

University Senate Curricula and Courses Committee Minutes

Meeting Subtitle:

“Uninformed Participation is Welcome. Everyone Does It...Karen Don’t Put that in the Minutes”
or “Julia Did Not Have Any Opportunities for Service Learning with Robots”

November 16, 2020 from 1:00pm-2:30pm

Meeting in Webex

I. Opening business

- A. Called to order: 1:01 pm
- B. Regrets: G. Stuart, M. McKenzie
- C. Minutes of November 2, 2020

The minutes were approved unanimously as submitted.

- D. We will next convene in the electronic ether on November 30, 2020
[Post-meeting Note: The November 30th meeting was subsequently canceled and Senate C&C will next meet on December 14.]

II. Report of the Chair (E. Schultz)

- A. University Senate – There was discussion of the authentication issue at the last meeting. This will result in a revision of the by-laws, so there was no vote on that yet. Students put forth a motion asking for an extension of the P/F option, but it was defeated based on procedure. There is much discrepancy between a survey that was conducted by students versus one that the president’s office conducted. The former was full of concerns, while the latter indicated all was well regarding how students were doing. The discrepancy has not yet been resolved. The current deadline for P/F is November 20, 2020. It is likely that this issue may come back up in December.
 - One Senate C&C member expressed concern about the discrepancy in the surveys. We need to know if students are really struggling.

- B. Senate Executive – The committee has not met.

III. Other Committee Reports

- A. UICC (M. Hatfield) – It was not an official meeting, but the committee met about “pop-up” courses. They discussed a number of topics, including whether to give the courses their own subject code and/or number, or whether they needed different levels. The courses are here to stay.
- B. Honors Board of Associate Directors (E. Schultz) – The committee meets this week.
- C. Scholastic Standards (L. Schlesselman) – No report.

- D. GEOC (M. Wagner) – A group of C&C Chairs is meeting tomorrow to talk about Environmental Literacy (EL). If there are any concerns about EL, please let M. Wagner know. Please also continue to share the Provost’s competition call widely with colleagues.
- E. Δ2GE Working Group (M. Wagner) – The committee is conducting a number of focus groups. M. Wagner recently found out that there is an active student group that would like to see some changes to Gen Ed. She is looking to connect with them. Delta2GE would like to launch a campaign to work with students and faculty to get them excited about Gen Ed.

IV. Old Business:

A. Revise 3000- and 4000-level S/U Graded courses:

1. Motion to revise (J. Chandy, M. Hatfield) GEOG 4090 Internship in Geography: Field Study (#14088/1733) [Revise restrictions and repeatability]

Current Catalog Copy

GEOG 4090. Internship in Geography: Field Study

1.00 - 3.00 credits

Prerequisites: Must be taken with GEOG 4091; open to juniors or higher

Grading Basis: Satisfactory/Unsatisfactory

A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) May not be repeated for credit. Hours by arrangement with hosting agency, not to exceed 16 hours per week.

Revised Catalog Copy

GEOG 4090. Internship in Geography: Field Study

1.00 - 3.00 credits.

Prerequisites: Must be taken with at least one credit of GEOG 4091 if more than one internship credit is requested in a semester; open to sophomores or higher. May be repeated to a maximum of fifteen credits. Only six credits of internship (between GEOG 4090 and 4091) may count towards the GEOG or GIS major. Instructor consent required.

Grading Basis: Satisfactory/Unsatisfactory

A fieldwork internship program under the direction and supervision of the geography staff. Students will be placed in agencies or industries where their academic training will be applied. One 8-hour work day per week (or its equivalent) for the host agency during the course of the semester will be necessary for 3 academic credits. Students taking this

course will be assigned a final grade of S (satisfactory) or U (unsatisfactory.) Hours by arrangement with hosting agency, not to exceed 16 hours per week.

Discussion

- M. Hatfield was not sure there is a way to enforce the new requirement for a corequisite only when student enrolls in more than one credit, but 'instructor consent required' would help so this statement was added to the catalog copy.

Motion to revise GEOG 4090 (#14088/1733) was approved unanimously.

V. New Business:

B. New 1000- and 2000-level courses:

1. Motion to add (A. Adams, J. Yakovich) GERM 1920 Cyborgs, Robots, and Androids in the German Imaginary (#2935) [Approved by GEOC for CA1-b and CA4-Int]

Proposed Catalog Copy

GERM 1920. Cyborgs, Robots, and Androids in the German Imaginary

3.00 credits

Prerequisites: None

Grading Basis: Graded

An examination of the figure of the nonhuman-human and representations of artificial beings in the German imaginary with a focus on issues of technology, art, philosophy of subjectivity, and culture. Discussion of imaginary and real robots, cyborgs, homunculi, and automata as representations of humanity's understanding of futurity and innovation. Taught in English. CA 1. CA 4-INT.

Discussion

- To provide students with a clear understanding of what you expect of them, consider providing a participation rubric by which you will evaluate them so they will understand the level of participation you expect; also, university bylaws do not permit grading on attendance.
- Consider adding student learning objectives (what they will be able to know, do, or believe at the end of course); using student learning objectives helps students to focus their learning.
- Consider adding a grading scale.
- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>.
- One member noted that the instructor lists the course as starting the first week of January. This seemed like a mistake.

- J. Yakovich was asked if she needed to speak with the proposer about service learning, but alas, she had no service learning opportunities with robots.

Motion to add GERM 1920 (#2935) was approved unanimously.

C. Revised 1000- and 2000-level courses:

1. Motion to revise (I. Soteriou, J. Yakovich) SOCI 2701 Sustainable Societies (#15716/1998)

[Add CA2 – Approved by GEOC]

Current Catalog Copy

SOCI 2701E. Sustainable Societies

3.00 credits

Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709.

Grading Basis: Graded

Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth.

Revised Catalog Copy

SOCI 2701E. Sustainable Societies

3.00 credits

Prerequisites: Open to sophomores or higher. Recommended preparation: SOCI 1001, SOCI 2709.

Grading Basis: Graded

Sociological perspectives on the concepts of sustainability, focusing on issues of climate change mitigation and adaptation, including questions of social transitions based on concepts of social justice, biomimicry, permaculture and the future of life on earth. CA 2

Discussion

- For any book that is not available free online, consider making the text available through the bookstore; there are some students who are required to get all of their textbooks at the bookstore.
- To provide students with a clear understanding of what you expect of them, consider providing a participation rubric by which you will evaluate them so they will understand the level of participation you expect.
- Consider adding a grading scale.

Motion to revise SOCI 2701 (#15716/1998) was approved unanimously.

2. Motion to revise (D. Ouimette, M. Hatfield) SOCI 2705 Sociology of Food (#15717/1999)

[Add CA2 – Approved by GEOC]

Current Catalog Copy

SOCI 2705E. Sociology of Food

3.00 credits

Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended

preparation: SOCI 1001

Grading Basis: Graded

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives.

Revised Catalog Copy

SOCI 2705E. Sociology of Food

3.00 credits

Prerequisites: Open to sophomores or higher. Not open for credit to students who have passed SOCI 3271 when offered either as Food or as Sustainability. Recommended

preparation: SOCI 1001

Grading Basis: Graded

Social factors shaping the industrial food system, as well as a social analysis of viable alternatives. CA 2.

Discussion

- To provide students with a clear understanding of what you expect of them, consider providing a participation rubric by which you will evaluate them so they will understand the level of participation you expect.
- Consider adding a grading scale.

Motion to revise SOCI 2705 (#15717/1999) was approved unanimously.

3. Motion to revise (I. Soteriou, D. Ouimette) SOCI 2709W Society and Climate Change (#15715/1997) [Add CA2 – Approved by GEOC]

Current Catalog Copy

SOCI 2709WE. Society and Climate Change

3.00 credits

Prerequisites: Open to sophomores or higher; ENGL 1010 or 1011 or 2011.

Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change.

Grading Basis: Graded

Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change.

Revised Catalog Copy

SOCI 2709WE. Society and Climate Change

3.00 credits

Prerequisites: Open to sophomores or higher; ENGL 1007 or 1010 or 1011 or 2011.

Recommended Preparation: SOCI 1001. Not open for credit to students who have passed SOCI 3271 when offered as Society and Climate Change.

Grading Basis: Graded

Sociological perspectives on the social, economic, political, and environmental causes and consequences of anthropogenic global climate change. CA 2.

Discussion

- Consider providing what grade a student gets if they have a grade that is not a whole number; currently the scale does not clarify what happens with grades ending in decimals other than zero.

Motion to revise SOCI 2709W (#15715/1997) was approved unanimously.

D. The General Education Oversight Committee recommends revision of the following existing 3000- or 4000-level courses within or into the Gen Ed curriculum:

1. Motion to revise (B. Keilty, S. Stifano) WGSS 3265W Research Methodology (#3040)
[Revise title and description]

Current Catalog Copy

WGSS 3265W. Research Methodology

3.00 credits.

Prerequisites: Any 1000-level WGSS course, or HIST 1203; ENGL 1007 or 1010 or 1011 or 2011; open only to Women's, Gender, and Sexuality Studies majors.

Grading Basis: Graded

Analyses of gender bias in research design and practice, problems of androcentric values, and over-generalization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies. Women's, Gender, and Sexuality Studies majors are strongly urged to take this course as early as possible and before PHIL 3218. SM 11/3/14

Revised Catalog Copy

WGSS 3265W. Producing Intersectional, Interdisciplinary and Transnational WGSS Scholarship

3.00 credits.

Prerequisites: WGSS 2250; ENGL 1007 or 1010 or 1011 or 2011; open only to WGSS majors and minors. Grading Basis: Graded

Exploration of the theoretical underpinnings of diverse critical scholarship used by WGSS researchers and the significance of praxis for fostering knowledge production in this interdisciplinary, intersectional, and transnational field. Explication of the ethical dilemmas faced by feminist, critical race, queer and trans scholars and other critical scholars, activists, artists, and policy makers. Experiential opportunities in designing and producing WGSS scholarship.

Discussion

- Consider adjusting the objectives to be student learning objectives (what they will be able to know, do, or believe at the end of course), rather than course objectives; using student learning objectives helps students to focus their learning.
- Consider adding a grading scale.
- Consider adding university policies pertaining to teaching and learning such as those shown on the Provost's site: <https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

Motion to revise WGSS 3265W (#2935) was approved unanimously.

E. The General Education Oversight Committee approved the following courses for offering in intensive session format:

1. Motion to offer (J. Chandy, J. Yakovich) EPSY 2450 Whole Child, School, and Community: Linking Health and Education [CA2]
 - Consider providing what grade a student gets if they have a grade that is not a whole number; currently the scale does not clarify what happens with grades ending in decimals other than zero.

Motion to offer EPSY 2450 (N/A) was approved unanimously.

2. Motion to offer (M. Brand, S. Stifano) NRE 2215E Introduction to Water Resources [EL]
 - To provide students with a clear understanding of what you expect of them, consider providing a participation rubric by which you will evaluate them so they will understand the level of participation you expect.
 - Consider providing what grade a student gets if they have a grade that is not a whole number; currently the scale does not clarify what happens with grades ending in decimals other than zero.
 - J. Yakovich would like to speak with this proposer about a major project going on in Hartford regarding "fat capture" in the wastewater system.

Motion to offer NRE 2215E (N/A) was approved unanimously.

3. Motion to offer (I. Soteriou, M. Hatfield) POLS 3240E Environmental and Climate Justice [CA2, EL]
 - J. Yakovich would like to speak with this proposer about a project with the City of Hartford on their action plan.

Motion to offer POLS 3240E (N/A) was approved unanimously.

VI. Show Stopper (Other Business Continued from Last Meeting):

F. Other Business:

1. Procedure for De-Designating General Education Courses (See tracked changes)
 - E. Schultz noted that Senate C&C does not need to approve the document at this point because it still needs to go on to Scholastic Standards (SSC).
 - One member asked what happens if a student's catalog year changes. Does the now-de-designated course the student took prior to this no longer count as a Gen Ed? M. Hatfield indicated that this would be a tricky case. It would probably require some sort of intervention on the part of the new school or college. It was suggested that we add some sort of clause that would allow students to keep all prior Gen Ed credit.
 - There was still some concern that this action goes against the conventional practice of 'catalog as contract.' M. Hatfield noted that he would have to talk to Degree Audit about exactly how this would work.
 - There was some consensus that we should send the document to SSC at this point for their consideration.

Attendance (in bold): Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Benjamin Keilty (student rep), Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (student rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

Respectfully submitted by Karen C. P. McDermott

Adjourned 2:08pm