “Women’s Roles and Gender Gap in Health and Survival,” *Economic and Political Weekly*, Vol. 28, No. 43 (Oct. 23, 1993), pp. 2356-2362
 - * Seema Jayachandran and Ilyana Kuziemko. “Why do Mothers Breastfeed Girls Less than Boys? Evidence and Implications for Child Health in India”, 2010
 - * Esther Duflo. “Child Health and Household Resources in South Africa: Evidence from the Old Age Pension Program”

- **(Topic 6) Touching on Important Issues (3 Lectures)**

- Domestic Violence, Dowry and Brideprice: Causes and Consequences
 - * Sharada Srinivasan and Arjun Bedi. “Domestic Violence and Dowry: Evidence from a South Indian Village”

- * Siwan Anderson. “The Economics of Dowry and Brideprice”
- * S Anukriti, Sungoh Kwon and Nishith Prakash. “Daughters and Dowry: Marriage Payments and Consumption Smoothing”

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Cross List Courses

Last revised: September 24, 2013

Please consult the [Cross listing rules](#) before completing this form.

1. Date: February 5, 2016
2. Department initiating this proposal: HRI
3. 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.)

Current Catalog Copy/Copies

Proposed Catalog Copy/Copies

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

HRTS 3445: Economic Foundations of Gender Inequality

(also offered as ECON 2445 and WGSS 3445) Three Credits.

Economic approaches to gender inequality in political representation, economic opportunities, access to education, and health.

Justification

1. [Reasons for adding this course if it is new](#): This course will be a core course in the new Human Rights major. Gender inequality is at the very heart of human rights and United Nations values. Understanding reasons and solutions to the problems of gender inequality will complement the current focus of Human Rights course offerings.
2. [Reasons for cross listing this course](#): There is an overlap with Economics and Women's, Gender, and Sexuality Studies (WGSS)
3. Does the title or [course description](#) clearly indicate that the course is appropriate to list under all headings? Yes No
4. [Effects on other departments](#): None
5. [Effects on regional campuses](#): None
6. [Staffing](#): Prakash will be the Instructor of Record

Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

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

Economics, Human Rights Institute, Women's, Gender, and Sexuality Studies (WGSS)

2. For each department or program, list the **dates of approval** by the appropriate departmental or program review process(see Note Q):

Department or Program Curriculum Committee: HRTS - 26 February 2016

WGSS – 1 March 2016

ECON – 23 March 2016

Department or Program Faculty: n.a.

Department or Program Head: n.a.

(Duplicate above, as needed)

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

Prof. Nishith Prakash

Department of Economics and Human Rights Institute

Email: nishith.prakash@uconn.edu

Phone: 860-486-8958

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: 03/25/2016
2. Department requesting this course: Human Rights Institute
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

HRTS 3252. Corporate Social Impact and Responsibility

Three credits. Open only to non-business students of junior or higher status. Not open to students who have passed or are taking BADM 3252 or BLAW 3252.

Social impact and human rights implications related to global operations of multinational corporations; regulatory environment and competitive context that govern responsible business conduct on a global scale, how to navigate regulatory mandates and design social responsibility strategies to increase a firm's reputation, reduce costs, and improve its competitive positioning while respecting human rights principles.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number: HRTS 3252
3. Course Title: Corporate Social Impact and Responsibility
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry): Social impact and human rights implications related to global operations of multinational corporations; regulatory environment and competitive context that govern responsible business conduct on a global scale, how to navigate regulatory mandates and design social responsibility strategies to increase a firm's reputation, reduce costs, and improve its competitive positioning while respecting human rights principles.

Optional Items

6. Pattern of instruction, if not standard:
7. Prerequisites, if applicable: None
 - a. Consent of Instructor, if applicable: n.a.
 - b. Open to sophomores/juniors or higher: juniors or higher
8. Recommended Preparation, if applicable: none
9. Exclusions, if applicable: n.a.
10. Repetition for credit, if applicable: no

11. Skill codes "W", "Q" or "C": none
12. S/U grading: no

Justification

1. Reasons for adding this course: This course fulfills the expectations of a cluster hire approved by the Provost's office between the School of Business and the Human Rights Institute in the area of business and human rights. Through its combined BADM, BLAW and HRTS sections, this course will enroll students from both the business school and non-business students pursuing a major in human rights and related disciplines. The course also helps fulfill needs for ethics and social responsibility course content, advances school and university academic plan goals (ethics and multicultural studies), and supports the school's commitment to membership in the UN Global Compact's Principles of Responsible Management Education (PRME).

2. Academic merit:

The course aims to examine the impact of business on society by using a human rights framework. It maps out the emerging regulatory environment and competitive forces that business is facing on this topic and introduces a tool set of business strategies for responsible management. Case studies illustrate lessons learned and best practices developed. The teaching method is Socratic, mixed with class discussions, and experiential group exercises.

3. Overlapping courses and departments consulted: ECON & POLS

4. Number of students expected:

Past enrollment:

Fall 2014: Enrollment total: 12

Spring 2015: Enrollment total: 25

Spring 2016: 22

5. Number and size of sections: BLAW 3254 – 14; BADM 3254 – 2; HRTS 3254 - 24

6. Effects on other departments: As well as adding to the range of corporate social responsibility courses available to HRTS double-majors with primary majors in other CLAS departments, these courses will facilitate minoring in HRTS for students in the School of Business.

7. Effects on regional campuses: None. This course will only be taught at the Storrs campus.

8. Staffing: HRI, Business joint appointment, Assistant Professor Caroline Kaeb.

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: _____
- 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:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Caroline Kaeb,
caroline.kaeb@uconn.edu

Syllabus

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

University of Connecticut

CORPORATE SOCIAL IMPACT AND RESPONSIBILITY

Spring 2016

Caroline Kaeb, Assistant Professor

MoWe 3:30PM - 4:45PM, BUSN 227

This course examines the social impact and human rights implications related to global operations of multinational corporations. Students learn about the regulatory environment and competitive context that govern responsible business conduct on a global scale, how to navigate regulatory mandates and design social responsibility strategies to increase a firm's reputation, reduce costs, and improve its competitive positioning while attending to human rights issues. The course uses case studies to provide a portfolio of tools to ensure corporate compliance with human rights standards, including judicial remedies, reporting, self-regulation, multi-stakeholder collaborations, impact assessments, as well as 'inclusive' business strategies.

Materials: All readings that are listed in the syllabus below are posted on Husky CT. It is important that you read the assigned readings prior to class as you will be expected to discuss them during the course of each session. There are also posted some OPTIONAL readings. These may prove helpful for a deeper understanding of the topic, and they are all good readings in any event to give you more in-depth perspectives if you are interested. I may sometimes refer to them in class discussions but that does *not* mean you are expected to have read the OPTIONAL documents. Guest speakers featuring leading experts in the legal, corporate, and U.N. field occasionally may appear by video conference in the classroom.

Requirements: There are several graded components to this course. All written work product must be typed, double-spaced using Times New Roman font, 12 point, and prepared and submitted in Word format.

1. Reflection papers: There will be two graded reflection papers on timely issues related to the social impact and responsibility of business. The students will receive the precise topic and instructions 1.5 weeks before submission is due. (For exact dates, please see syllabus.) The papers should be a critical reflection on the respective question, put forward the student's position taken in a concise and compelling manner, and not exceed three pages based on the formatting requirements above. The reflection essays are one-draft papers.
2. Final examination: There will be an in-class final exam (closed book) administered in the final class of the course. The exam may consist of multiple choice, short answers or essay questions. There will be an exam review the class before the final exam.
3. LAB Assignments: There will be two graded in-class LAB assignments in groups of six students over the course of the semester. (For specific dates, please see the syllabus)

below.) The student groups will receive the precise topic and instructions two weeks in advance of the exercise. The students will be graded as a group. The groups will be assigned via lottery. The group size might be subject to adjustment, if necessary. Each team of two has 10-15 minutes to present their findings in class.

4. **Class participation:** Students are required to participate verbally in class, as the topics lend themselves for class discussions and allow full attention to each student's views. Students will be graded on overall class participation during the term, but not on the accuracy of expressed views. The point is to engage, even if your information proves to be in error or if your views meet opposition in the discussion.

Submission of Assignments: Assignments must be submitted at the beginning of class on the date the assignment is due. Assignments may be submitted either as hard copy to the instructor or electronically via email.

Class Preparation & Attendance: Students are to be prepared for each class and are expected to have read the assigned readings prior to class in order to engage in class discussions. Regular, active and prompt attendance is expected. If a student has to be absent from class, the professor should be notified in advance with reasons stated.

Late Assignments/ Missed Exams: Assignments will not be accepted if they are submitted late. No makeups will be given without submission of a doctor's note or other appropriate documentation.

Grading:

The following percentage points will be assigned to each component of the student's final grade:

Assignment	
Reflection papers (2)	20%
Final Exam	40%
LAB work	30%
Class Participation	10%
Total	100%

Grading Scale	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-80
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Office hours: Wednesdays, 1 –2.30 pm in BUSN 335. I am also available via email at caroline.kaeb@business.uconn.edu for any questions and concerns that you may have.

Academic Conduct: The Student Code on Academic Integrity in Undergraduate Education and Research applies. All students should familiarize themselves with the rules and regulations found in the student code (http://www.dos.uconn.edu/student_code.html)

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code." [Student code Appendix A section B.- Conduct Rules and Regulation item 1 - Violation of the Academic Integrity in Undergraduate Education and Research]

SYLLABUS

Course Schedule - subject to revision as the course progresses

INTRODUCTION

Wednesday, January 20

Business & human rights in a global economy: comparative industry review

- Wells and Elias, *Catching the Conscience of the King: Corporate Players on the International Stage*, in NON-STATE ACTORS AND HUMAN RIGHTS 143-50 (Philip Alston ed., 2005)
- Office of the High Commissioner for Human Rights, *Human Rights Translated: A Business Reference Guide*, 9-11, 13-19, 43-46, 53-55
- OPTIONAL: Archie Carroll, *The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders*, BUSINESS HORIZONS 39-43 (1991)

Monday, January 25

What is the social responsibility of corporations? The shareholder and stakeholder Paradigm (you will receive the topic and instructions for your first reflection paper)

- Milton Friedman (1970): *The Social Responsibility of Business is to Increase its Profits*, NEW YORK TIMES MAGAZINE, September 13, 1970.
- Lynn Stout, *The Shareholder Value Myth*
- *The Road from Principles to Practice: Today's Challenges for Business in Respecting Human Rights*, THE ECONOMIST INTELLIGENCE UNIT, pages 2-6, 10-23
- OPTIONAL: UK Companies Act (2006), Article 172 (1)

POLICY MAKING

Wednesday, January 27

Regulation vs. voluntarism

- Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Towards 'Regulation,'* in INTERNATIONAL HUMAN RIGHTS, 1468-79, 1489-92 (2012)
- John Ruggie, *A UN Business and Human Rights Treaty Update*, HARVARD KENNEDY SCHOOL (2014)
- LATHAM & WATKINS LLP, *THE IMPORTANCE OF VOLUNTARISM*
- OPTIONAL: 2014 Edelman Trust Barometer, pages 1-4

Monday, February 1

The U.N. approach to business & human rights: early origins, evolution, and methodology

- Scott Jerbi, *Business and Human Rights at the UN: What might happen next?* 31 HUMAN RIGHT QUARTERLY, 299-301, 304-16 (2009)
- John Ruggie, *Human Rights Policies and Management Practices of Fortune Global 500 Firms: Results of a Survey*, HARVARD UNIVERSITY, JOHN F. KENNEDY SCHOOL OF GOVERNMENT

- Overview of the UN Global Compact, <http://www.unglobalcompact.org/AboutTheGC/>
- *After the Signature: A Guide to Engagement in the United Nations Global Compact*, UNITED NATIONS GLOBAL COMPACT OFFICE, 19-20 (Section on the Communication on Progress (COP))

LAW

SOFT LAW

Wednesday, February 3

John Ruggie's UN Framework on Business & Human Rights

- Protect, Respect and Remedy: A Framework for Business and Human Rights: Report of the Special Representative of the Secretary-General on the issue of human rights and transnational corporations and other business enterprises, U.N. GAOR, 8th session, U.N. Doc. A/HRC/8/5 (2008)

Monday, February 8

International standards on corporate responsibility I (*first reflection paper due*)

- A. Clapham, Human Rights Obligations of Non-State Actors, 201-18 (2006)
- OECD GUIDELINES FOR MULTINATIONAL ENTERPRISES (2011 Edition) at 3-4 (Foreword), 17-20 (Concepts and Principles & General Policies), 47-50 (Combating Bribery), 71-74 (National Contact Points)
- OPTIONAL: ILO Tripartite Declaration of Principles Concerning Multinational Enterprises and Social Policy
- OPTIONAL: Final Statement by the UK National Contact Point for the OECD Guidelines for Multinational Enterprises: AFRIMEX (UK) LTD (2008).

Wednesday, February 10 (*you will receive the topic and instructions for your second reflection paper*)

International standards on corporate responsibility II

- John Applegate, The Taming of the Precautionary Principle, 27 WILLIAM & MARY ENVIRONMENTAL & POLICY REVIEW, 13-21 (2002)
- OECD Action Plan on Base Erosion and Profit Shifting (2013)
- OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, pages 6-19
- *UN Convention Against Corruption: Summary*, TRANSPARENCY INTERNATIONAL
- OPTIONAL: David Scheffer, *The Ethical Imperative of Curbing Corporate Tax Avoidance*, 27 ETHICS AND INTERNATIONAL AFFAIRS, 361-69 (2013)

Monday, February 15

Corporations under international criminal law

- Andrew Clapham, *The Complexity of International Criminal Law: Looking Beyond Individual Responsibility to the Responsibility of Organizations, Corporations and States*, in FROM SOVEREIGN IMPUNITY TO INTERNATIONAL ACCOUNTABILITY: THE SEARCH FOR JUSTICE IN A WORLD OF STATES 233-45 (R. Malcontent & T. Thakur eds., 2004).

- *In the Case Against Al-Jadeed [Co.] S.A.L./New T.V. S.A.L. (NT. V.) and Karma Mohamed Tahsin Al Khayat*, STL-14-05/A/AP, Prosecution's Appeal Brief, F0005, 22 October 2015, pages 3-4, 34-40 (Special Tribunal for Lebanon)
- Summary of Contempt Judgement in STL 14-05 (September 28, 2015)
- Sharon LaFraniere, *Court Finds Rwanda Media Executives Guilty of Genocide*, NEW YORK TIMES
- OPTIONAL: David Scheffer, *The Impact of War Crimes Tribunals on Corporate Liability for Atrocity Crimes under US Law*, in: CORPORATE SOCIAL RESPONSIBILITY? HUMAN RIGHTS IN THE NEW GLOBAL ECONOMY, 152-174 (eds. Walker-Said & Kelly) (2015)

HARD LAW

Wednesday, February 17

Home country regulation, United States: Alien Tort Statute, Foreign Corrupt Practices Act

- Beth Stephens, *Human Rights Litigation in U.S. Courts against Individuals and Corporation*, in CORPORATE RESPONSIBILITY FOR HUMAN RIGHTS IMPACTS: NEW EXPECTATIONS AND PARADIGMS, 179-189 (Blecher et al, eds.)
- Kevin Davis, *Why does the United States Regulate Foreign Bribery: Moralism, Self-Interest, Altruism?*, 67 NYU Annual Survey of American Law, 497-512 (2012)
- OPTIONAL: Philip Alston and Ryan Goodman, *Transnational Business and Human Rights: Note [on extraterritorial regulation]*, in INTERNATIONAL HUMAN RIGHTS, 1495-96 (2012).

Monday, February 22 (You will receive instructions for your first lab exercise)

Home country regulation, Europe

- Jan Wouters & Leen Chanet, *Corporate Human Rights Responsibility: A European Perspective*, 6 Nw. U. J. Int'l Hum. Rts. 272-82, 294-302 (2008)
- Caroline Kaeb & David Scheffer, *The Paradox of Kiobel in Europe*, AMERICAN JOURNAL OF INTERNATIONAL LAW, 852-57 (2013)
- OPTIONAL: William Laufer, *Corporate Bodies and Guilty Minds*, 44-48 (2006)
- OPTIONAL: Council Regulation (EC) No 44/2001 of 22 December 2000 on Jurisdiction and the Recognition and Enforcement of Judgments in Civil and Commercial Matters ('Brussels I Regulation')

Wednesday, February 24

Human rights litigation against corporations I

- Abdullahi v. Pfizer, Inc., 562 F.3d 16 (2nd Cir. 2009)
- Pfizer law suit (re Nigeria), BUSINESS & HUMAN RIGHTS RESOURCE CENTER
- Corrie v. Caterpillar, Inc., 503 F.3d 974 (9th Cir. 2007)
- OPTIONAL: Check out the website of the Business and Human Rights Resource Center; its "Corporate Accountability Project" provides the most comprehensive collection of related information, tools, and sources. See specifically the list of corporate accountability law suits based on company,

country where the law suit was filed, country where the abuses took place, and issues, <http://business-humanrights.org/en/corporate-legal-accountability/case-profiles>

Monday, February 29

Human rights litigation against corporations II

- *Kiobel v. Royal Dutch Petroleum*, 569 U. S. ____ (2013) (majority opinion, pp. 1-14)
- Oona A. Hathaway, *Kiobel Commentary: The door remains open to “foreign squared” cases*, SCOTUS Blog (April 18, 2013)
- *Flomo v. Firestone*, 7th Circuit, pp. 1017-23 (11 July 2011)
- OPTIONAL: *SETTLEMENT AGREEMENT AND MUTUAL RELEASE, WIWA V. ROYAL DUTCH PETROLEUM CO.* (S.D.N.Y JUNE 8, 2009)

Wednesday, March 2

Movie “Crude: The Real Price of Oil”

- OPTIONAL: Christine Bader, *The Evolution of a Corporate Idealist: When Girl Meets Oil*, pages XV-42 (2014)

THE BUSINESS CASE FOR CSR

Monday, March 7 (*Second reflection paper due*)

Market-based approach to CSR: motivational drivers

- David Vogel, *The Market for Virtue: The Potential and Limits of Corporate Social Responsibility* 16-35 (2005)
- Archie B. Carroll and Kareem M. Shaban, *Director Notes: The Business Case for CSR*
- OPTIONAL: Terry O’Collaghan, *Disciplining Multinational Enterprises: The Regulatory Power of Reputation Risk*, 21 GLOBAL SOC’Y 100-10 (2007)

Wednesday, March 9

Lab Day I (Litigation simulation, *Balintulo v. Ford Motor Co.*)

Monday, March 21

The competitive advantage of CSR and Shared Value

- Michael E. Porter and Mark R. Kramer, *The Link Between Competitive Advantage and Corporate Social Responsibility*, Harvard Business Review 1-14 (December 2006) (available for purchase (8.95\$) at <https://hbr.org/product/strategy-and-society-the-link-between-competitive-advantage-and-corporate-social-responsibility-hbr-bestseller/R0612D-PDF-ENG>)
- Andrews Crane et al., *Contesting the Value of “Creating Shared Value,”* 56 California Management Review 130-153 (2014)

CORPORATE STRATEGY

Wednesday, March 23

Corporate philanthropy, corporate social responsibility, and social innovation strategies

- Shrutri Rana, *From Making Money Without Doing Evil to Doing Good Without Handouts: The Google.org Experiment in Philanthropy*, 3 JOURNAL OF BUSINESS AND TECHNOLOGY LAW 87-96 (2008)
- Geoffrey Heal, *When Principles Pay: Corporate Social Responsibility and the Bottom Line*, 176-196 (2008)
- OPTIONAL: Corporate Social Responsibility at Cisco, Connected Healthcare, <http://csr.cisco.com/pages/healthcare>

Monday, March 28

(Public) Benefit Corporations

- Julie Battilana et al., *In Search of the Hybrid Ideal*, STANFORD INNOVATION REVIEW
- Sharon Lincoln (Foley & Hoag), *Delaware Enacts Benefit Corporation* (2013)
- Certified B Corporation, B Lab, Ben & Jerry's, <http://www.bcorporation.net/community/ben-jerrys> (Please also briefly skim the following two weblinks on the site: Ben & Jerry's Full Impact Assessment – 2012; Ben & Jerry's Disclosure Questionnaire)

Wednesday, March 30

Corporate self-regulation: codes of conducts

- Ralph Steinhardt, *The New Lex Mercatoria*, in NON-STATE ACTORS AND HUMAN RIGHTS 180-87 (Philip Alston ed., 2005)
- Betsy Stevens, *Corporate Ethical Codes: Effective Instruments for Influencing Behavior*, 78 JOURNAL OF BUSINESS ETHICS 601-07 (2008).
- Apple Inc., supplier code of conduct
- TOTAL S.A., SOCIETY AND ENVIRONMENT REPORT 2011, 29-31
- OPTIONAL: David Kinley, Junko Tadaki, *From Walk to Talk: The Emergence of Human Rights Responsibilities for Corporations at International Law*, 44 VIRGINIA JOURNAL OF INTERNATIONAL LAW 952-60 (section G “The Impact of Soft Law: Corporate Codes of Conduct”) (2004)

Monday, April 4

Multi-Stakeholder initiatives

- Summary Report of SRSG Consultation: Improving the Human Rights Performance of Business Through Multi-Stakeholder Initiatives 1-12 (2007)
- Chang, Victoria and Glenn R. Carroll, *Monitoring Factories Around the Globe: The Fair Labor Association and The Workers' Rights Consortium*, STANFORD GRADUATE SCHOOL OF BUSINESS (2008), Examples:
 - Global Network Initiative: www.globalnetworkinitiative.org
 - Voluntary Principles on Security and Human Rights: <http://www.state.gov/j/drl/vp/>
 - Kimberly Process: <http://www.kimberlyprocess.com>
 - The Equator Principles: <http://www.equator-principles.com/index.php/about-ep/about-ep>

CASE STUDIES

Wednesday, April 6

Human rights in supply chain management: Case study, Rana Plaza factory collapse (Bangladesh)

- Sarah Labowitz and Dorothee Baumann-Pauly, Business as Usual is Not an Option, NYU Stern, Center for Business and Human Rights 9-29 (2014)
- Caroline Kaeb, *Going Beyond the Letter of the Law: Lessons from Europe on Corporate Accountability*, 2014 Kellogg School of Management/Aspen Institute Business and Society Leadership Summit
- Accord on Fire and Building Safety (May 13, 2013) (see also website, at <http://www.bangladeshaccord.org/>)

Monday, April 11 (you will receive instructions for your second lab exercise)

Human rights in information communication technology: privacy and internet freedom of speech

- David Scheffer and Caroline Kaeb, *The Five Levels of CSR Compliance...The Case of Google in China*, 29 BERKELEY J. INT'L L. 151-166 (2010)
- Sucher, Sandra J. and Daniel Baer, *Yahoo! in China (A)*, HARVARD BUSINESS SCHOOL (2009), available for purchase (\$6.95) at: http://hbr.org/product/a/an/609051-PDF-ENG?cm_sp=doi--case--609051-PDF-ENG&referral=00103
- Hillary Clinton, Remarks on Internet Freedom (The Hague, December 8, 2011)
- European Commission, Fact Sheet on the “Right to be Forgotten Ruling” (C-131-12) (Husky CT)
- OPTIONAL: Court of Justice of the European Union, Press Release, The Court of Justice Declares that the Commission’s US Safe Harbor Decision is Invalid (Regarding Judgment in Case C-362/14 *Maximillian Schrems v. Data Protection Commissioner*)
- OPTIONAL: Adam Liptak, When American and European Ideas of Privacy Collide, THE NEW YORK TIMES (February 26, 2010)

Wednesday, April 13

Corporate Responses to the Syrian Refugee Crisis

- How are Companies Responding to the Refugee Crisis in Europe?, BUSINESS AND HUMAN RIGHTS RESOURCE CENTER (Please skim the different company responses and be ready to share your thoughts about the differences and commonalities in approaches in class.)
- Eniko Horvath, *How can Companies Support Refugees in Europe*, THE HUFFINGTON POST (October 21, 2015)
- Dorothee Baumann-Pauly & Isabel Ebert, *Is German business seizing Merkel's challenge to see refugees as an “opportunity for tomorrow”?*, BUSINESS AND HUMAN RIGHTS RESOURCE CENTER

CORPORATE IMPLEMENTATION

Monday, April 18

Human rights due diligence: risk assessment and horizontal integration

- Mark B, Taylor et al., *Corporate Social Responsibility Initiative, Due Diligence for Human Rights: A Risk-Based Approach*, 53 WORKING PAPER 1-9, 15-23 (2009)
- Ester Schouten, *Road-testing the Human Rights Compliance Assessment Tools*, in: EMBEDDING HUMAN RIGHTS IN BUSINESS PRACTICE II 64-70 (United National Global Compact ed., 2007)
- Guiding Principles on Business and Human Rights: Implementing the United Nations 'Protect, Respect and Remedy' Framework, A/HRC/17/31, 13-22(2011)
- OPTIONAL: Arnaud Poitevin, *Towards Mandatory Corporate Human Rights Due Diligence at the EU Level?* (July 15, 2015)

Wednesday, April 20

Non-financial reporting and social investing

- Investing the Rights Way: A Guide for Investors on Business and Human Rights, Institute for Human Rights and Business, 53-56 (2013)
- Directive 2014/95/EU of the European Parliament and the Council as regards disclosure of non-financial and diversity information by certain large undertakings and groups (October 22, 2014)
- Jonathan Drimmer & Noah Phillips, *Sunlight for the Heart of Darkness: Conflict Minerals and the First Wave of SEC Regulation of Social Issues*, 6 HUMAN RIGHTS AND INTERNATIONAL LEGAL DISCOURSE, 7-17 (2011)
- California Transparency in the Supply Chains Act
- UK Modern Slavery Act
- OPTIONAL: *Towards Integrated Reporting*, INTERNATIONAL INTEGRATED REPORTING COMMITTEE (IIRC) 6, 9, 13 (2011)

Monday, April 25

Lab Day II (Drafting of industry-specific code of conduct)

Wednesday, April 27

Recent developments in the news & Review Session

Each student should examine media reports of the prior week and identify a recent corporate compliance event or problem that interests him or her and prepared to engage in a class discussion about the character of the event or problem in the context of what the student has learned in the class.

Final exam week (for exact date, please see <http://registrar.uconn.edu/exams/>)

Final exam

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: **April 8th 2016**
2. Department or Program: **French and Francophone Studies**
3. Title of Major: **French**
4. **Effective** Date (semester, year):
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change:

Existing Catalog Description of Major

Proposed Catalog Description of Major

The description of the major does not change; what changes: two additional courses, already in the catalog – FR 3250 and FR 3268 are being added to the list of courses satisfying the major requirements.

Justification

1. Reasons for changing the major:

•**Adding 3268** will enable students having taken the course through the ECE Program to have the course validated as satisfying a major requirement. 3268 W is already in the list but not 3268.

Catalog description of 3268W:

"Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews. "

3268, which is taught in the context of the ECE program, is a writing-intensive course, whether or not it is marked as a W course when it is transferred from high school. The required writing assignments amount to 15 pages of edited work, in addition to journal entries, grammar tests, and the study of francophone literary works. Grammar, vocabulary, creative writing, portraits, narratives, descriptions, argumentative essays, film or book reviews, and various francophone literary works are taught in the 3268 ECE course just as it is in the 3268W course.

•**Adding 3250.**

Two reasons:

1-3250 is the second ECE course which does not yet appear in the list of major requirements; including it will make it possible for students coming from ECE to have this course validated as satisfying a major requirement (it already satisfies a

minor requirement).

2-Catalog description of 3250:

"Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, roundtables, and oral reports."

The course provides essential techniques and practice opportunities for two skills, that are at the core of foreign language fluency: oral communication, and cultural competence. If the cultural competence is covered in all of our French courses, on the other hand, no other course, offered in the major so far, focuses on the speaking skill, in its various aspects. 3257 (Phonetics) teaches how to produce individual sounds, and link them in a sentence and a dialogue. But 3250 (and 3251) are the only courses where students are taught to develop and improve their interpersonal, interpretative and presentational communication skills, in authentic listening and speaking contexts. The three communication standards mentioned above, are now part of ACTFL's world-readiness standards for learning languages. The French major wants to fully integrate these communication goals, in order to better prepare students to apply their skills when they leave UConn to live and work in the global community.

Applicable to both courses being added in the list of courses satisfying the major: on the whole these additions gives students a wider choice in completing the major, especially since not all courses satisfying the requirements can be offered each and every semester.

2. Effects on students: Students will be given the opportunity to be much more proficient in their interpersonal, interpretative and presentational communication skills, in authentic listening and speaking contexts.

3. Effects on other departments: none

4. Effects on regional campuses: none

5. Dates approved by

Department Curriculum Committee: 4-10-2016

Department Faculty:

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

Roger Celestin 4863313 roger.celestin@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.

Name of Student: ----- People Soft #:-----

The Major in French and Francophone Studies

The French major consists of a minimum of 30 semester credit hours at the 3000-level or above in French. 18 credits from the core courses and 12 credits from one of the specialized tracks: “French for the Global Community” or “French Cultural and literary studies”. Students must also receive 12 semester credit hours of 3000-level or above in “related” courses. Study abroad in our Paris program is required (students studying in Paris may earn up to 15 credits towards the French Major).

The core courses:

Language and Culture

Topics	Courses	Semester
Grammar and Composition:	French 3268W or 3268 and 3269	_____
Phonetics and History of Language:	French 3257 or 3258	_____
Literature and Culture	French 3261W and 3262W	_____
Contemporary France:	French 3211	_____

Any of the above courses may be replaced by an appropriate FREN 3293 from Paris.

Track 1: French for the Global Community

Topics	Courses	Semester
Translation	French 3215 or 3216 or 3222	_____
French for Business	French 3217	_____
Issues in Cultural Studies	French 3224 or 3274	_____
The Francophone World	French 3218 or 3273 or 3280 or 3250 or 3270W	_____

Any of the above courses may be replaced by an appropriate FREN 3293 from Paris.

Track II: French Cultural and Literary Studies

Topics	Courses	Semester
Arts and Culture	French 3210 or 3223 or 3224	_____
Literature (theater/fiction/poetry)	French 3220 or 3221 or 3222 or 3250	_____
Literary History (One course from the list):	French 3218, 3230, 3231, 3232, 3234, 3235, 3273, 3280	_____
Literary and Cultural Theory	French 3272	_____

Any of the above courses may be replaced by an appropriate FREN 3293 from Paris.

Related courses (3000-level courses in other disciplines)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Study Abroad Year/Semester: _____

Advisor's Signature:

Date: _____

Track 1: French for the Global Community

Topics	Courses	Semester
Translation	French 3215 or 3216 or 3222	_____
French for Business	French 3217	_____
Issues in Cultural Studies	French 3224 or 3274	_____
The Francophone World	French 3218 or 3273 or 3280 or 3270W	_____

Any of the above courses may be replaced by an appropriate FREN 3293 from Paris.

Track II: French Cultural and Literary Studies

Topics	Courses	Semester
Arts and Culture	French 3210 or 3223 or 3224	_____
Literature (theater/fiction/poetry)	French 3220 or 3221 or 3222	_____
Literary History (One course from the list):	French 3218, 3230, 3231, 3232, 3234, 3235, 3273, 3280	_____
Literary and Cultural Theory	French 3272	_____

Any of the above courses may be replaced by an appropriate FREN 3293 from Paris.

Related courses (3000-level courses in other disciplines)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Study Abroad Year/Semester: _____

Advisor's Signature:

Date: _____

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 15, 2016
2. Department or Program: El Instituto
3. Title of Minor: Latino Studies
4. **Effective** Date (semester, year): 9/1/16
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: add courses to the minor

Existing Catalog Description of Minor

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- [LLAS 2001](#), [2011W](#), [2995](#), [3210](#), [3211](#), [3998](#), [3999](#), [4212](#);
- [LLAS 3241/ANTH 3041](#)
- [LLAS 3232/ENGL 3605](#), [LLAS 3233/ENGL 3607](#),
- [LLAS 3250/HDFS 3442](#), [LLAS 3251/HDFS 3268](#)
- [LLAS 3220/HIST 3674](#), [LLAS/HRTS 3221/HIST 3575](#), [LLAS/HIST 3660W](#)
- [LLAS 3270/POLS 3662](#), [LLAS 3271/ POLS 3834](#); [LLAS/COMM 4320](#)
- [LLAS/SPAN 3265](#)
- [LLAS 3230/WGSS 3258](#), [LLAS 3231/WGSS 3259](#), [LLAS 3264/WGSS 3260/COMM 3321](#).

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- [AFRA/HRTS/SOCI 3505](#); [AFRA/SOCI 3501](#);
- [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#);
- [ARTH 3640](#);
- [COMM 4450W](#), [4460](#), [4802](#);

- [ECON 2444, 2456](#);
- [ENGL 3218, 3265W, 4203W](#);
- [HDFS 3421](#);
- [HIST 3554, 3610, 3620, 3621](#); [HIST/LLAS 3608W, 3609, 3635](#);
- [INTD 2245](#);
- [POLS 3218, 3235, 3237](#);
- [SOC/HRTS 3421/W, 3429, 3831](#); [SOC 3503, 3901, 3907, 3911, 3971](#);
- [SPAN 3204, 3214, 3266](#);
- [URBN 3276](#)
- [WGSS 2267](#)

Proposed Catalog Description of Minor

This minor advances a critical understanding of Latinos/as as an integral social and cultural component of the United States society and of the American hemisphere. Since it employs interdisciplinary research methods, this minor enhances a variety of majors and fields of study.

Requirements

The Latino Studies minor requires a minimum of 15 credits of coursework. At least nine of these credits must be from courses listed as, or cross-listed with LLAS:

- [LLAS 2001, 2011W, 2012, 2995, 3210, 3211, 3998, 3999, 4212](#);
- [LLAS 3241/ANTH 3041](#),
- [LLAS 3232/ENGL 3605, LLAS 3233/ENGL 3607](#),
- [LLAS 3250/HDFS 3442, LLAS 3251/HDFS 3268, LLAS 3250/HDFS 3442](#)
- [LLAS 3220/HIST 3674, LLAS/HRTS 3221/HIST 3575, LLAS/HIST 3660W](#)
- [LLAS 3270/POLS 3662, LLAS/POLS 3667, LLAS 3271/ POLS 3834](#);
- [LLAS/COMM 4320; LLAS/COMM 4470](#)
- [LLAS/SOCI 3525, LLAS/SPAN 3265](#)
- [LLAS 3230/WGSS 3258, LLAS 3231/WGSS 3259, LLAS 3264/WGSS 3260/COMM 3321](#).

Additional courses elected from the following list may be counted for up to six credits permitted toward satisfaction of the required total of fifteen:

- [AFRA/HRTS/SOCI 3505; AFRA/SOCI 3501](#);
- [ANTH 3021, 3029, 3042, 3150, 3152](#);
- [ARTH 3640](#);
- [COMM 4450W, 4460, 4802](#);
- [ECON 2444, 2456; LLAS/ECON 2474](#)

- [ENGL 3218](#), [3265W](#), [4203W](#);
- [HDFS 3421](#);
- [HIST 3554](#), [3610](#), [3620](#), [3621](#); [HIST/LLAS 3608W](#), [3609](#), [3619](#), [3635](#); [3660W](#)
- [INTD 2245](#);
- [POLS 3218](#), [3235](#), [3237](#);
- [SOC/HRTS 3421/W](#), [3429](#), [3831](#); [SOC 3503](#), [3901](#), [3907](#), [3911](#), [3971](#);
- [SPAN 3204](#), [3214](#), [3266](#);
- [URBN 3276](#)
- [WGSS 2267](#)

Justification

1. Reasons for changing the minor: new faculty are teaching new courses; many of the courses we are offering next AY are not on the minors list, which is an oversight
2. Effects on students: more courses to choose from
3. Effects on other departments: none
4. Effects on regional campuses: new online course
5. [Dates approved](#) by
 Department Curriculum Committee: March 3 2016
 Department Faculty: Anne Gebelein, Sam Martinez, Rob Venator, Overmyer-Velazquez, Daisy Reyes, Diana Rios, Marysol Asencio
6. Name, Phone Number, and e-mail address of principal contact person: anne.gebelein@uconn.edu, 860-486-5508

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
 (signed) _____ Dept. of <insert name>

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: April 15, 2016
2. Department or Program: El Instituto
3. Title of Minor: Latin American Studies
4. **Effective** Date (semester, year): 9/1/16
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: add courses to the minor

Existing Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- [LLAS 2011W](#), [2995](#), [3998](#), [3999](#), [4994W](#);
- [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#); [ANTH/LLAS 3241](#);
- [ARTH 3610](#), [3620](#), [3630](#), [3640](#), [3645](#);
- [GEOG 4710](#);
- [HIST 3610](#), [3620](#), [3621](#), [4994W](#); [HIST/LLAS 3607](#), [3608W](#), [3609](#), [3635](#), [3660W](#);
- [POLS 3218](#), [3235](#), [3237](#); [POLS 3834/LLAS 3271](#);
- [SPAN 3201](#), [3205](#), [3214](#), [3233](#), [3234](#), [3250](#), [3251](#), [3266](#); [SPAN/LLAS 3265](#)

Language Requirement

Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

- One 2000-level or above language course
- Pass equivalent language exam administered by the Department of Literatures, Cultures and Languages
- Requirement waived for native speakers

Students minoring in Latin American Studies should also consider participating in an Education Abroad program in Latin America or the Caribbean. Courses taken abroad may be counted toward the minor if they are equivalents of the courses listed above.

The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Proposed Catalog Description of Minor

The interdisciplinary minor in Latin American Studies offers a basic understanding of the peoples and cultures of Latin America and the Caribbean, their history and contemporary economic, social, and political problems, and the region's relations with the United States.

Requirements

The minor consists of a minimum of 15 credit hours of course work selected from at least three disciplines distributed from the courses below:

- [LLAS 2011W](#), [2012](#), [2995](#), [3998](#), [3999](#), [4212](#), [4994W](#);
- [ANTH 3021](#), [3029](#), [3042](#), [3150](#), [3152](#); [ANTH/LLAS 3241](#);
- [ARTH 3610](#), [3620](#), [3630](#), [3640](#), [3645](#);
- [LLAS/ECON 2474](#), [GEOG 4710](#);
- [HIST 3610](#), [3619](#), [3620](#), [3621](#), [3622](#), [3640](#), [3643](#), [3650](#), [4994W](#); [HIST/LLAS 3607](#), [3608W](#), [3609](#), [3635](#), [3660W](#);
- [POLS 3218](#), [3235](#), [3237](#); [POLS 3834/LLAS 3271](#); [POLS/LLAS 3667](#)
- [SPAN 3201](#), [3205](#), [3207](#), [3214](#), [3233](#), [3234](#), [3250](#), [3251](#), [3254](#), [3260](#), [3266](#); [3267W](#), [SPAN/LLAS 3265](#)

Language Requirement

Credits do not apply to minor's 15 credit minimum) Students may demonstrate elementary proficiency in a Latin American language in one of the following ways:

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The minor is offered by [El Instituto: Latino/a, Caribbean and Latin American Studies Institute](#). For information, contact [Anne Gebelein](#) or call 860-486-5508.

Justification

1. Reasons for changing the minor: Adding courses by new faculty or courses that have been left out by oversight
2. Effects on students: more courses to choose from
3. Effects on other departments: none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: March 3rd, 2016
Department Faculty: Anne Gebelein, Sam Martinez, Rob Venator, Overmyer-Velazquez, Daisy Reyes, Diana Rios, Marysol Asencio
6. Name, Phone Number, and e-mail address of principal contact person: anne.gebelein@uconn.edu, 860-486-5508

Plan of Study

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

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.

B. At the bottom of the form:

Name of Student: _____

I approve the above program for the Minor in <insert name>
(signed) _____ Dept. of <insert name>

Curricula Action

 |  # 68

Created by	Alaina Brenick	Last updated	Apr 15, 2016, 10:12:37 AM Eastern Daylight Time
Printed by	Jon Gajewski	Print Date	Apr 15, 2016, 10:28:00 AM Eastern Daylight Time

Section

COURSE ACTION REQUEST

* indicates required field

Request Status In Progress

Course Info

Type of Action Add Course**Is this a UNIV or INTD course?** Neither**Number of Subject Codes** 1**Course Subject Information****Course Subject Code** HDFS**School / College** College of Liberal Arts and Sciences**Department** Human Development and Family Studies**Will this use an existing course number?** No**Course Number** 3xxx**Course Title** Developmental Approaches to Intergroup Relations and Victimization

Contact Info

Initiator Information**Initiator Name** Alaina Brenick**Initiator Department** HUMAN DEV/FAM STUDI&R**Initiator NetId** alb11022**Initiator Email** alaina.brenick@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 Implementation Date

Proposed Term Fall

Proposed Year 2016

Will this course be taught in a language other than English? No

Is this a General Education Course? Yes

GenEdContentSection

General Education Content Area

Content Area 1 false
Arts and Humanities

Content Area 2 false
Social Sciences

Content Area 3 false
Science and Technology (non-Lab)

Content Area 3 false
Science and Technology (Lab)

Content Area 4 false
Diversity and Multiculturalism (non-International)

Content Area 4 false
Diversity and Multiculturalism (International)

CLAS A-E Section

General Education Skill Code

Non-W Course Details

Number of 1

Sections

Number of Students per Section 35

Is this a Variable Credits Course? No

Is this a Multi-Semester Course? No

Credits 3

Instructional Pattern

Course Restrictions

Non-W

Prerequisites

Prerequisites None

Corequisites None

Recommended Preparation HDFS 2001; open to sophomores or higher

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? Yes

Special Instructional Features

Do you anticipate the course will be offered at all Yes

campuses?

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

1. Standard abbreviation for Department, Program or Subject Area: HDFS
2. Course Number: 3XXX
3. Course Title: Developmental Approaches to Intergroup Relations and Victimization
4. Semester Offered: fall, spring
5. Number of Credits: 3
6. Instructional Pattern: Seminar style interactive discussion based course with some lecture
7. Recommended Preparation: HDFS 2001; open to sophomores or higher
8. Course Description (second paragraph of catalog entry):

Developmental, social-ecological, and social psychological theories of the fundamental processes involved in intergroup relations; cognitive, affective, and social underpinnings of intergroup dynamics; critical issues of diversity and social justice in the lives of children and families; experiences of intergroup discrimination and victimization (e.g., bullying, exclusion); theoretical approaches to improving intergroup relations and tolerance.

Reason for the course action To the instructor's knowledge, there is no course offered presently at UConn that focuses specifically on the social-ecological and developmental issues pertaining to the relations between diverse groups of youth and their families. It covers issues not currently addressed in the HDFS curriculum and will be a valuable addition to the Social Sciences and Diversity and Multiculturalism areas as an HDFS general education elective course.

Specify effect on other departments and overlap with existing courses There is no expected effect on other departments. We have talked with ANTH and SOC and both have said they have no concerns about the course.

Please provide a brief description of course goals and learning objectives The primary goal of this course is to provide students with a comprehensive understanding of the fundamental processes involved in intergroup relations through a multi-theoretical approach incorporating developmental, social-ecological, and social psychological theories. Students will be introduced to the social, cultural, and historical influences on the development of group dynamics, including the ways in which groups are defined, behave, and influence each other at different points of the lifespan. The course will cover critical issues of diversity and social justice in the lives of youth and families and examine experiences of intergroup discrimination and victimization. Using a social justice framework, the course will conclude with theoretical approaches to facilitating positive intergroup relations allowing students to explore their expanded knowledge of and sensitivity to issues related to human diversity, multiculturalism, and systems of oppression.

Describe course assessments Assessments include:

1. Class leadership- students will lead an interactive class discussion from the assigned readings
2. Class participation and discussion questions- thoughtful engagement in class discussions both in person and online
3. Article review- students will write a 2-3 page critical review of an empirical article from the assigned readings list
4. Intervention or policy proposal- students will write a 5-7 page proposal in which they review a pressing social issue related to intergroup relations and victimization (minimum of 5 empirical sources), analyze the current policy or practice related to the defined issue, and propose an intervention program or policy to address the defined issue based on their critical analysis of the literature.

Weekly readings include seminal theoretical articles/chapters with seminal and current empirical articles (typically 3 per week); additional popular press articles and empirical articles are addressed at times throughout the semester

General Education Goals The overall goal of HDFS 3XXX is to strengthen students' critical thinking skills and to expand their knowledge base on issues pertaining to the relations between diverse groups of youth. Due to the discussion based format, students taking HDFS 3XXX will become articulate in regards to their analysis of the critical issues related to intergroup relations and victimization. Proper exploration of the experiences of intergroup inequalities, specifically related to discrimination, victimization, bullying and exclusion, will only be possible through a developmentally, historically, and culturally sensitive lens. We will directly assess more reasoning about intergroup victimization, further promoting moral sensitivity to diverse group experiences. These goals will be achieved through careful examination of the theoretical approaches to improving intergroup relations and tolerance. Students will use their expanded knowledge and awareness to develop a plan of action to promote positive intergroup relations. It is through this assignment that students will acquire the skill of effective research and critical analysis and the ability to apply this information to diverse populations.

Syllabus and other attachments	Attachment	Attachmen...	Attachmen...
	Brenick hdfs 3098 Syllabus 2016.docx	Brenick hdfs 3xxx Syllabus 2016.docx	Syllabus

Comments / Approvals

Initiator Comments

Initiator Comments This course was developed and offered by faculty based on the West Hartford regional campus. Additionally, it will be offered as an Honors seminar, thereby meeting the demand for Honors courses on the campus.

Department Comments

Department 1 Comments We are going to wait on the gen ed additions until fall (need to vote on them as a dept), but the application is not letting me remove the "Yes" response to the Gen Ed question.

Department Approve
1 Status

Department 4/15/2016
1 Status
Date

Section

Email CAR Request Details:

Use the controls below to email the CAR form contents to a specified list of recipients. Email contents will reflect the current state of the CAR request.

(please provide at least one email address and subject)

Email
Recipient(s)

Email CAR: Brenick - Developmental Approaches to Intergroup
Subject Relations and Victimization

Section

HDFS 3XXX: Developmental Approaches to Intergroup Relations and Victimization
Undergraduate Building 304
Tues. 4:00-6:30pm

Instructor: Dr. Alaina Brenick
Office: 315 Library Building
Office Hours: Tues. 3:15-4:00pm, or by appointment
Email: alaina.brenick@uconn.edu

Course Description and Goal: This course addresses the critical issues of diversity and social justice in the lives of children and families. The overall goal of this course is to strengthen students' critical thinking skills and to expand their knowledge base on issues pertaining to the relations between diverse groups of youth. The materials covered in this course will explore the theoretical and empirical underpinnings of intergroup inequalities through victimization, discrimination, bullying, and exclusion. Further, they will address the various social-ecological influences (e.g., identity development, parent and society norms, diversity density) that work to facilitate such inequalities or to combat them. The course has an established theoretical framework and concepts that will help to create a dialogue between students and instructor and between other students. Course instruction includes lectures, readings, group activities, media, homework, and other activities.

Course Objectives:

- To gain a better understanding of the developmental and social psychological theories of the fundamental processes involved in intergroup relations.
- To understand the cognitive, affective, and social underpinnings of intergroup dynamics.
- To explore experiences of intergroup inequalities- discrimination, victimization, bullying, and exclusion.
- To examine the theoretical approaches to improving intergroup relations and tolerance.
- To have students develop a plan of action to promote positive intergroup relations through their expanded knowledge of and sensitivity to issues related to human diversity, multiculturalism, and systems of oppression.

Assigned Readings:

- There is no text for this class- only assigned readings, which you will find on Husky CT <https://lms.uconn.edu/>. You will need your NetID and password to log into both websites.
- Additional readings may be assigned throughout the semester and will be made available on HuskyCT as well.

Course Requirements and Grading:

Reading Assignments

The reading assignments for each week are listed on the attached course calendar. Readings are to be completed for the day indicated. Be prepared to discuss the readings on the day they are due, so be prepared by doing the reading prior to class.

COURSE GRADING/REQUIREMENTS:

- 25% Class Leadership (your choice of topic)
- 20% Class Participation & Discussion Questions
- 35% Intervention Proposal (5-7 pages)
- 20% Article Review (2-3 pages)

CLASS LEADERSHIP (25%)

On your assigned day, you will have responsibility for leading the class in activities and discussion of the topic material. You may review the chapter readings, articles, lead discussion, analyze a case study, argue appropriate policy actions, show some relevant web sites or a short film clip, etc. This time should be **interactive**. You may break the class into smaller groups for activities and exercises. Know that your classmates will have read the assigned chapter readings for the week. Please coordinate your plan for the class (as well as any technological needs) with the instructor at least one week in advance. You will be graded on the basis of preparation and the outcome of your classes (i.e., Did you engage your classmates? Was there good critique of the readings? Did we learn something?). Be creative!

CLASS PARTICIPATION & DISCUSSION QUESTIONS (20%)

This is an honors seminar course, and therefore will entail a highly interactive classroom setting. Students are expected to attend all classes, be on time, come prepared (i.e., having completed all readings and considered how to discuss them), and participate actively and constructively. All students who are not leading class should bring 2 written discussion questions on the assigned reading for the day.

Throughout the semester various assessments will be conducted during class time. Assessments may take the form of quizzes, worksheets, peer reviews, in-class debates and discussions, etc. You must be present in order to participate in the in-class activities. The majority of in-class activities will be based off lectures or the assigned readings for that day, so make sure to read prior to class. In-Class Activities cannot be made up.

INTERVENTION PROPOSAL (35%)

The paper should be approximately **5-7 double-spaced**, typed pages (plus references). Follow APA format in your writing, as outlined in the APA (2010; 6th ed.) *Publication Manual*. The topic is up to you, but it should provide a review (at least 5 primary journal articles) of an area of intergroup relations in youth and justify the proposed intervention.

The paper will require you to conduct a literature search and become familiar with the UConn library resources: <http://www.lib.uconn.edu/> **ALL PAPERS MUST BE HARD COPY – NO EMAILED PAPERS ACCEPTED.**

ARTICLE REVIEW (20%)

This assignment will be approximately **2-3 pages (double spaced)** in length. You may critique an article from the assigned readings list or you may select a foundational theoretical (primary source only) or empirical article in your field of interest (must be approved in advance by the professor).

All written assignments must be turned in through "Safe Assign" (under course tools on HuskyCT and receive a rating of less than 15% non-original material BEFORE they can be turned in to me in hard copy format. Thus, all papers must first clear the 15% mark and THEN a hard copy of the paper should be turned in with me in class.

NOTE: a rating of 15% non-original material in your paper does NOT mean that your paper is free from plagiarism, this is simply a first step to help you identify areas of your writing that require additional editing.

GRADES AND REQUIREMENTS

This is a 3-credit, letter-graded course, based on the following grade scale:

A+	=97-100%	B+	=87-89%	C+	=77-79%	D+	=67-69%	F	≤59%
A	=93-96%	B	=83-86%	C	=73-76%	D	=63-66%		
A-	=90-92%	B-	=80-82%	C-	=70-72%	D-	=60-62%		

Be sure to address any concerns with your assignment grades in a timely manner (e.g., not after the semester has ended).

NOTE: This is an Honors seminar. All students enrolled in the course, regardless of whether they are in the Honors Program, will receive Honors credit if they earn a B- or above, so all will be held to the same high level of expectations.

COURSE POLICIES

Students with Disabilities. If you are a student with a documented physical or learning disability that requires accommodation, please provide me with the appropriate documentation from Student Support Services by **TUESDAY, SEPTEMBER 15th** so that we can make the necessary arrangements. If you have a disability and have not yet registered with the University, please contact Student Support Services promptly.
<http://hartford.uconn.edu/sss/index.html>

Religious Observances. Students should not be penalized for participation in religious observances. If religious observances during the semester conflict with class attendance or assignment completion, please contact me by **TUESDAY, SEPTEMBER 15th** so that we can make the necessary arrangements.

Attendance and Make-up Exams/Assignments. Exam questions may be taken from class lectures and discussions. It is up to the individual student to attend each class session, and to obtain class notes and information from other class members when class is missed. *Note that you may **NOT** make up classroom activities or exams for which you are absent unless you notify the instructor **PRIOR** to class, **AND, within 1 week, provide written documentation that your absence complies with the University of Connecticut policy.** In exceptional circumstances, the prior notification requirement may be waived.*

Paper Format. APA format is required for all papers. Information about APA format is available at: <http://www.apastyle.org>. A good crib sheet can be found here: <http://www.wooster.edu/psychology/apa->

crib.html, but it is not all-inclusive. If you are unfamiliar with APA format, I suggest you go to the library and look at the APA Publication Manual (6th ed.).

Paper Submission/Late Assignments. All assignments are to be printed and turned in at the start (i.e. the first 5 minutes) of class the day the assignment is due. I do not accept email submission of assignments. Computer problems, errors, etc. do not count as a legitimate excuse for failing to turn in your assignment on time.

- Late assignments will be penalized 5% for each day beyond the deadline
- Bring late assignments to the Business and Administrative Services Suite, Undergraduate Building, Room 201, during business hours. Have the document time stamped desk and left in my mailbox

Writing Assistance. Good writing skills are an essential part of a college education. I will be grading your assignments with the expectation that you are able to clearly convey your message. All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Extra Credit. The **ONLY** extra credit opportunities available during the semester will be in the form of participation in a research study conducted by faculty members. These opportunities are not guaranteed. If these opportunities arise, in addition to participating in the study, you must write a 1-2 page reflection paper about the experience. Students may only complete **ONE** extra credit assignment during the semester. Details of these opportunities will be announced in class **if** and when they arise.

Technology. All cell phones must be turned off while in class. Laptops/tablets may not be used in class. Texting, web browsing, facebook, etc., on your phone and laptop is a distraction to the learning environment.

Emails. Emails to the instructor should be written professionally. You should include a salutation that addresses me by name (e.g. Hello Prof. Brenick,) and a closing that clearly identifies who you are.

ACADEMIC INTEGRITY

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Tentative Schedule

Subject to change.

Week of	TUESDAY	Readings Due for this Class
9/1	Introduction to Course, APA, Theoretical Approaches	
9/8	Introduction to Course, APA, Theoretical Approaches	
9/15	Developmental and Social Theoretical Approaches to Intergroup Relations	Durkin, 1995 Garcia Coll, 1995
9/22	Developmental and Social Theoretical Approaches to Intergroup Relations	
9/29	Cognitive Processes	Bigler & Liben, 2007 Liben & Signorella, 1980 Dunham, Baron, Carey, 2011
10/6	Social Identity Development and Groups	Nesdale, 2004 Brenick & Killen, 2014 Knisfeld & Juvonen, 2015
10/13	Group Dynamics and Group Norms	Abrams, 2011 Degner & Dalege, 2013 Brenick & Romano, in press
10/20	Bullying, Exclusion, and Victimization	Killen, Mulvey, Hitti, 2013 Elamé, 2013 Horn, 2008
10/27	Threat and Anxiety	Riek, Mania, Gaertner, 2006 Durkin et al, 2012 Swart, Hewstone, Christ, & Voci, 2011
11/3	Empathy	Stephan & Finlay, 1999 Masten, Gillen-O'Neel, & Spears Brown, 2010 Sierksma, Thijs, Verkuyten, 2014
11/10	Context & Minority/Majority Experiences	Kinket & Verkuyten, 1999 Brenick et al., 2012 Verkuyten, 2014
11/17	Improving Intergroup Relations	Pettigrew, Tropp, Wagner, & Christ, 2011 Guerra, et al, 2010 Rutland & Killen, 2015
11/24	THANKSGIVING BREAK	
12/1	Improving Intergroup Relations	Verkuyten & Thijs, 2013 Beelman & Heinemann, 2014 Hawley, 1995 Livingston, 2011
12/8	Final Reflections on Moving Forward	Intervention Presentations

References by Course Topic

Developmental and Social Theoretical Approaches to Intergroup Relations

Durkin, K. (1995). Introduction. In K. Durkin, *Developmental social psychology* (pp. 1-37). Malden, MA: Blackwell Publishing Ltd.

Garcia Coll, C. T. (1995). Developmental processes and their influence on interethnic and interracial relations. In W. D. Hawley & A. W. Jackson (Ed.), *Toward a common destiny: improving race and ethnic relations in America* (pp. 103-130). San Francisco, CA: Jossey-Bass.

Cognitive Processes

Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, *16*(3), 162-166.

Liben, L. S., & Signorella, M. L. (1980). Gender-related schemata and constructive memory in children. *Child Development*, *51*, 11-18.

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, *82*, 793-811.

Social Identity Development and Groups

Nesdale, D. (2004). Social identity processes and children's ethnic prejudice. In M. Bennett & F. Sani, *The development of the social self* (pp. 219-245). New York, NY: Psychology Press.

Brenick, A., & Killen, M. (2014). Moral judgments about Jewish-Arab intergroup exclusion: the role of cultural identity and contact. *Developmental Psychology*, *50*(1), 86-99.

Knisfeld, C. A. & Juvonen, J. (2014). Social identity complexity, cross-ethnic friendships, and intergroup attitudes in urban middle schools. *Child Development*, *85*, 709-721.

Group Dynamics and Group Norms

Abrams, D. (2011). Wherein lies children's intergroup bias? Egocentrism, social understanding, and social projection. *Child Development*, *82*(5), 1579-1593.

Degner, J., & Dalege, J. (2013). The apple does not fall far from the tree, or does it? A meta-analysis of parent-child similarity in intergroup attitudes. *Psychological Bulletin*, *139*(6), 1270-1304.

Brenick, A., & Romano, K. (in press). Perceived peer and parent outgroup norms, cultural identity, and adolescents' reasoning about peer intergroup exclusion. *Child Development*.

Bullying, Exclusion, and Victimization

Killen, M., Mulvey, K. L., & Hitti, A. (2013). Social exclusion in childhood: a developmental intergroup perspective. *Child Development*, *84*(3), 772-790.

Elamé, E. (2013). *Discriminatory bullying*. Italia: Springer-Verlag.

Horn, S. S. (2008). The multifaceted nature of sexual prejudice: how adolescents reason about sexual orientation and sexual prejudice. In S. R. Levy & M. Killen (Ed.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 173-188). Oxford, UK: Oxford University Press.

Threat and Anxiety

Riek, B. M., Mania, E. W., & Gaertner S. L. (2006). Intergroup threat and outgroup attitudes: a meta-analytic review. *Personality and Social Psychology Review*, *10*(4), 336-353.

Durkin, K., Nesdale, D., Dempsey, G., & McLean, A. (2012). Young children's responses to media representations of intergroup threat and ethnicity. *British Journal of Developmental Psychology*, *30*, 459-476.

Swart, H., Hewstone, M., Christ, O., & Voci, A. (2011). Affective mediators of intergroup contact: a three-wave longitudinal study in South Africa. *Journal of Personality and Social Psychology*, *101*(6), 1221-1238.

Empathy

Stephan, W. G., & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues*, *55*(4), 729-743.

Masten, C. L., Gillen-O'Neel, C., & Spears Brown, C. (2010). Children's intergroup empathic processing: the roles of novel ingroup identification, situation distress, and social anxiety. *Journal of Experimental Child Psychology, 106*, 115-128.

Sierksma, J., Thijs, J., & Verkuyten, M. (2014). Children's intergroup helping: the role of empathy and peer group norms. *Journal of Experimental Child Psychology, 126*, 369-383.

Context & Minority/Majority Experiences

Kinket, B., & Verkuyten, M. (1999). Intergroup evaluations and social context: a multilevel approach. *European Journal of Social Psychology, 29*, 219-237.

Brenick, A., Titzmann, P. F., Michel, A., & Silbereisen, R. K. (2012). Perceptions of discrimination by young Diaspora migrants. *European Psychologist, 17*(2), 105-119.

Verkuyten, M. (2014). Ethnic discrimination and social validation. In M. Verkuyten, *Identity and cultural diversity: what social psychology can teach us* (pp. 67-86). New York, NY: Routledge.

Improving Intergroup Relations I

Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations, 35*, 271-280.

Guerra, R., Rebelo, M., Monteiro, M. B., Riek, B. M., Mania, E. W., Gaertner, S. L., & Dovidio, J. F. (2010). How should intergroup contact be structured to reduce bias among majority and minority group children? *Group Processes & Intergroup Relations, 13*(4), 445-460.

Rutland, A., & Killen, M. (2015). A developmental science approach to reducing prejudice and social exclusion: intergroup processes, social-cognitive development, and moral reasoning. *Social Issues and Policy Review, 9*(1), 121-154.

Improving Intergroup Relations II

Verkuyten, M., & Thijs, J. (2013). Multicultural education and inter-ethnic attitudes: an intergroup perspective. *European Psychologist, 18*(3), 179-190.

Beelman, A. & Heinemann, K. S. (2014). Preventing prejudice and improving intergroup attitudes: A meta-analysis of child and adolescent training programs. *Journal of Applied Developmental Psychology, 35*, 10-24.

Hawley, W. D., Banks, J. A., Padilla, A. M., Pope-Davis, D. B., & Schofield, J. W. (1995). Strategies for reducing racial and ethnic prejudice: Essential principles for program design. In W. D. Hawley & A. W. Jackson (eds.), *Toward a common destiny: improving race and ethnic relations in America*. (pp. 423-433). San Francisco, CA: Jossey-Bass/Wiley.

Livingston, R. (2011). What can tolerance teach us about prejudice? Profiles of the nonprejudiced. In L. R. Tropp & R. K. Mallett (eds.) *Moving beyond prejudice reduction: pathways to positive intergroup relations*. (pp. 21-40). Washington, DC: American Psychological Association.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: April 12, 2016
2. Department requesting this course: Physiology & Neurobiology
3. Semester and year in which course will be first offered: Spring 2017

Final Catalog Listing

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

3700. Sensory physiology

Three credits. Prerequisite: PNB 2274 or PNB 3251, or instructor consent; open to juniors or higher.

Cellular and molecular mechanisms supporting the detection of sensory stimuli in vertebrates, invertebrates and other organisms. Detection of chemicals, touch, temperature, pain, sound, light, heat, magnetic fields, and electricity.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: PNB
2. Course Number: 3700
3. Course Title: Sensory Physiology
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Cellular and molecular mechanisms supporting the detection of sensory stimuli in vertebrates, invertebrates and other organisms. Detection of chemicals, touch, temperature, pain, sound, light, heat, magnetic fields, and electricity.

Optional Items

6. Pattern of instruction, if not standard: N/A
7. Prerequisites, if applicable: PNB 2274 or PNB 3251 or Instructor consent
 - a. Consent of Instructor, if applicable: N/A
 - b. Open to juniors or higher
8. Recommended Preparation, if applicable: N/A
9. Exclusions, if applicable: N/A
10. Repetition for credit, if applicable: Cannot be repeated for credit.
11. Skill codes "W", "Q" or "C": N/A
12. University General Education Content Area(s), if any: N/A
 - a. If Content Area 1, specify a CLAS area, A-E: _____
 - b. Justification for inclusion in CLAS area, A-E:
(Please consult CLAS guidelines for areas A-E.)
13. S/U grading: N/A

Justification

1. Reasons for adding this course: This will increase undergraduate course offerings in the spring semester in PNB and give students additional options to satisfy the PNB undergraduate major requirements.
2. Academic merit: This course will cover the molecular and cellular physiology of sensory systems at an advanced, in-depth level, unlike any other course offered by our department or in CLAS. This is possible because students will have a basic biological understanding of neurobiology and sensory systems from their prerequisite course experience in either PNB 2274 (Enhanced Human Anatomy and Physiology) or PNB 3251 (Biology of the Brain). This course will primarily focus on events in the peripheral sensory organs. It will take a comparative approach, with examples drawn from humans, mammals, reptiles, fish, insects and other organisms. The course will cover the "standard" human senses (vision, audition, chemosensation, somatosensation) as well as those that humans don't possess, such as magnetoreception and electroreception.
3. Overlapping courses: This course builds on the limited sensory physiology that is taught in PNB 2274 (Enhanced Human Anatomy and Physiology) and PNB 3251 (Biology of the Brain). Our course will complement the existing course Psyc 3501 (Sensation and Perception) based on the syllabi provided by the current course directors, Dr. Heather Reed and Dr. Maxim Volgushev. We have also looked at the proposed course Psyc 2202, whose emphasis on circuits and systems differentiates and complements our proposed course that focuses on molecules and cells and has a strongly comparative approach. (Note: I have shared this course proposal with Dr. Rob Henning, the C&CC representative from the Psych department to obtain his opinion and consent).
4. Number of students expected: 40
5. Number and size of sections: 1 section with 40 students
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Karen Menuz, PNB

General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (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: April 14, 2016
Department Faculty: April 18, 2016
2. Name, Phone Number, and e-mail address of principal contact person:
Karen Menuz, 860-486-3017, karen.menuz@uconn.edu

Syllabus

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

Syllabus

PNB 3700: Sensory Physiology (3 credits)
Tu/Th, 12:30 pm to 1:45 pm, in room TLS 111

Instructor: Dr. Karen Menuz, Physiology and Neurobiology Department
Office hours: Mondays, Tuesdays 9:30-10:30 in room TLS 119
Email: karen.menz@uconn.edu

Course Description

This course is designed to provide students with a detailed understanding of the molecular and cellular aspects of sensory systems, building upon knowledge gained in PNB 2275 or PNB 3251. Special attention is paid to the receptors, receptor cells, and synaptic physiology in the peripheral sensory organs. The course covers senses that are familiar to humans, such as chemosensation, vision, touch, thermoreception, pain, hearing, and those that we lack like magnetoreception, electroreception, and heat detection. A comparative approach will be taken, highlighting the common principles and key differences in select sensory systems in vertebrates, invertebrates, and other organisms. When possible, we will also investigate the physiological basis of diseases associated with human sensory systems.

Course Material

Reading material will include both textbook and primary literature. Recommended textbook: *Biology of Sensory Systems*, 2nd Edition, Christopher Smith, Wiley Press
Original papers will also be assigned in class and available on HuskyCT.

Course Requirements and Assessment

Examinations: Three exams will be given during the semester as indicated in the Lecture Schedule as well as a cumulative final exam. The lowest semester exam grade will be dropped and the two remaining exams will each contribute 25% to the final course grade; the final exam will contribute 35%. No make-up exams will be given for the semester exams. Exams will be a mixture of multiple-choice, short-answer, and brief paragraph questions. The content of exams will be drawn from lecture material, the textbook, and assigned primary literature.

Students will also be expected to participate in classroom activities and discussion (15%).

Lecture schedule

Date	Lecture Topic	Lecture
Jan 17	Introduction/General principles of sensory systems	1
Jan 19	Intro to Chemical Sensing/ Chemotaxis/ Chemosensory receptors	2
Jan 24	Peripheral olfaction in vertebrates	3
Jan 26	Peripheral olfaction in insects	4
Jan 31	Central processing of olfaction	5
Feb 2	Pheromones in insects and vertebrates	6
Feb 7	Gustation	7
Feb 9	Invertebrate vision	8
Feb 14	Exam 1	Exam 1
Feb 16	The human eye and retina	9
Feb 21	Photoreception I	10
Feb 23	Photoreception II	11
Feb 28	Retinal physiology	12
Mar 2	Visual pathways and processing	13
Mar 7	Other vertebrate visual systems	14
Mar 9	Detection of IR radiation, electroreception, magnetoreception	15
Mar 14	Spring Break	
Mar 16	Spring Break	
Mar 21	Exam 2	Exam 2
Mar 23	Introduction to somatosensation	16
Mar 28	Mechanoreception in vertebrates	17
Mar 30	Mechanoreception in other animals	18
Apr 4	Molecular biology of thermosensation	19
Apr 6	Thermosensation/Nociception	20
Apr 11	Nociception/ Itch	21
Apr 13	Vertebrate ear and hair cells	22
Apr 18	Exam 3	Exam 3
Apr 20	Auditory transduction	23
Apr 25	Auditory pathways and processing	24
Apr 27	Auditory systems in other animals	25
May	Cumulative Final	Final

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

Last revised: September 24, 2013

1. Date: 22 April 2016
2. Department or Program: Cognitive Science Program
3. Title of Major: Cognitive Science
4. **Effective** Date (semester, year): Fall 2017
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change:

Updates to options in the sections 'Core Courses' and 'Advanced Courses':

- a. Remove ANTH 3002 from options under Core Courses.
- b. Move ANTH 3250 from Advanced Courses into Core Courses.

Existing Catalog Description of Major

Cognitive Science

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, communication sciences/disorders, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements. A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits) COGS 2201, 3584 and four of the following

courses: ANTH 3002; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501.

Research Courses (6 credits)

Statistics (*one of the following for at least 3 credits*): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (*one of the following for at least 3 credits*): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits) CSE 2300W, 2500, 3500₂, 3502₂, 3802; LING 3310Q₂, 3410Q₂, 3511Q₂; MATH 2210Q, 2410Q, 3160, 3210, 3230; PHIL 2211Q, 3214

Advanced courses (12 credits) *Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.*

ANTH 3200, 3250; CSE 3500₂, 3502₂, 4095; LING 3310Q₂, 3410Q₂, 3511Q₂; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3470/W₃, 3500, 3501, 3502; SLHS 2204, 4245/W, 4254/W

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study. A minor in Cognitive Science is described in the “Minors” section.

2 The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

3 PSYC 3470 is a variable topics course and may only be counted toward the major with advisors’ approval.

Proposed Catalog Description of Major

Cognitive Science

Cognitive Science is the study of how intelligent beings (including people, animals, and machines) perceive, act, know, and think. It explores the process and content of thought as observed in individuals, distributed through communities, manifested in the structure and meaning of language, modeled by algorithms, and contemplated by philosophies of mind. Its models are formulated using concepts drawn from many disciplines, including psychology, linguistics, logic, communication sciences/disorders, computer science, anthropology, and philosophy, and they are tested using evidence from psychological experiments, clinical studies, field studies, computer simulations, and neurophysiological observation.

This program is intended to prepare students for graduate training in cognitive science and related disciplines or to work in the information sciences. The distribution requirements ensure that students will acquire a truly interdisciplinary education. The research and formal systems requirements provide basic knowledge concerning the experimental and theoretical foundations of cognitive science. Finally, majors are encouraged to learn about theory building and testing in a variety of natural and physical sciences. One way to achieve this is to fulfill the requirements of the Bachelor of Science degree.

General Requirements

The requirements for the cognitive science major include 40 2000-level or above credits, no more than 21 of which may be taken in any one department. There are several 1000-level courses that are required preparation for the 2000-level and above requirements. These courses should be taken during the first four semesters and may fulfill general education requirements.

A maximum of six 2000-level or above transfer credits may count toward the major with approval of advisor. Students must earn a grade of C- (1.7) or higher in each course that is counted toward the major.

Core Courses (16 credits) COGS 2201, 3584 and four of the following courses: ANTH 3250; CSE 4705; LING 2010Q; PHIL 3250/W; PSYC 2501; SLHS 4245/W

Research Courses (6 credits)

Statistics (one of the following for at least 3 credits): PSYC 2100Q or 2100WQ; STAT 2215Q, 3025Q (Calculus level)

Research Methods (one of the following for at least 3 credits): ANTH 3004 (if elected for 3 credits); LING 3110; PSYC 3250/W, 3251/W, 3253, 3450W, 3550W, 3551W, 3552

Formal Systems Courses (3 credits) CSE 2300W, 2500, 3500₂, 3502₂, 3802; LING 3310Q₂, 3410Q₂, 3511Q₂; MATH 2210Q, 2410Q, 3160, 3210, 3230; PHIL 2211Q, 3214

Advanced courses (12 credits) Must include courses from at least 3 departments. Can include core courses not needed to satisfy the core course requirement.

ANTH 3200; CSE 3500₂, 3502₂, 4095; LING 3310Q₂, 3410Q₂, 3511Q₂; 3610W; PHIL 2210/W, 2212/W, 3241, 3247/W, 3249/W, 3256/W; PNB 3251; PSYC 2200, 2400, 2500, 3100/W, 3440, 3470/W₃, 3500, 3501, 3502; SLHS 2204, 4254/W

Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

Competency and Writing Requirements

The exit requirements for computer technology and information literacy will be met by satisfaction of the Research Methods Requirement. The exit requirements for writing in the major are met by taking any W course on the Plan of Study. Students in the program will have an advisor and an associate advisor, each in different departments contributing to the cognitive science program. Students will consult with both of them to plan a course of study. A minor in Cognitive Science is described in the "Minors" section.

2 The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

3 PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

Justification

1. Reasons for changing the major:

a. At present ANTH 3002 Culture, Language, and Thought is one of five options in the Core Courses section of the Cognitive Science major. (Students are required to take four of the five.) The Anthropology Department has (on 19 October 2015, in email from Alexia Smith) informed the Cognitive Science Program that ANTH 3002 will no longer be offered on a regular basis after Spring 2016. The Cognitive Science Program's Steering Committee has therefore decided (on 28 October 2015) to remove ANTH 3002 from the list of course options.

b. As recommended by the Anthropology Department (on 24 October 2015, in email from Dimitris Xygalatas), the Steering Committee has (on 28 October 2015) approved the use of ANTH 3250 'Cognitive Anthropology' as a replacement for ANTH 3002. ANTH 3250 is currently an option under Advanced Courses, and will continue to be available as an option there for students who do not need it

as a core course. (Catalog: "Advanced Courses [...] [c]an include core courses not needed to satisfy the core course requirement.")

2. Effects on students:

ANTH 3250, like ANTH 3002, has no listed pre-requisites. Hence there will be no effect on the number of courses required of students who wish to use the Anthropology option under Core Courses.

3. Effects on other departments:

We expect there to be some additional students from the Cognitive Science major who choose to take ANTH 3250 when it becomes a core course. Yet, given that ANTH 3250 is already an option for these students under Advanced Courses, the change is likely to be modest. Professor Xylagatas has indicated (in email on 24 October 2015) that he expects to teach the course "once a year, at least in the foreseeable future," and that the course "is already popular among Cog Sci majors."

4. Effects on regional campuses: (We are not aware of any effects.)

5. [Dates approved](#) by

Department Curriculum Committee: (N/A)

Department Faculty: (Cognitive Science Steering Committee) 28 Oct. 2015

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

William Snyder (Director of Undergraduate Studies in Cognitive Science),
860-486-0157, william.snyder@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.

[Please see attached PDF file.]

Undergraduate Major in Cognitive Science

Plan of Study for the **2017-18** Catalog Year

General Requirements

- ___ Requires 40 credits, at most 21 in any one department.
- ___ The CLAS requirements for a BA or BS degree apply.
- ___ At most 6 transfer credits may be applied to the plan.
- ___ All courses on plan require a grade of C- (1.7) or higher.

I. Core Courses (16 credits)

- ___ COGS 2201 Foundations of Cognitive Science
- ___ COGS 3584 Seminar in Cognitive Science (1 credit)

Four of the following:

- ___ ANTH 3250 Cognitive Anthropology
- ___ CSE 4705 Artificial Intelligence
- ___ LING 2010Q The Science of Linguistics
- ___ PHIL 3250/W Philosophy of Mind
- ___ PSYC 2501 Cognitive Psychology
- ___ SLHS 4245/W Neuroscience of Cognitive and Communication Disorders

II. Research (6 credits)

Statistics (one of the following, for at least 3 credits):

- ___ PSYC 2100(W)Q Principles of Research in Psych.
- ___ STAT 2215Q Introduction to Statistics II
- ___ STAT 3025Q Statistical Methods (Calculus level)

Methods (one of the following, for at least 3 credits):

- ___ ANTH 3004 Cultural Research (if elected for 3 credits)
- ___ LING 3110 Experimental Linguistics
- ___ PSYC 3250/W Lab in Animal Behavior & Learning
- ___ PSYC 3251/W Lab in Physiological Psychology
- ___ PSYC 3253 Sensory Neuroscience Lab
- ___ PSYC 3450W Lab in Developmental Psychology
- ___ PSYC 3550W Lab in Cognition
- ___ PSYC 3551W Lab in Psycholinguistics
- ___ PSYC 3552 Lab in Sensation and Perception

III. Formal Systems Courses (3 credits)

- ___ CSE 2300W Digital Logic Design
- ___ CSE 2500 Introduction to Discrete Systems
- ___ CSE 3500 Algorithms and Complexity †
- ___ CSE 3502 Theory of Computation †
- ___ CSE 3802 Numerical Methods
- ___ LING 3310Q Phonology †
- ___ LING 3410Q Semantics †
- ___ LING 3511Q Syntax †
- ___ Math 2210Q Applied Linear Algebra
- ___ Math 2410Q Elementary Differential Equations
- ___ Math 3160 Probability
- ___ Math 3210 Abstract Linear Algebra
- ___ Math 3230 Abstract Algebra
- ___ Math 3412 Introduction to Field Theory
- ___ PHIL 2211Q Symbolic Logic
- ___ PHIL 3214 Symbolic Logic II

IV. Advanced Courses (12 credits)

Must include courses from at least 3 departments. Can include core courses not used to satisfy the Core Courses requirement.

- ___ ANTH 3200 Human Behavioral Ecology
- ___ CSE 3500 Algorithms and Complexity †
- ___ CSE 3502 Theory of Computation †
- ___ CSE 4095 (Spec.Top.) Natural Language Processing
- ___ LING 3310Q Phonology †
- ___ LING 3410Q Semantics †
- ___ LING 3511Q Syntax †
- ___ LING 3610W Language and Culture
- ___ PHIL 2210/W Metaphysics and Epistemology
- ___ PHIL 2212/W Philosophy of Science
- ___ PHIL 3241 Language: Meaning and Truth
- ___ PHIL 3247/W Philosophy of Psychology
- ___ PHIL 3249/W Philosophy of Neuroscience
- ___ PHIL 3256/W Philosophy of Perception
- ___ PNB 3251 Biology of the Brain
- ___ PSYC 2200 Physiological Psychology
- ___ PSYC 2400 Developmental
- ___ PSYC 2500 Learning
- ___ PSYC 3100/W History and Systems in Psychology
- ___ PSYC 3440 Developmental Cognitive Neuroscience
- ___ PSYC 3470 Current Topics in Developmental Psych.*
- ___ PSYC 3500 Psychology of Language
- ___ PSYC 3501 Sensation and Perception
- ___ PSYC 3502 Psychology of Consciousness
- ___ SLHS 2204 Speech and Language Acquisition
- ___ SLHS 4254/W Intro. to Lang. Disorders in Children

† The following courses may be used to fulfill both the Formal Systems and Advanced Courses requirements: CSE 3500, 3502; LING 3310Q, 3410Q, 3511Q. In this event, two electives are required.

* PSYC 3470 is a variable topics course and may only be counted toward the major with advisors' approval.

The writing-in-the-major requirement is fulfilled by taking any of the W courses listed on this plan.

V. Electives (3-6 credits)

One or two additional courses (from above lists or other related courses from any department), chosen with the approval of the advisors.

1. _____
2. _____