

CLAS Committee on Curricula and Courses

Chair: Steve Stifano

Minutes: February 7th, 2023

Meeting Details: 3:30-5:00 PM on WebEx: <https://uconn-cmr.webex.com/meet/scs06002>

I. Approvals by the Chair:

<i>Agenda Item</i>	<i>Form</i>	<i>Action (Syllabus or Relevant Form is linked)</i>
2223-200	200C	Add Pre-Statistical Data Science Designation
2223-201	201C	Add Pre-Applied Data Analysis Designation

II. Approved Proposals:

<i>Agenda Item</i>	<i>CAR</i>	<i>Program or Course</i>	<i>Action (Syllabus or Relevant Form is linked)</i>
2223-197	15805	URBN 1600	Add Course (G)(S) (Guest: Mary Donegan)
2223-204	16905	ECON 2413	Add Course (S)
2223-198	05934	PP 3030 / POLS 3625	Add W version of Course (G)(S)
2223-202	17805	STAT 5125	Revise Course
2223-205	18045	GEOG 4220	Drop Course
2223-206	18046	GEOG 5700	Drop Course
2223-207	18047	GEOG 6840	Drop Course
2223-208	18048	GEOG 6860	Drop Course
2223-203	14865	ENGL 2011	Drop Course

III. Items for Discussion:

- [General Education System Revision: Introducing the Common Curriculum \(Guest: Pam Bedore\)](#)

2223-197 [15805](#) URBN 1600

Add [Course \(G\)\(S\)](#)

Approved Copy

URBN 1600. Cities of Imagination
3.00 credits.
Prerequisites: None.
Grading Basis: Graded.

Introduction to planned cities. Topics may include concepts in urban planning, past and present planned cities, considerations of ethics and inclusion in planning. CA 2.

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2223-204 [16905](#) ECON 2413

Add [Course \(S\)](#)

Approved Copy

2413. Economics of Financial Markets and Institutions
3.00 credits
Prerequisites: ECON 1200 or both ECON 1201 (or ARE 1150) and ECON 1202
Grading Basis: Graded

Interactions between the financial system and the real economy. The form and function of various financial markets and financial institutions Theories of interest rates. Theories of asymmetric information and transaction cost. The evolving role of the financial system in understanding key macroeconomic phenomena.

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2223-198 [05934](#) PP 3030 / POLS 3625

Add W version of [Course \(G\)\(S\)](#)

Existing Copy

3030. Public Opinion
Also offered as: POLS 3625
3.00 credits
Prerequisites: Open to juniors or higher.
Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

Approved Revisions, Changes Highlighted

3030. Public Opinion
Also offered as: POLS 3625
3.00 credits
Prerequisites: Open to juniors or higher.
Grading Basis: Graded

Concepts, theories, structure, and substance of public opinion.

3030W. Public Opinion
Also offered as: POLS 3625W
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Open to juniors or higher.
Grading Basis: Graded

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2223-202 [17805](#) STAT 5125

Revise [Course](#)

Existing Copy	Approved Revisions, Changes Highlighted
<p>5125. Computing for Statistical Data Science 3.00 credits Prerequisites: Instructor consent and introductory course in mathematical and applied statistics; introductory course in programming.</p> <p>Grading Basis: Graded</p> <p>Principles and practice of statistical computing in data science: data structure, data programming, data visualization, simulation, resampling methods, distributed computing, and project management tools.</p>	<p>5410. Computing for Statistical Data Science 3.00 credits Prerequisites: Open to graduate students in the MS in Data Science program, others with permission. Introductory course in mathematical and applied statistics; introductory course in programming. Grading Basis: Graded</p> <p>Principles and practice of statistical computing in data science: data structure, data programming, data visualization, simulation, resampling methods, distributed computing, and project management tools.</p>

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2223-205 [18045](#) **GEOG 4220** **Drop Course**

Existing Copy
<p>4220. Population Geography 3.00 credits</p> <p>Prerequisites: Open to juniors or higher. Recommended preparation: GEOG 1000 or 2100.</p> <p>Grading Basis: Graded</p> <p>Composition and growth of human populations. Concepts and techniques for analyzing populations in the context of significant population issues in the United States.</p>

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2223-206 [18046](#) **GEOG 5700** **Drop Course**

Existing Copy
<p>5700. Contemporary Europe: A Geography 3.00 credits Prerequisites: None. Grading Basis: Graded</p> <p>An introduction to the peoples, countries, and landscapes of Europe (excluding the republics of the former U.S.S.R.). Emphasis on the economic, political, and social forces both maintaining national identities and shaping a united Europe.</p>

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2223-207 [18047](#) **GEOG 6840** **Drop Course**

Existing Copy

6840. Advanced Topics in Urban Geography
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: None.
Grading Basis: Graded

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2223-208 [18048](#) **GEOG 6860**

Drop Course

Existing Copy

6860. Advanced Topics in Economic Geography
3.00 credits | May be repeated for a total of 6 credits.
Prerequisites: None.
Grading Basis: Graded

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2223-203 [14865](#) **ENGL 2011**

Drop Course

Existing Copy

2011. Honors I: Literary Study through Reading and Research
4.00 credits
Prerequisites: Cannot be taken for credit after passing ENGL 3800.
Grading Basis: Honors Credit

Approaches to reading and researching literature through questions related to the assumptions, contexts, and uses of literary texts in culture. Extensive practice in academic writing. May be used to satisfy the ENGL 1007 or 1010 or 1011 requirement . May not be used to satisfy the English major requirement.

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Discussion: New General Education System (the Common Curriculum.)

Guest: Pam Bedore

- Bedore presented work being done to consider ways to streamline the process for moving current general education (Content Area) courses into the new Topics of Inquiry system. The potential model for conversions/approvals is focused more on a straightforward spreadsheet with a detailed syllabus attached that clearly signals how a course meets the criteria for a given TOI. The Streamlining subcommittee of the CCC+ (formerly GEOC, plus some additional support for the transition) is working to develop this system.
- Several members asked questions, and discussion ensued about how the changes to general education will be enacted in the coming years, and concerns about both the educational and logistical implications were pointed out. Items from discussion included:
 - Requests for sample syllabi that meet the standards expected; Common Curriculum Committee working to create these.
 - Questions about the transition; Content Area designations will not leave the catalog for over a decade. Even when the TOI framework becomes dominant during this time period, proposers of new gen-ed courses will still be asked to select which content area(s) a given course fits.
 - Concern about how realignments will take place in practice and the burden it will place on faculty members tasked with the labor.
 - Pulling together syllabi might prove difficult. Modifying syllabi might be a frustrating process when it incorporates numerous dispersed faculty.
 - Length of syllabi a concern; is there a way to easily provide these details without overburdening the already-long syllabi?
 - Pre-filling the objectives “Students will accomplish _objective_ by...”
 - Faculty navigator role will be important, and folks intimately connected to general education offerings are encouraged to bring their institutional knowledge to the role.
- Bedore pointed out the themes aspect of the new Common Curriculum, which would be a space for interdisciplinary collaboration and development.
 - Themes may be thought of as a sort of “mini minor.”
 - The question of whether the college should approve themes is an important one to consider in the coming decision process.
 - If yes: any theme that involves a CLAS course? Only themes that involve only CLAS courses?
 - If no: How will units (and the college in general) come to see how these themes are being used, and gauge their potential impact on minors and other programs of study?
 - Stifano stressed that the committee would carefully consider the issue and ultimately vote to establish a process, regardless of the approach of other schools/colleges.
- Bedore pointed out an anticipated opportunity for course development/alignment that exists in TOI 1.
- Bedore thanked the committee for their time and stressed she is available and open to more discussions with members, units, and the broader committee.
- Stifano concluded the meeting by noting that the CLAS C&C will weigh its next decisions carefully, balancing both the need for efficiency and practicality with the necessity for considering long-term impacts of our decisions.

Attendance (name in bold)

DEPARTMENT

AAAS
AFRA
AMST
ANTH
CHEM
CLAS DEAN'S OFFICE
CLAS DEAN'S OFFICE
CLAS DEAN'S OFFICE
COMM
ECON
EEB
ENGL
ENVS/EVST
EVST/GEOG
GSCI
HDFS
HIST
HRTS
JOUR
LING
LCL
LLAS
MAST
MATH
MARN
MCB
PHIL
PHYS
PNB
POLS
PSYC
PUBL
SOCI
SLHS
STAT
WGSS

REPRESENTATIVE

Nu-Anh Tran, Na Rae Kim
Shawn Salvant
Matt McKenzie
Dimitris Xygalatas
Fatma Selampinar
Mansour Ndiaye
Rebecca Bacher
Lyn Tribble
Anne Oeldorf-Hirsch
Richard Langlois
Paul Lewis
Wayne Franklin
Jason Vokoun
Debs Ghosh
Michael Hren
Beth Russell
Matt McKenzie
Kathy Libal
Marie Shanahan, **Julie Serkosky**
Jon Gajewski
Sara Johnson
Anne Gebelein
Matt McKenzie
Guojun Gan
Heidi Dierssen
James Cole
Elena Comay del Junco
Boris Sinkovic
John Redden
Frank Griggs
James Chrobak
Jennifer Dineen
Ralph McNeal
Lendra Friesen
Victor Hugo Lachos, Neil Spencer
Ariana Codr