

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Jon Gajewski, Chair

Agenda for meeting of March 8, 2016

1 Preliminaries	2
Minutes of February 9, 2016 meeting were approved by email vote on February 15, 2016.	2
New online course proposal forms	2
New GEOC chair(-elect): Eric Schultz	2
Subcommittee business	2
Internship (xx91) vs. Field Study (xx90) vs. Practicum (xx92)	2
2 Approvals by the chair	2
3 Special Topics	3
2015-035 Offer EEB 3895 as Medical Parasitology	3
4 Old Proposals	3
2015-013 Change MCB 5670. Theory And Practice Of Laboratory Techniques In Microbiology	3
2015-014 Change MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology	4
2015-015 Change Molecular and Cell Biology Major	4
5 New Proposals	7
2016-016 Add MCB 5491. Professional Development Seminar	7
2016-017 Add and cross list HRTS/ANTH 3XXX Global Health and Human Rights	7
2016-018 Change ENGL 2201/W. American Literature to 1880 (g)(s)	7
2016-019 Change ENGL 2203/W. American Literature Since 1880 (g)(s)(b)	8
2016-020 Change ENGL 2301/W. World Literature in English (g)(s)	9
2016-021 Change AFRA/ENGL 3214/W. Black American Writers I (g)(s)	10
2016-022 Add and cross list AFRA/ENGL 3213/W. Eighteenth- and Nineteenth-Century African American Literature (g)(s)	11
2016-023 Add and cross list AFRA/ENGL 3215/W. Twentieth- and Twenty-First Century African American Literature (g)(s)	11
2016-024 Drop ENGL 3216W. Black American Writers II (g)(s)	12
2016-025 Add and cross list AFRA/ENGL 3217/W. Studies in African American Literature and Culture (g)(s)	12
2016-026 Add MAST 1300. Maritime Communities (g)(s)	13
2016-027 Change HIND 1101. Elementary Hindi I (s)	13

2016-028 Change HIND 1102. Elementary Hindi II (S)	14
2016-029 Add IRIS 1001. Elementary Irish I (S)	14
2016-030 Add IRIS 1002. Elementary Irish II (S)	14
2016-031 Add IRIS 1003. Intermediate Irish I (S)	14
2016-032 Add IRIS 1004. Intermediate Irish II (S)	15
2015-033 Change KORE 1101. Elementary Korean I (S)	15
2015-034 Change KORE 1102. Elementary Korean II (S)	15
2015-036 Change Biological Sciences major	16
2015-037 Add SPAN 3172. Spanish for the Health Professions	19

6 Appendix of Materials 19

(g) requires GEOC approval; (S) requires Senate approval.
 C&C approved copy of (g) and (S) courses must be submitted to GEOC and the Senate through the **Curricular Action Request form**.
 (x) means that a proposal is proposed for CLAS GEAR x.

1 Preliminaries

Minutes of February 9, 2016 meeting were approved by email vote on February 15, 2016.

New online course proposal forms

New GEOC chair(-elect): Eric Schultz

Subcommittee business

Interdisciplinary Graduate Program Review Subcommittee

Internship (xx91) vs. Field Study (xx90) vs. Practicum (xx92)

2 Approvals by the chair

Factotum courses:

LING 2793 Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student’s departure. May count toward the major with consent of the advisor up to a maximum of six credits. May be repeated for credit. Special topics taken in a foreign study program.

LING 4793 Foreign Study

Credits and hours by arrangement. Prerequisite: Consent of Program Director required, normally to be granted before the student’s departure. May count toward the major with consent of the advisor up to a maximum of six credits. May be repeated for credit. Special topics taken in a foreign study program.

3 Special Topics

2015-035 Offer EEB 3895 as Medical Parasitology

[Full Materials](#)

Instructor: Janine Caira

Short Description:

Parasitic agents of human disease: protozoan, helminth, and arthropod parasites of medical importance and their basic morphology, classification, and life-cycles; diagnosis of infection; current topics in parasitic diseases.

4 Old Proposals

2015-013 Change MCB 5670. Theory And Practice Of Laboratory Techniques In Microbiology

[Full Materials](#)

Current Catalog Copy:

MCB 5670. Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: MCB 5427 or consent of instructor

Proposed Catalog Copy:

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: Instructor consent required.

Changes Highlighted:

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology

Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

~~Prerequisite: MCB 5427 or consent of instructor~~ Instructor consent required.

2015-014 Change MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Full Materials

Current Catalog Copy:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Prerequisite: MCB 5670 (section 003) or consent of instructor.

Proposed Catalog Copy:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Instructor consent required.

Changes Highlighted:

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

~~Prerequisite: MCB-5427 or consent of instructor~~Instructor consent required.

2015-015 Change Molecular and Cell Biology Major

Full Materials

Current Catalog Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal,

cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Courses required for the major: at least 24 credits in MCB, including:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Proposed Catalog Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the

24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

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Changes Highlighted:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

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Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

~~A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.~~For breadth of study in biology, it is recommended that students

take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

5 New Proposals

2016-016 Add MCB 5491. Professional Development Seminar

Full Materials

Proposed Catalog Copy:

MCB 5491. Professional Development Seminar

1 credit. Seminar. Open only to graduate students in the MCB Professional Science Masters programs.

Speakers from industry, government agencies, universities and non-profits provide advice about career paths, business models, hiring and employment opportunities.

2016-017 Add and cross list HRTS/ANTH 3XXX Global Health and Human Rights

Full Materials

Proposed Catalog Copy:

ANTH 3326. Global Health and Human Rights

(Also offered as HRTS 3326.) Three credits.

Theories, methods and controversies in the interconnected fields of global health and human rights.

HRTS 3326. Global Health and Human Rights

(Also offered as ANTH 3326.) Three credits.

Theories, methods and controversies in the interconnected fields of global health and human rights.

2016-018 Change ENGL 2201/W. American Literature to 1880 (g)(s)

Full Materials

Current Catalog Copy:

ENGL 2201. American Literature to 1880

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

American literature from the beginnings: Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others.

ENGL 2201W. American Literature to 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

Proposed Catalog Copy:

ENGL 2201. American Literature to 1880

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

American literature from the beginnings: May include such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others. This course is strongly recommended for English majors. CA 1.

ENGL 2201W. American Literature to 1880

Prerequisite: ENGL 1010 or 1011 or 2011. CA 1.

Changes Highlighted:

ENGL 2201. American Literature to 1880

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

American literature from the beginnings: [May include such writers as](#) Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others. [This course is strongly recommended for English majors.](#) CA 1.

ENGL 2201W. American Literature to 1880

Prerequisite: ENGL 1010 or 1011 or 2011. [CA 1.](#)

Full Materials

Current Catalog Copy:

ENGL 2203. American Literature Since 1880

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

Modern and contemporary American literature: James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others.

ENGL 2203W. American Literature Since 1880

Prerequisite: ENGL 1010 or 1011 or 2011.

Proposed Catalog Copy:

ENGL 2203. American Literature Since 1880

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

Modern and contemporary American literature: May include such writers as James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others. This course is strongly recommended for English majors. CA 1.

2203W. American Literature Since 1880

Prerequisite: ENGL 1010 or 1011 or 2011. CA 1.

Changes Highlighted:

ENGL 2203. American Literature Since 1880

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

Modern and contemporary American literature: [May include such writers as](#) James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others. [This course is strongly recommended for English majors. CA 1.](#)

~~**ENGL 2203W. American Literature Since 1880**~~

Prerequisite: ENGL 1010 or 1011 or 2011. [CA 1.](#)

2016-020 Change ENGL 2301/W. World Literature in English (g)(s)

Full Materials

Current Catalog Copy:

ENGL 2301. World Literature in English

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

English language literature from Africa, India, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

ENGL 2301W. World Literature in English

Prerequisite: ENGL 1010 or 1011 or 2011. CA 4-INT.

Proposed Catalog Copy:

ENGL 2301. Anglophone Literatures

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

English language literature from Africa, Asia, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

ENGL 2301W. Anglophone Literatures

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 4-INT.

Changes Highlighted:

ENGL 2301. ~~World Literature in English~~ Anglophone Literatures

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

English language literature from Africa, ~~India~~ Asia, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

ENGL 2301W. ~~World Literature in English~~ Anglophone Literatures

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. CA 4-INT.

2016-021 Change AFRA/ENGL 3214/W. Black American Writers I (g)(s)

Full Materials

Current Catalog Copy:

ENGL 3214. Black American Writers I

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

ENGL 3214W. Black American Writers I

(Also offered as AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

AFRA 3214W. Black American Writers I

(Also offered as ENGL 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

Proposed Catalog Copy:

ENGL 2214. African American Literature

(Also offered as AFRA 2214.) (Not open to students who have taken 3214.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

ENGL 2214W. African American Literature

(Also offered as AFRA 2214W.) (Not open to students who have taken 3214W or AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011. CA 4.

AFRA 2214. African American Literature

(Also offered as ENGL 2214.) (Not open to students who have taken 3214.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011

5.7 **2016-022 Add and cross list AFRA/ENGL 3213/W. Eighteenth- and Nineteenth-Century African American Literature** (g)(s)

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

AFRA 2214W. African American Literature (Also offered as ENGL 2214W.) (Not open to students who have taken 3214W or AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011. CA 4.

2016-022 Add and cross list AFRA/ENGL 3213/W. Eighteenth- and Nineteenth-Century African American Literature (g)(s)

Full Materials

Proposed Catalog Copy:

ENGL 3213. Eighteenth- and Nineteenth-Century African American Literature (Also offered as AFRA 3213.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Broad historical survey of African American literature from its origins through the turn of the twentieth century. CA 4.

ENGL 3213W: Eighteenth- and Nineteenth-Century African American Literature

(Also offered as AFRA 3213W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

AFRA 3213. Eighteenth- and Nineteenth-Century African American Literature (Also offered as ENGL 3213.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Broad historical survey of African American literature from its origins through the turn of the twentieth century. CA 4.

AFRA 3213W: Eighteenth- and Nineteenth-Century African American Literature

(Also offered as ENGL 3213W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

2016-023 Add and cross list AFRA/ENGL 3215/W. Twentieth- and Twenty-First Century African American Literature (g)(s)

Full Materials

Proposed Catalog Copy:

ENGL 3215. Twentieth- and Twenty-First Century African American Literature (Also offered as AFRA 3214.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or

higher.

Broad historical survey of African American literature from the twentieth and twenty-first century. CA 4.

ENGL 3215W: Twentieth- and Twenty-First Century African American Literature

(Also offered as AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

AFRA 3215. Twentieth- and Twenty-First Century African American Literature

(Also offered as ENGL 3214.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Broad historical survey of African American literature from the twentieth and twenty-first century. CA 4.

AFRA 3215W: Twentieth- and Twenty-First Century African American Literature

(Also offered as ENGL 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

2016-024 Drop ENGL 3216W. Black American Writers II (g)(s)

Full Materials

Current Catalog Copy:

ENGL 3216W. Black American Writers II

(Also offered as AFRA 3216W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Extensive readings in the works of four or five contemporary black American writers.

AFRA 3216W. Black American Writers II

(Also offered as ENGL 3216W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Extensive readings in the works of four or five contemporary black American writers.

2016-025 Add and cross list AFRA/ENGL 3217/W. Studies in African American Literature and Culture (g)(s)

Full Materials

Proposed Catalog Copy:

ENGL 3217. Studies in African American Literature and Culture

(Also offered as AFRA 3217.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

Focused study of a theme, form, author, or movement in African American literature or culture.

ENGL 3217W. Studies in African American Literature and Culture

(Also offered as AFRA 3217W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

AFRA 3217. Studies in African American Literature and Culture

(Also offered as ENGL 3217.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

Focused study of a theme, form, author, or movement in African American literature or culture.

AFRA 3217W. Studies in African American Literature and Culture

(Also offered as ENGL 3217W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

2016-026 Add MAST 1300. Maritime Communities (g)(s)

Full Materials

Current Catalog Copy:

MAST 1300. Maritime Communities

Three credits.

Study of maritime communities and environment in an interdisciplinary and international context from anthropological, economic, geographic, historical, and other social science perspectives. CA2 and CA4.

2016-027 Change HIND 1101. Elementary Hindi I (s)

Full Materials

Current Catalog Copy:

1101-1102. Elementary Levels I and II

1103-1104. Intermediate Levels I and II

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchillauconn.edu for more information.

Proposed Catalog Copy:

HIND 1101. Elementary Hindi I

Four credits.

Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

2016-028 Change HIND 1102. Elementary Hindi II (S)

[Full Materials](#)

Current Catalog Copy:

1101-1102. Elementary Levels I and II

1103-1104. Intermediate Levels I and II

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchillaconn.edu for more information.

Proposed Catalog Copy:

HIND 1102. Elementary Hindi II

Four credits. Prerequisite: HIND 1001 or one year of Hindi in high school.

Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

2016-029 Add IRIS 1001. Elementary Irish I (S)

[Full Materials](#)

Proposed Catalog Copy:

IRIS 1001. Elementary Irish I

Four credits.

Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

2016-030 Add IRIS 1002. Elementary Irish II (S)

[Full Materials](#)

Proposed Catalog Copy:

IRIS 1002. Elementary Irish II

Four credits. Prerequisite: IRIS 1001 or one year of Irish in high school. Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

2016-031 Add IRIS 1003. Intermediate Irish I (S)

[Full Materials](#)

Proposed Catalog Copy:

IRIS 1003. Intermediate Irish I

Four credits. Prerequisite: IRIS 1002 or two years of Irish in high school.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

2016-032 Add IRIS 1004. Intermediate Irish II (S)

[Full Materials](#)

Proposed Catalog Copy:

IRIS 1004. Intermediate Irish II

Four credits. Prerequisite: IRIS 1003 or three years of Irish in high school.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

2015-033 Change KORE 1101. Elementary Korean I (S)

[Full Materials](#)

Current Catalog Copy:

1101-1102. Elementary Levels I and II

1103-1104. Intermediate Levels I and II

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 or at rosa.chinchillauconn.edu for more information.

Proposed Catalog Copy:

KORE 1101. Elementary Korean I Four credits. Development of ability to communicate in Korean, orally and in writing, to satisfy basic survival needs within a cultural setting.

2015-034 Change KORE 1102. Elementary Korean II (S)

[Full Materials](#)

Current Catalog Copy:

1101-1102. Elementary Levels I and II

1103-1104. Intermediate Levels I and II

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 or at rosa.chinchillauconn.edu for more information.

Proposed Catalog Copy:

KORE 1102: Elementary Korean II

Four credits. Prerequisite: KORE 1001 or one year of Korean in high school.

Development of ability to communicate in Korean, orally and in writing, to satisfy basic survival needs within a cultural setting.

2015-036 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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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.

Changes Highlighted:

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.

2015-037 Add SPAN 3172. Spanish for the Health Professions

Full Materials

Proposed Catalog Copy:

SPAN 3172. Spanish for the Health Professions

Three credits. Prerequisite: SPAN 1004 or three or more years of Spanish in high school. Introduction to medical terminology and language uses in Spanish. Designed to meet the needs of students desiring to use Spanish in the medical profession. Intercultural preparation to work with patients of Latino and Hispanic origin.

6 Appendix of Materials

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Nov 18, 2015
2. Department requesting this course: MCB
3. Nature of Proposed Change: Change prerequisites.
4. Effective Date (semester, year): Summer 2016

Current Catalog Copy

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology
Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit.

Prerequisite: ~~MCB 5427~~ or consent of instructor

Proposed Catalog Copy

MCB 5670 - Theory And Practice Of Laboratory Techniques In Microbiology
Trains participants in techniques, experimental design, sample preparation, quality control, and analysis of data encountered in microbiology laboratories. Taught as a series of modules with each focused on a different technique. With a change of content, may be repeated for credit. **Instructor consent required.**

Component: Lecture and Lab

Justification

1. Reasons for changing this course: Reasons for changing this course: After having run this course for some time now, we have noted that the instructors assessment of the students background is more effective than requiring MCB 5427.
2. Effect on Department's curriculum: none
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: J. Graf and others

Proposer Information

1. Dates approved by
Department Curriculum Committee: January 27, 2016
Department Faculty: January 29, 2016
2. Name, Phone Number, and e-mail address of principal contact person:
Joerg Graf, 860-486-9284, Joerg.graf@uconn.edu

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Nov 18, 2015
2. Department requesting this course: MCB
3. Nature of Proposed Change: Change prerequisites.
4. Effective Date (semester, year): Summer 2016

Current Catalog Copy

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit.

Prerequisite: **MCB 5670 (section 003)** or consent of instructor

Proposed Catalog Copy

MCB 5671 - Advanced Theory And Practice Of Laboratory Techniques In Microbiology

Advanced training in microbiology related technologies such as next-generation sequencing and other “omic” techniques including experimental design, sample preparation, library preparation, quality control, analysis of large data sets and processing of large number of samples will be covered. The course is taught as a series of modules with each focused on a different technique. With change of content, may be repeated for credit. **Instructor Consent required.**

Component: Lecture and Lab

Justification

1. Reasons for changing this course: After having run this course for some time now, we have noted that the instructors assessment of the students background is more effective than requiring MCB 5670 section 03. Also because the section number changes between semesters it adds confusion.

2. Effect on Department's curriculum: None
3. Other departments consulted: none
4. Effects on other departments: none
5. Effects on regional campuses: none
6. Staffing: J. Graf and others

Proposer Information

1. Dates approved by
Department Curriculum Committee: January 27, 2016
Department Faculty: January 29, 2016
2. Name, Phone Number, and e-mail address of principal contact person:
Joerg Graf, 860-486-9284, Joerg.graf@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

1. Date: 1/21/2016
2. Department or Program: Molecular and Cell Biology
3. Title of Major: Molecular and Cell Biology
4. Effective Date (semester, year): Fall 2016
5. Nature of change: change in requirements

Existing Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Courses required for the major: at least 24 credits in MCB, including:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is

offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Proposed Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, [3414](#), 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Justification

Reasons for changing the major: Students majoring in Molecular and Cell Biology

We have modified the wording by adding "of which at least 9 credits will be at the 3000-level or above". Analysis of graduate major data showed that it was possible to graduate without taking a course above the 2xxx level and a substantial number of students were actually graduating that way. This requirement will make it so all students have to do some advanced work to get the degree. Some editorial changes were also made to the plan of study to make it easier to understand.

2. Effects on students: The revised requirement will give MCB majors broader and deeper knowledge by encouraging them to enroll in smaller upper-level courses offered by MCB.
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by
Department Curriculum Committee: January 27, 2016
Department Faculty: January 29, 2016
6. Name, Phone Number, and e-mail address of principal contact person: David Knecht, 6-2200, david.knecht@uconn.edu

University of Connecticut College of Liberal Arts and Sciences
Department of Molecular and Cell Biology-- MCB Major Degree Plan of Study

Last revised: *February 2016*

A. Core Group: **all** of the following courses:

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

B. Laboratory Requirement: at least **one** laboratory course chosen from the following:

- MCB 2225 Cell Biology Laboratory (4 cr.) MCB 3989
- Introduction to Research (3 cr.)*
- MCB 3189 Clinical Research Lab (3 cr.)* MCB 4026W
- Advanced Biochem. Lab (4 cr.)
- MCB 3414 Experiments in DNA Identification (2 cr.) MCB 4624 Experiments in
- Bacterial Genetics (3 cr.)
- MCB 3633 Pathogenic Microbiology (4 cr.) MCB 4989 Introduction to
- Honors Research (3 cr.)*

*Three total credits required. May be repeated, but only 3 cr. of **these courses** may count toward the 24 cr. of required MCB courses.

C. Writing in the major: at least one of the following courses:

- MCB 3022W MCB 3996W EEB
- 2244W
- MCB 3602W MCB 4026W EEB
- 2245W
- MCB 3841W MCB 4997W

D. Advanced Courses: at least 9 credits at the 3000 level or higher:

___ credits in MCB ___
 ___ credits in MCB ___
 ___ credits in MCB ___

E. Total credits. List and sum credits for all 2000 level and above MCB courses taken. [Example: “3 credits in MCB 3201”]. Include courses listed in A, B, C and D above.

___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___
 ___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___
 ___ credits in MCB ___ ___ credits in MCB ___ ___ credits in
 MCB ___

___ **Total credits in MCB courses** (must be **24** or more at the 2000 level and above).

F. Related courses. At least 12 credits in related subjects at 2000 level or higher.

- 3 credits in CHEM 2443 ___ credits in _____ ___ credits in _____
- 3 credits in CHEM 2444 ___ credits in _____ ___ credits in _____

___ **Total credits in related courses** (must be **12** or more).

G. Other graduation requirements:

- 120 or more total credits
2000 level or higher
- At least 45 credits at
- Passed all courses required by CLAS for a Bachelor of Science degree
GPA of at least 2.0
- Overall and major

Expected graduation month/year: May August December Year: _____

Are you pursuing any minors? Yes No If yes, please list here: _____

Are you pursuing a double major or additional degree? Yes No If yes, please list here: _____

Student Name (print) _____ PeopleSoft #: _____

e-mail: _____ Cell/Local Phone: _____

I approve the above program for the Major in Molecular & Cell Biology. Advisor (print)

Advisor's signature _____ Dept. _____ Date _____

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 9/13/2015
2. Department requesting this course: MCB
3. Semester and year in which course will be first offered: Spring 2016

Final Catalog Listing

MCB 5491. Professional Development Seminar

1 credit. Seminar. Open only to graduate students in the MCB Professional Science Masters programs.

Speakers from industry, government agencies, universities and non-profits provide advice about career paths, business models, hiring and employment opportunities.

Items Included in Catalog Listing

Obligatory Items

1. **Abbreviation** for Department, Program or **Subject Area**: MCB
2. **Course Number**: 5491
3. Course Title: **Professional Development Seminar**
4. **Number of Credits**: 1
5. **Course Description** (second paragraph of catalog entry):
Speakers from industry, government agencies, universities and non-profits provide advice about career paths, business models, hiring and employment opportunities.
6. **Course Type**, if appropriate:
 Lecture Laboratory Seminar Practicum

Optional Items

7. **Prerequisites**, if applicable: none
8. **Recommended Preparation**, if applicable: none
9. **Consent of Instructor**, if applicable: yes
10. **Exclusions**, if applicable: none
11. **Repetition for credit**, if applicable: yes
12. **S/U grading**: yes

Justification

1. [Reasons for adding this course](#): Currently professional development is a component of two other PSM classes, Laboratory Management and Communications. We propose to split this section of the course to create a separate course which will focus on future careers for students.
2. [Academic merit](#): The professional development seminar is an opportunity not just to receive career advice from professionals but also to network with potential employers.
3. [Overlapping courses](#): none
4. Number of students expected: 16
5. Number and size of sections: 1 section of 16 students
6. [Effects on other departments](#): none
7. [Staffing](#): Dr. Charlie Giardina and Dr. Joerg Graf
8. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
9. 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.

Additional Approval

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

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: February 11, 2016
2. Department requesting this course: Anthropology
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!

ANTH 3326. Global Health and Human Rights
(Also offered as HRTS 3326.) Three credits.

Theories, methods and controversies in the interconnected fields of global health and human rights.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: ANTH
2. Course Number: 3326
3. Course Title: Global Health and Human Rights
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry):
Theories, methods and controversies in the interconnected fields of global health and human rights.

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. 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: Global Health and Human Rights is one of the programs of the Human Rights Institute that support the institute's teaching and research agenda. This course is perfectly suited for Human Rights majors and minors interested in health rights, health sciences, public health, development, humanitarianism and other related work with government and non-governmental sectors that deal with health issues. In addition, this course is offered by medical anthropology faculty affiliated with the anthropology department. Medical anthropology is a well-established area of excellence at the graduate level and the anthropology department seeks to expand and diversify its undergrad offerings. Furthermore, the constant collaboration between HRI and the Anthropology Department is motivating students to major in both fields or create their own individualized majors that intersect these areas. This new course will complement existing courses and help students gain a solid foundation in global health and human rights.

2. Academic merit: Health and Human Rights is an interdisciplinary area that is rapidly evolving and offering powerful analytical and practical tools to confront violations to the human right to health. Global Health is an area of deep transdisciplinary interest tasked with the understanding of global connections around health problems and solutions. This course helps students to understand the implications of each of these fields, while proposing innovative ways to think about their intersections, overlaps and fruitful cross-fertilization.

3. Overlapping courses: anth 3325 (Introduction to Global Health); SOCI 3451 (Sociology of Health)

4. Number of students expected: 30 total, between ANTH and HRTS sections

5. Number and size of sections: 2 sections: 15 (ANTH); 15 (HRTS)

6. Effects on other departments: Undergrad medical anthropology offerings will be enhanced. No other department seems to offer a course with a focus on international health and human rights to health care.

7. Effects on regional campuses: none

8. Staffing: Assistant Professors, César Abadía and Sarah Willen, in alternating semesters

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: 29 Feb 2016
Department Faculty: N.A.
2. Name, Phone Number, and e-mail address of principal contact person: César Abadía,
cesar.abadia@uconn.edu

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 Cross List Courses

Last revised: September 24, 2013

Please consult the cross listing rules before completing this form.

1. Date: 1 March 2016
2. Department initiating this proposal: Human Rights
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

Both are new courses

Proposed Catalog Copy/Copies

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

ANTH 3326. Global Health and Human Rights

(Also offered as HRTS 3326.) Three credits.

Theories, methods and controversies in the interconnected fields of global health and human rights.

HRTS 3326. Global Health and Human Rights

(Also offered as ANTH 3326.) Three credits.

Theories, methods and controversies in the interconnected fields of global health and human rights.

Justification

1. Reasons for adding this course if it is new: Global Health and Human Rights is one of the programs of the Human Rights Institute that support the institute's teaching and research agenda. This course is perfectly suited for Human Rights majors and minors interested in health rights, health sciences, public health, development, humanitarianism and other related work with government and non-governmental sectors that deal with health issues. In addition, this course is offered by medical anthropology faculty affiliated with the anthropology department. Medical anthropology is a well-established area of excellence at the graduate level and the anthropology department seeks to expand and diversify its undergrad offerings. Furthermore, the constant collaboration between HRI and the Anthropology Department is motivating students to major in both fields

or create their own individualized majors that intersect these areas. This new course will complement existing courses and help students gain a solid foundation in global health and human rights.

2. Reasons for cross listing this course: This course will be taught by ANTH faculty members, César Abadía and Sarah Willen. Abadía is a joint appointment with Anthropology and Human Rights; Willen is director of the HRI program in Global Health and Human Rights.

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: Undergrad medical anthropology offerings will be enhanced. No other department seems to offer a course with a focus on international health and human rights to health care.

5. Effects on regional campuses: None. For now the course will be taught only at the Storrs campus.

6. Staffing: Abadía and Willen, alternating years

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.

Human Rights

Anthropology

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 – 24 February 2016

ANTH – 29 Feb 2016

Department or Program Faculty: n.a.

Department or Program Head: HRTS – 24 February 2016

ANTH – 29 Feb 2016

(Duplicate above, as needed)

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

César Abadía, cesar.abadia@uconn.edu

GLOBAL HEALTH AND HUMAN RIGHTS

César Abadía-Barrero, DMD. DMSc.
Assistant Professor, Department of Anthropology and Human Rights Institute
Fall 2016. Tuesdays and Thursdays 9:30 – 10:45 am.
Class of 1950 Classroom, Homer Babbidge Library.

Office hours. Thursdays 11:00 am to 1:00 pm. Beach Hall 436.
E-mail: cesar.abadia@uconn.edu

Most countries have signed international human rights conventions in which they commit themselves to take the necessary steps to achieve the highest attainable standard of health and wellbeing of their populations. Around the world, state agencies and non-governmental organizations are dedicated to enforcing health-related rights. Nonetheless, fulfilling the right to health continues to face challenges, obstacles, and setbacks. What are the local and global forces that influence countries' possibilities to fulfill their promises regarding the right to health? Why are there certain population groups more vulnerable to experience violations to their right to health? What historical, economic, cultural and political processes play a significant role in the ways in which the right to health connects with pressing global health issues? These are some of the questions that will be addressed in this course. We will examine some of the core assumptions that underlie the interconnected fields of global health and human rights and explore, through several examples around the world, several key debates and arguments that have been made.

Rather than learning about solutions or toolkits for interventions, this course offers students the possibility to think critically about the challenges to fulfil the right to health at the global level. The course is divided into five parts. The first part deals with key foundational terms and texts to understand what we mean when we say "health," "global health," "human rights," and "health as a human right". The second part concentrates on some of the key issues for the intersection of global health and human rights. In the third part we will discuss how and why specific population groups deserve in-depth explorations of the particular links between their rights and their humanities. In the fourth part we will analyze the uneasy relationship between for-profit corporations in the health care sector and the right to health. In the fifth and last part we will analyze individual and collective strategies to fulfill the right to health, including students' own proposals.

Methodology: Critical Pedagogy/Group Learning

The class is part of UCONN's experimental classroom initiative. This initiative means the use of top of the art technology to transform the classroom into an interactive learning center. While I am not a technology expert, I take this initiative as an opportunity to introduce the use of critical pedagogy/group learning for understanding the interconnections between Global Health and Human Rights. Critical pedagogy aims to unveil the structural forces that shape a particular reality in order to propose actions that can transform that reality. Rather than relying in outside experts, critical pedagogy believes that everybody's knowledge and experience are the most valuable assets in learning, which is why this course relies heavily on students' deep engagement

and reflections, collaboration and group exercises. Final group projects must integrate a critical understanding of a global health and human right issue and creative action-base proposals. Thus, the class neither follows a lecture format nor a seminar-based discussion. Rather, individual work, small group discussions, collective projects and plenary sessions will guide us in our path to investigate how health and human rights intersect and inspire us to learn deeply about one of these intersections and to imagine what we could do about it.

The class meets twice a week. Students are required to complete ALL assigned readings and homework. Part of the class time will be dedicated to the collective construction of group debates, projects, and ideas. The quality of each student’s reading and homework will reflect on the quality of the group’s discussion and final projects. In this methodology, the professor’s role is that of a discussion “facilitator,” which includes reinforcing concepts, clarifying ideas, and fomenting critical debate.

Notes on Group Dynamics and Participation

In traditional education models, individuals are set up to compete against each other and to demonstrate who masters better a particular knowledge. When group dynamics are allowed, the goal is equal participation and “democratic” participation to bring all students to the same level of knowledge. In contrast, critical pedagogy acknowledges that every person has different assets and experiences and hence we all learn differently and contribute differently to a group project. While some people are excellent group organizers and promote lively discussions, others are proficient in note taking or are more analytical and can help us grasp the main discussion points that are being raised. Some people prefer to express their points of view and to share their thinking process. Others prefer to “just” pay attention but, in fact, attentive listening allow them to raise questions or demand clarifications that are crucial for the group’s discussion. Everybody should be attentive to the group dynamics, make sure that all members find a role in the group and feel comfortable. Language should always be respectful and everybody’s opinions should be considered fully. Roles can change according to the topic and interest. Collaborative work is more demanding but more rewarding.

Grading:

Individual Assignments (Individual Homework/Literature Search): 15%

Individual Presentation: 15%

Individual Papers: 15%

Group Participation: 15%

In-class group memos: 20%

Group Paper (Conceptual Map/Paper Outline/Final Paper): 20%

Grading scale

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

University Policies and Course Policies

Code of Conduct:

Student's participation in this seminar and all their written products should conform to UCONN's student code of conduct. (<http://community.uconn.edu/wp-content/uploads/sites/523/2014/06/1415-The-Student-Code.pdf>). Please review, in particular, the appendix that talks about academic integrity.

In-text proper citation is mandatory and it should follow any of the author-date annotation systems. Complete bibliography should always be included at the end of the documents. The library has citation guides and offers a web-based software (RefWorks) that helps you with the adequate formatting of the bibliography (<http://classguides.lib.uconn.edu/citation>). Papers will be screened for plagiarism.

Please remember that UCONN has strict policies *Against Discrimination, Harassment and Inappropriate Romantic Relationships*. (More information is available at <http://policy.uconn.edu/?p=2884>.) Faculty are also required to report sexual assaults that they witness or are told to the Office of Diversity & Equity. (More information is available at <http://sexualviolence.uconn.edu/>.)

Accommodations for students with disabilities are possible. Please contact the Center for Students with Disabilities (<http://www.csd.uconn.edu/>) and let me know as soon as possible.

Any absences for medical, religious or family matters have to be notified in writing and, if adequate, with supporting documentation.

Please be punctual and abstain from using electronic equipment for matters non-related to the seminar.

If there are any concerns during the seminar please let me know.

Course Materials are on reserve or uploaded on the course's HuskyCT. (Please check both the course material and library resources content areas to find all the materials.)

COURSE SCHEDULE**Session 1. Course Introduction**

Global Health and Human Rights, general introduction and course presentation.

PART 1. KEY FOUNDATIONAL TERMS AND FOUNDATIONAL TEXTS**Session 2. What is health?**

- International Health Conference. The Constitution of the World Health Organization. New York, 19-22 June, 1946; signed on 22 July 1946 and entered into force on 7 April 1948.
- Alma ATA Declaration. International Conference on Primary Health Care. Alma-Ata, September 1978.
- People's Charter for Health. Bangladesh, 4-8 December 2000. People's Health Movement.

Homework: Do these texts differ in their definition of health? Make notes of your answer and bring them to class. Notes will be collected at the end of class.

Session 3. What is global health?

- Singer and Erickson (2013). *Global Health: An Anthropological Perspective*. Chapter 1. *Global Health and the Anthropological Paradigm*, pp. 1-20

Homework: Think about a Global Health Issue. What makes it a Global Health Issue? Support your point with the assigned reading. Write half a page with your answer and bring it to class. Assignment will be collected at the end of class along with group memo.

Session 4. What are Human Rights?

- Beitz, Charles (2009). *The Idea of Human Rights*. Oxford University Press. Chapters 1 and 2. pp. 1-47
- Universal Declaration of Human Rights. Paris, December 10, 1948. (Included as a general reference. Do not “study” it. Rather, skim some parts and get familiar with the language and imagine the kinds of debates that went into its writing process. Read it with Beitz’s overview in mind.)
- Gavin. 2013. *The Universal Declaration of Human Rights*. Comic. Zenpencils. <http://zenpencils.com/comic/134-the-universal-declaration-of-human-rights/>

Homework: Use Beitz's chapters to think about: 1) What are the historical roots and trajectories of your GH as HR issue? 2. Does your GH as HR issue connect with one or more categories of rights? 3. What challenges to the implementation do you foresee? Make notes of your answer and bring them to class. Notes will be collected at the end of class along with group memo.

Session 5. How do Human Rights and Health Interconnect? Part 1.

- Beracochea E, Evans D, and Weinstein C (2011). Introduction: Why Do Rights-Based Approaches to Health Matter. In Beracochea E. et.al. (Eds). *Rights-Based Approaches to Public Health*. Pp. 3-18

Homework: 1) What do you identify as a difference between a Rights-Based approach, a public health approach and a clinical approach to health issues? 2) What are the strengths and weaknesses of a rights-based approach? Make notes of your answer and bring them to class. Notes will be collected at the end of class along with group memo.

Session 6. How do Human Rights and Global Health Interconnect? Part 2.

- Wolf, (2012). *The Human Right to Health*. Chapter 2. Pp. 13-38

Homework: Prepare a 5 min oral presentation with the key points of the reading. Go back to your GH as a HR group issue. Think again about it and list its new potentials and what other aspects you need to consider. Make notes of your answer and bring them to class. Notes will be collected at the end of class along with group memo.

PART 2. KEY ISSUES

Session 7. Health, Human Rights and Eugenics.

- The Nuremberg Doctors’ Trial (2013) In Grodin, Tarantola, Annas and Gruskin (Eds.) *Health and Human Rights in a Changing World*. Pp. 86-101.
- Reverby, Susan. 2012. Reflections on Apologies and the Studies in Tuskegee and Guatemala. *Ethics & Behavior* 22(6): 493-495.

Homework: Send 3 articles to instructor and colleagues in your group about the selected GH as HR issue. Include in your group e-mail the proper citation format (author, date format). For

class discussion, can you think of other eugenic examples in history? Any more current or recent cases?

Session 8. Socioeconomic Inequalities.

- Basilio M, Weigel J, Motgi A, Bor J and Keshavjee S (2013). Health for All? Competing Theories and Geopolitics. In Farmer, Kim, Kleinman and Basilio (Eds.) Reimagining Global Health. An Introduction. Chapter 9, pp. 74-110

Homework: Search for one article that links your GH as HR group topic with socioeconomic inequalities. Prepare a 2 min presentation of your article for your group peers and link it to the assigned reading. Send article full reference and 200 word comments to the class instructor before next class.

Session 9. Social Determinants and the Human Right to Health

- WHO Commission on Social Determinants of Health. Closing the Gap in a Generation. Executive Summary.
- Chapman, Audrey. 2011. "Missed Opportunities: The Human Rights Gap in the Report of the Commission on Social Determinants of Health." *Journal of Human Rights* 10(2):132-150.

Homework: Prepare a 5 min oral presentation about one of the two readings, skim the other one.

Session 10. Social Determination and the Earth's Right to Wellbeing

- Spiegel, Breilh, and Yassi. (2015). Why language matters: insights and challenges in applying a social *determination* of health approach in a North-South collaborative research program. *Globalization and Health*. doi: 10.1186/s12992-015-0091-2
- Navarro, V. 2009. What we mean by social determinants of health. *International Journal of Health Services*. 39(3): 423-441.

Homework: Prepare a 5 min oral presentation about one of the two readings, skim the other one.

Session 11. Access and Quality of Health Services

- Farmer, Paul Challenging Orthodoxies: The Road ahead for Health and Human Rights. *Health and Human Rights*, Vol. 10, No. 1 pp. 5-19:
- Farmer, Paul. 2015. Who Lives and Who Dies. *London Review of Books*. 37(3) pp. 17-20
http://www.lrb.co.uk/v37/n03/paul-farmer/who-lives-and-who-dies?utm_source=newsletter&utm_medium=email&utm_campaign=3703&hq_e=el&hq_m=3597517&hq_l=12&hq_v=3c8700ce08

Homework: Prepare a 5 min oral presentation about one of the two readings, skim the other one.

Session 12. Group Work. Global Health as a Human Right Issue. A conceptual map, first draft.

Students use class time to finalize the decision about the group's GH as HR issue and make a working plan towards the group's final paper/presentation 1) What is the issue? (redefine/rename) 2) Why is it a GH as HR issue? (draw a conceptual map)

Homework: With the help of the conceptual map guideline draw a conceptual map. Group's conceptual map due at the beginning of next class.

PART 3. KEY POPULATION GROUPS

Session 13. Illegality and Migration

1. Horton, Sarah (2014). Debating “Medical Citizenship”: Policies Shaping Undocumented Immigrants’ Learned Avoidance of the U.S. Health Care System. In Lorentzen, Lois Ann (Ed.) *Hidden Lives and Human Rights in the United States*. pp. 297-319

Homework: Individual: Prepare a 5 min oral presentation about the reading. Group: Prepare presentation about the conceptual map.

Session 14. Women. Special Session.

Discussion with 2015 Dodd Prize Winner. Tostan, a community organizing and education group based in Senegal. Place to be announced.

- Gillespie and Melching (2010). The Transformative Power of Democracy and Human Rights in Nonformal Education: The Case of Tostan. *Adult Education Quarterly* 60(5):477-498.

Homework: Read the article about Tostan and bring interesting questions/reflections for class discussion.

Session 15. Children, HIV and Prostitution

- Montgomery, Heather (2001). Imposing Rights? A case study of child prostitution in Thailand. In Cowan J, Dembour Marie-Bénédicte and Wilson R (Eds.) *Culture and Rights. Anthropological Perspectives*. Pp, 80-101.
- Abadía-Barrero, César (2004). Happy Children with AIDS: The Paradox of a Healthy National Program in an Unequal and Exclusionary Brazil. In *Unhealthy Health Policy: A Critical Anthropological Examination*. Edited by Castro, A. and Singer, M. Walnut Creek, CA: Altamira Press, pp. 163-176.

Homework: Individual: Prepare a 5 min oral presentation about one of the readings. Skim the other one. Group: Prepare presentation about the conceptual map.

Session 16. Indigenous Rights and Colonial Legacies

- Jones et. al. (2014). Climate Change and the Right to Health for Māori in Aotearoa/New Zealand. *Health and Human Rights*. Vol 16 (1): 54-68.

Homework: Individual: Prepare a 5 min oral presentation about the reading. Group: Prepare presentation about the conceptual map.

Session 17. Movie. Even the Rain. First Individual Short Paper

Homework: Identify 3 main themes of the movie that talk about the interconnections between Global Health and Human Rights: Develop an argument. Make a structured paper (max 5 double space pages, font 12) with the following sections: 1) Title, 2) Introduction 3) 3 main themes (can integrate them all or choose just one and expand) 4) Conclusion. Include some references to support your arguments (minimum 3 references). Use proper citations.

Session 18. Coloniality and Modernity. Discussion group.

Homework: Bring your paper and prepare a short presentation of your analysis for your peers. Papers will be collected with final group analysis.

PART IV. HEALTH PROFITS OVER THE RIGHT TO HEALTH

Session 19. The pharmaceuticals

- Godoy, Angelina Snodgrass (2013). Of Medicines and Markets: Intellectual Property and Human Rights in the Free Trade Era. Chapter 2, pp. 21-49.

Homework: Individual: Prepare a 5 min oral presentation about the reading.

Session 20. The Clinical Trials

- Ugalde A and Homedes N (2008). Four words regarding clinical trials: science/profit, risks/benefits. *Salud Colectiva*, 7(2): 135-148.

Homework: Individual: Prepare a 5 min oral presentation about the reading.

Session 21. The Insurance Companies

- Livingston Martha (2008). U.S. Health Care. Commodification Kills. In Singer and Baer. *Killer Commodities and the Corporate Production of Harm*. Pp. 205-224

Homework: Individual: Prepare a 5 min oral presentation about the reading.

Session 22. Profits and GH as a HR, Part 1.

Background Reading

- Singer and Erickson (2013). *Global Health: An Anthropological Perspective*. Chapter 4. Basic survival needs and their privatization, pp. 63-86

Homework: No homework. Use this time to organize your notes about the course and the group's paper. Review all the articles the group has collected. Think about your GH as HR issue. What do you have? What do you need? What other elements are interesting to consider? Use the assigned reading to orient your analysis. Use previous discussions to orient your analysis. If you think it is necessary, bring new articles to share with the group.

Session 23. Profits and GH as a HR, Part 2.

Background Reading

- Chapman Audrey (2014). The Impact of Reliance on Private Sector Health Services on the Right to Health. *Health and Human Rights* 16(1).

Homework: Work on your group assignments. Does the new reading influence your paper? Submit final conceptual map and paper outline.

Session 24. Movie "Salud". Second Individual Short Paper.

Based on the movie, think about the following questions: What is different in the movie when we think about profits versus non-profits as part of the GH as a HR paradigm? Are profits a Social Determinant or a social determination of health? How do these for-profit capitalist sectors affect health? Choose one or two aspects of the movie to make an argument and write a paper about it. Make a structured paper (max 5 double space pages, font 12) with the following sections: 1) Title, 2) Introduction 3) 3 main themes (can integrate them all or choose just one and expand) 4) Conclusion. Include some references to support your arguments (minimum 3 references). Use proper citations. Individual papers shall be submitted on Nov 30th.

THANKSGIVING RECESS.

PART V. A CALL FOR ACTION

Session 25. Judicialization and Individual Action

- Biehl, J. (2013) The judicialization of biopolitics: Claiming the right to pharmaceuticals in Brazilian courts. *American Ethnologist* 40 (3), pp. 419-436

- Abadía-Barrero, C. (2015) Neoliberal Justice and the Transformation of the Moral: The Privatization of the Right to Health Care in Colombia. *Medical Anthropology Quarterly*. 0(0): 1-18. doi: 10.1111/maq.12161.
- Pending third reading

Homework: Individual: Prepare a 5 min oral presentation about one of the readings. Skim the other two.

Session 26. Humanitarianism and Protective Action.

- Willen, Sarah (2010). Darfur through a Shoah Lens. Sudanese Asylum Seekers, Unruly Biopolitical Dramas, and the Politics of Humanitarian Compassion in Israel. in 2010, Good B, Fischer M, Willen S and DelVecchio Good M-J. (Eds.) *A Reader in Medical Anthropology. Theoretical Trajectories, Emergent Realities*. pp. 505-521.
- Pending second reading.

Homework: Individual: Prepare a 5 min oral presentation about one of the readings. Skim the other one.

Session 27. Global Health as a Human Right Final Presentations Part 1.

Homework: DRAFT THE OUTLINE OF YOUR GROUP'S FINAL PAPER. PREPARE A PRESENTATION. 1) Describe your GH as HR issue. 2) Why is it a GH as HR issue (connect with readings). 3) What elements are important to analyze the issue (include conceptual map and explain). 4) What action/intervention would you propose? 5) What main challenges do you foresee and how will you address them?

Session 28. Global Health as a Human Right Final Presentations Part 2.

Homework: DRAFT THE OUTLINE OF YOUR GROUP'S FINAL PAPER. PREPARE A PRESENTATION. 1) Describe your GH as HR issue. 2) Why is it a GH as HR issue (connect with readings). 3) What elements are important to analyze the issue (include conceptual map and explain). 4) What action/intervention would you propose? 5) What main challenges do you foresee and how will you address them?

Final Group Papers due XXX.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 11-12-15
2. Department requesting this course: ENGL
3. Nature of Proposed Change: Addition of CA 1 credit and advisory language to the catalog copy.
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

2201. American Literature to 1880

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

American literature from the beginnings: Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others.

2201W. American Literature to 1880

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Proposed Catalog Copy

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

2201. American Literature to 1880

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

American literature from the beginnings: May include such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, Stowe, Dickinson, Twain, and others. This course is strongly recommended for English majors. CA 1.

2201W. American Literature to 1880

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA 1.

Justification

1. [Reasons for changing this course](#) We have added the CA 1 credit so that this course, which meets the CA 1 credit requirements, can offer students an alternative to the other surveys in English literatures offered at the 2000 level, most notably 2100 (Brit Lit 1) and 2101 (Brit Lit 2) but also 2203/W (World

Literature). We have added the advisory language so that students know that this course, like its British survey counterparts, is an important foundational course for English majors.

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: The addition of the CA 1 credit would likely lead to an increased enrollment in some of the sections of 2201 or 2201W offered at regional campuses.

6. [Staffing](#): N/A

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: Courses appropriate for Group I- Arts and Humanities - must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in **AT LEAST ONE** of the following activities: 1.) Investigations and historical/critical analyses of human experience: ENGL 2201/2201W offers students a broad-based survey of the historical period beginning with the pre-colonial era, through the colonial era and nineteenth-century literature through to 1880 and the literary movements (eg, Romanticism, Transcendentalism, Realism) and genres (eg, travel documents, spiritual texts, slave narratives, poetry, short stories, novels) that the period produced. This range attests to the variety of voices and subject positions—that is, the range of human experience and the range of literary expression—that have shaped American literature through 1880. Students encounter and analyze a range of writings, including Native American creation stories and trickster tales, to documents (letters, journals) from explorers such as Columbus and early colonizers such as John Smith, to Protestant (Puritan) spiritual autobiographies, slave narratives, maritime literature, and tales of Gothic horror. 3.) Investigations into the modes of symbolic representation: In the process students become familiar with a variety of literary genres and analyze the interplay of literary form and meaning. Students consider literary themes and metaphors both as they are specific to a particular work and as they characterize particular bodies of American literature.

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

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

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

Investigates written texts with regard to aesthetic qualities, historical

context, and means of producing meaning.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: October 21, 2015
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:
Margaret Breen, 860-486-2873, Margaret.Breen@uconn.edu

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: November 30, 2015
2. Department requesting this course: English
3. Nature of Proposed Change: : Addition of CA 1 credit and advisory language to the catalog copy.
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

2203. American Literature Since 1880

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Modern and contemporary American literature: James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others.

2203W. American Literature Since 1880

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Proposed Catalog Copy

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

2203. American Literature Since 1880

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Modern and contemporary American literature: May include such writers as James, Wharton, Dreiser, Cather, Frost, Hemingway, Fitzgerald, Faulkner, Morrison, and others. This course is strongly recommended for English majors. CA 1.

2203W. American Literature Since 1880

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA 1.

Justification

1. [Reasons for changing this course](#): We have added the CA 1 credit so that this course, which meets the CA 1 credit requirements, can offer students an alternative to the other surveys in English literatures offered at the 2000 level, most notably 2100 (Brit Lit 1) and 2101 (Brit Lit 2) but also 2203/W (World Literature). We have added the advisory language so that students know that

this course, like its British survey counterparts, is an important foundational course for English majors.

2. Effect on Department's curriculum: N/A

3. Other departments consulted: N/A

4. [Effects on other departments](#): none

5. Effects on regional campuses: The addition of the CA 1 credit would likely lead to an increased enrollment in some of the sections of 2201 or 2201W offered at regional campuses.

6. [Staffing](#): N/A

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: Courses appropriate for Group I- Arts and Humanities - must, through historical, critical and/or aesthetic modes of inquiry, introduce students to and engage them in **AT LEAST ONE** of the following activities: 1.) Investigations and historical/critical analyses of human experience: ENGL 2203/2203W offers students a broad-based survey of the historical period from 1880 to the present and genres (eg, travel documents, essays, poetry, short stories, novels) that the period has produced. This range attests to the variety of voices and subject positions—that is, the range of human experience and the range of literary expression—that have shaped American literature from the last decades of the nineteenth through the current day. Students encounter and analyze a range of writings. 3.) Investigations into the modes of symbolic representation: In the process students become familiar with a variety of literary genres and analyze the interplay of literary form and meaning. Students consider literary themes and metaphors both as they are specific to a particular work and as they characterize particular bodies of American literature.

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

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

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

Investigates written texts with regard to aesthetic qualities, historical context, and means of producing meaning.

Proposer Information

1. [Dates approved](#) by

Department Curriculum Committee: October 21, 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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: November 4, 2015
2. Department requesting this course: English
3. Nature of Proposed Change: change of title
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

2301. World Literature in English

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

English language literature from Africa, India, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

2301W. World Literature in English

Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#). CA 4-INT.

Proposed Catalog Copy

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

2301. Anglophone Literatures

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

English language literature from Africa, Asia, Canada, Australia, the Caribbean, and other areas outside of the United States and the British Isles. Writers may include Soyinka, Gordimer, Walcott, Achebe, Markandaya, Atwood, White, Emecheta, Rushdie, Naipaul, Kincaid, and others. CA 4-INT.

2301W. Anglophone Literatures

Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#).

Justification

1. [Reasons for changing this course](#): Since we created this course, "World Literature" has emerged as a distinct subfield of Comparative Literature, and it bears no resemblance to our course, especially since "world literature" tends to focus on great works in translation and this course is not on works in translation. "Anglophone Literatures" describes more accurately what we are teaching.
2. Effect on Department's curriculum: None
3. Other departments consulted: Not necessary. We are the only department that teaches "Anglophone Literatures."
4. [Effects on other departments](#): None
5. Effects on regional campuses: None
6. [Staffing](#): the same faculty will be teaching the course

General Education

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

For a Content Area 1 course:

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

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: 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

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: Feb. 12, 2016
2. Department requesting this course: ENGL/AFRA
3. Nature of Proposed Change: We are moving ENGL 3214 and ENGL 3214W (cross listed with AFRA as 3214W) to the 2000 level, updating the course's title, deleting the "juniors or higher" restriction, and adding a cross listing of the non-W version to AFRA (which was mistakenly left off during the original cross listing).
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

3214. Black American Writers I

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

3214W. Black American Writers I

(Also offered as AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. CA 4.

Proposed Catalog Copy

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

2214. African American Literature

(Also offered as AFRA 2214.) (Not open to students who have taken 3214.)

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011

Critical and historical examination of the literature of black American writers from Phyllis Wheatley to the present. CA 4.

2214W. African American Literature

(Also offered as AFRA 2214W.) (Not open to students who have taken 3214W or AFRA 3214W.) Prerequisite: ENGL 1010 or 1011 or 2011. CA 4.

Justification

1. [Reasons for changing this course](#): This course title has long been in need of updating. The course acts as a broad survey and as such is better suited for the 2000 level (compare, for example, our broad 2000-level British and American survey courses); because we want to encourage students to take the course in their sophomore and in some cases freshman year, we are deleting the "juniors or higher" restriction. The cross listing of the non-W version of the course corrects the oversight that occurred during the original cross listing of the course.
2. Effect on Department's curriculum: This course might have greater appeal to students (particularly non-majors) who might be comfortable with a 2000 but not necessarily a 3000 level course. As part of a proposed 2000-/3000-level course sequence, this course would also allow the Department and Institute to offer an introductory course to students interested in African-American literature.
3. Other departments consulted: AFRA; changes approved December 1, 2015
4. [Effects on other departments](#): none
5. Effects on regional campuses: could be taught at the regionals
6. [Staffing](#): We have faculty at Storrs, Stamford, and Hartford who could teach this course.

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:

- 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.) Since this course consists of written texts that emphasize the experiences, thoughts, and values brought about by the social conditions unique to African Americans, stress the human rights issues raised by slavery, segregation, and other injustices suffered by African-Americans, and emphasize how political and economic systems (including slavery and Jim Crow) shaped the experiences of African Americans, it clearly takes a historical approach to the texts considered.

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee: November 4, 2015 (AFRA December 1, 2015)
Department Faculty: December 2, 2015 (AFRA December 1, 2015)
2. Name, Phone Number, and e-mail address of principal contact person:
Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

Course Title: 2214/W. African American Literature
Course Description: Broad historical survey of African American literature from its origins through the turn of the twentieth-century, with focus on a variety of literary genres such as poetry, novel, and autobiography.
Instructors of Record: Salvant, Cutter, K. Smith, Phillips, Pierrot, Horn

Course Outline:

Week	Topic	Author/Text
1	Origins of African American Literature	Phillis Wheatley's poetry
2	Slave Narrative 1	Frederick Douglass, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> (1845)
3	Slave Narrative 2	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> (1818)
4	Early Novels	Frances Harper, <i>Iola Leroy</i> (1892)
5	Short Stories and Conjure Tales	Charles Chesnutt, <i>The Conjure Woman</i> (1899)
6	Origins of African American Autobiography	Excerpts from W.E. B. Du Bois, <i>The Souls of Black Folk</i> (1903) and Booker T. Washington, <i>Up from Slavery</i> (1901)
7	Harlem Renaissance 1	Poetry by Countee Cullen, Langston Hughes, Claude McKay, Gwendolyn Bennet, Gwendolyn Brooks.
8	Harlem Renaissance 2	James Weldon Johnson's <i>Autobiography of an Ex-Colored Man</i> (1917)
9	Harlem Renaissance 3	Nella Larsen's <i>Passing</i> (1929)
10	Modern African American Literature 1	Zora Neale Hurston, "Sweat," "Spunk," "How it Feels to be Colored Me"
11	Modern African American Literature 2	Richard Wright, <i>Native Son</i> (1940)
12	Modern African American Literature 3	Ralph Ellison, <i>Invisible Man</i> (1952)
13	Post Modern African American Literature 1	Charles Johnson, <i>Middle Passage</i> (1990)
14	Post Modern African American Literature 1	Toni Morrison, <i>Beloved</i> (1987)

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: December 2, 2015
2. Department initiating this proposal: ENGL
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.)

3213: Eighteenth- and Nineteenth-Century African American Literature

(Also offered as AFRA 3213.) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA 4.

Broad historical survey of African American literature from its origins through the turn of the twentieth century.

3213W: Eighteenth- and Nineteenth-Century African American Literature

(Also offered as [AFRA 3213W](#).) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA 4.

Justification

1. [Reasons for adding this course if it is new](#): This course is part of an overall restructuring of African American literature offerings, which will now include, at the 3000 level, two period courses, of which this is the first.
2. Reasons for cross listing this course: This course is part of the AFRA curriculum.
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: It may be offered at regional campuses.
6. [Staffing](#): Faculty who could teach this course include Profs. Cutter, Phillips, Pierrot, and Salvant.

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.

The English Department and Africana Studies

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: ENGL, November 4, 2015 and AFRA, December 1, 2015

Department or Program Faculty: AFRA, December 1, 2015

Department or Program Head: ENGL, December 2, 2015

(Duplicate above, as needed)

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

Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

English 3213 and English 3213W: Eighteenth and Nineteenth Century African American Literature
Course Description: Survey of African American literature from its origins through the turn of the twentieth-century. Focus will be on understanding the development of specific genres, such as the novel and autobiography.
Instructors of Record: Salvant, Cutter, K. Smith, Phillips, Pierrot, Horn

Course Outline:

Week	Topic	Author/Text
1	Origins of African American Literature 1	Phillis Wheatley's poetry (1783)
2	Origins of African American Literature 2	Olaudah Equiano's <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</i> (1789).
3	Slave Narrative 1	Frederick Douglass, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> (1845)
4	Slave Narrative 2	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> (1861)
5	African American Radical Traditions	David Walker, <i>Appeal in Four Articles; Together with a Preamble, to the Coloured Citizens of the World</i> (1830); Sojourner Truth, "Ar'n't I a Woman? Speech to the Women's Rights Convention in Akron, Ohio," 1851
6	Nineteenth Century African American Poetry	Poems by Frances Harper, Paul Lawrence Dunbar, and James Weldon Johnson
7	Early Novels 1	William Wells Brown, <i>Clotel</i> (1853)
8	Early Novels 2	Frank Webb, <i>The Garies and their Friends</i> (1857)
9	Early Novels 3	Harriet Wilson, <i>Our Nig</i> (1861)
10	Early Novels 4	Frances Harper, <i>Iola Leroy</i> (1892)
11	African American Short Story Traditions	Short Stories by Alice Dunbar Nelson
12	Origins of the Modern Novel 1	Charles Chenutt, <i>Marrow of Tradition</i> (1901)
13	Origins of the Modern Novel 2	Pauline Hopkins, <i>Contending Forces</i> (1900)
14	Origins of African American Autobiography	W.E. B. Du Bois, <i>The Souls of Black Folk</i> (1903)

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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: December 2, 2015
2. Department initiating this proposal: ENGL
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.)

3215: Twentieth- and Twenty-First Century African American Literature

Also offered as [AFRA 3214](#).) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA 4.

Broad historical survey of African American literature from the twentieth and twenty-first century.

3215W: Twentieth- and Twenty-First Century African American Literature

Also offered as [AFRA 3214W](#).) Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher. CA 4.

Justification

1. [Reasons for adding this course if it is new](#): This course is part of an overall restructuring of African American literature offerings, which will now include, at the 3000 level, two period courses, of which this is the second.
2. [Reasons for cross listing this course](#): This course is part of the AFRA curriculum.
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: This course may be taught at the regionals.
6. **Staffing:** Faculty who could teach this course include Profs. Cutter, Horn, Pierrot, and Salvant.

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. The English Department and Africana Studies.
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: ENGL, November 4, 2015 and AFRA, December 1, 2015
 - Department or Program Faculty: AFRA, December 1, 2015
 - Department or Program Head: ENGL, December 2, 2015

(Duplicate above, as needed)

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

English 3215 and English 3215W: Twentieth and Twenty-First Century African American Literature
Course Description: Broad historical survey of African American literature from the twentieth- and twenty-first century with attention to the development of specific literary movements such as the Harlem Renaissance, the Black Arts Movement, and Modernism and Postmodernism within African American Literature.
Instructors of Record: Salvant, Cutter, K. Smith, Phillips, Pierrot, Horn

Course Outline:

Week	Topic	Author/Text
1	Harlem Renaissance Poetry	Poetry by Countee Cullen, Langston Hughes, Claude McKay, Gwendolyn Brooks, Sterling Brown
2	Harlem Renaissance Novels 1	James Weldon Johnson's <i>Autobiography of an Ex-Colored Man</i> (1912)
3	Harlem Renaissance Novels 2	Jessie Fauset, <i>Plum Bun</i> (1928)
4	Harlem Renaissance 3	Zora Neale Hurston's <i>Their Eyes Were Watching God</i> (1937)
5	Critiques of the Harlem Renaissance	George Schuyler, <i>Black No More</i> (1931) & "The Negro Art Hokum"
6	Black Arts Movement 1	Amiri Baraka, poetry and <i>Dutchman</i>
7	Black Arts Movement 2	Malcolm X, <i>Autobiography of Malcolm X</i>
8	Modern African American Literature 1	Richard Wright, <i>Native Son</i> (1940)
9	Modern African American Literature 2	Ralph Ellison, <i>Invisible Man</i> (1952)
10	Modern African American Literature 3	Ann Petry, <i>The Street</i> (1946)
11	Contemporary African American Poetry	Poems by Michael Harper, Elizabeth Alexander, Derek Wolcott, June Jordan, Ishmael Reed, Lucille Clifton
12	Contemporary African American Drama	Suzanne Lori-Parks, <i>Topdog/Underdog</i> (2001)
13	Post Modern African American Literature 1	Toni Morrison, <i>A Mercy</i> (2008)
14	Post Modern African American Literature 2	Mat Johnson, <i>Loving Day</i> (2014)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Drop an Existing Course

Last revised: September 24, 2003

1. Date: December 2, 2015
2. Department: ENGL and AFRA
3. Effective Date (semester, year): Fall 2015
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

3216W. Black American Writers II

(Also offered as [AFRA 3216W](#).) Three credits. Prerequisite: [ENGL 1010](#) or [1011](#) or [2011](#); open to juniors or higher.

Extensive readings in the works of four or five contemporary black American writers.

Justification

1. [Reasons for dropping this course](#): We are restructuring our African-American literature offerings to include at the 3000 level two period courses and a variable topics course.
2. Other departments consulted: AFRA
3. [Effects on other departments](#): none
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: November 4, 2015; AFRA,
December 1, 2015
Department Faculty: December 2, 2015
6. Name, Phone Number, and e-mail address of principal contact person: Margaret Breen, 860 486 2873,
Margaret.Breen@uconn.edu

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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: December 2, 2015
2. Department initiating this proposal: ENGL
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.)

3217: Studies in African American Literature and Culture

(Also offered as AFRA 3217.) Three credits. Prerequisite: [ENGL](#)

[1010](#) or [1011](#) or [2011](#) or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

Focused study of a theme, form, author, or movement in African American literature or culture.

3217W: Studies in African American Literature and Culture

(Also offered as AFRA 3217W.) Three credits. Prerequisite: [ENGL](#)

[1010](#) or [1011](#) or [2011](#) or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic

Justification

1. [Reasons for adding this course if it is new](#): This course is part of a revision of African American literature offerings and allows faculty to teach focused topics in the area of African American literature and culture.
2. [Reasons for cross listing this course](#): This course will be part of the AFRA curriculum.
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: This course may be taught at the regional campuses

6. **Staffing:** Faculty who may teach this course include Profs. Capshaw, Cutter, Horn, Phillips, Pierrot, and Salvant,

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.

The English Department and Africana Studies.

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: ENGL, November 4, 2015 and AFRA, December 1, 2015

Department or Program Faculty: AFRA, December 1, 2015

Department or Program Head: ENGL, December 2, 2015

(Duplicate above, as needed)

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

Margaret Breen, 860 486 2873, Margaret.Breen@uconn.edu

English 3217 and English 3217W: Studies in African American Literature and Culture
(Also offered as AFRA 3217 and 3217W.)

Course Description: Advanced study of a theme, form, author, or movement in African American literature or culture. The class can include interdisciplinary study of literature in conjunction with history, art, photography, music, film, or other artistic genres.

Topic: Contemporary African American Autobiographical Narratives in Film, Literature, and Culture

This class will examine twentieth-century African American Autobiographical narratives in film, music, graphic narrative, photobooks, and literature. We will consider what promotes an individual artist to create an autobiography and how/she negotiates conflicting expectations about articulation of black selfhood and the demand for realism and authenticity. We will also consider the way narratives of African American selfhood are narrated through different forms such as novels, film, photographs, and music and the way these forms impact the content not only of what is told, but how it is told.

Instructors of Record: Salvant, Cutter, K. Smith, Phillips, Pierrot, Horn

Course Outline:

<i>Week</i>	<i>Topic</i>	<i>Author/Text</i>
1.	Post-Bellum Autobiographies of Freedom	Booker T. Washington, <i>Up From Slavery</i> (1901)
2.	Modern Autobiographies of Freedom	W. E. B. Du Bois, <i>The Souls of Black Folk</i> (1903)
3.	Harlem Renaissance Autobiography I	James Weldon Johnson, <i>Along This Way</i> (1933)
4.	Fictionalized Autobiography	Zora Neale Hurston, <i>Dust Tracks on a Road</i> (1942)
5.	Realist / Modern African American Autobiography	Richard Wright, <i>Black Boy</i> (1945)
6.	Civil Rights / Black Arts Autobiographies 1	Malcolm X, <i>The Autobiography of Malcolm X</i> (1965); Spike Lee, <i>Malcolm X</i> (Film; 1992)
7.	Civil Rights / Black Arts Autobiographies 2	Anne Moody, <i>Coming of Age in Mississippi</i> (1968)
8.	Graphic Autobiography	John Lewis, <i>March</i> (2013)
9.	Blues as Autobiography	Selected blues songs; selected blues singers.
10.	Photographic Autobiography	Langston Hughes and Roy DeCarava, <i>Sweet Flypaper of Life</i> (photos and poems) (1955)
11.	Blues Autobiography	Amiri Baraka, <i>Blues People</i> (1963)
12.	Autobiographical Novel	Gordon Parks, <i>The Learning Tree</i> (1964) ; <i>The Learning Tree</i> (film) (1969)
13.	African American Biomythography	Audre Lorde, <i>Zami</i> (1982)
14.	African American Political Autobiography	Barack Obama, <i>Dreams from My Father</i> (1995)

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: December 8, 2015
2. Department requesting this course: Maritime Studies
3. Semester and year in which course will be first offered: Summer 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!

1300. Maritime Communities

Three credits. Study of maritime communities and environment in an interdisciplinary and international context from anthropological, economic, geographic, historical, and other social science perspectives. CA2 and CA4.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MAST
2. Course Number: 1300
3. Course Title: Maritime Communities
4. Number of Credits: Three
5. Course Description (second paragraph of catalog entry):

The course examines how individuals, groups, institutions, and societies behave and influence one another within the realm of the ocean and its environment. Students will explore the methods and theories of social science inquiry to develop critical thinking about current social and economic issues and problems related to the ocean. Students will examine and analyze the wide range of social factors that have influenced and shaped our past and current relationship with the ocean. By exploring the human interface with the ocean, students will gain appreciation for differences as well as commonalities among those peoples who interact with the ocean around the globe. This course serves as an introduction to the interdisciplinary field of Maritime Studies with an examination of maritime communities and other human endeavors related to the ocean environment from anthropological, economic, geographic, historical, and political science perspectives.

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: Yes
- 8. Recommended Preparation, if applicable: None
- 9. Exclusions, if applicable: None
- 10. Repetition for credit, if applicable: No
- 11. Skill codes "W", "Q" or "C": None
- 12. S/U grading: Yes, if student wishes

Justification

1. Reasons for adding this course:

This course has been designed specifically to complement the existing introductory course MAST 1200, Introduction to Maritime Culture. MAST 1300 would serve to introduce students to Maritime Studies, as does MAST 1200, but from the perspective of the social sciences.

MAST 1300 has been designed to be exploratory and methodologically broad-based and in this way to introduce students to the interdisciplinary field of Maritime Studies, as well as to meet specific General Education goals and requirements.

MAST does not currently have such an introductory course to Maritime Studies, despite a growing number of upper undergraduate level social science courses that we now offer in Maritime Studies.

2. Academic merit:

This course draws on classic readings and texts in the social sciences as they relate to the ocean and also includes an examination of the most recent scholarship on the study of maritime communities.

- 3. Overlapping courses and departments consulted: none
- 4. Number of students expected: 25 to 35 students
- 5. Number and size of sections: 1 section, 25 to 35 students
- 6. Effects on other departments: none that we have been able to determine
- 7. Effects on regional campuses: to be offered at Avery Point; course would be available to students of all regional campuses if those students travel to Avery Point
- 8. Staffing: Full-time faculty

General Education

This course is being proposed for General Education Content Area 2 and Content Area 4 (International).

Proposer Information

1. Dates approved by

Department Curriculum Committee: December 8, 2015

Department Faculty: December 8, 2015

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

Nat Trumbull

Maritime Studies Program, Director

Assoc. Professor of Geography

860 405 9272

trumbull@uconn.edu

Minutes

Present: Jones, Trumbull, Cole, Park, Blaschik, Ebbin, Rozwadowski, Batchvarov, and Bercaw-Edwards.

No Announcements

New Business

- Discussion of MAST 1300 (Intro to Maritime Communities) - Nat
 - o Draft syllabus was distributed for input from Committee.
 - Helen suggested a reading to support the “gender in maritime communities” topic.
 - Committee discussed the need for the word “introduction” in the course title, and removing it will reduce any confusion with ‘Intro to Maritime Studies’. Course title will be “Maritime Communities”
 - Nat asked the Committee to review the syllabus content to ensure the course won’t repeat content offered by other MAST courses. Some overlap is okay.
 - Syma suggested to include what a maritime community is from an anthropological point of view. Syma suggested starting the course on defining “what is a maritime community” and conceptualizing the definition to provide the students a framework for the course.
 - Helen suggested removing some of the history content because it is provided in many of the other MAST courses to therefore, add the content Syma suggested. The last section could be labeled “current issues” and would include the GIS/mapping research, instead of starting with it.
 - Helen motions to accept the MAST 1300 proposal, Kroum seconds. All Committee members in favor of the proposal, so approved.
- THATCamp (Steve) – March 4-5th 2016.
 - o Planning on doing a hybrid version where sessions will be workshop/discussion style and sessions will be PowerPoint presentations.
 - Will have a more concrete objective than typical THATCamps – building a maritime trail.
 - Helen suggested organizing some sessions around questions targeting aspects of developing the maritime trail to attract people to participate in that discussion.
 - Some participating organizations/individuals may need a personal invitation. Helen suggested a generic paragraph be drafted to send out. The subject line could be “We are building a Maritime Trail”.
 - Helen & Syma suggested putting together a Google document listing people to contact to participate to avoid inundating the same people with multiple invitations from MAST faculty.

- Syma suggests applying conference terms when requesting funding because many people do not know what THATCamps are. It would be helpful to list specific objectives will help clarify this new type of conference.
- Helen suggested asking some organizations for a small monetary donation of \$50 and they would be highlighted as sponsors. There is a concern that with free registration that it will be difficult to ensure commitment from participants.
- Ideas for letter to Provost's Office about Alexey von Schlippe Gallery plans
 - Syma summarized the letter she sent to the Provost office on how Julia and the gallery support SeaGrant's art funding program and how some professor include the gallery in some courses.
 - Steve Jones stressed the importance of the presence of maritime art on campus, which is lacking.
 - Nat suggested inviting Anne D'Alleva to come to the next C&C meeting to discuss the future of the gallery.

Meeting adjourned, 5pm
Respectfully submitted,
Noreen Blaschik

Syllabus

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Maritime Communities

Credits: 3

Prerequisites: none

Professor: Dr. Nathaniel Trumbull

Email: trumbull@uconn.edu

Telephone: 860 405-9272

Office Hours/Availability: TBA

Course Materials

All course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description

Course description from Course Catalog

Study of maritime communities and environment in an interdisciplinary and international context from anthropological, economic, geographic, historical, and other social science perspectives. CA2 and CA4.

Additional description

The course examines how individuals, groups, institutions, and societies behave and influence one another within the realm of the ocean and its environment. Students will explore the methods and theories of social science inquiry to develop critical thinking about current social and economic issues and problems related to the ocean. Students will examine and analyze the wide range of social factors that have influenced and shaped our past and current relationship with the ocean. By exploring the human interface with the ocean, students will gain appreciation for differences as well as commonalities among those peoples who interact with the ocean around the globe. This course serves as an introduction to the interdisciplinary field of Maritime Studies with an examination of maritime communities and other human endeavors related to the ocean environment from anthropological, economic, geographic, historical, and other social science perspectives.

Course Goals

- To investigate the human relationship with the ocean in its many dimensions, including anthropological, historical, economic, political, geographic, and social.

- To become introduced to the disciplines which comprise the Maritime Studies major, including Economics, English, Geography, History, Literature, Political Science, and Anthropology/Maritime Archaeology.
- To prepare students for the Maritime Studies major, including learning how to integrate knowledge about the ocean with social science methods and perspectives; reading effectively for argument and employing evidence; finding information from appropriate sources; learning how to conduct research; and communicating research effectively in writing and orally.

Learning Objectives

By the end of the course, students should be able to:

- Describe the physical dimensions of the world's oceans and the basic geological and atmospheric processes that led to the creation of the world's oceans
- Use the basic tools of navigation to measure and map a maritime voyage from one continent to another.
- Quantify the impact of the world's ocean shipping on the economies of the world's five largest sea-going nations.
- Evaluate the use of management tools for the human impacts of fishing on the ocean's fish stocks.
- Differentiate between the economic benefits of ocean resource extraction to coastal communities and the environmental hazards of such resource extraction.
- Develop potential solutions to diminishing the problems of piracy and illegal migration on the world's oceans.
- Explain how the Law of the Sea is being adopted throughout the world and why the United States has not yet ratified this key international legal framework.
- Analyze the ways in which dimensions of gender have impacted the coastal communities in the past and in modern day

Course Outline

1. COMMUNITIES (Weeks 1-3)

Week 1. Landsmen on the Water

Bown, Stephen R. 2003. *Scurvy: How a Surgeon, a Mariner, and a Gentleman Solved the Greatest Medical Mystery of the Age of Sail*. St. Martin's Press, New York. Scurvy: The Plague of the Sea, 9-26; Disaster and Victory in the South Seas: Lord Anson's Terrible Voyage, 47-70; Epilogue, The Mystery Solved, 211-218.

Vickers, Daniel. 2005. *Young Men and the Sea: Yankee Seafarers in the Age of Sail*. Yale Univ. Press, New Haven. The Eighteenth Century: Sailors at Sea, 61-95; Maritime Society Ashore, 131-162.

Intl. context: World oceans

Week 2. Age of scientific exploration

Winchester, Simon. 2010. *Atlantic: Great Sea Battles, Heroic Discoveries, Titanic Storms, and a Vast Ocean of a Million Stories*. Harper, New York. They that Occupy Their Business on Great Waters, pp 273-328; Change and Decay All Around the Sea, pp. 329-394.

Rozwadowski, Helen M. 2005. *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*. Harvard Univ. Press, Cambridge, Mass. Fathoming the Fathomless, pp. 1-36; Soundings, 67-96; Small World, 175-210.

Intl. context: Atlantic Ocean

Week 3. 20th Century developments

Acheson, James. 1988. *The Lobster Gangs of Maine*. UPNE. Introduction, Cycles, pp. 7- 22, Kinship and Community, 23-47.

Wincheser, Simon. 2015. *Pacific: Silicon Chips and Surfboards, Coral Reefs and Atom Bombs, Brutal Dictators, Fading Empires, and Coming Collision of the World's Superpowers*. Harper, New York. The Great Thermonuclear Sea, 39-82; Of Masters and Commanders, 377-426.

Intl context: Gulf of Maine and Pacific

II. MEASURING AND MAPPING

Week 4. Exploring the ocean's origins

Carson, Rachel L. 1951. *The Sea Around Us*, Oxford Univ. Press, New York, Part 1, Mother Sea, pp vii-112 .

Anderson, Tom. 2002. *This Fine Piece of Water: An Environmental History of Long Island Sound*. Yale Univ. Press. The Birth of the Sound (pp. 9-15); Sprawling Suburbs (100-115); The Brink of Disaster (127-154).

Intl. context: Global, Pacific and Atlantic Oceans

Week 5. Seafaring Challenges

Gurney, Alan. 2004. *Compass: A Story of Exploration and Innovation*. W.W. Norton, New York. The Rose of the Winds (41-54); To Compass the Globe (77-86).

Sobel, Dava. 1995. *Longitude: The True Story of Lone Genius Who Solved the Greatest Scientific Problem of His Time*. Penguin Books. Imaginary Lines (1-10); The Sea Before Time (11-20); Adrift in a Clockwork Universe (21-33); The Prize (51-60); Trail by Fire and Water (111-125); The Second Voyage of Captain James Cook (138-151).

Intl context: New World

Week 6. Measuring and mapping

Huler, Scott. 2005. *Defining the wind: the Beaufort scales, and how a nineteenth-century admiral turned science into poetry*. *Broadway Books*. The Beaufort Scale, and Who Wrote It, in a General Way, pp. 69-92; "Nature, Rightly Questioned, Never Lies": The Beaufort Scale, Nineteenth-Century Science, and the Last Eighteenth-Century Man, 121-150.

Monmonier, Mark. 2008. *Coast Lines: How Mapmakers Frame the World and Chart Environmental Change*. Overhead Imaging, 58-69; Global Shorelines, 96-101.
Sylvia Earle on Google Ocean (video)

Intl. context: Western Europe, New World

III. ECONOMIC DIMENSIONS (Weeks 7-9)

Week 7. Maritime economics

Hallwood, Paul. 2014. *Economics of the Oceans: Rights, Rents, and Resources*. Routledge, New York. Economics of the fishery 85-95; Managing high seas fisheries, 139-148; Oceans and non-point source pollution, 217-224; Oil pollution from ships, 225-230.

Hallwood, C. Paul. 1990. *Transaction costs and trade between multinational corporations: A study of offshore oil production*. Unwin Hyman, Boston. The offshore oil supply industry, pp. 25-65; The offshore oil supply industry in its main British service base, 82-95.

Intl. context: Aberdeen

Week 8. Fishing and overfishing issues

Hardin, Garrett. 1968. *Tragedy of the Common*. *Science*, Vol. 162, no. 3859 pp. 1243-1248, <http://www.sciencemag.org/content/162/3859/1243.full>

Safina, Carl. 1997. *Song for the Blue Ocean: Encounters Along the World's Coasts and Beneath the Seas*. Henry Holt and Company, New York. Book Three: Far Pacific, 303-209; Malakal, 210-326; Koror, 327-349; Ollei, 350-383; Hong Kong, 384-407; Sulu, 208-434.

Greenberg, Paul. 2010. *Four fish: The Future of the Last Wild Food*. Penguin Books. Cod, the Return of the Commoner, pp. 127-188.

Intl. context: Pacific, Shetlands (U.K.), Norway

Week 9. Economics of Shipping

George, Rose. 2013. *90 Percent of Everything: Inside Shipping, the Invisible Industry That Puts Clothes on Your Back, Gas in Your Car, and Food on Your Plate*. Metropolitan Books, New York.

Winchester, Simon. 2010. *Atlantic: Great Sea Battles, Heroic Discoveries, Titanic Storms, and a Vast Ocean of a Million Stories*. Harper, New York. Change and Decay All Around the Sea, pp. 329-394.

TED Talk with Rose George

Intl. context: Panama Canal/Nicaragua, Northwest Passage and Northern European Sea route

IV. LEGAL DIMENSIONS (Weeks 10-12)

Week 10. United Nations Convention on the Law of the Sea

The United Nations Convention on the Law of the Sea (A historical perspective), http://www.un.org/depts/los/convention_agreements/convention_historical_perspective.htm#Historical%20Perspective (background article)

Langewiesch, William. "Anarchy at Sea," *The Atlantic Monthly*, September 2003.

Klein, Natalie. 2009. *Dispute Settlement in the UN Convention on the Law of the Sea*. Cambridge Univ. Press: Cambridge, MA, Introduction, 1-28; Deep Seabed Mining, 317-348.

Intl. context: Global oceans

Week 11. Other maritime legislative and regulatory spheres

McKenzie, M. 2012. "Iconic Fishermen and the Fates of New England Fisheries Regulations, 1883–1912," *Environmental History* 17, January 2012, pp. 3–28.

Keul, A. 2014. "Access and Contest: A Politics of the Beach," *Political Geography*.

Buixadé Farré, A., Stephenson, S.R., et al. (2014). Commercial Arctic shipping through the Northeast Passage: Routes, resources, governance, technology, and infrastructure. *Polar Geography*, 37: 298-324.

Intl. context: Atlantic and Arctic resource extraction

Week 12. Piracy, salvage of historic shipwrecks, and migration

Hallwood, Paul. 2014. *Economics of the Oceans: Rights, Rents, and Resources*. Routledge, New York. Ocean resources, ocean governance, 3-14; Economic analysis of legal regimes governing salvage of historic shipwrecks, 17-31; Maritime Policy and international law, pp 44-54.

Kumin, Judith. 2014. "Policy Adrift: The challenge of mixed migration by Sea" in *Humanitarian Crises and Migration: Causes, Consequences and Responses*, by Susan F. Martin (Editor), Sanjula Weerasinghe (Editor), Abbie Taylor (Editor), pp. 306-324.

Intl. context: Northern Africa

V. CURRENT PERSPECTIVES (Weeks 13-15)

Week 13. Tracking and measuring ocean pollution

Moore, Charles, and Cassandra Phillips. 2012. *Plastic Ocean: How a Sea Captain's Chance Discovery Launched a Determined Quest to Save the Oceans*

Hohn, Donovan. 2012. *Moby-Duck: The True Story of 28,800 Bath Toys Lost at Sea and of the Beachcombers, Oceanographers, Environmentalists, and Fools, Including the Author, Who Went in Search of Them*. Going Overboard, 7-28; The Fifth Chase, 231-268.

Intl. Context: Pacific, Atlantic, Pacific gyre

Week 14. Sea level rise; Coastal resilience efforts; Desalination

Pilkey, Orrin H. and Rob Young. 2009. *The Rising Sea*. Island Press, Washington D.C. Why the Sea is Rising, pp. 25-40. People and the Rising Sea, pp 117-140.

Sedlak, David. 2014. *Water 4.0: The Past, Present and Future of the World's Most Vital Resource*. Yale Univ. Press, New Haven. Drains to Bay, pp. 112-138; Turning to the Sea for Drinking Water, pp. 217-237. Intl. contest: Bangladesh, Netherlands, Indonesia, Israel (desalination)

Week 15

Working Waterfronts, Urban Planning, Maritime spatial planning

Jones, Stephen. 2001. *Working Thin Waters*. University Press of New England, Hanover, NH. Oyster Grounds, pp. 3-6; Aboard Anne, 7-17; The Waterfront Life, 23-28; Oystering, 83-93; In the Tropics, 287-305.

Beatley, Timothy. 2014. *Blue Urbanism: Exploring Connections Between Oceans and Cities*. Island Press, New York. The Urban-Ocean Connection, 1-18; The Reach of Cities: Connecting Urban Lifestyles and Ocean Health, 19-42; New Ideas for Connecting Oceans and Cities, 133-154.

Intl. context: Examples from cities around the globe, offshore wind turbine development (Denmark)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Discussion	20%
Question sets	40%
Midterm	20%
Final	20%

Discussion will consist of weekly topics, evidence of preparation of the readings, and response to other students' comments.

Weekly question sets will focus on use of terminology, of social science methodologies, and short essays to develop critical thinking.

Mid-term exam will consist of identifications, multiple choice, and short essay responses.

Final exam will consist of identifications, multiple choice, and short essay responses.

Grading Scale:

Undergrad

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0

80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the course calendar. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy will be accepted late up to two days past their deadline for a maximum of two assignments during the semester.

Feedback and Grades

I will make every effort to provide feedback and grades within 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Software Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/9/2016
2. Department requesting this course: LCL
3. Nature of Proposed Change: Change catalog description and turn into 4 credits to align with other language instruction courses.
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

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the [Critical Languages](#) course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

Proposed Catalog Copy

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

HIND 1101: Elementary Hindi I

Four credits.

Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

Justification

1. Reasons for changing this course: : We have been offering Hindi language courses in the past through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Hindi and therefore we are creating permanent Hindi language courses in the catalog.
2. Effect on Department's curriculum: None
3. Other departments consulted: Yes. AAAS and India Studies programs.
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Adjunct Professor (Saroj Kashwan)

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. Dates approved by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Elementary Hindi I

Elementary Hindi I
Fall-2016 Syllabus (Subject to change)
Instructor: Saroj Kashwan

About the course:

The course intends to develop communicative skills at a basic level in Hindi. We will focus on establishing basic structures of Korean alphabet and grammar. You also will learn how to express simple greetings and basic conversation about identities and locations. We will use all learning method, such as listening, speaking, reading, and writing in a cultural context that helps speaking and understanding in Korean.

Requirements:

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

Assessment:

- | | |
|---|-----|
| • Class participation | 20% |
| • Homework (textbook exercises, workbook) | 25% |
| • Performance assessments (quizzes, dictations) | 35% |
| • Final exam | 20% |

Elementary Hindi I

Week	Date	Unit	Topic	Readings/ Exercises
1	August	Unit 1	Class introduction Where Are You From? (□□ □□□□ □□ □□□ ?) Hindi vowels (pronunciation of vowels and vowel signs) Hindi consonants (pronunciation of consonants, conjunct consonants, anuswara and anunasika)	Class handout Class handout
2	September	Unit 1	Interrogative Words Personal Pronouns Classroom Expressions Practical Hindi Expressions (Hereafter PHE),	Reading p. 8 Reading p. 4/ Exercise 4 (p. 10) Practice classroom expressions be prepared to introduce yourself in class
3	September	Unit 1 (contd.)	Hindi Nouns Hindi Adjectives Name of Countries and Languages Greetings Classroom Expressions Listening comprehension: □□□□ □□ □□□□□□	Reading p. 6/ Exercise 1 (pp. 8-9) Reading p. 7/ Exercise 2 (p. 9) Identify countries on a map Reading p. 8 Practice classroom expressions p. 11
4	September	Unit 2	What Is This? (□□ □□□□ □□ ?) Colors Hindi Nouns II PHE, conversation practice (p. 15)	Practice Y/N questions using classroom objects p. 15 Reading pp. 18-19/ Exercise 1 (p. 18)

Elementary Hindi I

5	October	Unit 2 (contd.)	Agreement of Adjectives with Nouns Postpositions Where is the bag? (□□□□ □□□□ □□ ?) Hindi Cardinal Numbers Hindi Ordinal Numbers Basic Verbs in Hindi PHE, Listening comprehension: □□ □□ □□□ (p. 24), conversation practice (p. 26)	Reading p. 20/ Exercise 2 & 3 (pp. 19-20) Reading pp. 21-22 p. 21 Reading pp. 22-23 Reading p. 24 Reading pp. 25-26
6	October	Unit 3	In The Room (□□□□ □□□) Possessive Pronouns Pronoun with Postposition Oblique forms of Nouns QUIZ 1 and PHE	Describe your room p.47 Reading p. 33/ Exercise 2 (pp. 36-37) Reading p. 34/ Exercise (class handout) Reading p. 34
7	October	Unit 3 (contd.)	Adjectives in the Oblique Weather Imperative Mood Unit 4 PHE, Listening comprehension: □□□□ □□□□ □□ □□□□□□ (pp. 39-40)	Reading p. 35/ Exercise 1 (pp.41-42) p. 37/ Describe the weather Reading pp. 38-39/ Exercise 3 & 4 (pp. 42-43) Review (pp. 44-47)
8	October		Midterm Review MIDTERM EXAM	
9	November	Unit 5	Family (□□□□□□□) Kinship terms Days of the week Past tense of 'be' verb QUIZ 2, PHUE, Listening comprehension (Video) (p. 46), conversation practice (p. 45, pp. 46-47)	Reading pp. 49-50/ Draw your family tree Reading p. 51 Reading p. 52

Elementary Hindi I

10	November	Unit 5	Present and Past Habitual Tenses	Reading pp. 52-53, Talk about your daily routine
	in Hindi	(contd.)	Passage: In my family (□□□□ □□□□□□ □□□)	Write 8-10 sentences on 'my family'
			Professions p.55	Talk about your family members'
11	November		Thanksgiving Break	
12	December		Expressions for "to have" p.58	professions, Fill in the blanks (pp. 56-57)
47,			PHE, Listening comprehension: □□ □□□□ □□ □□ □□ (p. 58), conversation practice (pp. 45-	Reading pp. 52-53/ Exercise 1 & 2 (pp. 60-61)
			51-52)	
13	December		Final Exam Review	
14	December		Final Exam	
			Oral Exam	

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/9/2016
2. Department requesting this course: LCL
3. Nature of Proposed Change: Change catalog description and turn into 4 credits to align with other language instruction courses.
4. Effective Date (semester, year): Spring 2017
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the [Critical Languages](#) course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

Proposed Catalog Copy

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

HIND 1102: Elementary Hindi II

Four credits. Prerequisite: HIND 1001 or one year of Hindi in high school. Development of ability to communicate in Hindi, orally and in writing, to satisfy basic communicative needs within a cultural setting.

Justification

1. Reasons for changing this course: We have been offering Hindi language courses in the past through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Hindi and therefore we are creating permanent 4-credit Hindi language courses in the catalog.
2. Effect on Department's curriculum: None
3. Other departments consulted: AAAS and India Studies programs.
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Adjunct Professor (Saroj Kashwan)

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. Dates approved by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Elementary Hindi II

Elementary Hindi II
Spring-2017 syllabus (Subject to change)
Instructor: Saroj Kashwan

About the course:

The course intends to develop communicative skills at a basic level in Hindi. We will focus on establishing basic structures of Korean alphabet and grammar. You also will learn how to express simple greetings and basic conversation about identities and locations. We will use all learning method, such as listening, speaking, reading, and writing in a cultural context that helps speaking and understanding in Korean.

Requirements:

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

Assessment:

- | | |
|---|-----|
| • Class participation | 20% |
| • Homework (textbook exercises, workbook) | 25% |
| • Performance assessments (quizzes, dictations) | 35% |
| • Final exam | 20% |

Elementary Hindi II

Week	Date	Topic	Reading Assignment/Exercise
1.	Jan. ___ Jan. Jan.	Class introduction/review Unit 11: □□□□ □□ □□□□?/ Modes of transportation □□□□ □□ □□□□□□□□, □□ construction	Write an essay
2.	Jan. Jan. Jan. Jan. Jan.	Past Tense (VI) Past Tense (VT) Review of the Past Tense Present/Past Perfect Tenses Story telling (□□ □□□□□ □□)	lesson 11.3 ; pp 140-141 Ex. 11 a 1-2, 11 b 1-2
3.	Jan. Jan. Jan. Jan.	Present/Past Perfect Tenses continued □□□□ construction Hindi short story – Class handout Practical Hindi Expressions (Hereafter PHE)	TYH 10.5 p.13
4.	Jan. Jan. Jan. Jan. Feb.	Quiz 1/The Subjunctive (optative, potential, & presautive) The Subjunctive continued Continued Review of the Hindi Subjunctive Hindi film viewing	TYH 10.1 pp. 125-126 TYH 12.1 (p. 149)
5.	Feb. Feb. Feb. Feb.	V1 V2 construction (verb inf. + □□□□□), □□□□□ □□ subjunctive Review v1 v2 construction (verb inf. + □□□□□) Hindi Short Story Continued	

Elementary Hindi II

	Feb.	□□□□□□□□ /PHE	
6.	Feb.	Quiz 2/ compounded verb (□□□□ / □□□□□)	TYH 12.3 Class handout
(worksheet)	Feb.	Review of the compound verbs	Conversation 12.b (TYH)
	Feb.	Continued	
	Feb.	Continued	
	Feb.	PHE / Hindi story	
7.	Feb.	Compound verbs V1 V2 (verb stem + □□□□ /□□□□)	
	Feb.	Hindi short story / Thematic terms (Insects & animals)	
	Feb.	Quiz 3 / Obligational sentences	
	Feb.	Hindi short story/Hindi dialogue	
	Feb.	Hindi Song	
8.	Mar.	Review session	
	Mar.	Continued	
	Mar.	Mid-term Exam	
	Mar.	Review of obligational sentences	
	Mar.	Hindi film viewing	
9.	March	Further use of subj. + □□ construction	
	March	Review of subj. + □□ □□□□□/ □□□□ □□□□	
	March	Further use of subj. + □□ □□□□□	
	March	Review	TYH 13.b conversation
	March	PHE	
10.	March	Further use of subj. + □□ time/money □□□□	Class handout
	March	Continued	
	March	Hindi short story	
	March	Continued	

Elementary Hindi II

	March	Role Play/PHE	
11.	April	Relative-correlative □□-□□-	TYH pp 162-163
	April	Review of the relative-correlative constructions	
	April	Continued □□□□-□□□□, □□□□-□□□□	TYH pp 183-
184	April	Hindi Story	
	April	Hindi film viewing	
12.	April	Review of the relative-correlative constructions (□□-□□, □□□□□-□□□□-)	TYH pp 158 &
183	April	Conversation	
	April	Conjunct verbs	
	April	Hindi short story	
	April	□□□□□-□□□□	
13.	April	VI-VT alternation	
	April	TYH 14.b conversation	
	April	Review of relative-correlative constructions	
	April	Hindi short story (□□□□ □□ □□□□)	
	April	Hindi poem	
14.	May	Review & Catch-up	
		Final Oral Exam	

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
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!

IRIS 1001: Elementary Irish I

Four credits.

Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: IRIS
2. Course Number: 1001
3. Course Title: Elementary Irish I
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry): Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

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: We have been offering Irish language courses through

the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Irish and therefore we are creating permanent Irish language courses in the catalog.

2. Academic merit: The Irish Studies program has plans to strengthen its offerings and to create a minor program in this field. These Irish language courses will help to catapult those efforts and will support and cater to the student population interested in Irish Studies.

3. Overlapping courses: None

4. Number of students expected: 10-20

5. Number and size of sections: One section per year capped at 20 students

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Fulbright FLTA

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:

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.

An Ghaeilge- CRLP Irish 1101-014

Tosaitheoirí 1 / Beginner 1

An tEarrach / Spring 2016

MWF 10:10-11:00

Professor: Niamh Nic Ruairí (Niamh Rodgers) BEd

Oifig / Office: WOOD Hall 325

Ríomhphost / Email: niamh.rodgers@uconn.edu

Course:

This is a beginner 1 Modern Irish language class. Classes will consist of and focus on the following language skills:

- ∅ Oral communication and conversation
- ∅ Aural comprehension
- ∅ Writing and Composition
- ∅ Grammar
- ∅ Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Irish culture from the past to the modern day, including learning about the current status of the language in Ireland and worldwide. We will also look at some Irish literature and media publications from a cultural and linguistic aspect. By the end of the semester you should be able to converse, read and write with the Irish language and be more knowledgeable about Irish culture and the status of the language today. Students will also practice

using the language outside the classroom in practical ways.

It is hoped that students will have a good grasp of the above language skills upon completion of this course, along with an understanding of different dialects and a sense of Irish culture.

Attendance:

Attendance is not mandatory, but absence from discussion will both lower your grade, especially the participation element, and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

Grading:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 10%

Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.

Quizzes: 10%

You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.

Homework: 30%

The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don't have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.

Written Exams: 30% (3 exams at 10% each)

Written exams will be held during class time and will include writing, reading and listening questions.

Oral exam: 20%

Extra credit opportunities will be announced during the semester

Classroom Etiquette:

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students' contributions in class participation.

General Class Rules.

- All homework should be submitted within one week of the date it's given. If you miss a class you are responsible for getting notes and homework from your teacher.
- No food allowed in class.
- No Cell phones, iPads etc. in class.
- Be present for all classes, except in cases of real emergency/inability to attend class.

Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment 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 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 involved.

In 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 and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic 'F' grade for the assignment in question.

Siollabas – Syllabus

This gives a general overview of what will be covered on a weekly basis, and may be subject to change during the semester.

Seachtain 1 (19-22 Eanáir): Ag bualadh le daoine (Meeting people)

Eolas ginearálta faoin Ghaeilge / Beannachtaí / Cé thusa? / Frásaí úsáideacha sa seomra ranga / Dathanna

General information about Irish / Greetings / Who are you? / Useful phrases in the classroom / Colours

Seachtain 2 (25-29 Eanáir): Uimhreacha agus áit chónaithe (numbers and where you live)

Uimhreacha / Carb as duit? / Cá bhfuil tú i do chónaí?

Numbers / Where are you from? / Where do you live?

Seachtain 3 (1-5 Feabhra): Am agus aimsir (Time and weather)

Cén aois thú? / Laethanta na seachtaine / Míonna na bliana / Dáta breithe / Cad é mar atá an aimsir?

How old are you? / Days of the week / Months of the year / Date of birth / What is the weather like?

Seachtain 4 (8-12 Feabhra): Mé féin (myself)

Cuir síos ort féin (cuma agus pearsantacht)

Describe yourself (appearance and personality)

OBAIR BHAILE 1 LE BHEITH ISTIGH – AN AOINE 12 FEABHRA / 1ST HOMEWORK DUE – FRIDAY 12 FEBRUARY

1^Ú SCRÚDÚ – AN AOINE 12 FEABHRA/ 1ST EXAM – FRIDAY 12 FEBRUARY

Seachtain 5 (15-19 Feabhra): An seomra ranga (The classroom)

Trealamh sa seomra ranga / Orduithe sa seomra ranga / Intreoir do na réamhfhocail

Classroom equipment / Classroom instructions / Introduction to prepositions

Seachtain 6 (22-25 Feabhra): An teaghlach (Family)

Cá mhéad atá i do theaghlach? Ainmneacha agus aoiseanna daoine eile a chur in iúl / Uimhreacha pearsanta / Peataí

How many are in your family? State names and ages of other people / Personal numbers / Pets

OBAIR BHAILE 2 (DRÉACHT 1) LE BHEITH ISTIGH – AN AOINE 26 FEABHRA / 2ND HOMEWORK (1ST DRAFT) DUE – FRIDAY 26 FEBRUARY

Seachtain 7 (29 Feabhra-4 Márta): An teach (The house)

Cá bhfuil do theach suite? / Seomraí an tí / Troscán

Where is your home situated? / Rooms / Furniture

Seachtain 8 (7-11 Márta): Dialann an lae san aimsir chaite (daily routine in the past tense)

Cén t-am atá ann? Cur síos ar dhialann an lae / briathra aimsir chaite

What time is it? Describe daily routine / use past tense verbs

OBAIR BHAILE 2 (DRÉACHT 2) LE BHEITH ISTIGH – AN AOINE 11 MÁRTA / 2ND HOMEWORK (2ND DRAFT) DUE – FRIDAY 11 MARCH

2ú SCRÚDÚ – AN AOINE 11 Márta / 2ND EXAM – FRIDAY 11 MARCH

Sos an Earraigh / Spring Break (14-18 Márta)

Seachtain 9 (21-25 Márta): Ollscoil (University)

Cén cúrsa/ranganna a dhéanann tú? / Déan cur síos ar an lóistín/taisteal

What course/classes do you take? Describe accommodation/commute

OBAIR BHAILE 3 LE BHEITH ISTIGH – AN AOINE 25 MÁRTA / 3RD HOMEWORK DUE – FRIDAY 25 MARCH

Seachtain 10 (28 Márta-1 Aibreán): Caitheamh aimsire (Hobbies)

Cineálacha caitheamh aimsire / Caitheamh aimsire na hÉireann a fhiosrú / An maith leat...?

Types of hobbies / Investigate Irish hobbies / Do you like...?

Seachtain 11 (4-8 Aibreán): Bia agus Deoch (Food and Drink)

Cineálach bia agus dí/ Ag ordú béile

Types of food and drink / Ordering food

Seachtain 12 (11-15 Aibreán): Laethanta saoire (Vacation)

Cá raibh tú ar laethanta saoire? Aimsir, lóistín agus taisteal ar laethanta saoire

Where did you go on vacation? Weather, accommodation and travel on vacation

Seachtain 13 (19-22 Aibreán): Dul siar agus cleachtadh don scrúdú cainte (revision and practice for speaking exam)

3ú SCRÚDÚ – An Chéadaoin 20 Aibreán / 3RD EXAM – Wednesday 20 April

OBAIR BHAILE 4 LE BHEITH ISTIGH – AN AOINE 22 AIBREÁN / 4TH HOMEWORK DUE – FRIDAY 22 APRIL

Seachtain 14 (25-29 Aibreán):

speaking exams will take place this week during class time

Samplaí de shuíomhanna áisiúla / Examples of helpful websites:

www.tearma.ie / www.potafocal.com / www.breis.foclóir.ie / www.foclóir.ie (dictionaires)

www.csis.ul.ie/foclóir (dictionary, particularly useful for verbs)

logainm.ie (placenames)

www.abair.ie (pronunciation)

www.tg4.ie (Irish language tv)

[Facebook – ‘An Cumann Gaelach Uconn’](#)

Samplaí de leabhair áisiúla / Examples of helpful books:

Ó Dónaill, Éamonn. Gaeilge Gan Stró! Beginners Level

Dictionaries: de Bhaldraithe, Tomás. English – Irish Dictionary; Ó Dónaill, Niall. Foclóir Gaeilge – Béarla (these are the most comprehensive, although other dictionaries can be used)

**Bain taitneamh as an rang agus bí muiníneach asat féin agus as do chuid
Gaeilge!**

Enjoy the class and be confident in yourself and your Irish!

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
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!

IRIS 1002: Elementary Irish II

Four credits. Prerequisite: IRIS 1001 or one year of Irish in high school.

Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: IRIS
2. Course Number: 1002
3. Course Title: Elementary Irish II
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry): Development of ability to communicate in Irish, orally and in writing, to satisfy basic survival needs within a cultural setting.

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: We have been offering Irish language courses through

the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Irish and therefore we are creating permanent Irish language courses in the catalog.

2. Academic merit: The Irish Studies program has plans to strengthen its offerings and to create a minor program in this field. These Irish language courses will help to catapult those efforts and will support and cater to the student population interested in Irish Studies.

3. Overlapping courses: None

4. Number of students expected: 10-20

5. Number and size of sections: One section per year capped at 20 students

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Fulbright FLTA

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:

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.

An Ghaeilge- CRLP Irish 1102 - 014

Tosaitheoirí 2- Beginner 2

An tEarrach / Spring 2016

MWF 12:20-1:10

Professor: Niamh Nic Ruairí (Niamh Rodgers) BEd

Oifig / Office: WOOD Hall 325

Ríomhphost / Email: niamh.rodgers@uconn.edu

Course:

This is a beginner 2 Modern Irish language class. Classes will consist of and focus on the following language skills:

- ∅ Oral communication and conversation
- ∅ Aural comprehension
- ∅ Writing and Composition
- ∅ Grammar
- ∅ Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Irish culture from the past to the modern day, including learning about the current status of the language in Ireland and worldwide. We will also look at some Irish literature and media publications from a cultural and linguistic aspect. By the end of the semester you should be able to converse, read and write with the Irish language and be more knowledgeable about Irish culture and the status of the language today. Students will also practice

using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Irish culture.

Attendance:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

Grading:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 10%

Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.

Quizzes: 10%

You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.

Homework: 30%

The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don't have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.

Written Exams: 30% (3 exams at 10% each)

Written exams will be held during class time and will include writing, reading and listening questions.

Oral exam: 20%

Extra credit opportunities will be announced during the semester

Classroom Etiquette:

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students' contributions in class participation.

General Class Rules.

- All homework should be submitted within one week of the date it's given. If you miss a class you are responsible for getting notes and homework from your teacher.
- No food allowed in class.
- No Cell phones, iPads etc. in class.
- Be present for all classes, except in cases of real emergency/inability to attend class.

Academic Integrity

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More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic 'F' grade for the assignment in question.

Siollabas – Syllabus

This gives a general overview of what will be covered, and may be subject to change during the semester.

Seachtain 1-4 (19 Eanáir-12 Feabhra):

Dul siar ón seimeastar seo chaite / Revision from last semester
Siopadóireacht / Shopping
Laethanta saoire / Vacation
Mothúcháin agus tinneas / Feelings and illness

OBAIR BHAILE 1 LE BHEITH ISTIGH – AN AOINE 12 FEABHRA / 1ST HOMEWORK DUE – FRIDAY 12 FEBRUARY

1^Ú SCRÚDÚ – AN AOINE 12 FEABHRA/ 1ST EXAM – FRIDAY 12 FEBRUARY

Seachtain 5-8 (15 Feabhra - 11 Márta):

Aimsir láithreach agus dialann an lae / Present tense and daily routine
Caithimh aimsire agus tallainn / Hobbies and talents
An Ghaeilge agus an Ghaeltacht / Irish and the Gaeltacht

*OBAIR BHAILE 2 LE BHEITH ISTIGH – AN AOINE 4 MÁRТА / 2ND HOMEWORK DUE – FRIDAY 4 MARCH *

2^Ú SCRÚDÚ – AN AOINE 11 Márta / 2ND EXAM – FRIDAY 11 MARCH

Sos an Earraigh / Spring Break (14-18 Márta)

Seachtain 9-12 (21 Márta - 15 Aibreán):

Ceantar dúchais agus áit chónaithe / Local area and hometown
Saol sóisialta agus pleananna / Social life and making plans
Slíte beatha agus fostaíocht / Occupations and employment

OBAIR BHAILE 3 LE BHEITH ISTIGH – AN AOINE 1 AIBREÁN/ 3RD HOMEWORK DUE – FRIDAY 1 APRIL

Seachtain 13 (19-22 Aibreán): Dul siar agus cleachtadh don scrúdú cainte (revision and practice for speaking exam)

3ú SCRÚDÚ – An Chéadaoin 20 Aibreán / 3RD EXAM – Wednesday 20 April

OBAIR BHAILE 4 LE BHEITH ISTIGH – AN AOINE 22 AIBREÁN / 4TH HOMEWORK DUE – FRIDAY 22 APRIL

Seachtain 14 (25-29 Aibreán):

speaking exams will take place this week during class time

Samplaí de shuíomhanna áisiúla / Examples of helpful websites:

www.tearma.ie / www.potafoal.com / www.breis.foclóir.ie / www.foclóir.ie (dictionaires)

www.csis.ul.ie/foclóir (dictionary, particularly useful for verbs)

logainm.ie (placenames)

www.abair.ie (pronunciation)

www.tg4.ie (Irish language tv)

[Facebook – ‘An Cumann Gaelach Uconn’](#)

Samplaí de leabhair áisiúla / Examples of helpful books:

Ó Dónaill, Éamonn. Gaeilge Gan Stró! Beginners Level

Dictionaries: de Bhaldraithe, Tomás. English – Irish Dictionary; Ó Dónaill, Niall. Foclóir Gaeilge – Béarla (these are the most comprehensive, although other dictionaries can be used)

**Bain taitneamh as an rang agus bí muiníneach asat féin agus as do chuid
Gaeilge!**

Enjoy the class and be confident in yourself and your Irish!

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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
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!

IRIS 1003: Intermediate Irish I

Four credits. Prerequisite: IRIS 1002 or two years of Irish in high school. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: IRIS
2. Course Number: 1003
3. Course Title: Intermediate Irish I
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry): Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

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: We have been offering Irish language courses through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Irish and therefore we are creating permanent Irish language courses in the catalog.
2. Academic merit: The Irish Studies program has plans to strengthen its offerings and to create a minor program in this field. These Irish language courses will help to catapult those efforts and will support and cater to the student population interested in Irish Studies.
3. Overlapping courses: None
4. Number of students expected: 10-20
5. Number and size of sections: One section per year capped at 20 students
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Fulbright FLTA

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:
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.

An Ghaeilge- CRLP Irish 1103 - 014

Idirmheánach - Intermediate

An tEarrach / Spring 2016

MWF 1:25-2:15

Professor: Niamh Nic Ruairí (Niamh Rodgers) BEd

Oifig / Office: WOOD Hall 325

Ríomhphost / Email: niamh.rodgers@uconn.edu

Course:

This is an Intermediate Modern Irish language class. Classes will consist of and focus on the following language skills:

- ∅ Oral communication and conversation
- ∅ Aural comprehension
- ∅ Writing and Composition
- ∅ Grammar
- ∅ Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Irish culture from the past to the modern day, including learning about the current status of the language in Ireland and worldwide. We will also look at some Irish literature and media publications from a cultural and linguistic aspect. By

the end of the semester you should be able to converse, read and write with the Irish language and be more knowledgeable about Irish culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Irish culture.

Attendance:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

Grading:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 15%

Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.

Quizzes: 10%

You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.

Homework: 25%

The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don't have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.

Written Exams: 30% (3x10%)

Written exams will be held during class time and will include writing, reading and listening questions.

Oral exam: 20%

Extra credit opportunities will be announced during the semester

Classroom Etiquette:

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students' contributions in class participation.

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Siollabas – Syllabus

This gives a general overview of what will be covered on a weekly basis, and may be subject to change during the semester.

Seachtain 1-4 (19 Eanáir-12 Feabhra):

Dul siar ón seimeastar seo chaite / Revision from last semester
Aimsir fháistineach / Future tense
An Ghaeilge agus an Ghaeltacht / Irish and the Gaeltacht

OBAIR BHAILE 1 LE BHEITH ISTIGH – AN CHÉADAIOIN 17 FEABHRA / 1ST HOMEWORK DUE – WEDNESDAY 17 FEBRUARY

1^Ú SCRÚDÚ – AN CHEADAIOIN 10 FEABHRA/ 1ST EXAM – WEDNESDAY 10 FEBRUARY

Seachtain 5-8 (15 Feabhra - 11 Márta):

Ceantar dúchais agus áit chónaithe / Hometown and local area
Slíte beatha agus fostaíocht / Occupations and employment
Saol sóisialta / Social life

OBAIR BHAILE 2 LE BHEITH ISTIGH – AN LUAN 29 FEABHRA / 2ND HOMEWORK DUE – MONDAY 29 FEBRUARY

2^Ú SCRÚDÚ – AN CHÉADAIOIN 9 MÁRTA / 2ND EXAM – WEDNESDAY 9 MARCH

Sos an Earraigh / Spring Break (14-18 Márta)

Seachtain 9-12 (21 Márta - 15 Aibreán):

Ag déanamh pleananna / Making plans
Sláinte agus mothúcháin / Health and feelings
An t-ainm briathartha / Verbal noun

OBAIR BHAILE 3 LE BHEITH ISTIGH – AN CHÉADAIOIN 30 MÁRTA / 3RD HOMEWORK DUE – WEDNESDAY 30 MARCH

Seachtain 13 (19-22 Aibreán): Dul siar agus cleachtadh don scrúdú cainte (revision and practice for speaking exam)

3ú SCRÚDÚ – An Chéadaoin 20 Aibreán / 3RD EXAM – Wednesday 20 April

OBAIR BHAILE 4 LE BHEITH ISTIGH – AN CHÉADAIGIN 20 AIBREÁN / 4TH HOMEWORK DUE – WEDNESDAY 20 APRIL

Seachtain 14 (25-29 Aibreán):

speaking exams will take place this week during class time

Samplaí de shuíomhanna áisiúla / Examples of helpful websites:

www.tearma.ie / www.potafoal.com / www.breis.foclóir.ie / www.foclóir.ie (dictionaires)

www.csis.ul.ie/foclóir (dictionary, particularly useful for verbs)

logainm.ie (placenames)

www.abair.ie (pronunciation)

www.tg4.ie (Irish language tv)

[Facebook – ‘An Cumann Gaelach Uconn’](#)

Samplaí de leabhair áisiúla / Examples of helpful books:

Ó Dónaill, Éamonn. Gaeilge Gan Stró! Beginners Level

Dictionaries: de Bhaldraithe, Tomás. English – Irish Dictionary; Ó Dónaill, Niall. Foclóir Gaeilge – Béarla
(these are the most comprehensive, although other dictionaries can be used)

**Bain taitneamh as an rang agus bí muiníneach asat féin agus as do chuid
Gaeilge!**

Enjoy the class and be confident in yourself and your Irish!

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
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!

IRIS 1004: Intermediate Irish II

Four credits. Prerequisite: IRIS 1003 or three years of Irish in high school. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: IRIS
2. Course Number: 1004
3. Course Title: Intermediate Irish II
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry): Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Irish-speaking world.

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: We have been offering Irish language courses through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Irish and therefore we are creating permanent Irish language courses in the catalog.
2. Academic merit: The Irish Studies program has plans to strengthen its offerings and to create a minor program in this field. These Irish language courses will help to catapult those efforts and will support and cater to the student population interested in Irish Studies.
3. Overlapping courses: None
4. Number of students expected: 10-20
5. Number and size of sections: One section per year capped at 20 students
6. Effects on other departments: None
7. Effects on regional campuses: None
8. Staffing: Fulbright FLTA

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:
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.

An Ghaeilge- CRLP Irish 1103 - 014

Idirmheánach - Intermediate

An tEarrach / Spring 2016

MWF 2:30-3:20

Professor: Niamh Nic Ruairí (Niamh Rodgers) BEd

Oifig / Office: WOOD Hall 325

Ríomhphost / Email: niamh.rodgers@uconn.edu

Course:

This is an Intermediate Modern Irish language class. Classes will consist of and focus on the following language skills:

- ∅ Oral communication and conversation
- ∅ Aural comprehension
- ∅ Writing and Composition
- ∅ Grammar
- ∅ Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Irish culture from the past to the modern day, including learning about the current status of the language in Ireland and worldwide. We will also look at some Irish literature and media publications from a cultural and linguistic aspect. By

the end of the semester you should be able to converse, read and write with the Irish language and be more knowledgeable about Irish culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Irish culture.

Attendance:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

Grading:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 10%

Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.

Quizzes: 10%

You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.

Homework: 30%

The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don't have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.

Written Exams: 30% (3 exams at 10% each)

Written exams will be held during class time and will include writing, reading and listening questions.

Oral exam: 20%

Extra credit opportunities will be announced during the semester

Classroom Etiquette:

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students' contributions in class participation.

General Class Rules.

- All homework should be submitted within one week of the date it's given. If you miss a class you are responsible for getting notes and homework from your teacher.
- No food allowed in class.
- No Cell phones, iPads etc. in class.
- Be present for all classes, except in cases of real emergency/inability to attend class.

Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment 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 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 involved.

In 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 and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic 'F' grade for the assignment in question.

Siollabas – Syllabus

This gives a general overview of what will be covered over the semester, and may be subject to change during the semester.

Ranganna ar an Luan: Téamaí gramadaí

An tuiseal ginideach: dul siar ar 1ú, 2ú agus 3ú díochlaontaí; 4ú agus 5ú díochlaontaí; an tuiseal ginideach le hainmfhocail dhílse; an tuiseal ginideach leis na aidiachtaí sealbhacha; an tuiseal ginideach ‘dubáilte’

The genitive case: revision of 1st, 2nd and 3rd declensions; 4th and 5th declensions; genitive with proper nouns; genitive with possessive adjectives; ‘double’ genitive

Aidiachtaí: aidiachtaí san uimhir iolra; breischéim agus sárchéim na haidiachta; aidiachtaí sa tuiseal ginideach

Adjectives: adjectives in the plural form; comparative forms of adjectives; adjectives in the genitive

Briathra: saorbhriathar; modh coinníollach

Verbs: autonomous verb; conditional tense

Treoracha

Directions

Ranganna ar an Chéadaoin: Léitheoireacht

Réimse gearrscéalta, go príomh, as ‘Taisce Focal’- ag díriú ar theanga agus ar théamaí gramadaí, agus ar théamaí chomhrá a thagann chun solais sna scéalta.

Range of short stories, primarily from ‘Taisce Focal’ – focusing on language and grammar themes and conversation themes that come up in the stories.

Ranganna ar an Aoine: amhráin agus dánta

Amharcaidh muid ar réimse amhrán traidisiúnta agus ar dhánta. Díreoidh muid ar scileanna aistriúcháin, ar phointí gramadaí agus ar phlé a bhaineann le téamaí na n-amhrán agus le téamaí

na ndánta.

We will look at a range of traditional songs and poems. We will focus on translation skills, grammar, and discussing themes relevant to the songs and poems.

Dátaí tábhachtacha:

Obair bhaile 1: An Chéadaoin 10ú Feabhra

1ú SCRÚDÚ – AN AOINE 12 FEABHRA/ 1ST EXAM – FRIDAY 12 FEBRUARY

Obair bhaile 2: An Chéadaoin 24ú Feabhra

Obair bhaile 3: An Chéadaoin 9ú Márta

2ú SCRÚDÚ – AN AOINE 11 Márta / 2ND EXAM – FRIDAY 11 MARCH

Obair bhaile 3: An Chéadaoin 30ú Márta

Obair bhaile 4: An Chéadaoin 13ú Aibreán

3ú SCRÚDÚ – An Chéadaoin 20 Aibreán / 3RD EXAM – Wednesday 20 April

Scrúdú cainte – Seachtain 14 (25-29 Aibreán)

Samplaí de shuíomhanna áisiúla / Examples of helpful websites:

www.tearma.ie / www.potafochal.com / www.breis.foclóir.ie / www.foclóir.ie (dictionaires)

www.csis.ul.ie/foclóir (dictionary, particularly useful for verbs)

logainm.ie (placenames)

www.abair.ie (pronunciation)

www.tg4.ie (Irish language tv)

[Facebook – ‘An Cumann Gaelach Uconn’](#)

Samplaí de leabhair áisiúla / Examples of helpful books:

Ó Dónaill, Éamonn. Gaeilge Gan Stró! Beginners Level

Dictionaries: de Bhaldraithe, Tomás. English – Irish Dictionary; Ó Dónaill, Niall. Foclóir Gaeilge – Béarla
(these are the most comprehensive, although other dictionaries can be used)

**Bain taitneamh as an rang agus bí muiníneach asat féin agus as do chuid
Gaeilge!**

Enjoy the class and be confident in yourself and your Irish!

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/9/2016
2. Department requesting this course: LCL
3. Nature of Proposed Change: Change catalog description and turn into 4 credits to align with other language instruction courses.
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

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the [Critical Languages](#) course descriptions. Consult the Program Director in Oak Hall 207 or at rosa.chinchilla@uconn.edu for more information.

Proposed Catalog Copy

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

KORE 1101: Elementary Korean I

Four credits.

Development of ability to communicate in Korean, orally and in writing, to satisfy basic survival needs within a cultural setting.

Justification

1. Reasons for changing this course: We have been offering Korean language courses in the past through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Korean and therefore we are creating permanent Korean language courses in the catalog.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Adjunct Professor (Eun-Ju Shin)

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. Dates approved by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

University of Connecticut
Department of Literatures, Cultures, & Languages
Critical Languages Program

Course: Korean 1101
Instructor: Eun-Ju Shin
E-mail: eun-ju.shin@uconn.edu

About the course:

The course intends to develop communicative skills at a basic level in Korean. We will focus on establishing basic structures of Korean alphabet and grammar. You also will learn how to express simple greetings and basic conversation about identities and locations. We will use all learning method, such as listening, speaking, reading, and writing in a cultural context that helps speaking and understanding in Korean.

Textbook: *Integrated Korean Beginning 1, Second Edition*
Integrated Korean Workbook Beginning 1, Second Edition

Requirements:

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

Assessment:

- | | |
|---|-----|
| • Class participation | 20% |
| • Homework (textbook exercises, workbook) | 25% |
| • Performance assessments (quizzes, dictations) | 35% |
| • Final exam | 20% |

Syllabus

Week 1: 한국어는? 1 Introduction 9/1

Topics	Homework and Requirements
1. 한국어 소개 Overview of Korean language 2. 한글의 구조 1 Structure of Korean 1 <ul style="list-style-type: none"> - 모음 Vowel - 자음 Consonant 	*This course description and syllabus are subject to change, with prior notification of the instructor.

Week 2: 한글 Korean Alphabet 9/8

Topics	Homework and Requirements
1. 한글의 구조 2 Structure of Korean 2 <ul style="list-style-type: none"> - Syllable blocks - Word spacing 2. 한글 발음법 Pronunciation rules	Read Textbook pages 1-35 Workbook pages 1-16

Week 3: Prelesson Review 9/15

Topics	Homework and Requirements
1. 한글 발음법 Pronunciation rules continued 2.. Useful classroom Expressions Culture: Greetings with a bow Korean names	Read Textbook pages 1-35, 45,53 Workbook pages 17-36 Bring your workbook and questions

Week 4: Lesson 1 인사 9/22

Topics	Homework and Requirements
Wrapping-up pre-lesson Lesson 1 Conversation 1 <ol style="list-style-type: none"> 1. Equational expressions: 2. Omission of redundant elements 	Read Textbook page 39- 45 Study new words on 40 쪽 Workbook pages 37-41
Culture: 추석 Korean Thanksgiving Day Greetings with a bow	

Week 5: Lesson 1 인사 9/29

Topics	Homework and Requirements

Lesson 1 Conversation 1 3. Comparing items	Read Textbook pages 46-51 Study new words on 46 쪽
Lesson 1 Conversation 2 1. Yes/no questions 2. Negative equational expressions	Workbook pages 42-47
Culture: 개천절	

Week 6: Lesson 1 인사**10/06**

Topics	Homework and Requirements
Lesson 1 Conversation 2 Narration: 한국어 클래스	Read Textbook pages 52-55 Workbook page 48-54
Culture 한글날 Korean names	

Week 7: Lesson 2 대학교 캠퍼스**10/13**

Topics	Homework and Requirements
Lesson 2 Conversation 1 1. The subject particle 2. Expressing place 3. Particle	Read Textbook pages 57-64 Study new words on 58 쪽 Workbook pages 55-60

Week 8: Lesson 1 quiz and Lesson 2 대학교 캠퍼스**10/20**

Topics	Homework and Requirements
Lesson 1 quiz Lesson 2 Conversation 1 Lesson 2 Conversation 2 1. Verbs vs. adjectives 2. The polite ending 3 Particle	Read Textbook pages 66-71 Study new words on 67 쪽 Workbook pages 61-64

Week 9: Lesson 2 대학교 캠퍼스**10/27**

Topics	Homework and Requirements
Lesson 2 Conversation 2 Narration: 캠퍼스 Culture: Academic calendar in Korea/Blind date	Read Textbook 72-74, 65 Workbook pages 65-72

Week 10: Lesson 2 quiz and Lesson 3 한국어 수업**11/03**

Topics	Homework and Requirements

Lesson 3 Conversation 1 1. Expressing possession 2. The honorific ending	Read Textbook pages 76-81 Study new words on 77 쪽 Workbook pages 73-78
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Week 11: Lesson 3 한국어 수업**11/10**

Topics	Homework and Requirements
Lesson 2 quiz Lesson conversation 1 Lesson 3 Conversation 2 1. The object particle 2. Omission of particles	Read Textbook pages 83-88 Study new words on 84 쪽 Workbook pages 79-84 (85-90)

Week 12: Lesson 3 한국어 수업**11/17**

Topics	Homework and Requirements
Lesson 3 Conversation 2 1. The object particle 2. Omission of particles Narration 한국어 반	Read Textbook page 89-94 Workbook pages 85-90

Week 13: Lesson 4 동생이 두 명 있어요**12/01**

Topics	Homework and Requirements
Preview: Numbers and counters Culture: Korean national symbols	Read Textbook 82, 100- 103

Week 14: Review**12/8**

Topics	Homework and Requirements
Lesson 3 Quiz	Workbook pages 203-212
Review 복습	Bring your workbook and questions

Week 15: Final exam**12/14 -19**

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change an Existing Course

Last revised: September 24, 2013

1. Date: 2/9/2016
2. Department requesting this course: LCL
3. Nature of Proposed Change: Change catalog description and turn into 4 credits to align with other language instruction courses.
4. Effective Date (semester, year): Spring 2017
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Current Catalog Copy

1101 and 1103 are offered in the first semester, and 1102 and 1104 in the second. Please refer to the [Critical Languages](#) course descriptions. Consult the Program Director in Oak Hall 207 at rosa.chinchilla@uconn.edu for more information.

Proposed Catalog Copy

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

KORE 1102: Elementary Korean II

Four credits. Prerequisite: KORE 1001 or one year of Korean in high school. Development of ability to communicate in Korean, orally and in writing, to satisfy basic survival needs within a cultural setting.

Justification

1. Reasons for changing this course: We have been offering Korean language courses in the past through the Critical Languages Program because of the temporary nature of the offering. Our intention is to regularize the teaching of Korean and therefore we are creating permanent 4-credit Korean language courses in the catalog.
2. Effect on Department's curriculum: None
3. Other departments consulted: None
4. Effects on other departments: None
5. Effects on regional campuses: None
6. Staffing: Adjunct Professor (Eun-Ju Shin)

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)

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

Proposer Information

1. Dates approved by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

University of Connecticut
Department of Literatures, Cultures, & Languages
Critical Languages Program

Course: Korean 1102
Instructor: Eun-Ju Shin
E-mail: eun-ju.shin@uconn.edu

About the course:

The course intends to develop communicative skills at a basic level in Korean. We will focus on establishing basic structures of Korean alphabet and grammar. You also will learn how to express simple greetings and basic conversation about identities and locations. We will use all learning method, such as listening, speaking, reading, and writing in a cultural context that helps speaking and understanding in Korean.

Textbook: *Integrated Korean Beginning 1, Second Edition*
Integrated Korean Workbook Beginning 1, Second Edition

Requirements:

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

Assessment:

- | | |
|---|-----|
| • Class participation | 20% |
| • Homework (textbook exercises, workbook) | 25% |
| • Performance assessments (quizzes, dictations) | 35% |
| • Final exam | 20% |

Syllabus**Week 1: 4 과 집****1/19**

Topics	Homework and Requirements
한국어 1101 복습: 1,2,3 과 4 과 Conversation 1: 동생이 두 명 있어요. 1. Alternative questions 2. counting/reading numbers 3. Noun counters	학습장 91-97 교과서 읽기 104-113 새 단어 외우기 97,105

Week 2: 4 과 집**1/26**

Topics	Homework and Requirements
Conversation 2: 누구 방이에요? 1. Expressing possessive relations 2. Vowel contraction Narration: 내 친구 소피아 Culture: 1. Korean collectivism 2. The traditional Korean house (한옥과 온돌)	학습장 98- 112 (Wrap-up Ex.106-112) 교과서 읽기 113-123 새 단어 외우기 118

Week 3: 5 과 서점에서**2/02**

Topics	Homework and Requirements
4 과 Usage: A. Inquiring about hometown and family B. Asking and telling about quantity/counting 5 과 Conversation1: 서점에서 친구를 만나요. 1. The locative particles: ~에, 에서 2. The basic sentence pattern	학습장 113-119 교과서 읽기 124- 128 새 단어 외우기 125 4 과 퀴즈 준비

Week 4: 5 과 서점에서**2/09**

Topics	Homework and Requirements
5 과 Conversation1: Conversation 2: 선물 사러 백화점에 가요. 1. ~(으)러 [장소]에 가요 Culture: 설날 (2 월 8 일)	학습장 120-133 (Wrap-up Ex.127-133) 교과서 읽기 129-131 4 과 퀴즈 준비

Week 5: 4 과 퀴즈 , 5 과 서점에서**2/16**

Topics	Homework and Requirements
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4 과 퀴즈 Conversation 2: Narration: 생일 선물 Usage: A. Saying good-bye B. Asking and telling about destination and purpose C. Coming and going: 가다/오다	학습장 (Wrap-up Ex.127-133) 교과서 읽기 132-141 새 단어 외우기 137
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Week 6: 6 과 나의 하루

2/23

Topics	Homework and Requirements
Culture: 생일 미역국 6 과 Conversation 1: 차로 한 시간쯤 걸려요. 1. N (으)로 2. Irregular predicates in /ㅁ/	학습장 135-141 교과서 읽기 142- 147 새 단어 외우기 143

Week 7: 6 과 나의 하루

3/01

Topics	Homework and Requirements
6 과 Conversation 2: 어제 뭐 했어요? 1. 동사 과거형 past tense of verb 2. The negative adverb 안 vs. 못 Culture: 삼일절 (3 월 1 일) 5 과 단어 시험	학습장 142-156(Wrap-up Ex.149-156) 교과서 읽기 148- 154 5 과 퀴즈 준비

Week 8: 5 과 퀴즈, 6 과 나의 하루

3/08

Topics	Homework and Requirements
5 과 퀴즈 Conversation 2 Narration 마이클의 하루 Usage: A. Talking about how much time something takes B. Talking about habitual and past activities C. Talking about daily activities D. Asking reasons: 왜 'Why?' Culture: 달력, 날짜 쓰기	학습장 (Wrap-up Ex.149-156) 교과서 읽기 156- 162 새 단어 외우기 157

Week

3/14-18

Topics	
봄 방학 Spring break	

Week 9: 7 과 주말

3/22

Topics	Homework and Requirements
7 과 Conversation 1: 친구하고 영화 볼 거예요. 1. Probable future or intention: ~(으)ㄹ 거예요 2. 무슨 'what kind of' vs. 어느 'which'	학습장 157-163 교과서 읽기 163-167 새 단어 외우기 157,164

Week 10: 7 과 주말

3/29

Topics	Homework and Requirements
Conversation 1 Conversation 2: 파티에 안 갈 거예요? 1. The clausal connective ~고 2. Negative questions 6 과 단어 시험	학습장 164-178 (Wrap-up Ex.173-178) 교과서 읽기 168-172 6 과 퀴즈 준비

Week 11: 6 과 퀴즈, 7 과 주말

4/05

Topics	Homework and Requirements
6 과 퀴즈 Conversation 2 Narration: 소피아의 주말 Usage: A. Talking about weekend plans B. Talking about likes and dislikes Culture: 국경일(Korean National holidays)	학습장 (Wrap-up Ex.173-178) 교과서 읽기 174- 179 새 단어 외우기 175

Week 12: 8 과 서울에서

4/12

Topics	Homework and Requirements
8 과 Conversation 1 1. Seeking agreement: ~지요? 2. Demonstrative expressions: 이/그/저	학습장 179-185 교과서 읽기 182- 191 새 단어 외우기 175,183

Week 13: 8 과 서울에서

4/19

Topics	Homework and Requirements
Conversation 2 1. Deferential style 2. ~(으)로 3. Irregular predicates in /ㄹ/ Narration 우리 동네 7 과 단어 시험	학습장 186-201(Wrap-up Ex.195-201) Review: 203- 224 교과서 읽기 180-181, 192-195 7 과 퀴즈 준비

Week 14: 7 과 퀴즈, Review

4/26

Topics	Homework and Requirements
7 과 퀴즈 Usage: A. Conversing and inquiring about someone's background B. Asking and giving directions Culture: 서울, 택시 타는 법, 전철 Review 복습	학습장 (Wrap-up Ex.195-201) 학습장과 질문

Week 15: Final exam

5/2-7

Topics	
Final exam	4 과 ~ 8 과

*This course description and syllabus are subject to change, with prior notification of the instructor.

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.

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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.

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 _____

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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
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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:

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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
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- E: World Cultures _____
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- Biology Requirement (BS students circle below)
BIOL 1107 or 1108 or 1110
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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 24, 2013

1. Date: 1/20/2016
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!

3172. Spanish for the Health Professions

Three credits. Prerequisite: SPAN 1004 or three or more years of Spanish in high school. Introduction to medical terminology and language uses in Spanish. Designed to meet the needs of students desiring to use Spanish in the medical profession. Intercultural preparation to work with patients of Latino and Hispanic origin.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: SPAN
2. Course Number: 3172
3. Course Title: Spanish for the Health Professions
4. Number of Credits: 3
5. Course Description (second paragraph of catalog entry): Introduction to medical terminology and language uses in Spanish. Designed to meet the needs of students desiring to use Spanish in the medical profession. Intercultural preparation to work with patients of Latino and Hispanic origin.

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: We currently have no such course in the Spanish

curriculum and, given the demand for this kind of course, we would like to add it to our regular offerings. Moreover, we are in the process of creating a dual degree program for pre-med students with a strong interest in Spanish and this course will be part of that new curriculum.

2. Academic merit: The Hispanic population is currently the largest minority in the US. Some knowledge of Spanish and intercultural preparation to work with Hispanic and Latino patients has become a must for professionals in the medical fields.
3. Overlapping courses and departments consulted:
4. Number of students expected: 25
5. Number and size of sections: 1 section of 25 students per semester.
6. Effects on other departments: There is one INTD course (224: Spanish Language and Culture for the Medical Profession) that is no longer in the catalog because it hasn't been taught in many years. There is also a Nursing course (3075: Spanish for Health Care Professionals), but it's only open for Nursing majors.
7. Effects on regional campuses: None.
8. Staffing: Instructor from Spanish

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: 2/29/2016
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, 6-3313, gustavo.nanclares@uconn.edu

Syllabus

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

Spanish for the Health Professions - Span 3172

I. Course description:

The US is the second largest Spanish-speaking country (after Mexico). US Hispanics/Latinxs compose the largest ethnic minority in the US (55 million in 2014; 150 million predicted by 2050). Spanish is crucial to healthcare for providers, policy makers, researchers, advocates, educators, social workers, and entrepreneurs. Professionals in these settings require advanced language skills, sophisticated cultural knowledge, and a nuanced approach to care, research, advocacy, and communication. In order to engage individuals and communities and be successful in various health related endeavors, healthcare professionals must also understand the radical diversity within this community: in Spanish modalities, race, ethnicity, national ancestry or origin, religion, class, politics, education, gender, and sexuality.

Span 3172 will provide students with Spanish language skills beyond basic and intermediate Spanish. Students will review what they learned in elementary and intermediate Spanish and acquire new grammar structures and healthcare vocabulary. Additional emphasis will be placed on culture and on enhancing oral, listening, writing, and reading skills. The course is taught entirely in Spanish.

3172 will address intercultural knowledge issues in order to foster stronger therapeutic interactions with patients, communities, clients, advocates, researchers, state organizations, and partners in care. The course will teach superior tools for the production and dissemination of healthcare knowledge. Although designed for students considering a career related to health (researchers, physicians, physician assistants, nurse practitioners, nurses, dentists, pharmacists, social workers, psychologists, counselors, physical therapists, health educators, nutritionists, EMS, epidemiologists), it is open to all students.

Prerequisite: Intermediate Spanish II (SPAN 1004) or equivalent (AP exam).

Textbook

Spanish for Healthcare. Patricia Rush and Patricia Houston. Prentice-Hall, 2003 and other texts.

EVALUATION CRITERIA

An individual's performance will be evaluated according to the following criteria and percentages:

Class participation and homework	15%
Group presentation in class	15%
Oral exam	15%
Quizzes (<i>Controles</i>)	15%
Portfolio	15%
Final Paper	15%
	100%

Grading scale

A	95-100%	B-	79-82	D+	66-68
A-	90-94	C+	76-78	D	63-65
B+	86-89	C	73-75	D-	60-62
B	83-85	C-	69-72	F	0-59

If the student should deem it advisable to drop the course, the student must take care of the paperwork. If the student's name appears on the final grade list, the student will receive the grade that reflects the work done during the semester, even if the course has been dropped.

II. Course Goals:

1. Develop students' ability to understand spoken Spanish medical terminology in a variety of medical contexts to improve culturally appropriate, oral communication with Spanish-speaking patients, communities, and partners in healthcare settings.
2. Obtaining and providing information about a patient's symptoms, diagnosis, treatment, giving directions, and locations.
3. Creating and explaining a complete medical history in Spanish.
4. Acquire reading skills to interpret and translate medical-related literature in Spanish.
5. Study Hispanic/Latinx culture in the US and understand the importance of cultural sensitivity in working with patients from different cultures.
6. Recognize how social and cultural biases, religious differences, historical experiences, social/regional contexts and settings, and personal attitudes and experiences can affect health, provider/patient and provider/community relationships.
7. Develop students' writing skills in medical Spanish in order to compose messages and memos, paragraph, publicity announcements, and audiovisual material.
8. Develop student's understanding and relations with healthcare centers, research entities, and community-based organizations lead by Hispanics/Latinxs or focused on Hispanic/Latinx health, research, outreach, and advocacy.

III. Course Learning Outcomes (CLOs): By the end of this course, the student will be able to:

1. Demonstrate ability to understand spoken medical Spanish. Interview patients in Spanish, take a simple medical history give instructions and deal with emergencies. (PLO 2)
2. Identify and define medical conditions using Spanish vocabulary and medical words. (PLO 1, 2)
3. Apply knowledge of new grammar structures and health vocabulary to read, write, interpret and translate medical-related literature in Spanish. (PLO 1, 2, 4)
4. Analyze and discuss cultural differences in attitudes between Hispanic/Latinxs and other Americans concerning health, nutrition, emotions, socialization, and medical care. (PLO 5)
5. Apply knowledge of medical vocabulary effectively to seek, to provide information, and to do oral presentation about medical issues. (PLO 2)
6. Demonstrate understanding and appreciation of Hispanic/Latino culture and awareness of the nuanced variations in health perceptions of Spanish-speaking patients. (PLO 5)
7. Apply their learning to practical situations by involvement in community settings. (PLO 2)

IV. To support student success coherently across Spanish coursework, 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.

V. General Education Guiding Principles

This course particularly emphasizes the following six General Education Guiding Principles:

- -Decision-making: The study of grammar, vocabulary, and culture is a necessary tool to adequately create messages and interpret them in Spanish. It requires students to carry out critical analysis and problem-solving by the mere fact that they are processing and developing ideas in a foreign language.
- Communication: Learning and practice medical Spanish to communicate both orally and in writing
- Self and Society: Studying a foreign language is necessary to understanding and valuing our ethnically and culturally diverse world. In this course students compare and contrast their own values, behaviors and worldviews with those of Hispanic communities and others around the world.
- -Ethics and Responsibility: Because practice and feedback are essential in the process of second language acquisition, most courses conducted in Spanish require class attendance, as well as daily homework and regular participation. For this reason, this class helps students to develop their sense of responsibility and work ethic, which will be helpful to them in their professional careers.
- -Aesthetic Understanding and Creativity: Studying Spanish provides students with many opportunities to appreciate human expression in a broader perspective. In this course students not only explore cultural representations that content medical terminology and topics (short stories, music, etc) but create their own informative flyer in different medical topics, among other projects.
- -Development of Personal Potential: Being able to communicate in a foreign language leads students to develop their potential in all areas, both academically and personally.

VI. Recommend texts and materials:

1. Suggested Text.
 - Spanish-English, English-Spanish Dictionary.
 - Spanish-English, English-Spanish Dictionary of Medical Terminology.
2. Online Sources.
 - Online Language dictionary: <http://www.wordreference.com/>
 - Diccionario de la Real Academia de la lengua española: <http://www.rae.es/rae.html>
 - MLA citation style: <http://www.library.cornell.edu/resrch/citmanage/mla#citing>
 - CNN en Español: <http://www.cnnenespanol.com/>
 - Era Salud. <http://www.erasalud.com/enfermedades/>
 - La Jornada (A Mexican Newspaper)<http://www.jornada.unam.mx/index.html>
 - La Cruz Roja <http://www.icrc.org/spa>
 - Latino Cardiovascular Health Resources
http://www.nhlbi.nih.gov/health/prof/heart/latino/latin_pg.htm
3. Guía para verificar el estilo correcto:
 - <http://www.bowdoin.edu/~eyepes/newgr/estilo.htm#top>
4. Corrector de ortografía y gramática española:
 - <http://spanishchecker.com/>
5. Glosario de términos medico:
 - <http://auditoriamedica.wordpress.com/2009/05/24/glosario-de-terminos-medicos/>
6. Journals.
 - American Journal of Public Health

- California Journal of Health Promotion
- Revista de Salud Pública
- Revista Salud UIS
- Médicas UIS

PROGRAMA DE ESPAÑOL 3172

SYLLABUS IS SUBJECT TO CHANGE WITH PRIOR NOTIFICATION OF THE INSTRUCTOR

Semana		
19 -23 enero	Introduction to the course:	
24-30 enero	Introduction to Anatomy	
31 enero -6 febr.	Anatomy Review and Physical Examinations In-Class Work: Label the Diagrams	Start thinking about Midterm Research topic. One page (times new roman, 12-pt. font, double spaced) about your topic and proposal on what you will be doing for your presentation.
7-13 febr.	Vocabulary and Interview tools	
14 - 20 febr.	Health, nutrition, and welfare concerns for Latinxs.	One page (times new roman, 12-pt. font, double spaced) article review on translational research and health advocacy in the Latina community.
21 – 27 febrero	Clinical Interview 1: Asthma, hypertension, diabetes, coronary heart disease, osteoporosis.	Share advancement in Midterm Presentation is going.
28 febrero – 5 marzo	Midterm Research Presentations	
6 - 12 marzo	Medical Interview 1: Introduction and chief complaint including symptoms and conditions, history of present illness, past medical history. Share article research and what you found interesting.	One page (times new roman, 12-pt font, double spaces) - What is a cultural difference between conceptions of medicine between the United States and Latin America?
13 – 19 marzo	Spring Break	
20 – 26 marzo	Medical Interview 2: Reproductive health, sex/sexuality, family health, infant health, geriatric care Typical Visit with a general practitioner/ pediatrician	One page (times new roman, 12-pt. font, double spaced)- Write a creative story using the vocabulary you have learned.
27 marzo - 2 abr	Health Disparities: US Latinxs and Global Hispanics/Latinxs.	
3 – 9 abril	Culturally-informed healthcare knowledge and practices. Focus 1: Allergies, Drug Abuse, families, transnational communities.	
10 – 16 abril	Specialties 2: Surgery, Cancer	
17 – 23 abril	Emergency Care, Insurance/ Medications	

24 – 30 abril	Review	
1 – 7 de mayo	Oral Examination: This will be a 5-minute one-on-one conversation with a facilitator playing the role of the patient and/or healthcare provider or advocate.	