CLAS C&C

Agenda – Part 1

Chair: Pamela Bedore

11.12.2019

**A. Approvals by the Chair**

2019-388 LCL 6295 Add Factotum Course: Special Topics

2019-389 LCL 6298 Add Factotum Course: Variable Topics

2019-390 LCL 6299 Add Factotum Course: Independent Study

2019-391 MCB 3895 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing

2019-392 MCB 5896 Add Special Topic: Fundamentals of Light Microscopy and Digital Image Processing

2019-393 WGSS 3595 Add Special Topic: Sexing (Geo)Politics

**B. Approved Proposals**

2019-394 AAAS/ENGL/JAPN 2305 Add Course (guest: Yohei Igarashi) (G) (S)

2019-395 PHYS 6710 Add Course (guest: Jonathan Trump)

2019-397 HEJS 1001 Revise Course (G) (S)

2019-398 HEJS 1002 Revise Course (G) (S)

2019-399 HEJS 1003 Revise Course (S)

2019-400 HEJS 1004 Revise Course (S)

2019-402 FREN 5306 Drop Course

2019-403 FREN 5321 Revise Course

2019-404 FREN 5332 Revise Course

2019-405 FREN 5334 Revise Course

2019-406 FREN 5357 Revise Course

2019-407 FREN 5372 Revise Course

2019-408 FREN 5375 Revise Course

2019-409 FREN 5407 Revise Course

2019-410 AAAS/HIST 3841 Revise Course (S)

**C. Tabled Proposals**

2019-396 CHIN 3230 Revise Course (G) (S)

2019-401 SPAN Revise Minor

**D. Discussion and Announcements**

1. Research and experiential webform is up and running.
2. Instructor names will no longer appear in the catalog; instead, students can look at catalog copy and then click for the current course schedule, which provides instructor name.
3. CLAS C&C webpage
4. Gen Ed Talk
5. **APPROVED PROPOSALS**

**2019-394 AAAS/ENGL/JAPN 2305 Add Course (guest: Yohei Igarashi) (G) (S)**

*Approved Copy:*

ENGL 2305. Modern Japanese Literature

(also offered as AAAS 2305 and JAPN 2305)

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

Japanese literature across genres from 1868 to the present, studied in English translation. CA1 (B). CA4-INT.

**2019-395 PHYS 6710 Add Course (guest: Jonathan Trump)**

*Approved Copy:*

PHYS 6710. Stars and Compact Objects

Three credits. Not open for credit to students who have passed PHYS 4710.

The structure and evolution of stars. Gravitational collapse, hydrostatic equilibrium, novae and shocks, and compact objects with degenerate matter.

**2019-397 HEJS 1001 Revise Course (G) (S)**

*Current Copy:*

HEJS 1151. Elementary Modern Hebrew I

4.00 credits

Prerequisites: Not open for credit to students who have had three of more years of Hebrew in high school.

Grading Basis: Graded

Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation.

*Approved Copy:*

HEJS 1001. Elementary Modern Hebrew I

4.00 credits

Prerequisites: Not open for credit to students who have had three of more years of Hebrew in high school. May not be taken out of sequence after passing HEJS 1002, 1003, or 1004.

Grading Basis: Graded

Beginning with phonetic reading and cursive script, this course progresses to basic conjugations, simple syntax, and vocabulary. Oral and written expression through videos, songs, and exposure to Israeli culture.

**2019-398 HEJS 1002 Revise Course (G) (S)**

*Current Copy:*

HEJS 1152. Elementary Modern Hebrew II

4.00 credits.

Prerequisites: HEJS 1151. Not open to students who have had three or more years of Hebrew in high school, except with departmental consent.

Grading Basis: Graded.

Elementary Hebrew grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation.

*Approved Copy:*

HEJS 1002. Elementary Modern Hebrew II

4.00 Credits.

Prerequisites. HEJS 1001 or equivalent. Not open to students who have had three or more years of Hebrew in high school. May not be taken out of sequence after passing HEJS 1003 or 1004.

More complex grammatical structures including the construct state, verb patterns and more advanced vocabulary. Oral and written expression through videos and popular culture.

**2019-399 HEJS 1003 Revise Course (S)**

*Current Copy:*

HEJS 1153. Intermediate Hebrew I

4.00 credits

Prerequisites: HEJS 1152 or equivalent

Grading Basis: Graded

Review of elementary Hebrew grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. The basic structure patterns of Hebrew.

*Approved Copy:*

HEJS 1003. Intermediate Modern Hebrew I

4.00 credits

Prerequisites: HEJS 1002 or equivalent. May not be taken out of sequence after passing HEJS 1004. May not be taken for credit after passing HEJS 3151.

Grading Basis: Graded

Building on first-year skills, more advanced grammar, vocabulary, and conversation. Examples from popular media and culture along with short readings continue to enhance students' language acquisition.

**2019-400 HEJS 1004 Revise Course (S)**

*Current Copy:*

HEJS 1154. Intermediate Hebrew II

4.00 credits

Prerequisites: HEJS 1153

Grading Basis: Graded

Review of elementary Hebrew grammar. Graded composition and translation. Intensive and extensive reading. Oral practice in the language. The basic structure patterns of Hebrew.

*Approved Copy:*

HEJS 1004. Intermediate Modern Hebrew II

4.00 credits

Prerequisites: HEJS 1003 or equivalent. May not be taken for credit after passing HEJS 3151.

Grading Basis: Graded

More advanced communicative proficiency using readings and examples from media and popular culture. Focus on grammar, vocabulary, and conversation with more context from the history, culture, and religious traditions of the Jewish people.

**2019-402 FREN 5306 Drop Course**

**2019-403 FREN 5321 Revise Course**

*Current Copy:*

FREN 5353. Old French Literature

3.00 credits

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5321. Old French Literature

3.00 credits. May be repeated with a change of topic for a total of 12 credits.

Prerequisites: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-404 FREN 5332 Revise Course**

*Current Copy:*

FREN 5377. The Poetry of the French Renaissance

3.00 credits

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5332. The Poetry of the French Renaissance

3.00 credits. May be repeated with a change of topic for a total of 12 credits.

Prerequisites: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-405 FREN 5334 Revise Course**

*Current Copy:*

FREN 5376. The Prose of the French Renaissance

3.00 credits

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5334. The Prose of the French Renaissance

3.00 credits. May be repeated with a change of topic for a total of 12 credits.

Prerequisite: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-406 FREN 5357 Revise Course**

*Current Copy:*

FREN 5357. The French Novel in the Eighteenth Century

Three credits.

Grading Basis: Graded

*Approved Copy:*

FREN 5357. Topics in Eighteenth-Century Literature and Culture

Three credits. May be repeated with a change of topic for a total of 12 credits.

Prerequisites: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-407 FREN 5372 Revise Course**

*Current Copy:*

FREN 5362. French Contemporary Poetry

3.00 credits

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5372. French Contemporary Poetry

3.00 credits. May be repeated with a change of topic for a total of 12 credits.

Prerequisites: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-408 FREN 5375 Revise Course**

*Current Copy:*

FREN 5311. Aesthetic Trends in Twentieth-Century French Literature

3.00 credits | May be repeated for a total of 12 credits.

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5375. Aesthetic Trends in Twentieth-Century French Literature

3.00 credits | May be repeated with a change of topic for a total of 12 credits.

Prerequisite: Open to graduate students in LCL, others with instructor consent

Grading Basis: Graded

**2019-409 FREN 5407 Revise Course**

*Current Copy:*

FREN 5307. Problems in French Literature or Philology

1.00 - 3.00 credits | May be repeated for a total of 12 credits.

Prerequisites: None.

Grading Basis: Graded

*Approved Copy:*

FREN 5407. Problems in French Literature or Philology

1.00 - 3.00 credits | May be repeated for a total of 12 credits.

Prerequisite: Open to graduate students in LCL, others with instructor consent.

Grading Basis: Graded

**2019-410 AAAS/HIST 3841 Revise Course (S)**

*Current Copy:*

AAAS 3841 / HIST 3841 Empire and Nation in Southeast Asia

Three credits. Open to sophomores or higher.

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

*Approved Copy:*

AAAS 2841 / HIST 2841. Empire and Nation in Southeast Asia

Three credits.

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

**C. TABLED PROPOSAL**

**2019-396 CHIN 3230 Revise Course (G) (S)**

*Current Copy:*

CHIN 3230. Language & Identity in Greater China

3.00 credits.

Prerequisites: None.

Grading Basis: Graded

Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 4-INT.

*Proposed Copy:*

CHIN 3230. Language & Identity in Greater China

3.00 credits.

Prerequisites: None.

Grading Basis: Graded

Topics include role of language, linguistic indexing of socio-economic class, dialects and regional language variation, impact of state policies, linguistic borrowings, bilingualism and bicultural identity, and language shift and attrition in greater China. Taught in English. CA 1 (B or E) and CA 4-INT.

*The proposal was tabled pending consultation with the proposer about whether to include in CA1 CLAS category B—Literature or E—World Cultures.*

**2019-401 SPAN Revise Minor**

*Current Copy:*

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. The requirements are:

1. One advanced grammar or writing course from [SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)
2. One course from each of the following groups:
   1. **Group 1 (Literature):** [SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3266](https://catalog.uconn.edu/SPAN/#3266), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W), [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)
   2. **Group 2 (Culture):** [SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
   3. **Group 3 (Language and Communication):** [SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3171](https://catalog.uconn.edu/SPAN/#3171), [3172](https://catalog.uconn.edu/SPAN/#3172), [3177](https://catalog.uconn.edu/SPAN/#3177), [3178/W](https://catalog.uconn.edu/SPAN/#3178), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
3. Two additional courses from any group.

In addition, the following rules apply: A single course cannot satisfy more than one requirement. AP courses may not be used toward the minor. A maximum of 3 transfer credits and a maximum of three [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293) may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). In any case, a minimum of 9 credits in residence are required.

*Proposed Copy:*

Students wishing to complete a Minor in Spanish are expected to take at least 18 credits of 2000, 3000 and 4000-level Spanish courses. The requirements are:

1. One advanced grammar or writing course from [SPAN 3178](https://catalog.uconn.edu/SPAN/#3178), [3240W](https://catalog.uconn.edu/SPAN/#3240W) or [3293](https://catalog.uconn.edu/SPAN/#3293)
2. One course from each of the following groups:
   1. **Group 1 (Literature):** [SPAN 3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3230](https://catalog.uconn.edu/SPAN/#3230), [3231](https://catalog.uconn.edu/SPAN/#3231), [3232](https://catalog.uconn.edu/SPAN/#3232), [3233](https://catalog.uconn.edu/SPAN/#3233), [3234](https://catalog.uconn.edu/SPAN/#3234), [3260](https://catalog.uconn.edu/SPAN/#3260), [3261](https://catalog.uconn.edu/SPAN/#3261), [3262](https://catalog.uconn.edu/SPAN/#3262), [3263](https://catalog.uconn.edu/SPAN/#3263), [3264](https://catalog.uconn.edu/SPAN/#3264), [3266](https://catalog.uconn.edu/SPAN/#3266), [3267W](https://catalog.uconn.edu/SPAN/#3267W), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W), [SPAN/LLAS 3265](https://catalog.uconn.edu/LLAS/#3265)
   2. **Group 2 (Culture):** [SPAN 3179](https://catalog.uconn.edu/SPAN/#3179), [3200](https://catalog.uconn.edu/SPAN/#3200), [3201](https://catalog.uconn.edu/SPAN/#3201), [3204](https://catalog.uconn.edu/SPAN/#3204), [3205](https://catalog.uconn.edu/SPAN/#3205), [3206](https://catalog.uconn.edu/SPAN/#3206), [3207](https://catalog.uconn.edu/SPAN/#3207), [3208](https://catalog.uconn.edu/SPAN/#3208), [3214](https://catalog.uconn.edu/SPAN/#3214), [3250](https://catalog.uconn.edu/SPAN/#3250), [3251](https://catalog.uconn.edu/SPAN/#3251), [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254), [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
   3. **Group 3 (Language and Communication):** [SPAN 3170](https://catalog.uconn.edu/SPAN/#3170), [3171](https://catalog.uconn.edu/SPAN/#3171), [3172](https://catalog.uconn.edu/SPAN/#3172), [3177](https://catalog.uconn.edu/SPAN/#3177), [3178/W](https://catalog.uconn.edu/SPAN/#3178), [3179](https://catalog.uconn.edu/SPAN/#3179), [3204](https://catalog.uconn.edu/SPAN/#3204), [3240W](https://catalog.uconn.edu/SPAN/#3240W), [3241](https://catalog.uconn.edu/SPAN/#3241), [3242](https://catalog.uconn.edu/SPAN/#3242), [3261](https://catalog.uconn.edu/SPAN/#3261), [3267W](https://catalog.uconn.edu/SPAN/#3267W), 3291, [3293](https://catalog.uconn.edu/SPAN/#3293), [4200W](https://catalog.uconn.edu/SPAN/#4200W)
3. Two additional courses from any group.

In addition, the following rules apply: A single course cannot satisfy more than one requirement. AP courses may not be used toward the minor. A maximum of 3 transfer credits and a maximum of three SPAN 3291 credits may be used toward the minor. A maximum of three [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293) courses may be used toward the minor, but students applying transfer credits toward completion of the minor may use only two [SPAN 3293](https://catalog.uconn.edu/SPAN/#3293). In any case, a minimum of 9 credits in residence are required.

*The proposal was tabled pending detail about the Internship (currently S/U graded, which means it can’t be counted toward a minor).*

**D. DISCUSSION AND ANNOUNCEMENTS:**

**Revision Deadlines**.

If you’d like to propose a revision (to a course, major, or minor), it must have final approvals by Feb 9th. There are three meetings left for proposals that have CLAS C&C as final approvers (12.10, 1.21, and 1.28).

**Research and Experiential Courses Webform**

The Research and Experiential Courses webform is up and running. A link will be posted to our website. The committee discussed the use of xx9x (graded) and xx8x (s/u graded) for reserved courses.

Bedore will check with the registrar’s office if the documentation on the R&E webform is correct, as many s/u graded internships currently use xx91.

**Instructor Names in the Catalog.**

Instructor names will no longer appear in the catalog; instead, students can look at catalog copy and then click for the current course schedule, which provides instructor name.

**CLAS C&C Webpage.**

Bedore asked for suggestions regarding the CLAS C&C webpage, which has had only modest updates in the past few years.

Several suggestions were made:

1) move the search box from the news page to the front page;

2) move the CAR Dashboard to the front page;

3) add a link to the Research and Experiential Courses webform;

4) add a link to the CLAS strategic plan;

5) update the How to Prepare and Submit a Proposal page; and

6) create an FAQ for CLAS C&C users.

Bedore will follow up on these items.

**Virtual attendance at CLAS C&C meetings.**

The committee discussed providing members with the option for virtual attendance. Based on the collective experience of committee members, there was general agreement that virtual attendance is not ideal for a vibrant and collegial committee such as ours. At the same time, members understand that some faculty (especially those at the regional campuses) may occasionally be unable to attend meetings in person due to commitments at their regional campus that abut this meeting.

There was an interest in establishing some norms such as: 1) members must be present in person when presenting business to the committee; and 2) the expectation is for everyone to be present in person except in exigent circumstances (probably for regional campus members).

The committee will have one virtual attendee at the 12.10 meeting and discuss whether or not virtual attendance is a worthwhile option in Oak 408. Bedore will ask IT to be present for the experiment.

**Gen Ed Talk**

At the last meeting of the Delta 2 General Education taskforce, three new subcommittees were created with CLAS C&C members on each:

* Communications (Bedore)
* Depth and Breadth (Gross, Ndiaye)
* Integration (Gross, Selampinar)

Members will report to the CLAS C&C gen ed working group and to the committee as a whole to provide updates on progress and to ask for feedback as needed. In the meantime, a few issues have been raised that may merit further discussion in the committee and with any other interested stakeholders.

**The Portability Question**

The D2GE continues to discuss the question of portability, ie. whether it makes sense for various colleges to require specific and/or more general education courses beyond the required university gen eds. Bedore asked the committee if the CLAS C&C should prepare a statement on this topic. Henning shared a 2013 policy document explaining the CA1 A-E categories.

Under the current gen ed requirements, the differences are:

|  |  |
| --- | --- |
| University | CLAS |
| 1 First-Year Writing | 1 First-Year Writing |
| 2 W | 2 W |
| 2 Q | 3 Q |
| 2 Second Language | 4 Second Language |
| 2 CA1 | 5 CA1 (BA), 4 CA1 (BS) |
| 2 CA2 | 2 CA2 |
| 2 CA3 (1 lab) | 2 CA3 (1 lab) |
| 2 CA 4 (may double designate with other CA) | 2 CA 4 (may double designate with other CA) |
|  | Additional science classes for BS |

Robust discussion followed, with some key points summarized below:

* It is common for different schools and colleges within the same university to have different general education requirements; in fact, in some cases, the College of Liberal Arts & Sciences is the only one to require a general education curriculum. It would be helpful to look at peers and aspirants on this issue.
* The recently prepared vision statement for CLAS (<https://clas.uconn.edu/wp-content/uploads/sites/646/2019/10/UConn-CLAS-Mission-Values-and-Vision-Statements-2020.pdf>) may be of help in preparing a rationale for requiring additional gen ed courses.
* The AAC&U website on general education makes a strong case for requiring more rather than less general education.
* Given the “wicked problems” facing our students in the 21st century, including new ethical issues spurred by new technologies, it is crucial that students have the critical, ethical, analytical, and technical skills developed through a broad curriculum that introduces them to ways of knowing from the humanities, arts, social sciences, and sciences.
* These skills are economically valuable as well as ethically appropriate, as evidenced by recent studies of the 21st-century workplace and its compensation structures.
* As the expectation is now that most American adults will change careers several times in their lifetimes (including an increasing number of people in the gig economy), it is only responsible to provide students with breadth beyond their major.
* The CLAS gen eds affect more than UConn students; there are articulation agreements across the state as well as numerous ECE gen eds.
* Many students enter UConn with several general education credits completed through the ECE program; CLAS’s gen ed policy ensures they nonetheless take a robust number of gen ed classes at UConn.
* CLAS majors depend upon students taking a robust general education curriculum; reducing the number of gen ed requirements might mean adding more courses to majors in order to meet major learning objectives.
* Although many members of the committee participated in brainstorming about rationales for CLAS maintaining additional requirements, some members expressed skepticism that such requirements were the best way to ensure CLAS students are prepared for life and the workplace after college.
* The CLAS C&C gen ed working group will continue to discuss this topic and may compose a statement for review by the committee.

**The Race in America Suggestion**

Kate Capshaw (English) sent an email to be shared with the committee asking that those involved in general education consider the inclusion of a Race in America requirement, through FYE or general education. Bedore has forwarded the email to the D2GE. The CLAS C&C’s discussion included the following points:

* Incoming students are required as part of registration to view “Welcome to the Pack,” a video-based module that provides critical information about bias, stereotyping, prejudice, microaggressions, classroom dynamics, and social media. Bedore will send the link to CLAS C&C members for their perusal.
* There are feasibility issues related to this proposal, which has a high chance of replicating the inequities it seeks to address based on who would like teach the course.
* The proposal would benefit from consultation with the Institutes.
* In one department’s curricular conversations about how to best address questions of race, members of the department preferred to integrate content across the curriculum instead of including it only in one or two introductory courses; at the same time, such introductory courses could be of value to students as they navigate deeper discussions in upper-level courses.
* Eleanor Ouimet (Anthropology) has recently conducted a study of racial micro aggressions at UConn (<https://dailycampus.com/stories/2019/2/7/survey-to-explore-prevalence-of-racial-microaggressions-at-uconn>).
* This proposal may be of interest to the First-Year Experience program.
* Bedore will report the committee’s responses to Capshaw after the minutes have been approved. Please contact Bedore by email with any further notes to pass on.

**The Naming of Gen Ed**

D2GE is looking for a new, more engaging, name for general education. A quick brainstorm from the committee included such suggestions as:

* Core Curriculum (unfortunately, this has a specific meaning that UConn does not meet)
* Foundational Core
* Foundation for Life

Brainstorming continues…

**ATTENDANCE:**

|  |  |
| --- | --- |
| Shawn Salvant | AFRA |
| Matthew McKenzie | AMST/HIST/MAST |
| César Abadia | ANTH/HRTS |
| Fatma Selampinar | CHEM |
| Rebecca Bacher | CLAS Dean’s Office |
| Mansour Ndiaye | CLAS Dean’s Office |
| Cathy Schlund-Vials | CLAS Dean’s Office |
| Stephen Stifano | COMM |
| Richard Langlois | ECON |
| Lyn Tribble | ENGL |
| Robert Thorson | GSCI |
| Kari Adamsons | HDFS |
| Maureen Croteau | JOUR |
| Jennifer Terni | LCL |
| David Gross | MATH |
| David Knecht | MCB |
| Lionel Shapiro | PHIL |
| Bob Gallo | PNB |
| Evan Perkoski | POLS |
| Rob Henning | PSYC |
| Lendra Friesen | SLHS |
| Victor Hugo Lachos | STAT |
|  |  |
| *Guests:* |  |
| Yohei Igarashi | ENGL |
| Jonathan Trump | PHYS |
|  |  |