

*Pam Bedore, Chair*

*April 25th, 2017, 3:30-5:30PM (Oak 408)*

1. **Announcements**
2. **Approvals by the Chair**

2017 – 75 ARAB 3295 Al-Andalus: Studies in Islamic Spain

2017 – 76 HEJS 3295 The Black Death: Medieval Responses

2017 – 77 HEJS 3295 Anthropology of Jewish Cultures

2017 – 78 LING 2793 Foreign Study (S)

1. **New Business**

2017 – 79 ENVS Major Change (guest: Sara Tremblay)

2017 – 80 MATH 5600 Add Course (guest: Vladimir Pozdnyakov)

2017 – 81 MATH 5621 Revise Course (guest: Vladimir Pozdnyakov)

2017 – 82 MATH 5670 Add Course (guest: Vladimir Pozdnyakov)

2017 – 83 MATH 5671 Add Course (guest: Vladimir Pozdnyakov)

2017 – 84 ENGL 2605 Add Course (guest: Christopher Vials) (G) (S)

2017 – 85 ECON BS New Degree (guest: Dick Langlois)

2017 – 86 SOCI Major Change

2017 – 87 MCB 2612 Add Course (S)

2017 – 88 ENGL 5182 Add Course

2017 – 89 PNB 3255 Add Course

2017 – 90 PNB 5700 Add Course

2017 – 91 PSYC 2209 Add Course (S)

2017 – 92 PSYC 3644 Add Course

2017 – 93 KORE 1103 Revise Course (S)

2017 – 94 KORE 1104 Revise Course (S)

2017 – 95 SPAN 1300 Add Course (G) (S)

2017 – 96 TRST 5310 Add Course

2017 – 97 TRST 5311 Add Course

2017 – 98 Lit Translation Add Graduate Certificate

2017 – 99 ALDS Add Graduate Concentration

2017 – 100 MATH Minor Change

2017 – 101 GIS Minor Change

2017 – 102 GSCI 4140 Add Course

1. **Topics for Discussion**

Dual Degree endorsement (guest: Gustavo Nanclares)

Gen Ed Redesign (guest: Eric Schultz)

CA1 Designations

**PROPOSALS:**

**2017 – 79 ENVS Major Change (guest: Sara Tremblay)**

*Current Catalog Copy:*

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](http://catalog.uconn.edu/BIOL/#1107) and [1108](http://catalog.uconn.edu/BIOL/#1108) or [1110](http://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](http://catalog.uconn.edu/CHEM/#1124Q), [1125Q](http://catalog.uconn.edu/CHEM/#1125Q), [1126Q](http://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](http://catalog.uconn.edu/CHEM/#1127Q), [1128Q](http://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](http://catalog.uconn.edu/MATH/#1131Q), [1132Q](http://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](http://catalog.uconn.edu/PHYS/#1201Q), [1202Q](http://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](http://catalog.uconn.edu/PHYS/#1401Q), [1402Q](http://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](http://catalog.uconn.edu/STAT/#1000Q) or [1100Q](http://catalog.uconn.edu/STAT/#1100Q) or [3025Q](http://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](http://catalog.uconn.edu/NRE/#1000).

[ARE 1150](http://catalog.uconn.edu/ARE/#1150); [ECON 1200](http://catalog.uconn.edu/ECON/#1200) or [1201](http://catalog.uconn.edu/ECON/#1201); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](http://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](http://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

A 2000-level environmental sciences sophomore seminar course as approved by the advisor.

###  Required Capstone Course

 [NRE 4000W](http://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3340](http://catalog.uconn.edu/GEOG/#3340); [MARN 3030](http://catalog.uconn.edu/MARN/#3030); [NRE 2010](http://catalog.uconn.edu/NRE/#2010), [2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3125](http://catalog.uconn.edu/NRE/#3125), [3155](http://catalog.uconn.edu/NRE/#3155), [3305](http://catalog.uconn.edu/NRE/#3305), [3335](http://catalog.uconn.edu/NRE/#3335), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3500](http://catalog.uconn.edu/NRE/#3500), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4575](http://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [3247](http://catalog.uconn.edu/EEB/#3247), [4230W](http://catalog.uconn.edu/EEB/#4230W); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3205](http://catalog.uconn.edu/NRE/#3205), [4340](http://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](http://catalog.uconn.edu/AH/#3175); [GEOG 2400](http://catalog.uconn.edu/GEOG/#2400); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [LAND 3230W](http://catalog.uconn.edu/LAND/#3230W); [NRE 3265](http://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [POLS 3412](http://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](http://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](http://catalog.uconn.edu/ENGL/#3240), [3715](http://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](http://catalog.uconn.edu/GEOG/#3410); [HIST 3540](http://catalog.uconn.edu/HIST/#3540), [3542](http://catalog.uconn.edu/HIST/#3542); [JOUR 3046](http://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](http://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](http://catalog.uconn.edu/SOCI/#2701), [2705](http://catalog.uconn.edu/SOCI/#2705), [2709W](http://catalog.uconn.edu/SOCI/#2709W), [3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 3235](http://catalog.uconn.edu/ARE/#3235), [4305](http://catalog.uconn.edu/ARE/#4305), [4438](http://catalog.uconn.edu/ARE/#4438), [4444](http://catalog.uconn.edu/ARE/#4444), [4462](http://catalog.uconn.edu/ARE/#4462), [4464](http://catalog.uconn.edu/ARE/#4464); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [ECON 3466](http://catalog.uconn.edu/ECON/#3466), [3473](http://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](http://catalog.uconn.edu/GEOG/#3400), [4300](http://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](http://catalog.uconn.edu/GSCI/#3010); [MARN 3000](http://catalog.uconn.edu/MARN/#3000); [NRE 3115](http://catalog.uconn.edu/NRE/#3115), [3146](http://catalog.uconn.edu/NRE/#3146), [4170](http://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3310](http://catalog.uconn.edu/GEOG/#3310), [3410](http://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](http://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](http://catalog.uconn.edu/MARN/#3230); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [MARN 3001](http://catalog.uconn.edu/MARN/#3001), [3030](http://catalog.uconn.edu/MARN/#3030), [4066](http://catalog.uconn.edu/MARN/#4066); [NRE 2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3115](http://catalog.uconn.edu/NRE/#3115), [3155](http://catalog.uconn.edu/NRE/#3155), [4340](http://catalog.uconn.edu/NRE/#4340); [NRE 4135](http://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](http://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](http://catalog.uconn.edu/CHEM/#4370), [4371](http://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [2245/W](http://catalog.uconn.edu/EEB/#2245), [3247](http://catalog.uconn.edu/EEB/#3247); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](http://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [MARN 2002](http://catalog.uconn.edu/MARN/#2002), [2060](http://catalog.uconn.edu/MARN/#2060), [3003Q](http://catalog.uconn.edu/MARN/#3003Q), [4030W](http://catalog.uconn.edu/MARN/#4030W), [4060](http://catalog.uconn.edu/MARN/#4060); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3125](http://catalog.uconn.edu/NRE/#3125), [3145](http://catalog.uconn.edu/NRE/#3145), [3205](http://catalog.uconn.edu/NRE/#3205); [SOIL 2120](http://catalog.uconn.edu/SOIL/#2120), [3410](http://catalog.uconn.edu/SOIL/#3410).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](http://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](http://catalog.uconn.edu/CE/#3530); [EEB 4230W](http://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](http://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MARN 3003Q](http://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](http://catalog.uconn.edu/NRE/#2000), [2010](http://catalog.uconn.edu/NRE/#2010), [3305](http://catalog.uconn.edu/NRE/#3305), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4475](http://catalog.uconn.edu/NRE/#4475), [4535](http://catalog.uconn.edu/NRE/#4535), [4544](http://catalog.uconn.edu/NRE/#4544), [4545](http://catalog.uconn.edu/NRE/#4545), [4575](http://catalog.uconn.edu/NRE/#4575), [4665](http://catalog.uconn.edu/NRE/#4665); [PHYS 2400](http://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q), [3025Q](http://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](http://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](http://catalog.uconn.edu/AH/#3021), [3175](http://catalog.uconn.edu/AH/#3175), [3275](http://catalog.uconn.edu/AH/#3275); [ANSC 4341](http://catalog.uconn.edu/ANSC/#4341); [MCB 2610](http://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](http://catalog.uconn.edu/ANSC/#4642); [MCB 2400](http://catalog.uconn.edu/MCB/#2400), [3010](http://catalog.uconn.edu/MCB/#3010), [3011](http://catalog.uconn.edu/MCB/#3011), [3201](http://catalog.uconn.edu/MCB/#3201), [3633](http://catalog.uconn.edu/MCB/#3633), [4211](http://catalog.uconn.edu/MCB/#4211); [PVS 2100](http://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](http://catalog.uconn.edu/AH/#3570), [3571](http://catalog.uconn.edu/AH/#3571), [3573](http://catalog.uconn.edu/AH/#3573), [3574](http://catalog.uconn.edu/AH/#3574); [PVS 4300](http://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

*Proposed Catalog Copy:*

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](http://catalog.uconn.edu/BIOL/#1107) and [1108](http://catalog.uconn.edu/BIOL/#1108) or [1110](http://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](http://catalog.uconn.edu/CHEM/#1124Q), [1125Q](http://catalog.uconn.edu/CHEM/#1125Q), [1126Q](http://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](http://catalog.uconn.edu/CHEM/#1127Q), [1128Q](http://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](http://catalog.uconn.edu/MATH/#1131Q), [1132Q](http://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](http://catalog.uconn.edu/PHYS/#1201Q), [1202Q](http://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](http://catalog.uconn.edu/PHYS/#1401Q), [1402Q](http://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](http://catalog.uconn.edu/STAT/#1000Q) or [1100Q](http://catalog.uconn.edu/STAT/#1100Q) or [3025Q](http://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](http://catalog.uconn.edu/NRE/#1000).

[ARE 1150](http://catalog.uconn.edu/ARE/#1150); [ECON 1200](http://catalog.uconn.edu/ECON/#1200) or [1201](http://catalog.uconn.edu/ECON/#1201); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](http://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](http://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

A 2000-level environmental sciences sophomore seminar course as approved by the advisor.

###  Required Capstone Course

 [NRE 4000W](http://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3340](http://catalog.uconn.edu/GEOG/#3340); [MARN 3030](http://catalog.uconn.edu/MARN/#3030); [NRE 2010](http://catalog.uconn.edu/NRE/#2010), [2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3125](http://catalog.uconn.edu/NRE/#3125), [3155](http://catalog.uconn.edu/NRE/#3155), [3305](http://catalog.uconn.edu/NRE/#3305), [3335](http://catalog.uconn.edu/NRE/#3335), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3500](http://catalog.uconn.edu/NRE/#3500), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4575](http://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [3247](http://catalog.uconn.edu/EEB/#3247), [4230W](http://catalog.uconn.edu/EEB/#4230W); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3205](http://catalog.uconn.edu/NRE/#3205), [4340](http://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](http://catalog.uconn.edu/AH/#3175); [GEOG 2400](http://catalog.uconn.edu/GEOG/#2400); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [LAND 3230W](http://catalog.uconn.edu/LAND/#3230W); [NRE 3265](http://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [POLS 3412](http://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](http://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](http://catalog.uconn.edu/ENGL/#3240), [3715](http://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](http://catalog.uconn.edu/GEOG/#3410); [HIST 3540](http://catalog.uconn.edu/HIST/#3540), [3542](http://catalog.uconn.edu/HIST/#3542); [JOUR 3046](http://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](http://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](http://catalog.uconn.edu/SOCI/#2701), [2705](http://catalog.uconn.edu/SOCI/#2705), [2709W](http://catalog.uconn.edu/SOCI/#2709W), [3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 3235](http://catalog.uconn.edu/ARE/#3235), [4305](http://catalog.uconn.edu/ARE/#4305), [4438](http://catalog.uconn.edu/ARE/#4438), [4444](http://catalog.uconn.edu/ARE/#4444), [4462](http://catalog.uconn.edu/ARE/#4462), [4464](http://catalog.uconn.edu/ARE/#4464); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [ECON 3466](http://catalog.uconn.edu/ECON/#3466), [3473](http://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](http://catalog.uconn.edu/GEOG/#3400), [4300](http://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](http://catalog.uconn.edu/GSCI/#3010); [MARN 3000](http://catalog.uconn.edu/MARN/#3000); [NRE 3115](http://catalog.uconn.edu/NRE/#3115), [3146](http://catalog.uconn.edu/NRE/#3146), [4170](http://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3310](http://catalog.uconn.edu/GEOG/#3310), [3410](http://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](http://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](http://catalog.uconn.edu/MARN/#3230); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [MARN 3001](http://catalog.uconn.edu/MARN/#3001), [3030](http://catalog.uconn.edu/MARN/#3030), [4066](http://catalog.uconn.edu/MARN/#4066); [NRE 2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3115](http://catalog.uconn.edu/NRE/#3115), [3155](http://catalog.uconn.edu/NRE/#3155), [4340](http://catalog.uconn.edu/NRE/#4340); [NRE 4135](http://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](http://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](http://catalog.uconn.edu/CHEM/#4370), [4371](http://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [2245/W](http://catalog.uconn.edu/EEB/#2245), [3247](http://catalog.uconn.edu/EEB/#3247); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); GSCI 4110; [EEB/GSCI 4120](http://catalog.uconn.edu/GSCI/#4120); GSCI 4210; [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [MARN 2002](http://catalog.uconn.edu/MARN/#2002), [2060](http://catalog.uconn.edu/MARN/#2060), [3003Q](http://catalog.uconn.edu/MARN/#3003Q), [4030W](http://catalog.uconn.edu/MARN/#4030W), [4060](http://catalog.uconn.edu/MARN/#4060); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3125](http://catalog.uconn.edu/NRE/#3125), [3145](http://catalog.uconn.edu/NRE/#3145), [3205](http://catalog.uconn.edu/NRE/#3205); [SOIL 2120](http://catalog.uconn.edu/SOIL/#2120), [3410](http://catalog.uconn.edu/SOIL/#3410).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](http://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](http://catalog.uconn.edu/CE/#3530); [EEB 4230W](http://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](http://catalog.uconn.edu/GEOG/#4230); GSCI/NRE 4735; [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MARN 3003Q](http://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](http://catalog.uconn.edu/NRE/#2000), [2010](http://catalog.uconn.edu/NRE/#2010), [3305](http://catalog.uconn.edu/NRE/#3305), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4475](http://catalog.uconn.edu/NRE/#4475), [4535](http://catalog.uconn.edu/NRE/#4535), [4544](http://catalog.uconn.edu/NRE/#4544), [4545](http://catalog.uconn.edu/NRE/#4545), [4575](http://catalog.uconn.edu/NRE/#4575), [4665](http://catalog.uconn.edu/NRE/#4665); [PHYS 2400](http://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q), [3025Q](http://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](http://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](http://catalog.uconn.edu/AH/#3021), [3175](http://catalog.uconn.edu/AH/#3175), [3275](http://catalog.uconn.edu/AH/#3275); [ANSC 4341](http://catalog.uconn.edu/ANSC/#4341); [MCB 2610](http://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](http://catalog.uconn.edu/ANSC/#4642); [MCB 2400](http://catalog.uconn.edu/MCB/#2400), [3010](http://catalog.uconn.edu/MCB/#3010), [3011](http://catalog.uconn.edu/MCB/#3011), [3201](http://catalog.uconn.edu/MCB/#3201), [3633](http://catalog.uconn.edu/MCB/#3633), [4211](http://catalog.uconn.edu/MCB/#4211); [PVS 2100](http://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](http://catalog.uconn.edu/AH/#3570), [3571](http://catalog.uconn.edu/AH/#3571), [3573](http://catalog.uconn.edu/AH/#3573), [3574](http://catalog.uconn.edu/AH/#3574); [PVS 4300](http://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

**2017 – 80 MATH 5600 Add Course (guest: Vladimir Pozdnyakov)**

*Proposed Catalog Copy:*

MATH 5600. Fundamentals of Financial Mathematics. The risk-neutral model for pricing and hedging derivative financial instruments will be presented within the context of binomial and trinomial models of the stock price process.

**2017 – 81 MATH 5621 Revise Course (guest: Vladimir Pozdnyakov)**

*Current Catalog Copy:*

MATH 5621. Financial Mathematics II. The continuation of Math 5620, focusing on the mathematics of finance: measurement of financial risk and the opportunity cost of capital, the mathematics of capital budgeting and securities valuation, mathematical analysis of financial decisions and capital structure, and option pricing theory. Provides VEE credit in the Corporate Finance subject area for Society of Actuaries and Casualty Actuarial Society requirements. Not open to students who have passed MATH 3650.

*Proposed Catalog Copy:*

MATH 5650. Financial Mathematics II. Formerly offered as MATH 5621. The continuation of Math 5620, focusing on the mathematics of finance: measurement of financial risk and the opportunity cost of capital, the mathematics of capital budgeting and securities valuation, mathematical analysis of financial decisions and capital structure, and option pricing theory. Provides VEE credit in the Corporate Finance subject area for Society of Actuaries and Casualty Actuarial Society requirements. Not open to students who have passed MATH 3650.

**2017 – 82 MATH 5670 Add Course (guest: Vladimir Pozdnyakov)**

*Proposed Catalog Copy:*

MATH 5670. Financial Programming and Modeling. Optimization; linear and non-linear programming; data mining and machine learning in a financial context.

**2017 – 83 MATH 5671 Add Course (guest: Vladimir Pozdnyakov)**

*Proposed Catalog Copy:*

MATH 5671. Financial Data Mining and Big Data Analytics. Data structures and algorithms; regression; classification; clustering; recommender systems; anomaly detection; Big Data tools; databases.

**2017 – 84 ENGL 2605 Add Course (guest: Christopher Vials) (G) (S)**

*Proposed Catalog Copy:*

ENGL 2605: Capitalism, Literature, and Culture.

Three Credits. Prerequisite: ENGL 1010, 1011, or 2011 How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms. CA1 (B).

**2017 – 85 ECON BS New Degree (guest: Dick Langlois)**

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Coursework in economics serves a wide variety of vocational objectives. An economics major (supplemented by rigorous mathematics and statistics courses) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law.

The economics BS is recommended for students interested in professions that call for quantitative skills. The BS is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree students must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q), plus at least nine credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take STAT 1000Q or 1100Q (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: MATH 1125Q, 1126Q, and 1132Q; MATH 1131Q (or 1151Q) and 1132Q (or 1152Q); or MATH 2141Q and 2142Q. In addition, BS majors must also take one of the following: MATH 2110Q or MATH 2130Q or MATH 2210Q or MATH 2410Q or MATH 2420Q. Students may substitute more advanced MATH and STAT courses with consent of the advisor.

To fulfill their General Education Content Area Three in Science and Technology, B.S. students must take one of the following science sequences in Biology, Chemistry, Physics, or Psychological Sciences:

* Biology: BIOL 1107 and either BIOL 1108 or BIOL 1110.
* Chemistry: CHEM 1124Q, 1125Q, 1126Q; or CHEM 1127Q, 1128Q; or CHEM 1137Q, 1138Q; or CHEM 1147Q, 1148Q.
* Physics: PHYS 1201Q, 1202Q; or PHYS 1401Q, 1402Q; or PHYS 1501Q, 1502Q; or PHYS 1601Q, 1602Q.
* Psychological Sciences: PSYC 1100 and either PSYC 1101 or 1103 and either PSYC 2100Q or one 4-credit laboratory course from Content Area Three.

B.S. majors must also earn twenty-nine credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); at least six credits in one of the modeling and methods courses (ECON 2301, ECON 2326, ECON 2327, ECON 3208, ECON 2312, ECON 3313, ECON 4206); plus at least nine additional credits in ECON courses at the 2000-level or higher. B.S. majors may not count ECON 2201, 2202, or 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. Students may substitute equivalent graduate-level courses with consent of the advisor.

B.S. majors are also required to pass twelve credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count towards a minor in a field related to economics.

For both the B.A. and B.S., the intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student’s major program. ECON 2311 is a recommended course for the B.A. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department’s Economics Scholars and Quantitative Certificate Programs.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations. Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

**2017 – 86 SOCI Major Change**

*Current Catalog Copy:*

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today’s questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), [3251](http://catalog.uconn.edu/SOCI/#3251). (Note: Students must take [SOCI 1001](http://catalog.uconn.edu/SOCI/#1001), [1251](http://catalog.uconn.edu/SOCI/#1251), [1501](http://catalog.uconn.edu/SOCI/#1501), or [1701](http://catalog.uconn.edu/SOCI/#1701) prior to taking [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), and [3251](http://catalog.uconn.edu/SOCI/#3251).)

Passing [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201) satisfies the information literacy competency, and passing [SOCI 3211Q](http://catalog.uconn.edu/SOCI/#3211Q) satisfies the computer technology competency. The writing in the major requirement can be satisfied by passing any 2000 or 3000-level W course in Sociology.

At least one course must be taken from the following group: Inequality, Diversity, and Change ([SOCI 2827](http://catalog.uconn.edu/SOCI/#2827), [3221](http://catalog.uconn.edu/SOCI/#3221), [3222](http://catalog.uconn.edu/SOCI/#3222), [3421](http://catalog.uconn.edu/SOCI/#3421), [3429](http://catalog.uconn.edu/SOCI/#3429), [3501](http://catalog.uconn.edu/SOCI/#3501), [3503](http://catalog.uconn.edu/SOCI/#3503), [3505](http://catalog.uconn.edu/SOCI/#3505), [3601](http://catalog.uconn.edu/SOCI/#3601), [3621](http://catalog.uconn.edu/SOCI/#3621), [3701](http://catalog.uconn.edu/SOCI/#3701), [3801](http://catalog.uconn.edu/SOCI/#3801), [3821](http://catalog.uconn.edu/SOCI/#3821), or [3825](http://catalog.uconn.edu/SOCI/#3825))

Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](http://catalog.uconn.edu/SOCI/#3990) can apply to the major).

A minor in [Sociology](http://catalog.uconn.edu/minors/sociology/) is described in the Minors section.

*Proposed Catalog Copy:*

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today’s questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), [3251](http://catalog.uconn.edu/SOCI/#3251). (Note: Students must take [SOCI 1001](http://catalog.uconn.edu/SOCI/#1001), [1251](http://catalog.uconn.edu/SOCI/#1251), [1501](http://catalog.uconn.edu/SOCI/#1501), or [1701](http://catalog.uconn.edu/SOCI/#1701) prior to taking [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), and [3251](http://catalog.uconn.edu/SOCI/#3251).)

Passing [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201) satisfies the information literacy competency, and passing [SOCI 3211Q](http://catalog.uconn.edu/SOCI/#3211Q) satisfies the computer technology competency. The writing in the major requirement can be satisfied by passing any 2000 or 3000-level W course in Sociology.

Fifteen additional credits (usually five courses) must be taken from any 2000-level or above courses offered by the department. (Note: No more than three credits of [SOCI 3990](http://catalog.uconn.edu/SOCI/#3990) can apply to the major).

A minor in [Sociology](http://catalog.uconn.edu/minors/sociology/) is described in the Minors section.

**2017 – 87 MCB 2612 Add Course (S)**

*Proposed Catalog Copy:*

MCB 2612. Honors Core: Microbe Hunters- Crowdsourcing Antibiotic Discovery

Four credits. Two 50 minute lecture periods and two 2 hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society.

**2017 – 88 ENGL 5182 Add Course**

*Proposed Catalog Copy:*

ENGL 5182. Practicum in the Teaching of Writing

Prerequisite or Corequisite: ENGL 5100. Guided development of teaching in the University of Connecticut First-Year Writing Program. Implementing theories of teaching and writing; meeting program goals and objectives; selecting texts; drafting writing assignment prompts; developing classroom work; guiding peer feedback; reading, responding to and evaluating student work. Supervision includes one-on-one, group, and peer. Required of all incoming graduate-student FYW instructors.

**2017 – 89 PNB 3255 Add Course**

*Proposed Catalog Copy:*

PNB 3255. Human Neuroanatomy.

Two credits. Prerequisite: PNB 2264 or PNB 2274, may be taken concurrently with PNB 3251. Open to juniors or higher.

Anatomy of the human brain and spinal cord; emphasis on the structure and functions of major regions in the central nervous system.

**2017 – 90 PNB 5700 Add Course**

*Proposed Catalog Copy:*

PNB 5700. Sensory physiology.

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

**2017 – 91 PSYC 2209 Add Course (S)**

*Proposed Catalog Copy:*

PSYC 2209. Learning and Memory: From Brain to Behavior.

Prerequisites: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended Preparation: PSYC 2200. Neurobiological basis of learning and memory, including topics in genetics, evolution and ethology.

**2017 – 92 PSYC 3644 Add Course**

*Proposed Catalog Copy:*

PSYC 3644. Occupational Health Psychology

Three credits. Prerequisite: PSYC 1101 or 1103; and PSYC 2600 or consent of instructor. Models, research methods, and research-to-practice applications in the interdisciplinary field of occupational health psychology, and how these are used to enhance the safety, health and well-being of workers in all occupations and to create healthier workplaces and organizations.

**2017 – 93 KORE 1103 Revise Course (S)**

*Current Catalog Copy:*

KORE 1103-1104. Intermediate Korean Levels I and II 1103 is offered in the first semester 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 for more information.

*Proposed Catalog Copy:*

KORE 1103. Intermediate Korean I. Four credits. Prerequisite: KORE 1102 or equivalent. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Korean-speaking world.

**2017 – 94 KORE 1104 Revise Course (S)**

*Current Catalog Copy:*

KORE 1103-1104. Intermediate Korean Levels I and II 1103 is offered in the first semester 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 for more information.

*Proposed Catalog Copy:*

KORE 1104. Intermediate Korean II Four credits. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Korean-speaking world.

**2017 – 95 SPAN 1300 Add Course (G) (S)**

*Proposed Catalog Copy:*

SPAN 1300. Religion in Latin America: a Historical Survey

Three credits. No Spanish required. Taught in English.

An interdisciplinary introduction to the study of religion in Latin America from pre-Columbian times to the present. Topics include: religion and social organization; material culture, ritual and society; European expansion and Christianity; processes of religious conversion; religion and globalization. CA1 (A and E)

**2017 – 96 TRST 5310 Add Course**

*Proposed Catalog Copy:*

TRST 5310: Literary Translation: Applying the Craft

Three credits. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent) Translating literature from various genres, and a study of the practical and theoretical aspects of literary translation.

**2017 – 97 TRST 5311 Add Course**

*Proposed Catalog Copy:*

TRST 5311. Literary Translation Seminar

Prerequisite: A working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Translating literature and studying the practical aspects of the craft of literary translation

**2017 – 98 Lit Translation Add Graduate Certificate**

*Proposed Structure:*

The Graduate Certificate in Literary Translation will be administered by LCL under the directorship of Peter Constantine. The certificate will offer students a solid background in both literary translation practice and theory across a broad spectrum of genres. Students will translate from one or more languages into English.

The Certificate Program will be open to students from all graduate programs at the University who can demonstrate advanced proficiency in a language other than English.

The Graduate Certificate in Literary Translation will be a 12-credit program offering graduate students the opportunity to develop a competence in the translation of various genres, as well as a broad understanding of translation theory. The certificate can be completed in one year.

*Core Courses:*

The 12-credit certificate program will consist of two core courses, one elective, and a translation portfolio. The core courses are The Practice and Theory of Literary Translation (TRST 5010) and the Literary Translation Seminar (TRST 5011).

*Elective Course and Portfolio:*

The elective must be chosen from the graduate courses in Creative Writing offered by the English Department (or a graduate course in one of the foreign language literatures offered in LCL), and the Portfolio (3 credits) will consist of a conference length paper related to translation and twenty-five pages of translation in any genre or field. The portfolio project will be in the form of an independent study.

**2017 – 99 ALDS Add Graduate Concentration**

*Proposed Structure:*

The new concentration in ALDS will include a number of core credits in the following areas (see required courses below):

REQUIRED Courses

1. ALDS 5000: Foundations of Applied Linguistics (course submitted to C&CC)
2. LCL 5030: Methods and Approaches to Second Language Acquisition or EDCI 5085: Subject Area Methods: World Languages and Linguistics
3. Quantitative and Qualitative Method course(s): This can be fulfilled by taking EPSY 5605 Quantitative Methods in Research I and EDCI 6000: Qualitative Methods of Educational Research or the appropriate course in ALDS or LCL if it is relevant
4. ALDS XXXX: Proseminar (1-2 credits, taken twice)
5. Two 3-credit courses in the world language field of the LCL department

In addition, students will have the opportunity to specialize based on their specific interests. LCL currently has faculty who specialize in one or more of the following areas pertinent to ALDS:

- Second Language Speech Learning

- Language learning and teaching

- Sociolinguistics, language variation, and language contact

- Cognitive linguistics and applications to multimodal texts (film and art)

- Intercultural competence/intercultural citizenship studies

- Discourse Analysis

- Translation Studies

- Digital Humanities

- Language socialization

- Computer-Assisted Language Learning (CALL)

 Some of the courses we have offered in the past and/or are developing include:

1. ALDS XXXX Intercultural competence in education (offered in the past as GERM 5305/CLCS 5306)
2. ALDS XXXX Applied Cognitive Linguistics (offered in the past as SPAN6403 / CLCS5304).
3. ALDS XXXX Second Language Speech learning (in development)
4. ALDS XXXX Sociolinguistics: Language contact (in development)
5. ALDS XXXX Discourse Analysis (in development)
6. ALDS XXXX Advanced Methods: Special Issues in Quantitative/Qualitative Methods (in development)

Plans of study will vary based on the students’ research focus. The coursework to complete an M.A. degree will include at least 30 credits. At least two of the courses in the student’s coursework should be related to his/her research interest in a world language within LCL. For instance, if a MA student is a Spanish high school teacher, s/he should take courses in Spanish within the Spanish section in any literature or culture topic.

**2017 – 100 MATH Minor Change**

*Current Catalog Copy:*

The requirements for this minor are 15 or more credits following one of three tracks,

* **Track 1.** Five courses chosen from List A; or
* **Track 2.** Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for [MATH 2710](http://catalog.uconn.edu/MATH/#2710) or 2142) have a prerequisite of a grade of C (2.0) or better in [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or 2142); or
* **Track 3.** [MATH 2141Q](http://catalog.uconn.edu/MATH/#2141Q), [2142Q](http://catalog.uconn.edu/MATH/#2142Q), [2143Q](http://catalog.uconn.edu/MATH/#2143Q) and [2144Q](http://catalog.uconn.edu/MATH/#2144Q).
* **List A:**
	+ [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](http://catalog.uconn.edu/MATH/#2130Q) or [2143Q](http://catalog.uconn.edu/MATH/#2143Q)), [2210Q](http://catalog.uconn.edu/MATH/#2210Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](http://catalog.uconn.edu/MATH/#2420Q)), [3146](http://catalog.uconn.edu/MATH/#3146), [3160](http://catalog.uconn.edu/MATH/#3160), [3170](http://catalog.uconn.edu/MATH/#3170) (or [STAT 3965](http://catalog.uconn.edu/STAT/#3965)), [3410](http://catalog.uconn.edu/MATH/#3410), [3435](http://catalog.uconn.edu/MATH/#3435), [3510](http://catalog.uconn.edu/MATH/#3510), [3511](http://catalog.uconn.edu/MATH/#3511), [3710](http://catalog.uconn.edu/MATH/#3710); certain sections of [MATH 3094](http://catalog.uconn.edu/MATH/#3094), [3795](http://catalog.uconn.edu/MATH/#3795) and [3799](http://catalog.uconn.edu/MATH/#3799) approved by the Department Head.
* **List B:**
	+ [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or [2142](http://catalog.uconn.edu/MATH/#2142Q)), [3150](http://catalog.uconn.edu/MATH/#3150) (or [4110](http://catalog.uconn.edu/MATH/#4110)), [3151](http://catalog.uconn.edu/MATH/#3151), [3210](http://catalog.uconn.edu/MATH/#3210), [3230](http://catalog.uconn.edu/MATH/#3230) (or [4210](http://catalog.uconn.edu/MATH/#4210)), [3231](http://catalog.uconn.edu/MATH/#3231), [3240](http://catalog.uconn.edu/MATH/#3240), [3250](http://catalog.uconn.edu/MATH/#3250), [3260](http://catalog.uconn.edu/MATH/#3260), [3330](http://catalog.uconn.edu/MATH/#3330) (or [4310](http://catalog.uconn.edu/MATH/#4310)), [3370](http://catalog.uconn.edu/MATH/#3370).

The minor is offered by the [Mathematics Department](http://www.math.uconn.edu/).

*Proposed Catalog Copy:*

The requirements for this minor are 15 or more credits following one of three tracks,

* **Track 1.** Five courses chosen from List A; or
* **Track 2.** Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for [MATH 2710](http://catalog.uconn.edu/MATH/#2710) or 2142) have a prerequisite of a grade of C (2.0) or better in [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or 2142); or
* **Track 3.** [MATH 2141Q](http://catalog.uconn.edu/MATH/#2141Q), [2142Q](http://catalog.uconn.edu/MATH/#2142Q), [2143Q](http://catalog.uconn.edu/MATH/#2143Q) and [2144Q](http://catalog.uconn.edu/MATH/#2144Q).
* **List A:**
	+ [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](http://catalog.uconn.edu/MATH/#2130Q) or [2143Q](http://catalog.uconn.edu/MATH/#2143Q)), [2210Q](http://catalog.uconn.edu/MATH/#2210Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](http://catalog.uconn.edu/MATH/#2420Q)), [3146](http://catalog.uconn.edu/MATH/#3146), [3160](http://catalog.uconn.edu/MATH/#3160) (or 3165), [3170](http://catalog.uconn.edu/MATH/#3170) (or [STAT 3965](http://catalog.uconn.edu/STAT/#3965)), [3410](http://catalog.uconn.edu/MATH/#3410), [3435](http://catalog.uconn.edu/MATH/#3435), [3510](http://catalog.uconn.edu/MATH/#3510), [3511](http://catalog.uconn.edu/MATH/#3511), [3710](http://catalog.uconn.edu/MATH/#3710); certain sections of [MATH 3094](http://catalog.uconn.edu/MATH/#3094), [3795](http://catalog.uconn.edu/MATH/#3795) and [3799](http://catalog.uconn.edu/MATH/#3799) approved by the Department Head.
* **List B:**
	+ [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or [2142](http://catalog.uconn.edu/MATH/#2142Q)), [3150](http://catalog.uconn.edu/MATH/#3150) (or [4110](http://catalog.uconn.edu/MATH/#4110)), [3151](http://catalog.uconn.edu/MATH/#3151), [3210](http://catalog.uconn.edu/MATH/#3210), [3230](http://catalog.uconn.edu/MATH/#3230) (or [4210](http://catalog.uconn.edu/MATH/#4210)), [3231](http://catalog.uconn.edu/MATH/#3231), [3240](http://catalog.uconn.edu/MATH/#3240), [3250](http://catalog.uconn.edu/MATH/#3250), [3260](http://catalog.uconn.edu/MATH/#3260), [3330](http://catalog.uconn.edu/MATH/#3330) (or [4310](http://catalog.uconn.edu/MATH/#4310)), [3370](http://catalog.uconn.edu/MATH/#3370).

The minor is offered by the [Mathematics Department](http://www.math.uconn.edu/).

**2017 – 101 GIS Minor Change**

*Current Catalog Copy:*

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](http://catalog.uconn.edu/GEOG/#2500) and [2505](http://catalog.uconn.edu/GEOG/#2505).
2. One of the following: [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q), [3510](http://catalog.uconn.edu/GEOG/#3510).
3. One of the following: [ECON 2326](http://catalog.uconn.edu/ECON/#2326); [GEOG 2410](http://catalog.uconn.edu/GEOG/#2410), [2510](http://catalog.uconn.edu/GEOG/#2510), [3110](http://catalog.uconn.edu/GEOG/#3110), [4130](http://catalog.uconn.edu/GEOG/#4130), [4230](http://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MATH 3710](http://catalog.uconn.edu/MATH/#3710); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q).

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](http://geography.uconn.edu/).

*Proposed Catalog Copy:*

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science—the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](http://catalog.uconn.edu/GEOG/#2500) and [2505](http://catalog.uconn.edu/GEOG/#2505).
2. Electives from the following list totaling at least 7 credits (at least 3 credits of which must be in Geography). Please note that some courses are 3 credits, others 4: GEOG 2410, 2510, 3110, 3500Q, 3505, 3510, 4090, 4095, 4099, 4130, 4230, 4515, GEOG/MARN 3505, ECON 2326, MATH 3710, STAT 2215Q. Using GEOG 4090, 4095, and 4099 requires prior permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](http://geography.uconn.edu/).

**2017 – 102 GSCI 4140 Add Course**

*Proposed Catalog Copy:*

GSCI 4140. Sedimentary Basin Analysis

Three credits. Prerequisite: GSCI 1010 and 1052, or GSCI 1070 + 1052, or GSCI 1051 + 1052, or GSCI 1050.

Tectonic and environmental controls on the development and evolution of sedimentary basins. Emphasis on mechanisms of formation, characteristic depositional patterns, and sediment composition in modern and ancient tectonic settings. Basin analysis methods include sedimentology, stratigraphy, geochemistry, provenance & paleocurrent analysis, subsidence modeling, and interpretation of geophysical data.

**ADDITIONAL MATERIALS**

**2017 – 79 ENVS Major Change (guest: Sara Tremblay)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 1/19/17

2. Department or Program: Environmental Sciences

3. Title of Major: Environmental Sciences

4. Effective Date (semester, year): Fall 2016

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Add course options to the major.

# Existing Catalog Description of Major

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](http://catalog.uconn.edu/BIOL/#1107) and [1108](http://catalog.uconn.edu/BIOL/#1108) or [1110](http://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](http://catalog.uconn.edu/CHEM/#1124Q), [1125Q](http://catalog.uconn.edu/CHEM/#1125Q), [1126Q](http://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](http://catalog.uconn.edu/CHEM/#1127Q), [1128Q](http://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](http://catalog.uconn.edu/MATH/#1131Q), [1132Q](http://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](http://catalog.uconn.edu/PHYS/#1201Q), [1202Q](http://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](http://catalog.uconn.edu/PHYS/#1401Q), [1402Q](http://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](http://catalog.uconn.edu/STAT/#1000Q) or [1100Q](http://catalog.uconn.edu/STAT/#1100Q) or [3025Q](http://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](http://catalog.uconn.edu/NRE/#1000).

[ARE 1150](http://catalog.uconn.edu/ARE/#1150); [ECON 1200](http://catalog.uconn.edu/ECON/#1200) or [1201](http://catalog.uconn.edu/ECON/#1201); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](http://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](http://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

A 2000-level environmental sciences sophomore seminar course as approved by the advisor.

###  Required Capstone Course

 [NRE 4000W](http://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3340](http://catalog.uconn.edu/GEOG/#3340); [MARN 3030](http://catalog.uconn.edu/MARN/#3030); [NRE 2010](http://catalog.uconn.edu/NRE/#2010), [2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3125](http://catalog.uconn.edu/NRE/#3125), [3155](http://catalog.uconn.edu/NRE/#3155), [3305](http://catalog.uconn.edu/NRE/#3305), [3335](http://catalog.uconn.edu/NRE/#3335), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3500](http://catalog.uconn.edu/NRE/#3500), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4575](http://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [3247](http://catalog.uconn.edu/EEB/#3247), [4230W](http://catalog.uconn.edu/EEB/#4230W); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3205](http://catalog.uconn.edu/NRE/#3205), [4340](http://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](http://catalog.uconn.edu/AH/#3175); [GEOG 2400](http://catalog.uconn.edu/GEOG/#2400); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [LAND 3230W](http://catalog.uconn.edu/LAND/#3230W); [NRE 3265](http://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [POLS 3412](http://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](http://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](http://catalog.uconn.edu/ENGL/#3240), [3715](http://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](http://catalog.uconn.edu/GEOG/#3410); [HIST 3540](http://catalog.uconn.edu/HIST/#3540), [3542](http://catalog.uconn.edu/HIST/#3542); [JOUR 3046](http://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](http://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](http://catalog.uconn.edu/SOCI/#2701), [2705](http://catalog.uconn.edu/SOCI/#2705), [2709W](http://catalog.uconn.edu/SOCI/#2709W), [3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 3235](http://catalog.uconn.edu/ARE/#3235), [4305](http://catalog.uconn.edu/ARE/#4305), [4438](http://catalog.uconn.edu/ARE/#4438), [4444](http://catalog.uconn.edu/ARE/#4444), [4462](http://catalog.uconn.edu/ARE/#4462), [4464](http://catalog.uconn.edu/ARE/#4464); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [ECON 3466](http://catalog.uconn.edu/ECON/#3466), [3473](http://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](http://catalog.uconn.edu/GEOG/#3400), [4300](http://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](http://catalog.uconn.edu/GSCI/#3010); [MARN 3000](http://catalog.uconn.edu/MARN/#3000); [NRE 3115](http://catalog.uconn.edu/NRE/#3115), [3146](http://catalog.uconn.edu/NRE/#3146), [4170](http://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3310](http://catalog.uconn.edu/GEOG/#3310), [3410](http://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](http://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](http://catalog.uconn.edu/MARN/#3230); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [MARN 3001](http://catalog.uconn.edu/MARN/#3001), [3030](http://catalog.uconn.edu/MARN/#3030), [4066](http://catalog.uconn.edu/MARN/#4066); [NRE 2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3115](http://catalog.uconn.edu/NRE/#3115), [3155](http://catalog.uconn.edu/NRE/#3155), [4340](http://catalog.uconn.edu/NRE/#4340); [NRE 4135](http://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](http://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](http://catalog.uconn.edu/CHEM/#4370), [4371](http://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [2245/W](http://catalog.uconn.edu/EEB/#2245), [3247](http://catalog.uconn.edu/EEB/#3247); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](http://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [MARN 2002](http://catalog.uconn.edu/MARN/#2002), [2060](http://catalog.uconn.edu/MARN/#2060), [3003Q](http://catalog.uconn.edu/MARN/#3003Q), [4030W](http://catalog.uconn.edu/MARN/#4030W), [4060](http://catalog.uconn.edu/MARN/#4060); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3125](http://catalog.uconn.edu/NRE/#3125), [3145](http://catalog.uconn.edu/NRE/#3145), [3205](http://catalog.uconn.edu/NRE/#3205); [SOIL 2120](http://catalog.uconn.edu/SOIL/#2120), [3410](http://catalog.uconn.edu/SOIL/#3410).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](http://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](http://catalog.uconn.edu/CE/#3530); [EEB 4230W](http://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](http://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MARN 3003Q](http://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](http://catalog.uconn.edu/NRE/#2000), [2010](http://catalog.uconn.edu/NRE/#2010), [3305](http://catalog.uconn.edu/NRE/#3305), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4475](http://catalog.uconn.edu/NRE/#4475), [4535](http://catalog.uconn.edu/NRE/#4535), [4544](http://catalog.uconn.edu/NRE/#4544), [4545](http://catalog.uconn.edu/NRE/#4545), [4575](http://catalog.uconn.edu/NRE/#4575), [4665](http://catalog.uconn.edu/NRE/#4665); [PHYS 2400](http://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q), [3025Q](http://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](http://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](http://catalog.uconn.edu/AH/#3021), [3175](http://catalog.uconn.edu/AH/#3175), [3275](http://catalog.uconn.edu/AH/#3275); [ANSC 4341](http://catalog.uconn.edu/ANSC/#4341); [MCB 2610](http://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](http://catalog.uconn.edu/ANSC/#4642); [MCB 2400](http://catalog.uconn.edu/MCB/#2400), [3010](http://catalog.uconn.edu/MCB/#3010), [3011](http://catalog.uconn.edu/MCB/#3011), [3201](http://catalog.uconn.edu/MCB/#3201), [3633](http://catalog.uconn.edu/MCB/#3633), [4211](http://catalog.uconn.edu/MCB/#4211); [PVS 2100](http://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](http://catalog.uconn.edu/AH/#3570), [3571](http://catalog.uconn.edu/AH/#3571), [3573](http://catalog.uconn.edu/AH/#3573), [3574](http://catalog.uconn.edu/AH/#3574); [PVS 4300](http://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

# Proposed Catalog Description of Major

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues, and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](http://catalog.uconn.edu/BIOL/#1107) and [1108](http://catalog.uconn.edu/BIOL/#1108) or [1110](http://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](http://catalog.uconn.edu/CHEM/#1124Q), [1125Q](http://catalog.uconn.edu/CHEM/#1125Q), [1126Q](http://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](http://catalog.uconn.edu/CHEM/#1127Q), [1128Q](http://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](http://catalog.uconn.edu/MATH/#1131Q), [1132Q](http://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](http://catalog.uconn.edu/PHYS/#1201Q), [1202Q](http://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](http://catalog.uconn.edu/PHYS/#1401Q), [1402Q](http://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](http://catalog.uconn.edu/STAT/#1000Q) or [1100Q](http://catalog.uconn.edu/STAT/#1100Q) or [3025Q](http://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](http://catalog.uconn.edu/NRE/#1000).

[ARE 1150](http://catalog.uconn.edu/ARE/#1150); [ECON 1200](http://catalog.uconn.edu/ECON/#1200) or [1201](http://catalog.uconn.edu/ECON/#1201); [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](http://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](http://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

A 2000-level environmental sciences sophomore seminar course as approved by the advisor.

###  Required Capstone Course

 [NRE 4000W](http://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3340](http://catalog.uconn.edu/GEOG/#3340); [MARN 3030](http://catalog.uconn.edu/MARN/#3030); [NRE 2010](http://catalog.uconn.edu/NRE/#2010), [2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3125](http://catalog.uconn.edu/NRE/#3125), [3155](http://catalog.uconn.edu/NRE/#3155), [3305](http://catalog.uconn.edu/NRE/#3305), [3335](http://catalog.uconn.edu/NRE/#3335), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3500](http://catalog.uconn.edu/NRE/#3500), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4575](http://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [3247](http://catalog.uconn.edu/EEB/#3247), [4230W](http://catalog.uconn.edu/EEB/#4230W); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3205](http://catalog.uconn.edu/NRE/#3205), [4340](http://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](http://catalog.uconn.edu/AH/#3175); [GEOG 2400](http://catalog.uconn.edu/GEOG/#2400); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [LAND 3230W](http://catalog.uconn.edu/LAND/#3230W); [NRE 3265](http://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [POLS 3412](http://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](http://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](http://catalog.uconn.edu/ENGL/#3240), [3715](http://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](http://catalog.uconn.edu/GEOG/#3410); [HIST 3540](http://catalog.uconn.edu/HIST/#3540), [3542](http://catalog.uconn.edu/HIST/#3542); [JOUR 3046](http://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](http://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](http://catalog.uconn.edu/SOCI/#2701), [2705](http://catalog.uconn.edu/SOCI/#2705), [2709W](http://catalog.uconn.edu/SOCI/#2709W), [3407/W](http://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 3235](http://catalog.uconn.edu/ARE/#3235), [4305](http://catalog.uconn.edu/ARE/#4305), [4438](http://catalog.uconn.edu/ARE/#4438), [4444](http://catalog.uconn.edu/ARE/#4444), [4462](http://catalog.uconn.edu/ARE/#4462), [4464](http://catalog.uconn.edu/ARE/#4464); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [ECON 3466](http://catalog.uconn.edu/ECON/#3466), [3473](http://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](http://catalog.uconn.edu/GEOG/#3400), [4300](http://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](http://catalog.uconn.edu/GSCI/#3010); [MARN 3000](http://catalog.uconn.edu/MARN/#3000); [NRE 3115](http://catalog.uconn.edu/NRE/#3115), [3146](http://catalog.uconn.edu/NRE/#3146), [4170](http://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](http://catalog.uconn.edu/EEB/#2208); [GEOG 3310](http://catalog.uconn.edu/GEOG/#3310), [3410](http://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](http://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](http://catalog.uconn.edu/MARN/#3230); [HORT 3765](http://catalog.uconn.edu/HORT/#3765); [MARN 3001](http://catalog.uconn.edu/MARN/#3001), [3030](http://catalog.uconn.edu/MARN/#3030), [4066](http://catalog.uconn.edu/MARN/#4066); [NRE 2215](http://catalog.uconn.edu/NRE/#2215), [2345](http://catalog.uconn.edu/NRE/#2345), [3105](http://catalog.uconn.edu/NRE/#3105), [3115](http://catalog.uconn.edu/NRE/#3115), [3155](http://catalog.uconn.edu/NRE/#3155), [4340](http://catalog.uconn.edu/NRE/#4340); [NRE 4135](http://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](http://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](http://catalog.uconn.edu/CHEM/#4370), [4371](http://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](http://catalog.uconn.edu/EEB/#2244), [2245/W](http://catalog.uconn.edu/EEB/#2245), [3247](http://catalog.uconn.edu/EEB/#3247); [EEB 3230](http://catalog.uconn.edu/EEB/#3230)/[MARN 3014](http://catalog.uconn.edu/MARN/#3014); GSCI 4110; [EEB/GSCI 4120](http://catalog.uconn.edu/GSCI/#4120); GSCI 4210; [GEOG 2300](http://catalog.uconn.edu/GEOG/#2300); [MARN 2002](http://catalog.uconn.edu/MARN/#2002), [2060](http://catalog.uconn.edu/MARN/#2060), [3003Q](http://catalog.uconn.edu/MARN/#3003Q), [4030W](http://catalog.uconn.edu/MARN/#4030W), [4060](http://catalog.uconn.edu/MARN/#4060); [NRE 2455](http://catalog.uconn.edu/NRE/#2455), [3125](http://catalog.uconn.edu/NRE/#3125), [3145](http://catalog.uconn.edu/NRE/#3145), [3205](http://catalog.uconn.edu/NRE/#3205); [SOIL 2120](http://catalog.uconn.edu/SOIL/#2120), [3410](http://catalog.uconn.edu/SOIL/#3410).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](http://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](http://catalog.uconn.edu/CE/#3530); [EEB 4230W](http://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](http://catalog.uconn.edu/GEOG/#4230); GSCI/NRE 4735; [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MARN 3003Q](http://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](http://catalog.uconn.edu/NRE/#2000), [2010](http://catalog.uconn.edu/NRE/#2010), [3305](http://catalog.uconn.edu/NRE/#3305), [3345/W](http://catalog.uconn.edu/NRE/#3345), [3535](http://catalog.uconn.edu/NRE/#3535), [4335](http://catalog.uconn.edu/NRE/#4335), [4475](http://catalog.uconn.edu/NRE/#4475), [4535](http://catalog.uconn.edu/NRE/#4535), [4544](http://catalog.uconn.edu/NRE/#4544), [4545](http://catalog.uconn.edu/NRE/#4545), [4575](http://catalog.uconn.edu/NRE/#4575), [4665](http://catalog.uconn.edu/NRE/#4665); [PHYS 2400](http://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q), [3025Q](http://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](http://catalog.uconn.edu/AH/#3174); [ARE 3235](http://catalog.uconn.edu/ARE/#3235), [3434](http://catalog.uconn.edu/ARE/#3434), [3437](http://catalog.uconn.edu/ARE/#3437), [4438](http://catalog.uconn.edu/ARE/#4438), [4462](http://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](http://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](http://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](http://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](http://catalog.uconn.edu/POLS/#3832); [NRE 3000](http://catalog.uconn.edu/NRE/#3000), [3201](http://catalog.uconn.edu/NRE/#3201), [3245](http://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](http://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](http://catalog.uconn.edu/AH/#3021), [3175](http://catalog.uconn.edu/AH/#3175), [3275](http://catalog.uconn.edu/AH/#3275); [ANSC 4341](http://catalog.uconn.edu/ANSC/#4341); [MCB 2610](http://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](http://catalog.uconn.edu/ANSC/#4642); [MCB 2400](http://catalog.uconn.edu/MCB/#2400), [3010](http://catalog.uconn.edu/MCB/#3010), [3011](http://catalog.uconn.edu/MCB/#3011), [3201](http://catalog.uconn.edu/MCB/#3201), [3633](http://catalog.uconn.edu/MCB/#3633), [4211](http://catalog.uconn.edu/MCB/#4211); [PVS 2100](http://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](http://catalog.uconn.edu/AH/#3570), [3571](http://catalog.uconn.edu/AH/#3571), [3573](http://catalog.uconn.edu/AH/#3573), [3574](http://catalog.uconn.edu/AH/#3574); [PVS 4300](http://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](http://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

# Justification

1. Reasons for changing the major: Add more course options to the major.

2. Effects on students: none

3. Effects on other departments: none

4. Effects on regional campuses: none

5. Dates approved by

    Department Curriculum Committee: 11/8/16

    Department Faculty:

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

Sara Tremblay

860-486-5218

sara.tremblay@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.

## Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **ID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Environmental Sciences - B.S. Degree**

**A. Basic Science (Natural Sciences)**

1. \_\_\_\_\_BIOL 1107 (4) \_\_\_\_\_BIOL 1108 (4) or BIOL 1110 (4) *(May be taken in any order)*

2a. \_\_\_\_\_CHEM 1127Q (4) \_\_\_\_\_CHEM 1128Q (4)

2b. \_\_\_\_\_CHEM 1124Q (4) \_\_\_\_\_CHEM 1125Q (3) \_\_\_\_\_CHEM 1126Q (3)

3. \_\_\_\_\_MATH 1131Q (4) \_\_\_\_\_MATH 1132Q (4)

4a. \_\_\_\_\_PHYS 1401Q (4) \_\_\_\_\_PHYS 1402Q (4)

4b. \_\_\_\_\_PHYS 1201Q (4) \_\_\_\_\_PHYS 1202Q (4)

5. \_\_\_\_\_STAT 1000Q (4) or STAT 1100Q (4) or STAT 3025Q (3)

6. \_\_\_\_\_ NRE 1000 (3)

**\*It should be noted that: ARE1150, ECON 1200, or ECON 1201; GEOG 2300; GSCI 1050; MARN 1002 may be pre-requisites for several upper division course concentration options. It is recommended to review pre-requisites in the catalog for concentration courses you may be interested in registering for.**

**B. Sophomore Seminar**

\_\_\_\_\_ ENVS 2000 (3)

**C. Capstone**

\_\_\_\_\_NRE 4000W (3)

**D. Internship or Research Experience (1 - 6 credits)**

\_\_\_\_\_ (Credits approved by advisor)

**E. Area of Concentration: (Students choose 1 concentration)**

 **I. Sustainable Systems Concentration**

 **\*Courses can only be used to fulfill 1 requirement. The same course cannot be used to fulfill two**

 **knowledge competencies.**

(At least 2 courses from each of the following Knowledge Competency are required.)

 \_\_\_\_\_ Resource Management

 \_\_\_\_\_ Ecological Systems

 **(**At least 1 course from each of the following Knowledge Competency is required.)

\_\_\_\_\_ Built Systems

 \_\_\_\_\_ Governance & Policy

 \_\_\_\_\_ Ethics, Values, & Culture

 \_\_\_\_\_ Economics & Business

 II. **Global Change Concentration**

 **\*Courses can only be used to fulfill 1 requirement.**

(At least 2 courses from each of the following Knowledge Competency are required.)

 \_\_\_\_\_ Climate Change & Its Impacts

 \_\_\_\_\_ Land and Ocean Use & Its Impacts

 \_\_\_\_\_ Natural Science

(At least 1 course from each of the following Knowledge Competency is required.)

 \_\_\_\_\_ Methods

 \_\_\_\_\_ Governance & Policy

III. **Human Health Concentration**

 (Students must pass all of the following)

 \_\_\_\_\_ AH 3021

\_\_\_\_\_ AH 3175

\_\_\_\_\_ AH 3275

\_\_\_\_\_ ANSC 4341

\_\_\_\_\_ MCB 2610

 (Students must pass 2 of the following; totaling 6 or more credits)

 \_\_\_\_\_ MCB 2400; MCB 3011; MCB 3201; MCB 3633; MCB 4211; MCB 3010; ANSC 4642; PVS 2100

 \_\_\_\_\_

 (Students must pass 1 of the following)

 \_\_\_\_\_ AH 3570; AH 3571; AH 3573; AH 3574; PVS 4300

**F. Related Coursework 12 credits 2000-level and above**

**2017 – 80 MATH 5600 Add Course (guest: Vladimir Pozdnyakov)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-2989 |
| **Request Proposer** | Mostovyi |
| **Course Title** | Fundamentals of Financial Mathematics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > Return > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences |

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| --- |
| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Fundamentals of Financial Mathematics |
| **Course Number** | 5600 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Oleksii Mostovyi |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | olm15002 |
| **Initiator Email** | oleksii.mostovyi@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hours of lectures  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course will be taught in the Storrs-based program, Professional Master’s in Applied Financial Mathematics. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MATH 5600. Fundamentals of Financial Mathematics. The risk-neutral model for pricing and hedging derivative financial instruments will be presented within the context of binomial and trinomial models of the stock price process. |
| **Reason for the course action** | This course was specially designed for Master's in Applied Financial Mathematics program as "Investigation of Special Topics," right now after enhancing it appropriately, we want to include it as a core course |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To teach students fundamentals of financial mathematics and to prepare them for more advanced courses, such as MATH 5660: Advanced Financial Mathematics.  |
| **Describe course assessments** | Homework assignments and a final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [syllabusForApproval.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/77993) | syllabusForApproval.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Oleksii Mostovyi | 02/09/2017 - 17:44 | Submit |  | The purpose of the new course is to assign a proper catalog number and not continue to use the course as an Investigation of Special Topics course. |
| Mathematics | Jeffrey Connors | 02/10/2017 - 14:40 | Return |  | Oleksii, please add a course description after the course number and title in the first box under the "Course Details" tab. Try to keep it short; see the entries at gradcatalog.uconn.edu for examples. Also, once you have updated the form please email a copy (there is a button for this under the last tab) to xiaodong.yan@uconn.edu so the math grad committee has the option to look at it. Thanks.  |
| Return | Oleksii Mostovyi | 03/20/2017 - 11:45 | Resubmit |  | Added a short course description in the first box under the "Course Details" tab. |
| Return | Oleksii Mostovyi | 03/20/2017 - 11:45 | Resubmit |  | Added a short course description in the first box under the "Course Details" tab. |
| Return | Cheryl D Galli | 04/05/2017 - 17:54 | Resubmit |  | Attempting to resubmit for proposer |
| Mathematics | Jeffrey Connors | 04/06/2017 - 12:17 | Return |  | Please provide a Word or formatted-text version of the sample syllabus; it needs to get pasted into another document.  |
| Return | Oleksii Mostovyi | 04/06/2017 - 20:03 | Resubmit |  | Changed the format of the syllabus from pdf to docx. |
| Mathematics | Jeffrey Connors | 04/07/2017 - 11:55 | Approve |  | Approved by MATH.  |

 |

MATH 5800: Fundamentals of Financial Mathematics. Syllabus

Fall, 2017

Class Time: M 6:00 PM - 8:15 PM

Class Location: MONT 113

Instructor: Oleksii Mostovyi

Office:  MONT 436

Office Phone: 1(860)486-6322

E-mail:  oleksii.mostovyi@uconn.edu

Office hours: MW 1:00 PM - 2:30 PM

Required Text: Steven Shreve, *Stochastic Calculus for Finance I - The Binomial Asset Pricing Model*

**Context for the Course:** Required for the Professional Master’s degree in Applied Financial Mathematics; contains material relevant for SOA exam MFE.

 **Course description**: The risk neutral model for pricing and hedging derivative financial instruments is presented within the context of binomial and trinomial models of the stock price process.

**Course webpage:** The online course-management system HuskyCT will be used in this course.

**Homework:** To master the material and be prepared for the final exam you should expect to do most of the exercises in the assigned portions of the textbook as part of your study for each chapter. Many of these exercises develop important parts of the theory and its applications. Specific exercises will be assigned and they are fair game for the final exam.

**Tests/graded assignments:** There will be one exam and/or graded assignments given over the course of the semester, at about the level of difficulty of the text exercises and sometimes drawn directly from the text exercises.

**Grading:** Here is how your final grade will be composed:

Homework 61%

Final Exam 39%

**Important dates:** Monday, Sept. 12, Courses dropped after this date will have a “W” for withdrawal recorded on the academic record. Monday, Oct. 31, Last day to drop a course and last day to convert courses on Pass/Fail option to letter grade.

**Outline:** Below is the list of the topics that we are planning to cover.

1. The Binomial No-Arbitrage Pricing Model

2. Probability Theory on Coin Toss Space

3. State Prices

4. American Derivative Securities

5. Random Walk

6. Interest-Rate-Dependent Assets

7. Exotic Options

**2017 – 81 MATH 5621 Revise Course (guest: Vladimir Pozdnyakov)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3329 |
| **Request Proposer** | Pozdnyakov |
| **Course Title** | Financial Mathematics II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Financial Mathematics II |
| **Course Number** | 5621 |
| **Will this use an existing course number?** | No |

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| --- |
| **CONTACT INFO** |
| **Initiator Name** | Vladimir I Pozdnyakov |
| **Initiator Department** | Statistics |
| **Initiator NetId** | vlp02001 |
| **Initiator Email** | vladimir.pozdnyakov@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- |
| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | 4 h of lecture |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | MATH 5620 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- |
| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The Applied Financial Mathematics Program is a Storrs based program |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- |
| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | MATH 5621. Financial Mathematics II. The continuation of Math 5620, focusing on the mathematics of finance: measurement of financial risk and the opportunity cost of capital, the mathematics of capital budgeting and securities valuation, mathematical analysis of financial decisions and capital structure, and option pricing theory. Provides VEE credit in the Corporate Finance subject area for Society of Actuaries and Casualty Actuarial Society requirements. Not open to students who have passed MATH 3650. |
| **Provide proposed title and complete course catalog copy** | MATH 5650. Financial Mathematics II. Formerly offered as MATH 5621. The continuation of Math 5620, focusing on the mathematics of finance: measurement of financial risk and the opportunity cost of capital, the mathematics of capital budgeting and securities valuation, mathematical analysis of financial decisions and capital structure, and option pricing theory. Provides VEE credit in the Corporate Finance subject area for Society of Actuaries and Casualty Actuarial Society requirements. Not open to students who have passed MATH 3650. |
| **Reason for the course action** | The only change is the course number. We want to make numbering consistent with a similar undergraduate course: MATH 3650.  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | We strive to learn how to best allocate financial capital, measure the risk associated with a given allocation, and report the results accurately. The essential concepts of Corporate Finance are straightforward and somewhat intuitive. That is, there exists a quantitative framework for financial decision-making in the corporate world. Understanding and applying this framework, however, takes some getting used to, as it is often difficult to discern what kind of problem one is working. We strive to contextualize and frame finance problems carefully so that we may bring the full weight of quantitative techniques to bear.  |
| **Describe course assessments** | We have three hour-exams, a class project (analyzing actual corporate financial data) and a final exam. The text is used extensively to practice typical problems which emerge on our exams. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Math 5621 Syllabus Spring 2017.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/76480) | Math 5621 Syllabus Spring 2017.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Vladimir I Pozdnyakov | 03/20/2017 - 10:40 | Submit |  | The only change is the course number. We want to make numbering consistent with a similar undergraduate course: MATH 3650.  |
| Mathematics | Jeffrey Connors | 03/28/2017 - 14:14 | Approve |  | Approved by MATH. |

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| Math 5621Corporate Finance | Spring 2017University of Connecticut |
| Instructor: Edward Perry |

“Corporate Finance,” Berk/DeMarzo

**Timeline:**
Chapters 1 – 8
Exam I

Chapters 9 – 11
Exam II

Chapters 12 – 14
Exam III

Class Project

Chapters 15 – 18

If we have time, Chapters 20, 21 & 22

Final Exam

**Special Topics:**
If we have time, it is often very helpful to consider supplemental topics, such as having:
Guest Speaker
Other economic or financial topics related to corporate finance

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| **Test Schedule:** Exam I February 9, 2017Exam II March 2, 2017Exam III March 30, 2017Project Due April 18, 2017Final Exam 1st Week of May , 2017 | **Course Grading:**Exams 60% Project 10%Final Exam 30% |

**Contact:**
Edward Perry
Office: MONT 208
Phone: 860-486-8382
E-mail: edward.perry@uconn.edu
Office hours: Tuesday / Thursday 9 – 11am

**2017 – 82 MATH 5670 Add Course (guest: Vladimir Pozdnyakov)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3565 |
| **Request Proposer** | Do |
| **Course Title** | Financial Programming and Modeling |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Financial Programming and Modeling |
| **Course Number** | 5670 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Cuong M Do |
| **Initiator Department** | IT Enterprise Admin Systems |
| **Initiator NetId** | mcd04005 |
| **Initiator Email** | cuong.do@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Online lectures and practice sessions |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course is deigned for students in our programs. Students from other campuses can ask for permission numbers |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MATH 5670. Financial Programming and Modeling. Optimization; linear and non-linear programming; data mining and machine learning in a financial context.  |
| **Reason for the course action** | The course was designed for the Applied Financial Mathematics and Actuarial Science programs. In its current format the course was taught as MATH 5800 - 030, 031, 005 Investigation of Special Topics, Financial Programming and Modeling since Spring 2013. At this point it is a well-established course in the programs. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | In the course we seek to strengthen programming skills across several programming languages that are mostly used in the industry. Students understand optimization, data mining, and machine learning techniques, and apply them in modeling. |
| **Describe course assessments** | The course features a class project and programming and modeling assignments. The class project consists of developing a trading model using optimization, data mining, and machine learning techniques. Assignments are given weekly following closely the lecture materials. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [MATH-5670.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78903) | MATH-5670.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Cuong M Do | 04/17/2017 - 11:55 | Submit |  | The purpose of the new course is to assign a proper catalog number and not continue to use the course as an Investigation of Special Topics course |
| Mathematics | Jeffrey Connors | 04/19/2017 - 15:00 | Approve |  | Approved by MATH |

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**MATH 5670: Financial Programming and Modeling**

Instructor: Dr. Do

Office: MONT 130

Office hours: by appointment (maximum 30 minutes during lunch time)

Email: cuong.do@engineer.uconn.edu

**Description**

This class focuses on several key languages R, MATLAB, Python, and VBA for modeling. Students learn modeling techniques such as Monte-Carlo simulation, binomial and trinomial trees, Black-Scholes, finite difference methods for derivative pricing; constrained and unconstrained optimization; heuristic optimization; linear and non-linear programming; Wavelet and Fourier transforms; data envelopment analysis; data mining and machine learning techniques, and apply these in financial and insurance applications using available modeling packages. More specifically, students construct various applications across several programming languages, such as applications for credit scoring, investment efficiency, portfolio optimization, option pricing, etc.

The course uses external educational materials such as books, code, videos, and websites to support teaching, and accelerate student learning. Students are expected to spend significant amount of time to digest the assigned materials. This course does not assume previous knowledge of finance.

**Software**

R is downloadable from www.r-project.org. A Python distribution is available for download at continuum.io/downloads (containing 195 of the most popular Python packages for science, math, engineering, data analysis). MATLAB is free for UConn students at software.uconn.edu. VBA is available from Windows computers with MS Excel. Most of software are expected to be available for usage on UConn Skybox or the department virtual machine.

**Reference Books**

1. Simulation and Optimization in Finance: Modeling with MATLAB, @Risk, or VBA by Frank J. Fabozzi
2. Numerical Methods and Optimization in Finance by Manfred Gilli, Dietmar Maringer, Enrico Schumann
3. Financial Modeling, 3rd edition, Simon Benninga
4. Numerical Methods in Finance and Economics: A MATLAB-Based Introduction (Statistics in Practice) by Paolo Brandimarte
5. VBA for Modelers: Developing Decision Support Systems with Microsoft Office Excel, 4th edition, S. Christian Albright

**Teaching Materials**

Slides are provided by the instructor, posted at http://huskyct.uconn.edu.

**Schedule**

Classes are fully online. Lectures are pre-recorded and released weekly on HuskyCT, together with reading materials, handouts, and sample scripts. Students watch the videos from home and discuss the materials in groups. Questions are posted on discussion forums.

**Grading**

Students should not send their code asking for help but should ask specific questions instead. Team members have to contribute reasonably to the teamwork to receive credits. Your final grade will be based on the following distribution:

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| Group assignments | 70% |
| Trading competition | 20% |
| Participation | 10% |
|  | ------- |
|  | 100% |

Trading Competition is a class project on Trading Strategy. Students write Python code to implement their trading algorithms and run them on Quantopian framework. This is conditional on the availability of the framework during the course.

Assignment reports will be posted on the UConn Applied Financial Data Science website.

*Note: The instructor reserves the right to make changes to the syllabus as needed. If there is any change, you will be notified in class or by your UConn e-mail address*

**2017 – 83 MATH 5671 Add Course (guest: Vladimir Pozdnyakov)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3568 |
| **Request Proposer** | Do |
| **Course Title** | Financial Data Mining and Big Data Analytics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Financial Data Mining and Big Data Analytics |
| **Course Number** | 5671 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Cuong M Do |
| **Initiator Department** | IT Enterprise Admin Systems |
| **Initiator NetId** | mcd04005 |
| **Initiator Email** | cuong.do@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Online lectures and practice sessions |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MATH 5670 or programming skills. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The course is designed for students in our programs. Students from other campuses can ask for permission numbers |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MATH 5671. Financial Data Mining and Big Data Analytics. Data structures and algorithms; regression; classification; clustering; recommender systems; anomaly detection; Big Data tools; databases.  |
| **Reason for the course action** | The course was designed for the Applied Financial Mathematics and Actuarial Science programs. In its current format the course was taught as MATH 5800 - 031 Investigation of Special Topics, Financial Data Mining and Big Data since Fall 2013. At this point it is a well-established course in the programs. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | In the course students learn and practice hand-on data science skills across several programming languages that are mostly used in the industry. Students understand data structures and algorithms, and various data mining and machine learning algorithms, Big Data tools, and apply them in their project and assignments in financial and insurance contexts, using regular as well as large-sized data sets. |
| **Describe course assessments** | The course features a class project using Big Data technology, and machine learning and data mining assignments. Assignments are given weekly following closely the lecture materials. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MATH-5671.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78909) | MATH-5671.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Cuong M Do | 04/17/2017 - 21:35 | Submit |  | Approved by Vladimir |
| Mathematics | Jeffrey Connors | 04/19/2017 - 15:05 | Approve |  | Approved by MATH |

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**MATH 5671: Financial Data Mining and Big Data Analytics**

Instructor: Dr. Do

Office: MONT 130

Office hours: by appointment (maximum 30 minutes during lunch time)

Email: cuong.do@engineer.uconn.edu

**Description**

Financial industry specifically, and most of companies in general have been accumulating data for years and mine data to drive their financial decisions. Data are extremely large nowadays, and keep growing exponentially in the future, and become prohibitive to traditional machine learning and data mining methods.

Data structures and algorithms are overviewed. The course introduces standard machine learning and data mining algorithms with financial applications, and prepares students to work with large sized data sets. In the first part, students learn data pre-processing, standard machine learning and data mining algorithms to unlock values in financial data. Deep Learning and Natural Language Processing are introduced as well. Code is developed using MATLAB, R, and Python in the assignments. In the second part, relational database systems are introduced using MySQL. Students learn Big Data tools such as Map Reduce, Spark, Hive, and Pig, and develop machine learning models using MLlib library.

The course uses external educational materials such as books, code, videos, and websites to support teaching, and accelerate student learning. Students are expected to spend significant amount of time outside the classroom to digest the assigned materials.

**Prerequisites**

Students should take MATH 5670 first to have programming skills on R, MATLAB, and Python. Students can enroll MATH 5671 if they can program using one programming language, and persuade the instructor that they can study other languages quickly.

**Software**

Students are required to have at least **8 GB memory** to run a standalone VM.

Programming languages include Java, MATLAB, R, and Python.

Relational Database: SQL with MySQL

Big Data: Hadoop Map Reduce, Hive, Pig, Spark

*Note: Mahout is no longer used for Machine Learning. We use Cloudera distribution for Big Data tools, and School of Engineering HPC Cluster*

**Schedule**

Classes are organized in the online mode. Lectures and labs are pre-recorded and released weekly on HuskyCT, together with reading materials, handouts, and sample scripts. Students watch the videos from home and discuss the materials in groups. Questions are posted on discussion forums.

**Reference Books**

1. P.-N. Tan, M. Steinbach, V. Kumar, Introduction to Data Mining,

1. C. M. Bishop, Pattern Recognition and Machine Learning, Springer Science Business Media, LLC: 2006.
2. R. O. Duda, P. E. Hart, and D. G. Stork, Pattern classification 2nd, (Wiley Interscience: 2001).
3. S. Theodoridis, K. Koutroumbas, Pattern Recognition, 4th Edition
4. J. Han, M. Kamber, J. Pei, Data Mining: Concepts and Techniques
5. D. T. Larose, C. D. Larose, Discovering Knowledge in Data: An Introduction to Data Mining
6. G. Dougherty, Pattern Recognition and Classification an Introduction.
7. B. Kovalerchuk, E. Vityaev, Data Mining in Finance: Advances in Relational and Hybrid Methods (The Springer International Series in Engineering and Computer Science)
8. S. Chakrabarti, Data mining know it all

**Projects**

Students bring their own ideas to projects, or instructor assign projects. Some previous examples are as follows:

* Real-time Risk Management System
* Algorithmic trading system
* Job matching system
* Job recommendation system
* Lending Club loan approval classification
* Lending Club fund prediction

**Assignments**

Assignments are based on sample applications given to students with data from Yahoo! Finance API, financial statement from Yahoo! Finance, Google Finance API, Twitter API, etc., including

* Prediction for
	1. stock market indices
	2. stock return prediction
	3. bankruptcy
	4. business credit risk
	5. personal credit risk
* Associative rules mining for
	1. stock movements
* Clustering analysis for
	1. stock movements

Others using existing available datasets such as:

* Credit history, personal data, employment, etc.
* Credit card approvals
* Insurance policy purchases
* Customer loyalty
* Supermarket transactions

Third party platforms may be used in basic programming assignments.

Project reports will be posted on the UConn Applied Financial Data Science website.

**Teaching Materials**

Teaching materials (slides, instruction, code, and data) are posted on HuskyCT at http://huskyct.uconn.edu.

**Grading**

Your final grade will be based on the following distribution:

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| Class participation | 10% |
| Group assignments | 30% |
| Quizzes | 10% |
| Group project | 50% |
|  | ------- |
|  | 100% |

*Quizzes can be re-worked multiple times according to the instructor. A typical setting is 2 times is set for each quiz.*

*Note: The instructor reserves the right to make changes to the syllabus as needed.*

*If there is any change, you will be notified in class or by your UConn e-mail address*

**2017 – 84 ENGL 2605 Add Course (guest: Christopher Vials) (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 16-163 |
| **Request Proposer** | Fairbanks |
| **Course Title** | Capitalism, Literature, and Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > Return > English > Return > English > Return > English > Return > English > Return > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Capitalism, Literature, and Culture |
| **Course Number** | 2605 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | ENGLISH |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | christopher.vials@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Fairbanks |
| **Proposer First Name** | Albert |
| **Select a Person** | ahf02001 |
| **Proposer NetId** |  |
| **Proposer Phone** | +1 860 486 2376 |
| **Proposer Email** | albert.fairbanks@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture, discussion, and in-class activities devoted to writing/composition. |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010, 1011, or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | I'm not sure if we have English Department faculty willing to teach this course outside of Storrs, but I could be wrong. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | ENGL 2605: CAPITALISM, LITERATURE, AND CULTURE. Three Credits. Prerequisite: ENGL 1010, 1011, or 2011 How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms. |
| **Reason for the course action** | Currently, the English Department does not have any courses expressly devoted to the study of social class, political economy, or income inequality in their titles. These subjects which are crucial to the humanities and are of increasing interest to students. As such, it does not 'compete' for students with existing courses in the department. This course is designed to show the importance of literature and culture in studying a socio-economic, socio-political phenomenon such as capitalism, as well as the unique perspective one gleans from such sources (namely, a study of capitalism that foregrounds its dominant and oppositional narratives, values, ideologies, identities, lived experiences, and cultural practices). Using the term 'capitalism' rather than 'class' also helps to build an intersectional approach into the structure of the course, since categories such as race, class, gender are increasingly inseparable in contemporary cultural studies scholarship on political economy.  |
| **Specify effect on other departments and overlap with existing courses** | The content of this proposed course overlaps with that of the following existing courses in other departments, in the sense that it covers themes of social class, inequality, or alternatives to capitalism: HIST 3555 (Work and Workers in American Society), HRTS/SOCI 3421 (Class, Power, and Inequality), POLS 3618 (Politics of Inequality), POLS 3406 (Globalization and Political Change), and POLS 3072 (Political Protest and Ideology). Though it intersects with these existing courses, it does not duplicate their content, thus I believe it would complement them. The proposed ENGL 2605 does not have a specific national focus, thus it does not replicate HIST 3555. The courses in SOCI and POLS deploy primarily social science methods, whereas this proposed course concentrates on primarily on literature and cultural production.  |
| **Please provide a brief description of course goals and learning objectives** | The goals and learning objectives of the course are as follows: --to allow students to see literature and cultural production as valuable sites for examining political and economic systems --to provide students with a sense of the diversity of encounters with capitalist modernity, particularly along lines of class, race, gender, and nationality --to allow students to see the material forces that connect peoples across national and other geographic boundaries  |
| **Describe course assessments** | The specific forms of course assessment will vary from instructor to instructor, but, generally speaking, they will be comprised of written exams, essays, class participation, and smaller take-home writing assignments, much like other non-W English courses at the 2000-level or above. Course assessments for the "W" version are listed below. |
| **General Education Goals** | The course will help students 'become articulate' through writing assignments and oral participation. It will build 'intellectual breadth and versatility' by exposing them to major thinkers from a variety of political perspectives (e.g., John Steinbeck, Lorraine Hansberry, Ayn Rand). They will 'acquire awareness of their era and society' by studying literary engagement with the historical origins, differential experiences, and major controversies of the politico-economic system in which they live. The proposed course will also help them build moral sensitivity and a consciousness of human diversity by exposing them to different encounters with capitalist modernity across lines of class, race, gender, nation, and region, encounters often narrated as individual life stories. |
| **Content Area: Arts and Humanities** | This proposed course fits squarely into the goals for Content Area 1. It exposes students to political theories such as market liberalism and socialism, while also allowing them to study the historical implementation and social impact of these theories on distinct human societies. And since most of the texts will be in the form of cultural productions, students will ideally gain a greater appreciation of the power of artistic and cultural work as vital sites of knowledge for understanding the world and its relationship to their own daily lives. |
| **Skill Code W** | Revision is mandatory in this class. No students will pass this class without passing the writing component. Students will write at least fifteen pages; all of this writing will be revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Writing will be addressed as a process and there will be substantial supervision of student writing. Instructors will offer either oral or written feedback to guide students in making needed revisions. The structure of revision and supervision may vary, and may include in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Capitalism, Lit, and Culture, Feb 2017.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/71810) | Capitalism, Lit, and Culture, Feb 2017.docx | Syllabus |
| [W Capitalism, Lit, and Culture, Feb 2017.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/72905) | W Capitalism, Lit, and Culture, Feb 2017.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Christopher R Vials | 07/12/2016 - 09:33 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 09:50 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 09:56 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 09:57 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 09:59 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 10:10 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 10:13 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 10:51 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 10:55 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 10:59 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 11:01 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 11:11 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 11:14 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 11:25 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 11:56 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 12:10 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 12:20 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 12:23 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 12:24 | Draft |  |  |
| Start | Christopher R Vials | 07/12/2016 - 12:31 | Draft |  |  |
| Start | Christopher R Vials | 07/13/2016 - 10:07 | Submit |  |  |
| Start | Christopher R Vials | 07/13/2016 - 10:15 | Draft |  |  |
| Start | Christopher R Vials | 07/13/2016 - 14:15 | Draft |  |  |
| Start | Christopher R Vials | 07/13/2016 - 14:21 | Draft |  |  |
| Start | Christopher R Vials | 07/19/2016 - 08:46 | Draft |  |  |
| Start | Christopher R Vials | 07/19/2016 - 08:47 | Draft |  |  |
| Start | Christopher R Vials | 07/19/2016 - 08:53 | Draft |  |  |
| Start | Christopher R Vials | 07/20/2016 - 09:56 | Draft |  |  |
| Start | Christopher R Vials | 07/20/2016 - 11:19 | Draft |  |  |
| Start | Christopher R Vials | 07/20/2016 - 14:26 | Submit |  | According to a number of recent national polls, more U.S. ‘millennials’ identify with socialism than capitalism. Yet here at UConn, they have very few spaces in our curriculum to reflect on what these terms mean. The idea of the course is to give them a way to explore their engagement with these terms, and to do so with very different tools than that offered by the discipline of economics. |
| Start | Christopher R Vials | 07/20/2016 - 14:31 | Submit |  | See comments below |
| English | Albert H Fairbanks | 08/23/2016 - 09:58 | Return |  | This course has not yet been considered by the ENGL C&C. I believe it is also CLAS policy that CA 1 courses count for only one of its gen ed areas. |
| Return | Christopher R Vials | 09/28/2016 - 13:45 | Resubmit |  | Revision following meeting with English C&C |
| English | Albert H Fairbanks | 10/03/2016 - 05:15 | Return |  | This proposal will now be resubmitted to the ENGL C&C, then, if they approve, circulated to POLS, ECON, and SOCI in order to identify any concerns about overlap with their disciplines. It also needs departmental approval before submitting it to the English Dept. for approval. |
| Return | Christopher R Vials | 10/13/2016 - 12:53 | Resubmit |  | Changed "is this course repeatable for credit" to "no." |
| English | Albert H Fairbanks | 02/16/2017 - 11:44 | Return |  | I'm returning it so Chris can make the changes he wished to make but was blocked from re-entering the CAR. |
| Return | Christopher R Vials | 02/16/2017 - 11:49 | Resubmit |  | Main changes include: (a) removing an earlier request that the course fulfill a Gen Ed Content Area 4 requirement; (b) adding a "W" version of the course; (c) a syllabus with a new course description; (d) catalog copy streamlined to a single sentence |
| English | Albert H Fairbanks | 02/16/2017 - 12:49 | Return |  | Returned so Chris can make changes he requested. |
| Return | Christopher R Vials | 02/16/2017 - 15:25 | Resubmit |  | Changes listed on the last return already made. |
| English | Albert H Fairbanks | 02/23/2017 - 12:49 | Return |  | Returning to Chris to add W syllabus and make other changes to CARalb |
| Return | Christopher R Vials | 02/26/2017 - 12:59 | Resubmit |  | W version of syllabus added. Catalog copy revised, and material under "Course Details" amended. |
| English | Albert H Fairbanks | 04/19/2017 - 17:09 | Approve | ‎2‎/‎22‎/‎2017 | Approved by English Department 4/18/17. Course was revised after objections by ECON and SOCI; approved by ATHR after revisions.  |

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*Please note: This syllabus is a revision of a freshman Honor’s course (ENGL 2011) which I taught in the spring 2014 and spring 2015, under the title “Class and U.S. Culture.”*

**ENGL 2605: Capitalism, Literature, and Culture**

Professor: Chris Vials

Office Hours: Tues & Thurs, 10-11am

Office: AUST 118

Email: christopher.vials@uconn.edu

Office Phone: 486-9033

**Course Description**

In this class, we will explore how writers and artists have imagined capitalism and its alternatives, primarily in the twentieth century. Most of our readings will be in the form of novels, autobiographies, and reportage, but we will periodically supplement these sources with writings of political philosophy, theory, and history. We will use these sources to ask: what is capitalism, how has it been experienced at distinct moments in the twentieth century, and what have been its human impacts across different groups, particularly along the lines of race and gender? How do writers and artists try to render the experience of capitalist development through individual characters and plotlines, and in what ways do their works construct narratives, ideologies, and cultural values that intervene in the history of politico-economic systems? Many of our discussions will take the United States as an example, but we will not limit ourselves to this country. One of our themes will be the ability – and limits – of literature and cultural work to address big picture historical questions surrounding political economy and development.

**Required Texts**

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

John Steinbeck, *Grapes of Wrath*

Lorraine Hansberry, *Raisin in the Sun*

Ayn Rand, *Anthem*

Mohsin Hamid, *How to Get Filthy Rich in Rising Asia*

Arundhati Roy, *Walking with the Comrades*

Readings on HUSKY CT

**Grading**

Early Mini-Paper 15%

Mid-Term Exam (Take-Home) 20%

Final Exam 20%

Final Paper 25%

Participation 20%

**ASSIGNMENTS AND COURSE POLICIES**

**Assignments**

Your grade is this course will be based on a combination of your performance on exams and written papers, as well as your participation in class discussions. The early “mini-paper” will ask you to show your grasp of the concept of either “the division of labor” or “primitive accumulation.” Detailed instructions for the other assignments are forthcoming.

**Participation, Absence Policy, and Electronic Devices**

You will also be evaluated on your participation. Your participation grade is based on 3 main things: (a) your contributions to the class discussions, particularly contributions which show you’ve done the reading, (b) attendance, and (c) your satisfactory completion of any in-class writing assignments.

It goes without saying here that for a good participation grade, you will need to read the material for each and every class and arrive alert, ready to discuss it in detail. This also means that you need to regularly attend. Every absence over 4 will negatively impact your participation grade. **Seven absences or more will result in an automatic “F” for participation.** Finally, I consider any distracting behavior such as texting in class as *negative* participation, and as such, it will lower your grade in this category. I also do not allow electronic devices into the classroom. Please refrain from using laptops and I-phones in English 2011.

**Paper Submission Guidelines**

All papers need to be submitted in Times New Roman 12 point font (or its equivalent), double-spaced, and with 1 inch margins. Papers and exams also need to be submitted *in class* (not electronically) on the day they are due. If your paper is one class period late, I will deduct your grade by ½ letter, but will still accept it. If it is more than one class meeting late, I will not accept it.

**Plagiarism Policy**

According to the University of Connecticut, Student Code, Section VI:

“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”

You are responsible for familiarizing yourself with the University’s academic honesty policies. If you are caught plagiarizing an assignment, I will give you an automatic “F” for that assignment and also file a report with the University documenting the incident. For a second offense, I will automatically fail you for the course.

**Daily Syllabus**

1/21 Tu Introductions

**Defining Capitalism at its Origins**

1/23 Th Marx, “The So-Called Primitive Accumulation,” pp. 873-904, 914-926, 931-940

 In-class: definition of capitalism

1/28 Tu John Locke, *Second Treatise of Government* (excerpts)

**Slavery as Historical Foundation of Capitalism**

1/30 Th Equiano, *Interesting Narrative*

In-class: Why slavery? Capitalism, the Atlantic world, and the Origins of Race

2/4 Tu **Due: Early Mini-Paper**

Equiano, *Interesting Narrative*

Optional reading: Eric Williams, *Capitalism and Slavery* (excerpt)

2/6 Th Equiano, *Interesting Narrative*

**Dispossession from the Land, Accumulation, and Modernity**

2/11 Tu Steinbeck, *Grapes of Wrath,* pp. 1-89

2/13 Th Steinbeck, *Grapes of Wrath*, pp. 90-182 (Chaps 10-mid 16)

 In-class: Photography of the Farm Security Administration

2/18 Tu Steinbeck, *Grapes of Wrath*, pp. 183-281 (Chaps 16-20)

 In-class: Steinbeck in the context of the Popular Front

2/20 Th Steinbeck, *Grapes of Wrath*, pp. 282-349 (21-26)

 In-class: dispossession as ongoing phenomenon

2/25 Tu Steinbeck, *Grapes of Wrath*, pp. 350-end (Chaps 27-end)

 In-class: what is socialism?

**Industrialization, Urbanization, and Gendered Labor**

2/27 Th Popular Front short stories:Lerner, “Iron Throat,” Wright, “One-Room Kitchenette,” Conroy, “Rubber Heels” +“Bull Market”

3/4 Tu Mies, *Patriarchy and Capitalism* (excerpt); Olsen, “I Stand Here Ironing”

3/6 Th Chang, *Factory Girls: From Village to City in Changing China* (excerpts)

**Case Study: The Consumers’ Republic in the United States: Postwar Reforms and Unfinished Struggles, 1945-1970s**

3/11 Tu **Due: Take-Home Mid-Term**

Cleaver, “Keynesianism” + Cohen, *Consumers’ Republic* (excerpt)

 In-class: Keynesianism and its Impact

3/13 Th In-class: 1950s short films + discussion

3/18 & 3/20 Spring Break

3/25 Tu Hansberry, *Raisin in the Sun*

In-class: civil rights and the Consumers’ Republic

3/27 Th Hansberry, *Raisin in the Sun*

4/1 Tu Late 1960s Manifestoes/Reportage: Cleaver, “The Ideology of the Black Panther Party,”

Trescott, “Gay Power Comes to Union Square,” National Organization for Women, “NOW Bill of Rights,” Valdez, “Tale of La Raza,” Uyematsu, “Yellow Power,” Hamill, “George Wallace”

**Neoliberalism: Capitalism since the 1980s**

4/3 Th Hayek, *Constitution of Liberty* (excerpt)

 Harvey, *Introduction to Neoliberalism* (excerpt)

4/8 Tu Rand, *Anthem*

4/10 Th De-Industrialization of the Global North: In class: *Roger and Me* (film)

4/15 Tu Alexander, *The New Jim Crow* (excerpts)

4/17 Th Hamid, *How to Get Filthy Rich in Rising Asia*

4/22 Tu Hamid, *How to Get Filthy Rich in Rising Asia*

4/24 Th Roy, *Walking with the Comrades*

4/29 Tu Roy, *Walking with the Comrades*

In-class: Revolution and the 21st Century

**Conclusions**

5/1 Th Espada, “Imagine the Angels of Bread”

 In-class: Conclusions

*Final Paper will be due on May 8th and will be turned in to the instructors’ mailbox. Final Exam will be completed in-class during Exam week.*

*Please note: This syllabus is a revision of a freshman Honor’s course (ENGL 2011) which I taught in the spring 2014 and spring 2015, under the title “Class and U.S. Culture.”*

**ENGL 2605W: Capitalism, Literature, and Culture**

Professor: Chris Vials

Office Hours: Tues & Thurs, 10-11am

Office: AUST 118

Email: christopher.vials@uconn.edu

Office Phone: 486-9033

**Course Description**

In this class, we will explore how writers and artists have imagined capitalism and its alternatives, primarily in the twentieth century. Most of our readings will be in the form of novels, autobiographies, and reportage, but we will periodically supplement these sources with writings of political philosophy, theory, and history. We will use these sources to ask: what is capitalism, how has it been experienced at distinct moments in the twentieth century, and what have been its human impacts across different groups, particularly along the lines of race and gender? How do writers and artists try to render the experience of capitalist development through individual characters and plotlines, and in what ways do their works construct narratives, ideologies, and cultural values that intervene in the history of politico-economic systems? Many of our discussions will take the United States as an example, but we will not limit ourselves to this country. One of our themes will be the ability – and limits – of literature and cultural work to address big picture historical questions surrounding political economy and development.

As this is also a W course, we will devote class time to discussing the mechanics of advanced academic writing. As you cover literary authors and other writers in your own essays for the class, you will be asked to reflect on the ways in which public writing, in itself, intervenes in the process of political and economic development and becomes an act that helps to shape history.

**Required Texts**

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

John Steinbeck, *Grapes of Wrath*

Lorraine Hansberry, *Raisin in the Sun*

Ayn Rand, *Anthem*

Mohsin Hamid, *How to Get Filthy Rich in Rising Asia*

Arundhati Roy, *Walking with the Comrades*

Readings on HUSKY CT

**Grading**

Early Mini-Paper 15%

Mid-Term Exam (Take-Home) 20%

Final Exam 20%

Final Paper 25%

Participation 20%

**ASSIGNMENTS AND COURSE POLICIES**

**Assignments**

ENGL 2605W is designed to give you extensive practice in academic writing. All of your major assignments will be written essays, since you must pass the W component in order to pass the course.

Most of our class meetings will be devoted to discussing the content of the course, though we will periodically devote class time to the mechanics of advanced academic writing: incorporating secondary sources, structuring a research paper, building up to a thesis, etc. To this end, you will be asked to complete three papers, each longer than the last: 4 pages for Paper One, 6 pages for Paper Two, and 8 pages for Paper Three. For each of these papers, you will be required to turn in a rough draft. The final two papers will require outside research to supplement your analysis of texts we’ve read in class. Details on all of these assignments will follow.

**Conference Requirement.** In early to mid-April, you will be required to meet with me in my office for an out-of-class conference to discuss your ideas for your final research paper, where I can hopefully give guidance on its structure before you turn in your first draft.

**Participation and Absence Policy**

You will also be evaluated on your participation. Your participation grade is based on 3 main things: (a) your contributions to the class discussions, particularly contributions which show you’ve done the reading, (b) attendance, and (c) your satisfactory completion of any in-class writing assignments.

It goes without saying here that for a good participation grade, you will need to read the material for each and every class and arrive alert, ready to discuss it in detail. This also means that you need to regularly attend. Every absence over 4 will negatively impact your participation grade. **Seven absences or more will result in an automatic “F” for participation.**

**Paper Submission Guidelines**

All papers need to be submitted in Times New Roman 12 point font (or its equivalent), double-spaced, and with 1 inch margins. Papers and exams also need to be submitted *in class* (not electronically) on the day they are due. If your paper is one class period late, I will deduct your grade by ½ letter, but will still accept it. If it is more than one class meeting late, I will not accept it.

**Plagiarism Policy**

According to the University of Connecticut, Student Code, Section VI:

“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”

You are responsible for familiarizing yourself with the University’s academic honesty policies. If you are caught plagiarizing an assignment, I will give you an automatic “F” for that assignment and also file a report with the University documenting the incident. For a second offense, I will automatically fail you for the course.

**Daily Syllabus**

1/21 Tu Introductions

**Defining Capitalism at its Origins**

1/23 Th Marx, “The So-Called Primitive Accumulation,” pp. 873-904, 914-926, 931-940

 In-class: definition of capitalism

1/28 Tu John Locke, *Second Treatise of Government* (excerpts)

**Slavery as Historical Foundation of Capitalism**

1/30 Th Equiano, *Interesting Narrative*

In-class: Why slavery? Capitalism, the Atlantic world, and the Origins of Race

2/4 Tu Equiano, *Interesting Narrative*

Optional reading: Eric Williams, *Capitalism and Slavery* (excerpt)

2/6 Th Equiano, *Interesting Narrative*

**Dispossession from the Land, Accumulation, and Modernity**

2/11 Tu **Due: Draft of Paper One**

Steinbeck, *Grapes of Wrath,* pp. 1-89

2/13 Th Steinbeck, *Grapes of Wrath*, pp. 90-182 (Chaps 10-mid 16)

 In-class: Photography of the Farm Security Administration

2/18 Tu Steinbeck, *Grapes of Wrath*, pp. 183-281 (Chaps 16-20)

 In-class: Steinbeck in the context of the Popular Front

2/20 Th Steinbeck, *Grapes of Wrath*, pp. 282-349 (21-26)

 In-class: dispossession as ongoing phenomenon

2/25 Tu **Due: Final Version of Paper One**

Steinbeck, *Grapes of Wrath*, pp. 350-end (Chaps 27-end)

 In-class: what is socialism?

**Industrialization, Urbanization, and Gendered Labor**

2/27 Th Popular Front short stories:Lerner, “Iron Throat,” Wright, “One-Room Kitchenette,” Conroy, “Rubber Heels” +“Bull Market”

3/4 Tu Mies, *Patriarchy and Capitalism* (excerpt); Olsen, “I Stand Here Ironing”

3/6 Th Chang, *Factory Girls: From Village to City in Changing China* (excerpts)

**Case Study: The Consumers’ Republic in the United States: Postwar Reforms and Unfinished Struggles, 1945-1970s**

3/11 Tu **Due: Draft of Paper Two**

Cleaver, “Keynesianism” + Cohen, *Consumers’ Republic* (excerpt)

 In-class: Keynesianism and its Impact

3/13 Th In-class: 1950s short films + discussion

3/18 & 3/20 Spring Break

3/25 Tu **Due: Final Version of Paper Two**

Hansberry, *Raisin in the Sun*

In-class: civil rights and the Consumers’ Republic

3/27 Th Hansberry, *Raisin in the Sun*

4/1 Tu Late 1960s Manifestoes/Reportage: Cleaver, “The Ideology of the Black Panther Party,”

Trescott, “Gay Power Comes to Union Square,” National Organization for Women, “NOW Bill of Rights,” Valdez, “Tale of La Raza,” Uyematsu, “Yellow Power,” Hamill, “George Wallace”

**Neoliberalism: Capitalism since the 1980s**

4/3 Th Hayek, *Constitution of Liberty* (excerpt)

 Harvey, *Introduction to Neoliberalism* (excerpt)

4/8 Tu Rand, *Anthem*

4/10 Th De-Industrialization of the Global North: In class: *Roger and Me* (film)

4/15 Tu Alexander, *The New Jim Crow* (excerpts)

4/17 Th Hamid, *How to Get Filthy Rich in Rising Asia*

4/22 Tu Hamid, *How to Get Filthy Rich in Rising Asia*

4/24 Th **Due: Rough Draft of Paper Three**

Roy, *Walking with the Comrades*

4/29 Tu Roy, *Walking with the Comrades*

In-class: Revolution and the 21st Century

**Conclusions**

5/1 Th Espada, “Imagine the Angels of Bread”

 In-class: Conclusions

***Final Paper will be due on May 8th and will be turned in to the instructors’ mailbox****.*

**2017 – 85 ECON BS New Degree (guest: Dick Langlois)**



**Proposal to Create a Major**

Last revised: September 24, 2013

1. Date: 9 October 2015

2. Department or Program: ECON

3. Title of Major: Bachelor of Science in Economics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#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.)

# Catalog Description of Major

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits.

A student majoring in economics should acquire a thorough grounding in basic principles and methods of analysis, plus a working competence in several of the specialized and applied fields. Examples of such fields are industrial organization, law and economics, money and banking, international trade and finance, public finance, labor economics, health economics, urban and regional economics, and economic development. The major in economics can lead to either a Bachelor of Arts or a Bachelor of Science degree.

Coursework in economics serves a wide variety of vocational objectives. An economics major (supplemented by rigorous mathematics and statistics courses) is excellent preparation for graduate work in economics, which qualifies a person for academic, business, or government employment. Majors and others with strong economics training are attractive prospects for business firms and government agencies, and for professional graduate study in business or public policy. An economics background is especially desirable for the study and practice of law. The economics BS is recommended for students interested in professions that call for quantitative skills. The BS is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

For an economics major that leads to a Bachelor of Arts degree students must earn twenty-four credits in courses at the 2000-level or above, including two intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q), plus at least nine credits in either quantitative skills courses (ECON 2301- 2328) and/or courses at the 3000-level or above. No more than 6 credits in ECON 2499 and/or 3499 may be counted toward the required 24 credits in economics courses at the 2000-level or above. ECON 2481 does not count toward fulfilling the major requirements

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

For an economics major that leads to a Bachelor of Science degree, students must take STAT 1000Q or 1100Q (STAT 1100Q is recommended over STAT 1000Q) and one of the following MATH sequences: MATH 1125Q, 1126Q, and 1132Q; MATH 1131Q (or 1151Q) and 1132Q (or 1152Q); or MATH 2141Q and 2142Q. In addition, BS majors must also take one of the following: MATH 2110Q or MATH 2130Q or MATH 2210Q or MATH 2410Q or MATH 2420Q. Students may substitute more advanced MATH and STAT courses with consent of the advisor.

To fulfill their General Education Content Area Three in Science and Technology, B.S. students must take one of the following science sequences in Biology, Chemistry, Physics, or Psychological Sciences:

* Biology: BIOL 1107 and either BIOL 1108 or BIOL 1110.
* Chemistry: CHEM 1124Q, 1125Q, 1126Q; or CHEM 1127Q, 1128Q; or CHEM 1137Q, 1138Q; or CHEM 1147Q, 1148Q.
* Physics: PHYS 1201Q, 1202Q; or PHYS 1401Q, 1402Q; or PHYS 1501Q, 1502Q; or PHYS 1601Q, 1602Q.
* Psychological Sciences: PSYC 1100 and either PSYC 1101 or 1103 and either PSYC 2100Q or one 4-credit laboratory course from Content Area Three

B.S. majors must also earn twenty-nine credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); at least six credits in one of the modeling and methods courses (ECON 2301, ECON 2326, ECON 2327, ECON 3208, ECON 2312, ECON 3313, ECON 4206); plus at least nine additional credits in ECON courses at the 2000-level or higher. B.S. majors may not count ECON 2201, 2202, or 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. Students may substitute equivalent graduate-level courses with consent of the advisor.

B.S. majors are also required to pass twelve credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count towards a minor in a field related to economics.

For both the B.A. and B.S., the intermediate theory courses (ECON 2201 or 2211Q and ECON 2202 or 2212Q) should be taken early in the student’s major program. ECON 2311 is a recommended course for the B.A. The department has special requirements for economic majors in the University Honors Program and for majors who qualify for the department’s Economics Scholars and Quantitative Certificate Programs.

Economics majors satisfy the computer technology competency by passing either STAT 1000Q or 1100Q in addition to meeting the University-wide computer entrance expectations. Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

# Justification

1. Identify the core concepts and questions considered integral to the discipline:

This proposal would add a Bachelor of Science major in Economics. It uses the same central concepts as the BA (notably including supply-and-demand analysis) and addresses the same central questions (how are resources allocated in a decentralized way in a wide variety of market and non-market settings?). The BS major is substantially more quantitative in coverage, and adds important techniques in theory (such as maximization subject to constraint using calculus) and in the statistical analysis of data (notably regression analysis). There is a significant demand for such a major from Honors students; from students who are interested in mathematics or statistics (often double majoring or minoring); from students who are thinking about graduate work in economics, public policy, or related fields; and from students seeking a stronger credential in the job market.

1. Explain how the courses required for the Major cover the core concepts identified in the previous question:

The BS major differs from the BA in several respects

* It requires students to complete the same MATH sequence requirements as the standard BS core.
* It requires more quantitative intermediate (core) theory courses newly created for the major (ECON 2211Q and 2212Q).
* It requires a two-course sequence in econometrics, which is the statistical analysis of data (ECON 2311 and 2312).
* It requires students to take one of a menu of “modeling and methods” courses that include things like game theory, operations research, and mechanism design.
* It requires students to complete a 2000-level MATH course in multivariable calculus or applied linear algebra or differential equations.
* It requires a course sequence in science and technology.
* It requires a total of 29 credits instead of the 24 required for the BA.

We believe that this new BS attains the same level of rigor and depth as other CLAS BS degrees, provides the necessary breadth appropriate to the field, and achieves sufficient diversity in courses covering theory, experimental methods and quantitative analysis. Moreover, the structure of the proposed BS is very much in keeping with the standard for BS programs around the country and at our peer and aspirant peer institutions.

3. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty:

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

Richard Langlois (860) 486-3472 richard.langlois@uconn.edu

# Plan of Study

Attach a "Major Plan of Study" to your email submission as a separate document. This form will be used to allow students to check off relevant coursework. It should include the following information at the bottom of the form:

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the (B.A. or B.S.) Major in <insert name>

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept. of <insert name>

               Major Advisor

\_\_\_\_\_\_\_\_\_
course/credits/grade

**Department of Economics
Bachelor of Science Plan of Study**
❑Preliminary ❑Final

Bachelor of Science: Students in the B.S Program are required to take a minimum of 29 credits in Economics chosen from the following groups of courses:

**Group I (14 credits) All of the following:**❑ECON 2211Q (Quantitative Intermediate Microeconomics) 4 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
❑ECON 2212Q (Quantitative Intermediate Macroeconomics) 4 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
❑ECON 2311 (Empirical Methods in Economics I) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

❑ECON 2312 (Empirical Methods in Economics II) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

**Group II (6 credits) At least two of the following:**

❑ECON 2301 (Mathematical Economics) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
❑ECON 2326 (Operations Research) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
❑ECON 2327 (Information Technology for Economics) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
❑ECON 3208 (Game Theory) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

❑ECON 3313 (Elementary Economic Forecasting) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

❑ECON 4206 (Mechanism Design) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

**Group III (9 credits):**Nine credits of ECON courses at the 2000-level or higher. Economics 2201 and 2202 DO NOT fulfill this requirement. Not more than 6 credits in ECON 2499 or 3499 may be counted toward this requirement. ECON 2481 does not count toward fulfilling the major requirements.

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_
course/credits/grade course/credits/grade course/credits/grade course/credits/grade

**Related Courses:** Economics B.S. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics.

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**STAT Courses:** STAT 1000Q **OR** STAT 1100Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MATH Courses:** Economics B.S. majors must fulfill the B.S. Mathematics requirement of the College of Liberal Arts and Sciences: **ONE** of the following MATH sequences:

❑MATH 1125Q, 1126Q, and 1132Q
❑MATH 1131Q (or 1151Q) and 1132Q (or 1152Q)
❑MATH 2141Q and 2142Q

In addition, B.S. majors in Economics must take one of: ❑ MATH 2110Q or ❑ MATH 2130Q or ❑ MATH 2210Q or ❑ MATH 2410Q or ❑ MATH 2420Q.

Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

**COLLEGE OF LIBERAL ARTS & SCIENCES – B.S – GENERAL EDUCATION REQUIREMENTS**

In PeopleSoft, the Student Administration System, under Academics, you will find “View Your Advisement Requirements Report”. This form can be completely filled in from that report. Please note that in each Content Area, you must have courses from two different departments. For a list of eligible courses, please see <http://www.services.clas.uconn.edu/gened.html>
.

**Second Language:** Check completion of A, B, or C.
A. □3 years high school level
B. □2 years high school level PLUS the 2nd year (Intermediate) UConn level
C. □1st year (Elementary) AND 2nd year (Intermediate) UConn levels

**Writing:**
>English 1010 or 1011 or 91002 and 91003 (transferred)
>A total of 2 “W” courses, one of which must be in the major at the 2000-level

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
English Major 2000-level W 2nd W course

**Quantitative:** 3 “Q” courses, this requirement is met automatically by the completion of STAT 1000Q OR STAT 1100Q and any one of the required MATH sequences, see major requirements.

**Content Area One – Arts & Humanities:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>Four courses from four different subject areas with at least one from each category:

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_
Area A Area B Area C Area D

**Content Area Two – Social Sciences:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>Two courses from two different subject areas 1st course 2nd course

**Content Area Three – Science & Technology:** Select **ONE** of the following science sequences:

❑ **Biology**: BIOL 1107 **and** either BIOL 1108 or BIOL 1110.

❑ **Chemistry**: CHEM 1124Q, 1125Q, 1126Q; **or** CHEM 1127Q, 1128Q; **or** CHEM 1137Q, 1138Q; **or** CHEM 1147Q, 1148Q.

❑ **Physics:** PHYS 1201Q, 1202Q; **or** PHYS 1401Q, 1402Q; **or** PHYS 1501Q, 1502Q; **or** PHYS 1601Q, 1602Q.

❑ **Psychological Sciences**: PSYC 1100 **and** either PSYC 1101 or 1103 **and** either PSYC 2100Q or one 4-credit laboratory course from Content Area Three (Laboratory course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ )

**Content Area Four – Diversity and Multiculturalism:** NOTE: One course can also be used to fulfill another course in Content Areas One, Two or Three. >Two courses from two different subject areas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
>One course must cover an international field of study International 2nd course

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the B.S. Major in Economics

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department of Economics

               Major Advisor

Report of BS Subcommittee to CLAS C&C

1-March 2017

Members:

Heidi Dierssen, MARN, chair

Jeffrey Connors, MATH

Nicholas Leadbeater, CHEM

Eldridge Adams, BIOL

Robert Henning, PSYC

Vernon Cormier, PHYS

Stephen Stifano, COMM

The B.S. Subcommittee met to consider the proposal from the Economics Dept. to offer a new BS in Economics. To be acceptable, we are recommending the following changes to the proposed B.S. in Economics.

1) As listed in the justification for the proposal, we feel that students should take a sequence in empirical methods in Economics and that both ECON 2311 and 2312 be required for the major.

❑ECON 2311 (Empirical Methods in Economics I) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_

❑ECON 2312 (Empirical Methods in Economics II) 3 credits (grade) \_\_\_\_\_\_\_\_\_\_\_
The Group 1 and Group II required credits in the Plan of Study (POS) and description of the major must be revised to reflect this change (14 credits in Group 1; and 6 credits in Group II).

2) Math Sequence. The first sequence no longer exists and should be removed.

**~~❑MATH 1120Q, 1121Q, and either 1122Q or 1132Q~~**

3) Science sequence. The proposed requirements were acceptable with the following modifications:

The Biology sequence should be listed as follows:

❑ **Biology**::BIOL 1107 **and** either BIOL 1108 or BIOL 1110.

The original Psychology sequence did not include a 4-credit Content Area 3 Laboratory course and must be amended to include one. We recommend the following:

❑ **Psychological Sciences**: PSYC 1100 **and** either PSYC 1101 or 1103 **and** either PSYC 2100Q or one 4-credit laboratory course from Content Area Three (Laboratory course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ )

PYC 1100 was inaccurately listed as PSYC 1110 on the original POS. Note that PSYC 1101 or 1103 can also fulfill a Social Sciences Gen Ed course and the committee felt it ok for students to double dip if they desired. Also, PSYC 2100Q will likely only be available as a summer course for these students due to limited availability for non-majors at Storrs and BS advisors should advise students accordingly. As a 2000-level course, it can also count towards a Related Area course. This 3-course sequence could also work towards a PSYC minor with additional 2000-level and above PSYC courses taken to fulfill the Related Area courses.

The science requirements for the BS should be moved in the POS to replace the Content Area Three wording that is not correct as listed.

4. Content Area One. Arts & Humanities. Modify on POS to be current with BS requirements.

>Four courses from four different subject areas with at least one from each category:

A:\_\_\_\_\_\_\_\_\_\_\_\_\_ B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ C:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Update introduction to the major to reflect the changes made to the BS as listed in the revised POS. A proposed revision to the wording of the major is included from the committee.

6. Modify the course transmittal form to be consistent with the requirements both in the justification and the wording of the major. The justification should no longer refer to the old Plan B BS language. Suggested language is included from the committee.

If the Economics Department votes to accept these course changes and revises the proposal and forms accordingly, the Subcommittee unanimously voted to approve the proposal and present the revised proposal to the CLAS C&C committee for a vote.

**2017 – 86 SOCI Major Change**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: March 31, 2017

2. Department or Program: Sociology

3. Title of Major: Sociology

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2018

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Change in major requirements

# Existing Catalog Description of Major

**Sociology**

* [Home](http://catalog.uconn.edu/)
* [College of Liberal Arts and Sciences](http://catalog.uconn.edu/college-of-liberal-arts-and-sciences/)
* Sociology

[Course descriptions](http://catalog.uconn.edu/soci/)

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today’s questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), [3251](http://catalog.uconn.edu/SOCI/#3251). (Note: Students must take [SOCI 1001](http://catalog.uconn.edu/SOCI/#1001), [1251](http://catalog.uconn.edu/SOCI/#1251), [1501](http://catalog.uconn.edu/SOCI/#1501), or [1701](http://catalog.uconn.edu/SOCI/#1701) prior to taking [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), and [3251](http://catalog.uconn.edu/SOCI/#3251).)

Passing [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201) satisfies the information literacy competency, and passing [SOCI 3211Q](http://catalog.uconn.edu/SOCI/#3211Q) satisfies the computer technology competency. The writing in the major requirement can be satisfied by passing any 2000 or 3000-level W course in Sociology.

At least one course must be taken from the following group: Inequality, Diversity, and Change ([SOCI 2827](http://catalog.uconn.edu/SOCI/#2827), [3221](http://catalog.uconn.edu/SOCI/#3221), [3222](http://catalog.uconn.edu/SOCI/#3222), [3421](http://catalog.uconn.edu/SOCI/#3421), [3429](http://catalog.uconn.edu/SOCI/#3429), [3501](http://catalog.uconn.edu/SOCI/#3501), [3503](http://catalog.uconn.edu/SOCI/#3503), [3505](http://catalog.uconn.edu/SOCI/#3505), [3601](http://catalog.uconn.edu/SOCI/#3601), [3621](http://catalog.uconn.edu/SOCI/#3621), [3701](http://catalog.uconn.edu/SOCI/#3701), [3801](http://catalog.uconn.edu/SOCI/#3801), [3821](http://catalog.uconn.edu/SOCI/#3821), or [3825](http://catalog.uconn.edu/SOCI/#3825))

Twelve additional credits (usually four courses) must be taken from any 2000-level or above courses offered by the department, including those listed above. (Note: No more than three credits of [SOCI 3990](http://catalog.uconn.edu/SOCI/#3990) can apply to the major).

A minor in [Sociology](http://catalog.uconn.edu/minors/sociology/) is described in the Minors section.

# Proposed Catalog Description of Major

**Sociology**

* [Home](http://catalog.uconn.edu/)
* [College of Liberal Arts and Sciences](http://catalog.uconn.edu/college-of-liberal-arts-and-sciences/)
* Sociology

[Course descriptions](http://catalog.uconn.edu/soci/)

Sociology is an analytic discipline concerned with understanding people as creators of, and participants in, society. The field is broadly concerned with the study of modern society and its social organizations, institutions, groups, and social roles. Sociologists study social influences on human behavior, such as sexuality, ethnic identity, and religious belief, and how individuals become members of families and communities. The field is also concerned with social problems, especially all forms of prejudice, discrimination, and inequality, and with poverty, crime, violence, and the threatened environment. Sociologists emphasize sources of social problems in the organization of society, public policies for their alleviation, and today’s questions of social justice. Finally, they study how individuals, both alone and working in groups, can change the society in which they live. A major in sociology opens many doors for careers and is excellent background for advanced training in a variety of other fields.

At least 24 credits of SOCI courses at the 2000-level or above are required:

Three specific courses are required of all majors: [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), [3251](http://catalog.uconn.edu/SOCI/#3251). (Note: Students must take [SOCI 1001](http://catalog.uconn.edu/SOCI/#1001), [1251](http://catalog.uconn.edu/SOCI/#1251), [1501](http://catalog.uconn.edu/SOCI/#1501), or [1701](http://catalog.uconn.edu/SOCI/#1701) prior to taking [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201), [3211Q](http://catalog.uconn.edu/SOCI/#3211Q), and [3251](http://catalog.uconn.edu/SOCI/#3251).)

Passing [SOCI 3201](http://catalog.uconn.edu/SOCI/#3201) satisfies the information literacy competency, and passing [SOCI 3211Q](http://catalog.uconn.edu/SOCI/#3211Q) satisfies the computer technology competency. The writing in the major requirement can be satisfied by passing any 2000 or 3000-level W course in Sociology.

Fifteen additional credits (usually five courses) must be taken from any 2000-level or above courses offered by the department. (Note: No more than three credits of [SOCI 3990](http://catalog.uconn.edu/SOCI/#3990) can apply to the major).

A minor in [Sociology](http://catalog.uconn.edu/minors/sociology/) is described in the Minors section.

# Justification

1. Reasons for changing the major: The department has examined the utility and necessity of retaining the inequality, diversity and change requirement for the major and faculty members have determined that it was virtually impossible to be a sociology major without exposure to the concepts of diversity and change. Therefore, the department faculty considers this requirement no longer necessary or appropriate for our curriculum.

2. Effects on students: None. Students will still have the opportunity to enroll in all classes listed under the former requirement and will be required to complete the same number of upper level (2000+) credits required under the former curriculum.

3. Effects on other departments: None

4. Effects on regional campuses: None

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: February 8, 2017

    Department Faculty: February 8, 2017

6. Name, Phone Number, and e-mail address of principal contact person: Lynne Goodstein, 860 486 4184 (office); 814 441 3533 (mobile); 325 Manchester Hall, 344 Mansfield Road Unit 1068, Storrs, CT 06269

# 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.

**Sociology Major Plan of Study**

**2005-06 to Present**

 **Catalog Rules**

Turn in your final plan of study in the first four weeks of the semester in which you plan to graduate.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Expected graduation date \_\_\_\_\_\_\_\_\_\_(m/y)

PeopleSoft # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Major Requirements:**

*Any one of the following:*

□ Soci 1001 Introduction to Sociology

□ Soci 1251 Social Problems

□ Soci 1501 Race, Class, and Gender

□ Soci 1701 Society in Global Perspective

*Sociology courses, 2000+ level*

□ Soci 3251 Theory

□ Soci 3201 Methods *Sociology 3201 and Stat 1000Q/1100Q are prerequisites for 3211Q*

□ Soci 3211Q Quantitative Methods OR □ Psych 2100Q and Soci \_\_\_\_\_\_ (any 2000+ course)

 *Fifteen additional credits of 2000+ level Sociology courses.*

□ Soci \_\_\_\_\_\_

□ Soci \_\_\_\_\_\_

□ Soci \_\_\_\_\_\_

□ Soci \_\_\_\_\_\_

□ Soci \_\_\_\_\_\_

*Related courses:* All 2000+ level courses in AASI, AFRA, ANTH, COMM, ECON, GEOG, HEJS, HDFS, HIST, HRTS, LLAS, POLS, PP, PSYC, URBN, and WGSS.

* Additional approved related courses can be found: <http://sociology.uconn.edu/undergrad-relateds/>.
* Courses will be counted as related, except those that are cross-listed with Sociology.
* Your advisor may also approve 2000+ level courses in other departments as related.

□ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checklist**

□ “C” average or better in sociology courses

□ No pass/fail courses for major

□ One 2000+ level W course in sociology: \_\_\_\_\_\_\_\_

**Approvals (Final Plan Only)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Major Advisor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Department Head Date

**Sociology Major Plan of Study**

**General Education Requirements**

**Writing**

English 1010 or 1011 or 2011 \_\_\_\_\_\_\_

2000+ level W course in Sociology \_\_\_\_\_\_\_

Additional W course \_\_\_\_\_\_\_

**Quantitative**

Q Course in Math or Statistics \_\_\_\_\_\_\_\_

Sociology 3211Q \_\_\_\_\_\_\_\_\_

Additional Q course \_\_\_\_\_\_\_\_\_

**45 Credits at 2000+ level**

You must have at least 45 credits at the 2000 level or above. Normally, that means three courses *in addition to* the courses used to satisfy major and related requirements on page one. (Note: the additional courses may be from any department, including Sociology).

□ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check Student Administration to confirm that you have completed the following requirements:**

Second language competency- intermediate level □

Content Area 1 (Arts and Humanities)

 Area A (Arts) □

 Area B (Literature) □

 Area C (History) □

 Area D (Philosophical/Ethical Analysis) □

 Area E (World Cultures),

 or one additional course from Areas A-D □

Content Area 2 (Social Sciences) □

Content Area 3 (Science and Technology) □

Content Area 4 (Diversity and Multiculturalism) □

**Checklist:**

□ GPA of 2.0 or better for all courses

□ At least 120 total credits

□ No more than 15 internship credits as part of 120 credit requirement

If you are pursuing a minor, list your minor department \_\_\_\_\_\_\_\_\_\_\_\_\_

If you are pursuing a double major or dual degree, list your other major department \_\_\_\_\_\_\_\_\_\_

**2017 – 87 MCB 2612 Add Course (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3284 |
| **Request Proposer** | Broderick |
| **Course Title** | Honors Core: Microbe Hunters- Crowdsourcing Antibiotic Discovery  |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Molecular and Cell Biology > College of Liberal Arts and Sciences |

|  |
| --- |
| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Honors Core: Microbe Hunters- Crowdsourcing Antibiotic Discovery  |
| **Course Number** | 2612 |
| **Will this use an existing course number?** | No |

|  |
| --- |
| **CONTACT INFO** |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | david.knecht@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Broderick |
| **Proposer First Name** | Nichole |
| **Select a Person** | nab15007 |
| **Proposer NetId** | nab15007 |
| **Proposer Phone** |  |
| **Proposer Email** | nichole.broderick@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |
| --- |
| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 2 |
| **Number of Students per Section** | 14 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture/laboratory or Studio depending on space and number registered |

|  |
| --- |
| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |
| --- |
| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |
| --- |
| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | MCB 2612. Honors Core: Microbe Hunters- Crowdsourcing Antibiotic Discovery Four credits. Two 50 minute lecture periods and two 2 hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society.  |
| **Reason for the course action** | 1. Reasons for adding this course: -To use application based learning as a means to invest students more fully in their learning -To use active learning as means to increase retention and comprehension of subject matter -To increase opportunities for student research  |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The purpose of this course is to provide underclassmen and non-science majors with an opportunity to undertake real-world scientific research in a fun, supportive, and immersive environment. As part of the Small World Initiative, UConn students will join with college students around the globe to crowdsource antibiotic drug discovery. Guided independent research projects will involve taking soil samples, isolating bacteria within them, and testing them for antibiotic activity, and there is the opportunity for further pursuit of any promising findings. We have access to the database generated by students at other Small World sites, allowing us to explore issues of biodiversity, effective use of large data sets in the sciences, and the effectiveness of crowdsourcing for scientific research. At the end of the semester, student results will join that database. As part of the Honors Core, UConn’s Small World course adds an interdisciplinary emphasis on the social aspects of disease: its definition, what it means to be “diseased,” how those definitions have changed over time, and the pivotal role of antibiotics in the evolution of those definitions. We will use both fiction and non-fiction in this exploration, and we will end up in the modern era to consider antibiotic-resistant microorganisms and the ethical, philosophical, and policy issues we may face if antibiotics cease to be effective in treating many common diseases.  |
| **Describe course assessments** | Weekly quizzes, two in-class presentations a final oral presentation and a public poster session. One in class exam, one take home exam and one final exam. Students will keep a laboratory notebook and complete Student Lab Manual worksheets. Students are also required to upload information about their soil sample, culturing conditions, antibiotic frequency, and antibiotic-producing bacteria into the Small World Initiative global database. Instructors will periodically check the data repository website to ensure students in MCB 3895 are continuously uploading their data.  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [MCB 2612 syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/74322) | MCB 2612 syllabus.docx | Syllabus |

 |

|  |
| --- |
| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | David A Knecht | 03/08/2017 - 11:19 | Submit |  | not sure what you want here and why it is required |
| Molecular and Cell Biology | David A Knecht | 03/20/2017 - 13:12 | Approve | 3/3/2017 | ? |

 |

**MCB 3895‐003 Microbe Hunters-Crowdsourcing Antibiotic Discovery**

***Class Syllabus***

**Semester:** Fall2015

**Instructors:** Dr. Nichole Broderick

 BPB 304

 Phone: **6-4254** e-mail: nichole.broderick@uconn.edu

 Office hours: **Tues** 2:00-3:30 PM

 Dr. Patricia Rossi

 TLS 402

 Phone: 6-0426 e-mail: patricia.rossi@uconn.edu

 Office hours: **Wed** and **Fri.** 12:45 pm -2:45 pm

**TA:** Emily McClure e-mail: emily.mcclure@uconn.edu

 **Open Lab:** **Fri.** **8-10 AM**

During the open lab period you can find Emily in TLS 201. You may ask her questions, discuss

lecture material, or you may use the time to practice lab techniques or perhaps repeat a plating

that you feel could have gone better.

You **MAY NOT** show up unannounced, **please e-mail EMILY by Thursday** **(5:00 pm)**

if you want to take advantage of the open time so that she may plan her day accordingly. Emily is happy to be in the lab during the open lab time (so don’t feel as if you are imposing), however if no students need the time during a given week she does have other work she can be doing.

**Class Time**: Tues./Thurs. 9:30 am – 12:15 pm; TLS 201

**Credits**: 4

**Required Texts:** SWI Student Research Guide and Research Protocols (you can purchase printed

copies at the bookstore, we will also make pdfs available)

 Typhoid Mary: Captive to the Public's Health by Judith Leavitt

 The Andromeda Strain by Michael Crichton

**Required Lab Supplies:** Lab coat (disposable preferred, white cloth acceptable; coats must be kept in lab

for the semester, re-usable coats will be sterilized and returned at the end of the semester)

 Goggles (we will also have supply available for you to use in class)

**Course description and rationale**

The purpose of this course is to provide you an engaging and immersive real-life laboratory experience. This course allows you to perform independent microbial research projects under our guidance in an effort to aid in the discovery of novel antibiotics. Using a “crowdsourcing” approach, your data will be compiled with data from ~100 other institutions worldwide (12 countries) in an effort to combine teaching with a novel approach to antibiotic drug discovery.

This class is geared to involve you in isolating novel soil bacteria and testing their potential antibiotic capabilities against safe relatives of the ESKAPE pathogen group. “**ESKAPE**” pathogens (**E***nterococcus faecium,* ***S****taphylococcus aureus,* ***K****lebsiella* species*,* ***A****cinetobacter baumannii,* ***P****seudomonas aeruginosa*, and ***E****nterobacter* species) are the six most troublesome bacteria as currently defined within our global antibiotic crisis. These antibiotic resistant bacteria are responsible for over 40% of healthcare associated infections, and the Infectious Diseases Society of America has issued a “Call to Action” for proposed solutions1. Over the course of the semester you will learn to isolate and identify bacteria through biochemical and molecular means, test these isolates for bioactivity, extract their bioactive compounds and ultimately test the effects of these extracts on both eukaryotic and prokaryotic organisms. The opportunity exists for further characterization and pursuit of any promising isolated antibiotics. This course is being taught in parallel with ~100 other institutions worldwide, and at the end of the semester all students will contribute their data to the *student* discovered repository of potential antibiotic producing bacteria, and their varied environmental origins! The laboratory research ends up becoming widely self-driven with you choosing your soil, how to isolate the microbes, choosing your tester strains, identifying your bacteria and then designing and testing antibiotic activity in eukaryotes with our guidance

This is not a traditional lecture-based class and the “textbook” based learning is designed to be organic and flow with concepts from lab. **Throughout the semester we will connect broader themes with the class including chemistry, evolution, ecology and even things as far-reaching as business economics and societal perceptions and misconceptions of antibiotics and how these issues can both hinder antibiotic development and can spur further antimicrobial resistance. We will also incorporate elements from art and literature, specifically the compelling story of Mary Mallon, otherwise known as “Typhoid Mary” and the science fiction novel “The Andromeda Strain” to discuss how disease is portrayed and how ideas of disease and treatment have changed over time.**

**The learning goals for this course are as follows:**

*Through the process of doing research-based learning you will obtain:*

• An appreciation for self-motivated, curiosity-driven learning

• The ability to approach novel problems with flexibility, creativity, and confidence

• An appreciation for the interconnectedness of knowledge

• An appreciation that science can be exciting, fun and fulfilling

• The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science

• An appreciation of the **intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health** and the ability to relate concepts to other disciplines

*Specifically, by the end of the course it is our hope that you will:*

• Observe and describe nature accurately

• Communicate ideas and arguments effectively both orally and in writing

• Engage scientific inquiry and become proficient in the ability to:

 a. Appropriately design and perform experiments in order to test scientific hypotheses

 b. Recognize possible outcomes and results

 c. Collect, organize, and analyze relevant data

 d. Draw conclusions and evaluate their relative quality

 e. Plan further experiments

• Construct and interpret visual representations of quantitative data

• Construct, interpret, and critique logical arguments in biological sciences

• Appreciate and participate in a scientific community as a forum for scientific thinking, research, debate and progress

• Work collaboratively with others to obtain independent research goals

**Assignment Schedule**

|  |  |
| --- | --- |
| **Date** | **Assignment** |
| Every Sunday by 5pm  | Quiz (online) |
| Every Friday by 5pm | Lab manual review |
| Sept. 22 | ESKAPE pathogen presentations |
| Sept. 29 | Exam 1 (in-class) |
| Oct. 27 | Expert technique presentations |
| Nov. 8  | Exam 2 (take home due) |
| Nov. 29 | Poster draft due |
| Dec. 1 | In-class data presentations based on poster |
| Dec. 8 | Public poster symposium |
| Dec. 14  | Final SWI database upload |

**Exams**

Exam 1 will be an in-class exam on Thursday, September 29th. Exam 2 will be a take-home exam due November 8th in class.  The final exam will be cumulative and given on the assigned exam week date and time.

**Lab Manual Assignments and Database Uploads**

Students will be responsible for recording observations and the details of each experiment/lab period in their student student notebooks. This will include data entry sheets associated with the electronic Student Lab Manual (we will discuss this in class). A standard format will be given to show students how to summarize experiment results and observations.  Lab instructors will check each student’s notebook each week to ensure completion of all required sections. Lab notebooks will be due every **Friday by 5pm**.

In addition to completing the Student Lab Manual worksheets, students are required to upload information about their soil sample, culturing conditions, antibiotic frequency, and antibiotic-producing bacteria into the Small World Initiative global database. Instructors will periodically check the data repository website to ensure students in MCB 3895 are continuously uploading their data. To access the database, visit [smallworldinitiative.org](http://smallworldinitiative.org) and set up an account to get started!

**Quizzes**

We will administer one online quiz each week for a total of 13 quizzes. The quizzes are intended to review material from the previous week and test knowledge and concepts in the reading for the upcoming week. Students are required to complete each week’s quiz by 9pm on Sunday of the upcoming week. Quizzes will be administered through HuskyCT; each student is responsible for ensuring that they have access HuskyCT priorto the due date. You will receive credit for taking the quizzes, but performance on them will **not** be graded.

**Presentations**

Two short class presentations will prepare students for these final projects by providing practice in oral presentation with subsequent feedback. The course will culminate in a final oral presentation of your research to the class and in presentation of your work through a public poster symposium.

**Poster**

At the end of the semester, MCB 3895 will do a public poster presentation with details to follow.  You will each present a poster on the rationale, experimental design, results, and conclusions from the first semester of this research project.  This will be your opportunity to share your discoveries with the community of scientists in the MCB Department.

**Participation**

Engagement with instructors and classmates is an integral part of this course.  Thus, participating in all class activities will be required.  Class absences will be excused only with documentation and will require make-up labs to complete the necessary laboratory experiments. A failure to make-up the laboratory experiments will result in a grade deduction.

**Grade Breakdown**

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| --- | --- |
| **Assignment** | **Percentage** |
| **EXAMS AND QUIZZES** |  |
| Exam 1 | 10 |
| Exam 2  | 10 |
| Final Exam | 20 |
| Quizzes | 5 |
| **PRESENTATIONS** |  |
| ESKAPE pathogen presentation | 5 |
| Expert technique presentation | 5 |
| Poster | 15 |
| Lab Notebook | 20 |
| Participation and attendance | 5 |
| Database | 5 |
| **Final Grade Total** | **100** |

**Classroom Etiquette**

*Cell Phones*:Cellphoneuseisonly permitted during the lab portion of class for data recording (pictures, notes, etc) and is neverpermittedfor texting, calls, apps, or email. Ifastudentisobservedusingthephoneinappropriatelyhe/shewillbeaskedtoturnintheirphone and may lose privileges for the remainder of the semester.

*Computer* *Use*: It is understood that students will be using computers/tablets for note-taking during the class however, if a student is observed using the computer for anything other than lecture materials (email, facebook, youtube, etc…) the same policy as outlined for cell phone use will apply.

**Our Philosophy**

We believe in having a dynamic classroom, open to discussion, participation, and inquiry from all members of the class. We strive to establish a fair and balanced classroom where all students can participate.

**Academic Honesty**

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to: misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism). Examples of misconduct in this class include, but are not limited to: cheating on exams, plagiarism, turning in questions for fellow students, impersonating another student, falsifying data, copying, fabricating or stealing data. For more details on the University of Connecticut’s policy on academic integrity, including the instructor’s role and procedures you are referred to the following page and references therein: http://www.community.uconn.edu/student\_code\_appendixa.html

**Disabilities:**

It is the policy of the University of Connecticut that no qualified person be excluded from participating in any University program or activity or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities and services. If you have a disability and need assistance please contact me as soon as possible so that appropriate arrangements can be made. Also refer to Center for Students with Disabilities for guidelines to request accommodations or any other assistance you may require. http://www.csd.uconn.edu/accommodation\_services.html

1. Boucher et al. (2009) Bad bugs, no drugs: no ESKAPE! An update from the Infectious Diseases Society of America. *Clin.Infect.* *Dis*. 48(1):1-12.

**2017 – 88 ENGL 5182 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3325 |
| **Request Proposer** | Blansett |
| **Course Title** | Teaching College Composition: Practicum |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Teaching College Composition: Practicum |
| **Course Number** | 5182 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Lisa A Blansett |
| **Initiator Department** | English |
| **Initiator NetId** | lab08021 |
| **Initiator Email** | lisa.blansett@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 3 |
| **Number of Students per Section** | 5 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Practicum, with in-class mentoring and support. |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | ENGL 5100 |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | ENGL 5100 |
| **List courses that cannot be taken concurrently** | None |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Graduate students teaching First-Year Writing. Must be taken with 5100 when teaching FYW courses the first time; may be repeated in subsequent semesters. |

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| **GRADING** |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | All new English grad students are located at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | Practicum in the Teaching of Writing Prerequisite or Corequisite: ENGL 5100 Guided development of teaching in the University of Connecticut First-Year Writing Program. Implementing theories of teaching and writing; meeting program goals and objectives; selecting texts; drafting writing assignment prompts; developing classroom work; guiding peer feedback; reading, responding to and evaluating student work. Supervision includes one-on-one, group, and peer. Required of all incoming graduate-student FYW instructors. |
| **Reason for the course action** | Co-curricular with ENGL 5100 (Theory and Teaching of Writing), this course will provide needed guidance and support from faculty to instructors who begin to teach writing at the University of Connecticut. The course will give students an opportunity to put into immediate practice what they learn during 5100 and tailor their new knowledge for their particular students. Instructors will then have the opportunity to reflect on and assess their own teaching in the context of the program. At the same time the course will help build teaching communities so that instructors might also share their experiences and learn from one another. Having a faculty member teaching the course will help foster program coherence and consistency in the principles and techniques for all FYW courses. We will apply to have this course count as an elective credit toward the Graduate Certificate in College Instruction (<http://gcci.uconn.edu/certificate-overview/>) and the Graduate Certificate in Teaching College Writing. |
| **Specify effect on other departments and overlap with existing courses** | The work of the course will grow out of reading, discussion, and activity in ENGL 5100, but will focus on developing the instructors' teaching philosophy and classroom practices in all First-Year Writing Courses. Having the practicum will also allow us some space to teach instructors how to work with multimodal compositions, and help us teach instructors to work effectively with the many multilingual students now enrolling at UConn. |
| **Please provide a brief description of course goals and learning objectives** | Goals: Understand and effectively implement the assumptions, principles, techniques, and practices of First-Year Writing See writing as contextual and knowledge-producing; comprehend literacy as evolving across cultures and [technological] platforms Transform learning into practice for course currently teaching Collaborate with other instructors Develop knowledge of the field of writing, rhetoric and composition Learn pedagogical choices that make the best sense for our courses; practice effective teaching strategies Practice meeting the needs of diverse learners Attend to professional responsibilities Outcomes: Construct a syllabus for a subsequent term in FYW Write assignment sequence for the entire course, with annotations explaining “arc of the semester” Develop creative and effective course activities (lesson planning) for current term; revise for future use. Craft teaching philosophy Collect and curate instructor and student materials for teaching portfolio |
| **Describe course assessments** | Teaching observation (peer and instructor) In-class teaching "demonstrations" Draft and revise (with peer and instructor feedback) a syllabus for a subsequent term in FYW Draft and revise (with peer and instructor feedback) assignment sequence for the entire course, with annotations explaining “arc of the semester” Develop creative and effective course activities (lesson planning) for current term; revise for future use. Craft teaching philosophy Collect and curate instructor and student materials for teaching portfolio Write reflective essay on the work of the course teaching Contribute to weekly vlog [visual journal] |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [REVISEDENGL5182PracticumSyllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/76059) | REVISEDENGL5182PracticumSyllabus.pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Lisa A Blansett | 03/14/2017 - 13:17 | Submit |  | “Submitting after consultation with CUWI.” |
| English | Albert H Fairbanks | 04/19/2017 - 17:01 | Approve | ‎2‎/‎8‎/‎2017 | Approved by English Dept. 418/17 |

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**2017 – 89 PNB 3255 Add Course**



**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: 3/29/2017

2. Department requesting this course: PNB

3. Semester and year in which course will be first offered: Spring 2018

# Final Catalog Listing

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

**PNB 3255. HUMAN NEUROANATOMY**

Two credits. Prerequisite: PNB 2264 or PNB 2274, may be taken concurrently with PNB 3251. Open to juniors or higher.

Anatomy of the human brain and spinal cord; emphasis on the structure and functions of major regions in the central nervous system.

# Items Included in Catalog Listing

**Obligatory Items**

1. Standard abbreviation for Department, Program or Subject Area: PNB

2. Course Number: PNB 3255

3. Course Title: Human Neuroanatomy

4. Number of Credits: 2

5. Course Description (second paragraph of catalog entry):

Anatomy of the human brain and spinal cord; emphasis on the structure and functions of major regions in the central nervous system.

**Optional Items**

6. Pattern of instruction, if not standard:

7. Prerequisites, if applicable: PNB 2264 or PNB 2274, may be taken concurrently with PNB 3251.

 a. Consent of Instructor, if applicable:

 b. Open to sophomores/juniors or higher: Open to juniors or higher.

8. Recommended Preparation, if applicable: Required Software:

9. Exclusions, if applicable: None

10. Repetition for credit, if applicable:No

11. Skill codes “W”, “Q” or “C”: NA

12. S/U grading:NA

# Justification

1. Reasons for adding this course: Human Neuroanatomy is not offered at UCONN at undergraduate level. The course will enhance the understanding of material in courses focused on neurophysiology and neurobiology. This course should be taken at the same time, or after PNB 3251. The purpose of this course is to familiarize students with structures and topography of the brain in order to better understand the biology of the nervous system. Clinical case studies will be used to integrate knowledge about structure and function of brain regions.

2. Academic merit: The course will enhance the understanding of material in courses focused on neurophysiology and neurobiology. Students will have the opportunity to learn detailed structures of the brain and spinal cord through dissection of the sheep brain, and through case studies students will gain understanding of clinical relevance of the structures and pathways.

3. Overlapping courses and departments consulted: No

4. Number of students expected: 21

5. Number and size of sections: 1 section of 21 students

6. Effects on other departments: None

7. Effects on regional campuses: No

8. Staffing: Radmila Filipovic, PhD

# 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: 4/11/2017

    Department Faculty: 4/12/2017

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

Radmila Filipovic, PhD

Assistant Professor in Residence

Physiology and Neurobiology Department

1-860-486-5976

Radmila.filipovic@uconn.edu

# Syllabus

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

Course will include 5 2h labs, 8 2h lectures, and 1 hour of online assignments per week. During laboratory, students will observe human brain dissections performed by the Instructor. Fixed autopsy human brains are obtained from University of Connecticut Health Center. In addition, students will dissect sheep brains and spinal cords. Specific sets of online assignments that include watching dissection movies, completing online Drawing tutorials and online test will be required to be completed before and after each class.

Evaluation:

* online quizzes (25 % of the grade)
* Anatomy portfolio (15 % of the grade)
* Two on site exams (60% of the grade).

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| --- | --- | --- | --- |
| **Schedule of classes** | **Online before class** | **In class** | On line after class |
| Class 1LAB 1: Gross anatomy of the NS  | Movie 1: Difference between sheep and human brainComplete Quiz 1.1:  | Sagittal dissection of the sheep brainMicroscopy: Cerebral cortex, cerebellar cortex, spinal cord | **Draw it to know it 1:**1. General organization: a) Introduction to Neuroanatomyb) Orientational terminologyComplete Quiz 1.2:  |
| Class 2 LECTURE- Spinal cord (Ch 5, 6, 24) | **Draw it to know it 2:**1. Spinal cord overview: Anatomy and Histology 2. General organization: spinal cord, peripheral nervous systemMovie 2: Spinal cordComplete Quiz 2.1 | Spinal cord lecture | **Draw it to know it 3:**1. Spinal cord: Major tracts pathwaysComplete Quiz 2.2 |
| Class 3LAB 2: Spinal cord (Ch 5, 6, 24) | Movie 2: Spinal cord**Draw it to know it 4:**1. General Organization: divisions and signs2. Spinal Canal: Anatomy: [Spinal Nerves](https://drawittoknowit.com/course/neuroanatomy/tutorial/11)Complete Quiz 3.1 | Dissection of the spinal cordMicroscopy- spinal cordVHD activity: Spinal nervesReview of spinal cord case studies | **Draw it to know it 5:**Spinal cord: case studies Complete Quiz 3.2 |
| Class 4LECTURE- Brain stem (Ch 7, 8) | **Draw it to know it 6:**1. Brainstem: Brainstem overview2. Brainstem: Motor and sensory projectionsComplete Quiz 4.1 | LectureBrain stem | **Draw it to know it 7:**1.Midbrain2. Pons3. Medulla4. Midbrain syndromes5. Pons syndromes6. Medulla syndromesComplete Quiz 4.2 |
| Class 5LECTURE- Cranial nerves (Ch 8) | **Draw it to know it 8:**1. General organization:Brain stem and cranial nerves –part 1 and 22. Cranial nerves: cranial nerves overview3. Cranial nerves: cranial nerves nuclei and functionsComplete Quiz 5.1 | LectureCranial nerves | **Draw it to know it 9:**1. Internuclear ophtalmoplegias2. Stroke vs Bell’s palsy3. Trigeminal neuropathies and masseter reflexComplete Quiz 5.2Complete Quiz 5 |
| Class 6- LECTUREEXAM 1Diencephalon and Cerebellum Exam will have 50 multiple choice and fill in the blank questions from lectures and labs | **Draw it to know it 10**1. Diencephalon: diencephalon2. Diencephalon: thalamus3. Cerebellum: anatomy4. Cerebellum: histologyComplete Quiz 6.1 | LectureDiencephalon and Cerebellum | **Draw it to know it 11**1. Diencephalon: hypothalamus2. Cerebellum: cerebellar pathwaysComplete Quiz 6.2 |
| Class 7LAB 3- Brain Stem, Diencephalon and Cranial Nerves (Ch 7-9) | **Draw it to know it 12:**Skull foraminaMovie 3: Cranial nervesComplete Quiz 7 | Frontal and horizontal dissection of sheep brain, dissection,Identify twelve cranial nerves in model and preserved brainIdentify cranial nerve exits | **Draw it to know it 13:**Cranial nerves: 1. CNs 1,2,82. CNs 3,4,6,12, 113. CNs 5,7,9,10 - motor4. CNs 5,7,9,10 - sensory |
| Class 8LAB 4- Basal Ganglia (Ch 10) | **Draw it to know it 14:**Basal ganglia: anatomy | Look at the horizontal sections and find basal ganglia; make several frontal sectionsMicroscopy-cerebellar cortexCase studies | **Draw it to know it 15:**Basal ganglia: physiology |
| Class 9 Basal ganglia- indirect and direct pathways (Ch 10)Cortex: functional organization | **Draw it to know it 16:**Cerebral hemispheres: key surface anatomy, midsagittal view, lateral viewMovie 4: Cerebral hemispheresComplete Quiz 8.1 | LectureBasal gangliaFunctional organization of cerebral cortex | **Draw it to know it 17:**Cerebral hemispheres: Gyri and sulci, Brodmann areas, insula and Sylvian fissureComplete Quiz 8.2 |
| Class 10CEREBRUM: Blood supply, White matter (Ch 12) | **Draw it to know it 18:**[Cerebral White Matter Overview](https://drawittoknowit.com/course/neuroanatomy/cerebral-white-matter/anatomy/107/cerebral-white-matter-overview)[Internal Capsule](https://drawittoknowit.com/course/neuroanatomy/cerebral-white-matter/anatomy/109/internal-capsule)[Long Association Fibers](https://drawittoknowit.com/course/neuroanatomy/cerebral-white-matter/anatomy/108/long-association-fibers)Arterial supply[Cerebrovasculature: Circle of Willis](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/essential-topics/303/the-circle-of-willis-new)Movie 5: Vascular systemComplete quiz 9.1 | LectureWhite matter and blood supply | **Draw it to know it 19:**Cerebral white matter: syndromes[Cerebral Arterial Territories](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/essential-topics/71/leptomeningeal-cerebral-arteries)[Brainstem & Cerebellar Arterial Territories](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/essential-topics/76/cerebellar-arteries)Complete quiz 9.2 |
| Class 11LAB 5Cerebrum and blood supply (Ch 12) | Movie 5: Vascular system | Studying models of the brain and brain blood supplyDemonstration of the human cerebral hemispheresCase studies  | **Draw it to know it 20:**Arterial supply: Advanced Topics[Brainstem Arteries: Specific Vascular Territories](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/advanced-topics/77/brainstem-arteries)[Spinal Cord Arteries](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/advanced-topics/80/spinal-cord-arteries)[Thalamic Arteries](https://drawittoknowit.com/course/neuroanatomy/arterial-supply/advanced-topics/75/thalamic-arteries)Complete quiz 10 |
| Class 12LECTURE (Ch 13-15)Sensory and motor systemsVisual system | **Draw it to know it 21:****Visual system**[Visual Pathways](https://drawittoknowit.com/course/neuroanatomy/vision/visual-pathways/304/visual-pathways-new)[Visual Field Deficits](https://drawittoknowit.com/course/neuroanatomy/vision/visual-pathways/305/visual-field-deficits-new)Complete quiz 11.1 | Sensory and motor systemsVisual systemCase studies | **Draw it to know it 22:**Visual system[Cortical Visual Processing, Part 1](https://drawittoknowit.com/course/neuroanatomy/vision/cortical-processing/134/cortical-visual-processing-part-1-advanced)[Cortical Visual Processing, Part 2](https://drawittoknowit.com/course/neuroanatomy/vision/cortical-processing/135/cortical-visual-processing-part-2-advanced)Complete quiz 11.2 |
| Class 13Review of case studies and Neurological examination (Ch 25, 26) |  |  |  |
| Class 14EXAM 2Exam will have 50 multiple choice and fill in the blank questions from lectures and labs |  |  |  |

**2017 – 90 PNB 5700 Add Course**



**Proposal to Add a New Graduate Course**

Last revised: September 24, 2013

1. Date: April 5, 2017

2. Department requesting this course: Physiology & Neurobiology

3. Semester and year in which course will be first offered: Spring 2018

# Final Catalog Listing

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

**5700. Sensory physiology**

Three credits.

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

# Items Included in Catalog Listing

**Obligatory Items**

1. Abbreviation for Department, Program or Subject Area: PNB

2. Course Number: 5700

3. Course Title: Sensory Physiology

4. Number of Credits (use digits, “3” not “three”): 3

5. Course Description (second paragraph of catalog entry):

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

6. Course Type, if appropriate:

 \_x\_\_Lecture \_\_ Laboratory \_\_ Seminar \_\_ Practicum

**Optional Items**

7. Prerequisites, if applicable:

8. Recommended Preparation, if applicable:

9. Consent of Instructor, if applicable:

10. Exclusions, if applicable:

11. Repetition for credit, if applicable:

12. S/U grading:

# Justification

1. Reasons for adding this course: This will give graduate students the opportunity to deepen their knowledge of sensory physiology, including the most recent advances in the molecular genetics underlying sensory processing. They will also be challenged to conceptualize new experiments and defend their proposals. Currently no other course is offered that has a similar comparative/molecular focus.

2. Academic merit: This course will cover the molecular and cellular physiology of sensory systems, focusing particularly on sensory transduction and other events in the peripheral nervous system. It will take a comparative approach, with examples drawn from humans, mammals, reptiles, fish, insects and other organisms. The course will cover the “standard” human senses (vision, hearing, chemosensation, somatosensation, temperature sensing) as well as those that humans don’t possess, such as magnetoreception and electroreception. The course will utilize a relevant textbook with readings from recent primary literature. The course will challenge students to apply their knowledge to new experimental situations in classroom discussions, essay-format test questions and a grant-writing exercise, as is appropriate for a graduate course.

### 3. Overlapping courses: This courses focuses on the molecular and cellular physiology of signal transduction in the sensory system, with a strong emphasis on cross-species comparisons. This would complement the cognitive focus of the courses taught in the Psychology department: PSYC 5571, 5572, and 5573 – Sensation and Perception I-III. I have verified with the Psychology Department that this proposed course does not have substantial overlap with any courses taught by that department.

4. Number of students expected: 12-15

5. Number and size of sections: 1 with 12-15 students

6. Effects on other departments:

7. Staffing: Karen Menuz, PNB

8. Dates approved by

    Department Curriculum Committee: April 11, 2017

    Department Faculty: April 12, 2017

9. Name, Phone Number, and e-mail address of principal contact person: Karen Menuz, 860-486-3017, Karen.menuz@uconn.edu

# Syllabus

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

**PNB 5700: Sensory Physiology (3 credits)**

**Syllabus**

Tu/Th, 12:30 pm to 1:45 pm, TLS 111

**Instructor:** Dr. Karen Menuz, Assistant Professor, PNB Department

**Email:** karen.menuz@uconn.edu

**Office hours:** by appointment, TLS 119

**Required Course Material**

Textbook:*Biology of Sensory Systems, 2nd Edition.* C.U.M. Smith, Wiley-Blackwell 2008

Original research papers will be assigned in class and available on HuskyCT.

**Course Description**

This course is designed to provide students with an in-depth understanding of sensory physiology. Special attention is paid to the receptors, receptor cells, and tissue physiology in peripheral sensory organs. The course covers senses that are familiar to humans, such as chemosensation, vision, touch, and hearing, and those that we lack such as magnetoreception, electroreception, and infrared heat detection. A comparative approach will be taken, highlighting the common principles and key differences in select sensory systems in vertebrates, invertebrates, and other organisms. Select diseases associated with human sensory systems will also be highlighted.

**Course Format**
This class will be run in a mixed lecture/seminar format. Online quizzes on assigned reading must be completed **before** the associated lectures. Classroom time will include short lectures (clarifying and expanding textbook material), seminar style discussions on recent discoveries, human diseases, etc., group problem solving, and analysis of experimental figures and data. Students must also arrange meetings to discuss their progress on a their research proposal.

**HuskyCT Information**

I will utilize the PNB 5700 HuskyCT account to post the syllabus, research articles, other handouts, lecture slides, and exam scores. Quizzes will also be taken via HuskyCT.

**Students with Disabilities**

If you have a documented disability for which you wish to request academic accommodations, please contact the Center for Students with Disabilities (CSD): http://csd.uconn.edu/.

**Inclement weather**

Inclement weather may cause the class to be cancelled during the winter semester. Information about campus closings is available through the UConn Alert system http://www.alert.uconn.edu/.

**Course Assessment**

Three of four semester exams (lowest dropped) 20% each (60% total)

Research proposal as final project 20%

In-class discussion participation 10%

10 HuskyCT quizzes 10% total

**All exams are open book/ open note.**

**No make-up exams are given.**

**Exams:** Four semester exams will be given as indicated in the Lecture Schedule. The lowest semester exam grade will be dropped. No make-up exams will be given. Exam questions will require short essays applying knowledge drawn from material in the textbook, classroom lectures, and research articles. I highly recommend using the self-assessment questions found for each chapter in the book. The textbook and written notes can be used during the exam.

**Research Proposal:** Students will work towards preparing a NIH style F31 research proposal based on a subject covered in the course. Students will meet regularly with the instructor to discuss the initial outline and rough drafts of the proposal itself.

**In-class participation:** Students are expected to attend and participate in class regularly. I will track student participation as this will contribute to 10% of the final grade. Students with low participation grades will be notified during the semester.

**HuskyCT quizzes:** Short multiple-choice quizzes based on the textbook reading will be posted on HuskyCT during the semester. These ten quizzes must be taken **before** the start of the associated class period (see Lecture Schedule). These quizzes are to encourage textbook reading, are open-book, and are not expected to be particularly challenging if you’ve already read the textbook material. You will have 2 hours to complete a quiz once the quiz is started. If you are unsatisfied with your grade, you may retake each quiz one time.

**Academic Misconduct**

From the University of Connecticut Student Code:

***Appendix A: Academic Integrity in Undergraduate Education and Research***

***[Adopted March 2008]***

***Cheating – Student Academic Misconduct***

*Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).*

For additional details: <http://community.uconn.edu/the-student-code-appendix-a/>

**Lecture Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture** | **Lecture Topic** | **Quizzes** | **Reading** |
| 1 | Introduction/General features of sensory systems |  | Ch. 1, 3 |
| 2 | Review: Membrane potentials, phylogeny, genetics |  | Ch. 2, 4, 5 |
| 3 | Chemosensitivity I  | Quiz 1 | Ch. 11, 12 |
| 4 | Chemosensitivity II |  | Ch. 13 |
| 5 | Chemosensitivity III  | Quiz 2 | Ch. 14 |
| 6 | Chemosensitivity IV |  |  |
| 7 | Research Paper I |  |  |
| Exam 1 | Exam 1 (lectures 3-7) |  |  |
| 8 | Mechanosensitivity I | Quiz 3 | Ch. 6, 7 |
| 9 | Mechanosensitivity II |  | Ch. 8 |
| 10 | Thermosensitivity  | Quiz 4 | Ch. 20 |
| 11 | Pain |  | Ch. 22 |
| 12 | Research Paper II |  |  |
| Exam 2 | Exam 2 (lectures 8-12) |  |  |
| 13 | Mechanosensitivity III | Quiz 5 | Ch. 9 |
| 14 | Mechanosensitivity IV |  |  |
| 15 | Mechanosensitivity V | Quiz 6 | Ch. 10 |
| 16 | Mechanosensitivity VI |  |  |
| 17 | Research Paper III |  |  |
| Exam 3 | Exam 3 (lectures 13-17) |  |  |
| 18 | Photosensitivity I | Quiz 7 | Ch. 15 |
| 19 | Photosensitivity II |  |  |
| 20 | Photosensitivity III | Quiz 8 | Ch. 16 |
| 21 | Photosensitivity IV |  | Ch. 17 |
| 22 | Photosensitivity V | Quiz 9 | Ch. 18, 19 |
| 23 | Research Paper IV |  |  |
| Exam 4 | Exam 4 (lectures 18-22) |  |  |
| 24 | Minority Senses I | Quiz 10 | Ch. 21 |
|  |  |  |  |
| Final | Final Project Proposal Due |  |  |

# Additional Approval

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

**2017 – 91 PSYC 2209 Add Course (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3438 |
| **Request Proposer** | Markus |
| **Course Title** | Learning and Memory: From Brain to Behavior |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Learning and Memory: From Brain to Behavior |
| **Course Number** | 2209 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | James J Chrobak |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | jjc02010 |
| **Initiator Email** | james.chrobak@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Markus |
| **Proposer First Name** | Etan |
| **Select a Person** | ejm02005 |
| **Proposer NetId** | ejm02005 |
| **Proposer Phone** | +1 860 486 4588 |
| **Proposer Email** | etan.markus@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60-120 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and Discussion |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PSYC 1100 or BIOL 1107 or BIOL 1108 |
| **Corequisites** | None |
| **Recommended Preparation** | PSYC 2200 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs,Waterbury |
| **If not generally available at all campuses, please explain why** | Faculty (Drs Etan Markus and Robert Astur) and Graduate IORs are available to teach at Storrs, Waterbury and potentially Hartford. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | 2209. Learning and Memory: From Brain to Behavior. Neurobiological basis of learning and memory, including topics in genetics, evolution and ethology. Prerequisites: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended Preparation: PSYC 2200. |
| **Reason for the course action** | Given the growing interest in the Neuroscience minor and the number of Psychological Science majors interested in neuroscience, Dr. Markus would offer a course focused on neurobiology of learning and memory including evolutionary, genetic and ecological determinants.  |
| **Specify effect on other departments and overlap with existing courses** | This course would provide some overlap with PSYC 2500 Learning which is often taught with or without neurobiological content. The proposed course would allow clarity on that point for students and would allow those interested to take both. There are no courses outside the Department of Psychological Sciences that offer overlapping content |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester students will understand: • What factors play a role in making associations between items in the environment • How the nervous system responds to inputs and which aspects are more modifiable than others • Different neural systems underlying different types of memory formation • The process of memory consolidation and reconsolidation • How to critically appraise experimental results.  |
| **Describe course assessments** | Two mid-term exams and a final including multiple choice and short answer formats. Lectures will complement assigned readings from either the textbook or supplemental manuscripts. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Markus-PSYC 2209 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/77705) | Markus-PSYC 2209 Syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | James J Chrobak | 04/04/2017 - 11:57 | Submit |  | Course was reviewed and approved by Psychological Sciences C&C committee on Feb 8, 2017 pending minor revisions to syllabus. |
| Psychological Sciences | James J Chrobak | 04/04/2017 - 12:19 | Approve | 2/8/2017 | Psych C&C committee approved course request on 2/8/2017 pending minor revisions to syllabus. |

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**Name: Memory and Learning: From Brain to Behavior**

**Instructor: Etan Markus, PhD**

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

Neuronal mechanisms underlying the formation of memories. Including topics in animal behavior, learning theory and neurobiology.

**Required Texts/Materials:**

 1. Michael Domjan (2005), The Essentials of Conditioning and Learning, Thompson/Wadsworth Pub.

2. Additional readings will be distributed in class or via HuskyCT PSYC2500

**Grading:** quizzes (totaling 10%), two midterms and a final examination. The exams are worth (respectively) 20%, 35% and 35% of the final grade. The final exam is cumulative and will encompass **all** of the material. The class lectures and assigned readings are complimentary; the exams will be based on both.

 The quiz grade will be computed without including up to 3 wrong answers.

*Students that miss a quiz/exam* ***must*** *present appropriate documentation or else they will receive a* ***failing grade****. There will be no exceptions. Further information on the Student Conduct Code (documentation requirements & cheating policy) can be found at* [*http://www.sp.uconn.edu/~ml201vc/misconduct.html*](http://www.sp.uconn.edu/~ml201vc/misconduct.html)

#### Other contacts: Counseling & Mental Health Services: 486-4705 (after hours - 486-3427); [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu), Alcohol & Other Drug Services:486-9431; [www.aod.uconn.edu](http://www.aod.uconn.edu), Career Services:486-3013; [www.career.uconn.edu](http://www.career.uconn.edu), Dean of Students Office:486-3426; [www.dos.uconn.edu](http://www.dos.uconn.edu)

**Course Description:**

We will examine how organisms acquire and make use of information from their environment. The material will span simple through complex learning and memory processes, and combine human and animal research.

Major themes covered include:

* What is the basis for making associations between items in the environment?
* What type of phenomena can/cannot be explained by classic Learning Theory (Pavlov, Skinner)?
* To what degree is learning similar across species (i.e. does it work the same way in humans as in other animals)?
* What are the neuronal mechanisms underlying learning and the formation of memories?

**Course Objectives**

By the end of the semester students will understand:

* What factors play a role in making associations between items in the environment
* How the nervous system responds to inputs and which aspects are more modifiable than others
* Different neural systems underlying different types of memory formation
* The process of memory consolidation and reconsolidation
* How to critically appraise experimental results.

**Class Specific Topic Domjan Chapter**

1. **Introduction 1**
2. **Evolution and Genes effects on Learning & Behavior -**
3. **Ethology and Species Specific Learning -**
4. **Experimental Approaches to Learning 1**

**5 Habituation and Sensitization –Behavior and Neurobiology -**

**6 Intro to Associative Learning 3**

**7&8 Classical (Pavlovian) Conditioning 4-6**

**9. Behavioral Pharmacology and Conditioning -**

**10 Biological Preparedness -**

**11 Biological basis of Associative Learning -**

**12&13 Operant & Instrumental Conditioning 7-8**

**14&15 Operant & Reinforcement and Punishment 9-12**

**16&17 Choice Behavior and Therapy 13**

# 18. Animal Cognition - language -

# 19&20 Types of Memory, Learning Tasks 14

**21&22 Memory: Encoding, Storage & Retrieval -**

**23&24 Brain Structures Involved in Learning & Memory -**

**25&26 Neural Basis of Memory Formation & Review**

**2017 – 92 PSYC 3644 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3497 |
| **Request Proposer** | Henning |
| **Course Title** | Occupational Health Psychology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Occupational Health Psychology |
| **Course Number** | 3644 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Robert A Henning |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | rah02008 |
| **Initiator Email** | robert.henning@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture; some offerings may include a service learning component. |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PSYC 1101 or 1103; and PSYC 2600 or consent of instructor |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Staff to teach this course reside at the Storrs campus. Advanced graduate students in industrial/organizational psychology could perhaps staff this course at the branch campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | 3644. Occupational Health Psychology Three credits. Prerequisite: PSYC 1101 or 1103; and PSYC 2600 or consent of instructor. Models, research methods, and research-to-practice applications in the interdisciplinary field of occupational health psychology, and how these are used to enhance the safety, health and well-being of workers in all occupations and to create healthier workplaces and organizations.  |
| **Reason for the course action** | This course will introduce students to the emerging field of occupational health psychology, providing a course at the undergraduate level that is patterned after a graduate proseminar of the same name (PSYC 5123; course description: Introduction to research in occupational health and the field of occupational health psychology in a proseminar format. Topics include work stress, worker participation in hazard management, epidemiology of occupational exposures, workplace incivility, and design of safe work environments) that was developed as part of a federally-funded training program at UConn that has been supported by the National Institute for Occupational Safety and Health (NIOSH) since 2003. The faculty member proposing this course (Henning) was the original PI of this training grant, and who along with Profs. Barnes-Farrell and Magley led efforts to develop a graduate certificate in OHP at UConn and helped found the Society for Occupational Health Psychology (<http://www.sohp-online.org/> ). The proposed undergraduate course responds to the growing interest and need to understand the many determinants of health, and in finding new ways to promote the safety, health and wellbeing of workers as well as to create healthier workplaces and work organizations. Topics covered in the course are aligned with a national initiative called Total Worker health® (<https://www.cdc.gov/niosh/twh/> ), and will draw on field research conducted by Profs. Henning, Barnes-Farrell and Magley who are part of The Center for the Promotion of Health in the New England Workplace (<http://health.uconn.edu/occupational-environmental/academics-and-research/cph-new/> ), also supported by NIOSH. Academic merit: This course will primarily serve as an advanced course for students interested in pursuing a career in industrial/organizational psychology, or in human resources, safety, and health protection or promotion, and for those students who are interested in learning about an interdisciplinary systems approach to human health that considers the interplay of design factors of the work environment and the work organization as well individual behaviors and lifestyles, and in learning about research-to-practice efforts to intervene in the workplace to benefit worker safety, health and wellbeing.  |
| **Specify effect on other departments and overlap with existing courses** | This new course is intended to expand the advanced curricular offerings in industrial/organizational psychology, and so topics in this course build on those covered in the one prerequisite course, PSYC 2600 (Introduction to Industrial/Organizational Psychology; Course description: Applications of psychology in the workplace: Measurement, personnel decisions, performance appraisal, training, motivation, worker attitudes, leadership, ergonomics and job design, workplace health and safety). Topics covered in the following two industrial/organizational psychology courses are complementary: PSYC 3601 (Human Factors Design; course description: Application of information about human abilities and limitations to the design of systems, products, tools, computer interfaces, tasks, jobs, and environments for safe, comfortable and effective human use), and PSYC 3600 (Social Organizational Psychology; course description: Social psychological phenomena in the workplace. Social perceptions, personality, stress, work-related attitudes, motivation, team decision-making and effectiveness, leadership and influence, organizational culture). There is one health-related psychology course that is taught from the perspective of clinical psychology, Health Psychology (PSYC 3501; course description: The interface between psychology and health is examined using a biopsychosocial model. Topics include stress and coping, health promotion, adjustment to chronic illness, and the psychology of health behaviors), that does not specifically focus on occupational health nor is it focused on the design of workplace interventions to benefit worker safety, health and wellbeing.  |
| **Please provide a brief description of course goals and learning objectives** | Educational goals are to gain an understanding of: 1) The history of the interdisciplinary field of OHP. 2) Theoretical models used to guide OHP research. 3) Research methods in OHP. 4) Research translation of OHP, including research-to-practice, dissemination and implementation science. 5) How to apply OHP to a specific job or job sector through service learning (depending on staffing and other factors when offered). 6) How the field of OHP continues to develop. 7) Possible career paths in OHP, particularly as it relates to industrial/organizational psychology.  |
| **Describe course assessments** | Homework Assignment. Students will be asked to apply OHP principles when analyzing and designing interventions for an existing work system. Exam. There is one mid-term exam and also a final exam. Exam format is a 50-50 split of multiple-choice questions and short essay questions. Exams are cumulative. Letter grades are assigned to exams, and exams are graded on a curve when appropriate. Group Project. Everyone will be expected to participate in a project involving application of OHP principles to meet Total Worker Health® needs of a real-world job. You will work on tasks both independently and also collaboratively in small “design teams.” Near the end of the semester, design team members make a formal project presentation with specific recommendations to stakeholders. Typed project reports written independently by each student are due at the end of the last week of classes. Grading. Final course grade = 5% quizzes/classroom exercises, participation in design team meetings in the classroom + 15% HW assignment + 20% mid-term exam + 15% design team project presentation + 15% individual project report + 30% final exam.  |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Syl OHPU spring18c.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78335) | Syl OHPU spring18c.doc | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Robert A Henning | 04/11/2017 - 14:38 | Submit |  | Approved by the Psychological Sciences C&CC on April 5, 2017; Approved for submission by Associate Head James Chrobak; Submitted by CLAS CC&C representative Robert Henning |
| Psychological Sciences | Robert A Henning | 04/11/2017 - 15:26 | Approve | 4/5/2017 | Approved by the Psychological Sciences C&CC on April 5, 2017; Approved for submission by Associate Head James Chrobak; Submitted by CLAS CC&C representative Robert Henning |

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**Occupational Health Psychology**

**PSYC 3644, spring 2018**

**Lecture 001**: TuTh xxx AM, xxx Rm. xxx

**Instructor** Robert A. Henning, Ph.D., Certified Professional Eergonomist, Associate Professor

 Rm. 148 Bousfield Phone 860 486-5918 robert.henning@UCONN.edu

Office Hrs: Monday 9:30-11:30 AM, and by appointment.

**Textbook** Handbook of Occupational Health Psychology, Second Edition, ISBN: 978-1-4338-0776-3 (2011)

 Edited by James Campbell Quick, PhD, and Lois E. Tetrick, PhD

**Overview. “**Occupational Health Psychology (OHP) involves the interdisciplinary partnerships of psychological and occupational health science professionals seeking to improve the quality of working life, and enhance the safety, health and well-being of workers in all occupations. Because it exists at the intersection of behavioral science and occupational health disciplines, OHP is inclusive of knowledge and methods from psychology, public/occupational health, organizational studies, human factors, and allied fields (such as occupational sociology, industrial engineering, economics, and others). OHP is concerned with the broad range of exposures and mechanisms that affect the quality of working life and the responses of workers. These include individual psychological attributes, job content and work organization, organizational policies and practices, and the economic and political environments in which organizations function. OHP research and practice explores interventions targeting the work environment as well as the individual, to create healthier workplaces and organizations and to improve the capacity of workers to protect their safety and health and to maximize their overall effectiveness.” (Society for Occupational Health Psychology, 2017; <http://www.sohp-online.org/field.htm> ).

Educational goals are to gain an understanding of:

1. The history of the interdisciplinary field of OHP.
2. Theoretical models used to guide OHP research.
3. Research methods in OHP.
4. Research translation of OHP, including research-to-practice, dissemination and implementation science.
5. How to apply OHP to a specific job or job sector through service learning.
6. How the field of OHP continues to develop.
7. Possible career paths in OHP, particularly as it relates to industrial/organizational psychology.

**Class Attendance.** Highly recommended. Day-day reading assignments, topics beyond those covered in the textbook, study tips, changes to the exam schedule, advice on how to avoid academic misconduct and other important topics, are all covered in class, and are critical to succeeding in this course. Attending class is the best way to learn which topics are emphasized in the course and on exams. Handouts are sometimes circulated in class. Exams are discussed when returned, and given the cumulative nature of the topics covered over the course of the semester, engaging in this discussion and asking questions can be an effective way for you to begin preparing for the next section of the course and future homework and exams. The topics covered in this course are necessarily complex, and you will find it helpful to prepare for class each day by reading ahead in the textbook – at minimum skimming sections likely to be covered in lecture that day. The serious student will come to class prepared to ask questions and to contribute as new material is presented.

**Homework Assignment.** You will be asked to apply OHP principles when analyzing and designing interventions for an existing work system.

**Exams**. There is one mid-term exam and also a final exam. Exam format is a 50-50 split of multiple-choice questions and short essay questions. Exams are cumulative. Letter grades are assigned to exams, and exams are graded on a curve when appropriate. Final exams for spring 2018 take place starting on xxx and ending on xxx. Students are required to take the final exam at its stated time. If you have a conflict with this time, you must contact the Office of Student Services and Advocacy to obtain permission to reschedule your exam.  Please note that vacations, previously purchased tickets or reservations, graduations, weddings, family reunions, are not considered viable reasons for rescheduling a final exam. However, if you think that your situation warrants permission to reschedule, contact the Office of Student Services and Advocacy.

**Group Project**. Everyone will be expected to participate in a project involving application of OHP principles to meet Total Worker Health® needs of a real-world job. You will work on tasks both independently and also collaboratively in small “design teams.” Near the end of the semester, design team members make a formal project presentation with specific recommendations to stakeholders. Typed project reports written independently by each student are due at the end of the last week of classes. Additional project guidelines will be provided once we begin this effort.

**Grading**. Final course grade = 5% quizzes/classroom exercises, participation in design team meetings in the classroom + 15% HW assignment + 20% mid-term exam + 15% design team project presentation + 15% individual project report + 30% final exam.

**Policy on phones.** The use of cell phones and smart phones is prohibited in this class because it can become too disruptive. Please turn your phone completely off, including the vibration setting, and put it away. If you are expecting an emergency call, however, please inform me before class, sit near the door, set your phone to “vibrate,” and quietly leave the room before responding to any call.

**No Laptop/Notepad Use, Either.** In addition to being distracting to the instructor and to others, some evidence suggests that students who type notes during lecture perform worse than students who take notes by hand.

**Recording Devices.**Audio and/or video recordings of class lectures or activities are not permitted without written permission from the instructor.

**Academic Misconduct**. Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area, intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism); providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in "*The Student Code*.”

Please understand that academic misconduct is not tolerated in this course: if it happens, it will be reported, it will impact your standing at UConn, and it will lower your grade or you will fail the course. If you are unclear as to what will or will not be considered academic misconduct (e.g., regarding plagiarism on your homework assignment), please ask about it in class or contact the instructor directly.

***COURSE SYLLABUS, Psych 3644***

1. Mission and History of OHP 2 Classes

 OHP vs Conventional workplace safety & health programs

 NIOSH and the APA; creation of OHP training programs; Founding of the Society for Occupational Health Psychology

2. Reducing Health Risks versus Enhancing Wellbeing: Overarching Models & Frameworks 13 Classes

 Pathogenic models

 Salutogenic models

 PE-fit and performance-design interactions, human factors/ergonomics

 Job Demands-Resources Model

 Behavioral cybernetics

 Macroergonomics, participatory ergonomics

 Total Worker Health and the focus on wellbeing

4. Intervention design & Service Learning Project 8 Classes

 Participatory action research, Part 1

 Total Worker Health® programs, and integrated interventions

 CPH-NEW Healthy Workplace Participatory Program

7. Methodology and Evaluation 2 Classes

 Participatory Action Research, Part 2

 Qualitative and quantitative measures

 Process measures

 Epidemiological assessments

8. Current topics in OHP 2 Classes

 Example topic: addressing the opiate epidemic in the workplace

**2017 – 93 KORE 1103 Revise Course (S)**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3519 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Korean I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- |
| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | KORE |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Korean I |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I'm revising an existing course with an existing course number |

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| **CONTACT INFO** |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | gustavo.nanclares@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- |
| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Korean |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture and discussion |

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| --- |
| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Kore 1102 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | We have no Korean instructors outside Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | KORE 1103-1104. Intermediate Korean Levels I and II 1103 is offered in the first semester 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 for more information. |
| **Provide proposed title and complete course catalog copy** | KORE 1103. Intermediate Korean I. Four credits. Prerequisite: KORE 1102 or equivalent. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Korean-speaking world.  |
| **Reason for the course action** | We want to bring these courses out of the Critical Languages program and offer them as stand-alone four-credit language courses. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | At the end of the course students will be able to participate in conversations in Korean language in various contexts such as phone conversations, campus life, and family relations; acquire practice speaking and listening in Korean language; acquire more sophisticated expressions such as detailed honorific treatments, different clausal connectives, and noun-modifying forms; improve their basic writing skills in Korean; be aware of Korean cultural norms and traditions. |
| **Describe course assessments** | Class participation, weekly exercises from textbook and workbook, performance assessments such as quizzes and dictations, grammar exercises, writing exercises, small compositions, final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Korean 1103 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78566) | Korean 1103 Syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Gustavo Nanclares | 04/13/2017 - 16:17 | Submit |  | None |
| Literatures, Cultures and Languages | Philip W Balma | 04/18/2017 - 15:07 | Approve | 4/18/2017 | The LCL departmental committee has approved this CAR. |

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University of Connecticut

Department of Literatures, Cultures, & Languages

**Course:** Korean한국어1103

**Credits:** 4

**Day/Time/Location:** TBA

**Instructor:** Eun-Ju Shin, Email:eunju.shin@uconn.edu

**Office hour**:

**About the course:**

The course intends for students who have completed Korean 1102. We will focus on developing all five skills that help to learn the Korean language and culture more intensely. You will learn how to engage Korean conversations in various contexts such as phone conversations, campus life, family relations, etc. You will have more practice on the speaking and listening. To do so, you will acquire more sophisticated expressions such as detailed honorific expressions, different clausal connectives, various noun-modifying forms, etc. 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 2, Second Edition*

 *Integrated Korean Workbook Beginning 2, Second Edition*

* Additional course material will be distributed in class on an as-needed basis.

**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 for each week 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%

**General plan of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 주  | Chapter 과 | In class 수업 | Usage |
| Week1 | Review1-8과9과생일 | Review the book Beginning 1 Conv.1 예쁜 모자를 선물 받았어요.G.9.1 Expressing goal or source: ~한테/께 vs. N한테서 9.2 The noun-modifying form [Adj~(으)ㄴ] + N |   |
| 2 | 9과생일 | New Expression:1. How to express dates
2. Months of the year
3. Days of the month

대화 1 받아쓰기Conv.2 할머니 연세가 어떻게 되세요?G.9.3 Honorific expressions 9.4 The subject honorific ~(으)시 9.5 The clausal connective ~ 지만 | A. Talking about important datesB. Dates, days, and schedules |
| 3 |  | New Expression:1. 께
2. 께서
3. 보내다
4. 어떻게 되세요?

대화 2 받아쓰기Narration: 돌 잔치활용 연습Culture: 나이와 생일 | C. Giving/making/sending and receivingD. Organizing a birthday party |
| 4 | 10과연구실에서 | Conv.1 오늘은 시간이 없는데요.G10.1 The clausal connective ~(으)ㄴ데/는데 10.2 Expressing desire: ~고 싶다/ 싶어하다 10.3 The sentence ending ~(으)ㄴ데요/는데요New Expression:1. 얼마
2. 전공이 뭐예요? / 뭐 전공하세요?
3. 뵙다

대화 1 받아쓰기 | A. Visiting a professor’s officeB. Giving one’s biographical information |
| 5 |  | Conv. 2 늦어서 죄송합니다.G10.4 The clausal connective ~ 어서/아서 10.5 The noun-modifying form [Verb~는] + NNew Expression:1. 죄송합니다
2. 교통이 복잡하지요?
3. 똑똑

Culture: 서울의 대중교통 | C. Expressing reservations |
| 6 |  | 대화 2 받아쓰기Narration: 호주 학생 ‘마크’활용 연습Culture: 추석, 개천절9과 시험 |  |
| 7 | 11과기숙사 생활 | Conv.1 차 한 잔 하실래요?G.11.1 The progressive form ~고 있다 11.2 Intentional ~(으)ㄹ래요New Expression:1. 어, 민지씨 아니세요?
2. 잘 됐네요
3. 사귀었어요
4. 어떤

대화 1 받아쓰기Culture: 한글날 | A. Meeting someone by chance |
| 8 |  | Conv.2 연극 보러 갈까요?G.11.3 N(이)나 vs, N밖에* 1. Asking someone’s opinion: ~(으)ㄹ까요?

New Expression:1. ~부터 ~까지: Time and location
2. 글쎄요
 | B. Extending, accepting, and declining invitationsC. Setting up a get-together |
| 9 |  | 대화 2 받아쓰기Narration: 캐나다 학생 ‘민지’활용 연습10과 시험Culture: 한국의 음악 |  |
| 10 | 12과가족 | Conv.1 어디서 오셨어요?G.12.1 The clausal connective ~어서/아서 (sequential) 12.2 Conjectural ~겠~New Expression:1. 형제
2. For ordinal numbers native numbers are used with the ordinal counters

대화 1 받아쓰기Culture: 한복 (Traditional Korean clothing) | A. Talking about familyB. Ordinal numbers |
| 11 |  | Mid-term exam: 9-11과Conv.2 가족 사진이 잘 나왔네요.G.12.3 The sentence ending ~네요 12.4 Irregular predicates with /ㅎ/* 1. The noun-modifying form [Verb~(으)ㄴ] + N (past)
 | C. Describing clothesD. Describing colors |
| 12 |  | New Expression:1. 닮았어요 ‘resemble’
2. Colors
3. The particle 이랑 vs. 하고

ClothingNarration: 가족 사진Culture: 호칭 (Extending family terms to other social relations) |  |
| 13 | 13과전화 | Conv.1 스티브씨 좀 바꿔주세요.G13.1 The benefactive expression ~어/아 주다 13.2 Expressing obligation or necessity: ~어/아야 되다 13.3 The sentence ending ~(으)ㄹ게요New Expression:1. 따르릉 따르릉 a sound of telephone ringing
2. 여보세요
3. 실례지만 누구세요?
4. 지금 vs. 이제
5. 몸 조리 잘 하세요.
6. Some telephone expressions
7. Parts of the body
 | A. Making telephone callsB. Making an appointment |
| 14 |  | Conv. 2 박 교수님 댁이지요?G13.4 Noun 때문에 ‘because of’ or ‘due to’ 13.5 Intentional ~겠~New Expression:1. … 좀 부탁합니다
2. 여보
3. 전화 바꿨습니다
4. 좀 뵙고 싶은데요

Narration:전화 메시지12과 시험Culture: 분주한 지하철 | C. Describing illness or painD. Making a polite request/question |
| 15 |  | Final exam | 9- 13과 |

**2017 – 94 KORE 1104 Revise Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3522 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Korean II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | KORE |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Korean II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The number of the course that is being revised |

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| **CONTACT INFO** |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | gustavo.nanclares@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Korean |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Korean 1103 or equivalent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- |
| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | No faculty available |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide existing title and complete course catalog copy** | KORE 1103-1104. Intermediate Korean Levels I and II 1103 is offered in the first semester 1104 in the second. Please refer to the Critical Languages course descriptions. Consult the Program Director in Oak Hall 207 for more information. |
| **Provide proposed title and complete course catalog copy** | KORE 1104. Intermediate Korean II Four credits. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Korean-speaking world. |
| **Reason for the course action** | We are separating Korean language courses from the Critical Language program so that they can be offered as regular four-credit language courses. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At the end of the course students will be able to participate in conversations in Korean language in various contexts such as traveling, shopping, eating out at a restaurant, and hobbies; acquire practice speaking and listening in Korean language; improve their basic writing skills in Korean; be aware of Korean cultural norms and traditions. |
| **Describe course assessments** | Class participation, weekly exercises from textbook and workbook, performance assessments such as quizzes and dictations, grammar exercises, writing exercises, small compositions, final exam. |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [Korean 1104 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78572) | Korean 1104 Syllabus.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Gustavo Nanclares | 04/13/2017 - 17:07 | Submit |  | None |
| Literatures, Cultures and Languages | Philip W Balma | 04/18/2017 - 14:41 | Approve | 4/18/2017 | The LCL departmental committee has approved this CAR. |

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University of Connecticut

Department of Literatures, Cultures, & Languages

**Course:** Korean한국어1104

**Credits:** 4

**Day/Time/Location:** TBA

**Instructor:** Eun-Ju Shin, Email:eunju.shin@uconn.edu

**Office hour**:

**About the course:**

The course is intended for students who have completed Korean 1103. We will focus on developing intensely students’ speaking, listening, and writing abilities in the Korean language. They will learn how to engage Korean conversations more promptly in various contexts such as travelling, doing shopping in the market, or eating out at a restaurant, etc. Students will also learn how to discuss their hobbies. To do so, they will acquire more sophisticated expressions such as ~이라서, ~기 때문에, ~고 나서, ~(으)면, etc . We will use a variety of learning methods, all aimed at listening, speaking, reading, and writing in a cultural context that improves their usage and understanding of Korean.

**Textbook:**  *Integrated Korean Beginning 2, Second Edition*

 *Integrated Korean Workbook Beginning 2, Second Edition*

* Additional course material will be distributed in class on an as-needed basis.

**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 for each week 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%

**General plan of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 주  | Chapter 과 | In class 수업 | Usage |
| Week1 | Review1 -13과 | Review lesson 1-13  |  |
| 2 | 14과공항에서 | Conv.1 토요일이라서 길이 막히네요.NE:1. 어디까지 가세요?
2. 토요일이라서 그래요
3. 다 왔어요
4. 얼마 나왔어요?
5. 기사 아저씨
6. 수고하세요

G14.1 N(이라서) ‘because it is N’ 14.2 The negative ~지 못하다Culture: 한국의 종교 (Religions in Korea) | -Taking a taxi |
| 3 |  | Conv. 2 마중 나왔어요.NE:1. 마중 나오다/나가다
2. 웬일이세요?
3. 택시비

G14.3 The adverbial form ~게  14.4 Negative commands ~지 마세요 14.5 Irregular predicates in 르 | -Writing letters and postcards |
| 4 |  | Narration: 민지의 편지NE:1. 연락 드리지 못해서 죄송합니다
2. 과/와 vs. 하고/(이)랑
3. 안부 (좀) 전해주세요
4. 크리스마스 즐겁게 보내세요
5. 새 해 복 많이 받으세요
6. 사랑하는 딸
7. 올림

활용 연습 |  |
| 5 | 15과쇼핑 | Conv.1 어서 오세요.NE:1. 어서 오세요
2. 이쪽
3. The particle 에 in 세 켤레에 means ‘for, per’
4. Shoe size

G15.1 ~(으)ㄹ 수 있다/없다 ‘can/cannot’ 15.2 Compound verbsCulture: 설날 | -Asking about prices; buying things |
| 6 |  | Conv.2 이 서점에 자주 오세요?NE:1. Vocabularies indicating frequency
2. [N도 V~고 그래요]
3. 별로

G15.3 ~(으)면서 ‘while ~ing’ 15.4 The noun-modifying form [Verb~(으)ㄹ] + N (prospective) 15.5 The clausal connective ~고 나서 | -Expressing frequency |
| 7 |  | 14과 시험Narration: 동대문 시장활용 연습Culture: 삼일절* Create a dialogue with your partner
 |  |
| 8 | 16과음식점에서 | Conv.1 냉면 먹어 봤어요?NE:1. 이쪽으로
2. 주문하다/시키다

G16.1 ~어/아 보다 ‘try doing’ 16.2 The nominalizer ~기 16.3 The clausal connective ~기 때문에Culture: 인사동 | - Making suggestions- Ordering food |
| 9 |  | Conv.2 육개장이 맵지 않아요?.NE:1. Flavors and tastes
2. 여기요!
3. 잘 먹겠습니다/ 맛있게 먹겠습니다 vs. 잘 먹었습니다/ 맛있게 먹었습니다

G16.4 Giving and offering: ~어/아 드리다* 1. Negation: ~지 않다
 | - Describing tastes |
| 10 |  | Narration: 점심 식사활용 연습15과 시험Mid-term exam: Writing prompt for the discussion Culture: 음식 문화 (Food culture) |  |
| 11 | 17과취미 | Conv.1 취미가 뭐예요?G17.1 ~는 것: (An act of)~ing 17.2 The conditional ~(으)면 ‘if, when’ 17.3 The comparative 보다 (더) ‘more than’NE:1. Noun changed from verb using ~(으)ㅁ
2. Verbs used for playing different musical instruments
3. [verb stem~기 전에]
4. Meaning of the particle ~(이)나: ‘or’ vs. ‘as much/many as’
 | -Talking about favorite activities |
| 12 |  | Conv.2 운동 좋아하세요?G17.4 N 때 ‘at the time of N’; ~(으)ㄹ 때 ‘when’ 17.5 ~(으)ㄹ 줄 알다/모르다 ‘know/not know how to’NE:1. 시작하다
2. Verbs used for playing different sports activities

Culture: 한국의 운동 | -Describing feelings |
| 13 |  | Narration: 취미가 다른 두 사람활용 연습16과 시험Discussion (비정상회담) |  |
| 14 |  | Discussion (비정상회담)Review 14과 – 17과Culture: 책걸이 |  |
| 15 |  | Final exam |  |

**2017 – 95 SPAN 1300 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3456 |
| **Request Proposer** | Pardo |
| **Course Title** | Religion in Latin America: a historical survey |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literature, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | SPAN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literature, Cultures and Languages |
| **Course Title** | Religion in Latin America: a historical survey |
| **Course Number** | 1xxx |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Osvaldo F Pardo |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | ofp02001 |
| **Initiator Email** | osvaldo.pardo@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area A: Arts,Area E: World Culture |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 90 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | The course will consist of two lectures and a discussion session a week. |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | At the moment I do not think we have the instructors to offer this course in other campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | SPAN 1XXX. Religion in Latin America: a Historical SurveyThree credits. No Spanish required. Taught in English. An interdisciplinary introduction to the study of religion in Latin America from pre-Columbian times to the present. Topics include: religion and social organization; material culture, ritual and society; European expansion and Christianity; processes of religious conversion; religion and globalization. |
| **Reason for the course action** | SPAN 1XXX will be the only 1000-level course on Latin America offered by the Department of Literature, Cultures and Languages. At present religion is dealt with partially across a very small number of course offerings, namely in Spanish and Latin American civilization courses. The same can be said about the almost total absence of courses touching upon Latin American indigenous cultures. There is also a limited number of courses on religion (the exception being those offered by Judaic Studies and Anthropology) and religious studies at the college level. SPAN 1XXX will help to partially fill these gaps. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | As can be gathered from the attached syllabus, the course has been designed to serve as a representative overview of religious systems and institutions across cultures in Latin America. Students will familiarize themselves with the particular forms of religious practices found in Mesoamerica (Mayas; Nahuas); the Andean area; and also the Caribbean with its different strands of African religious traditions. Given the overall historical perspective of the course, special attention will be given to questions of change and continuity as well as the many forms that cultural contact and responses to it adopted throughout time.  |
| **Describe course assessments** | There will be a midterm and a final exam. Students are expected to post substantial comments on the topic of the weekly discussion sessions and contribute to online discussions on questions posed by the instructor.  |
| **General Education Goals** | The course will provide students with critical tools for discussing and understanding a particularly complex area of human experience such as religion from a cross-cultural and historical perspective. The interdisciplinary perspective of the course is intended to highlight the intricate nature of different individual and social experiences as well as make students aware of current scholarly trends in the humanities and social sciences. Ideally students will come out of the course with a new awareness about the role and power of religion at a global level.  |
| **Content Area: Arts and Humanities** | The proposed course satisfies more than adequately some of the objectives envisioned by UCONN for general education requirements in the area of arts and humanities. In this course students will have the opportunity to consider a wide variety of human experiences and institutions by examining from a historical perspective the role of religion in shaping societies across Latin America. The guiding idea behind the course’s structure is that material culture can serve as a privileged window into the most salient features of religious practices such as the relationship between humans and the environment; the representation of the sacred; worship and performance, etc.  |
| **Content Area: Diversity and Multiculturalism (International)** | A strong case can be made for the inclusion of this course in Group 4 on account of its focus on the variety of religious experiences across cultures in Latin America past and present. Special attention will be given to the ways in which different ethnic groups from Mesoamerica, the Andes, and the Caribbean arrived at very diverse notions of the sacred in relation to both the individual and society.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [SPAN1xxx-Religion-syllabus-03.30.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/77725) | SPAN1xxx-Religion-syllabus-03.30.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Osvaldo F Pardo | 04/04/2017 - 13:25 | Submit |  | Submitting request for your approval.  |
| Literature, Cultures and Languages | Philip W Balma | 04/18/2017 - 14:38 | Approve | 4/18/2017 | The LCL departmental committee has approved this CAR. |

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SPAN 1XXX

Instructor: Prof. Osvaldo F. Pardo

Office: 248 Oak Hall

Email: osvaldo.pardo@uconn.edu

 Religion in Latin America: A Historical Survey

This course will introduce students to the historical study of religions in Latin America from pre-Columbian times to the present. Through a combination of formal lectures and regular discussion sessions students will have the opportunity to familiarize themselves with a wide variety of sources (artifacts, architecture, oral traditions, Mesoamerican codices; performances, and written documents) as well as methodological approaches to the study of religious phenomena across historical periods and cultures. Special emphasis on topics such as religion and social organization; material culture, ritual and society; European expansion and religion; processes of religious conversion; religion and globalization. The class will combine formal lectures with weekly discussion sessions.

Reading material:

1. Anna Peterson and Manuel Vásquez. *Latin American religions: Histories and Documents in Context*. New York: New York University Press, 2008.
2. Selected readings in huskyct.

Grading

15% Performance and Participation. In order to perform and participate, you absolutely have to attend classes. Each class you miss, you lose the total points of that day for this part of your final grade.

15% Quizzes. There will be several online quizzes through huskyCT.

20% Journal. Students are expected to write a journal entry of about 200 words after each class. These entries have to be written online, through HuskyCT. All entries of the journal will be corrected for a grade.

25% Midterm. The midterm exam will be divided into two sections. The first section will include short-answer questions of any kind (multiple choice, True or False, short definitions, etc.); in the second section students will be asked to write a short essay on a particular topic covered in class.

25% Final exam. (Similar in structure to the midterm)

\*\*\* The proposed plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed by electronic mail and by the instructor during class. An updated copy of the syllabus will always be available in HuskyCT.

Week 1. Class 1. Introduction to the course. Basic concepts on religion and the study

 of religion.

 Class 2. Basic concepts on religion and the study of religion.

Week 2. Class 1. Mesoamerica as cultural area.

 Class 2. Religion and Mayan society.

Week 3. Class 1. Religion and Mayan society.

 Class 2. The development of religion in the Central Valley of Mexico.

Week 4. Class 1. The development of religion in the Central Valley of Mexico.

 Class 2. Andean societies. Basic concepts and history.

Week 5. Class 1. The Tawantisuyu. Religion and the Inka State.

 Class 2. The Tawantisuyu. Religion and the Inka State.

Week 6. Class 1. Nature and religion in Amazonian societies.

 Class 2. Priests and shamans in American religions.

Week 7. Class 1. Christianity on the eve of Reformation. The concept of local religion.

 Class 2. The Conquest: what the Spaniards found in the Islands

Week 8. Class 1. European missionaries in America.

 Class 2. European missionaries in America.

Week 9. Class 1. The making of colonial Catholicism.

 Class 2. The making of colonial Catholicism

Week 10. Class 1. Jews and the New World.

 Class 2. Jews and the New World.

Week 11. Class 1. African religions in America: past and present.

 Class 2. African religions in America: past and present.

Week 12. Class 1. Religion and the Liberal State in Latin America.

 Class 2. Protestantism in Latin America.

Week 13. Class 1. Religion and social change I: The origins of Liberation Theology

 Class 2. Religion and social II: The legacy of Liberation Theology.

Week 14. Class 1. Religions and the marketplace.

 Class 2. Religions and the marketplace.

Basic Bibliography.

Corten, Andre, and Ruth R. Marshall-Fratano. *Between Babel and Pentecost: Transnational Pentecostalism in Africa and Latin America*. Bloomington: Indiana University Press, 2001.

Elkin, Judith Laikin, *The Jews of Latin America*. 3rd. edition. Boulder, CO: Lynne Rienner Publishers, 2014.

González, Justo L., and Ondina E. González. *Christianity in Latin America: A History*. Cambridge: Cambridge University Press, 2008.

Koschorke, Klaus, and Freider Ludwig. *A History of Christianity in Asia, Africa and Latin America, 1450-1990: A Documentary Sourcebook*. Grand Rapids, MI: W. B. Eerdsmans, 2007.

Lynch, John. *New Worlds: A Religious History of Latin America*. New Haven: Yale University Press, 2012.

Menasseh ben Israel. *The hope of Israel*. London, 1652. (available online)

MacCormack, Sabine. *Religion in the Andes*. Princeton: Princeton University Press, 1991.

Pané, Ramón. *An account of the antiquities of the Indians*. Durham: Duke University Press, 1999.

Penyak, Lee M., and Walter J. Petry. *Religion in Latin America: a documentary history*. Maryknoll, NY: Orbis Books, 2006.

Peterson, Anna, and Manuel Vásquez. *Latin American religions: Histories and Documents in Context*. New York: New York University Press, 2008.

Reichel Dolmatoff, Gerardo. *Amazonian Cosmos: the sexual and religious symbolism of the Tukano Indians*. Chicago: University of Chicago Press, 1971.

Sullivan, Lawrence E. *Native religions and cultures of Central and South America*. New York: Continuum, 2002.

---. *Icanchu’s drum*. New York: McMillan, 1988.

Tedlock, Dennis. *Popol vuh: the Mayan book of the dawn of life*. New York: Simon and Schuster, 1985.

---. *2000 years of Mayan literature*. Berkeley: The University of California Press, 2010.

Tombs, David. *Latin American Liberation Theology*. Boston: Brill Academic Publishers, 2002.

Vásquez, Manuel, and Marie F. Marquardt. *Globalizing the Sacred: religion across the Americas.* New Brunswick, N.J.: Rutgers University Press, 2003.

**2017 – 96 TRST 5310 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3591 |
| **Request Proposer** | Theologhides |
| **Course Title** | Literary Translation: Applying the Craft |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literature, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | TRST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literature, Cultures and Languages |
| **Course Title** | Literary Translation: Applying the Craft |
| **Course Number** | 5310 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Peter C Theologhides |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | pct15101 |
| **Initiator Email** | peter.constantine@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent) |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor is at Storrs campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | TRST 5310: Literary Translation: Applying the Craft Three credits. Prerequisite: Six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent) Translating literature from various genres, and a study of the practical and theoretical aspects of literary translation.  |
| **Reason for the course action** | This course will be a core course of UConn's new program in Literary Translation, and part of the planned Graduate Certificate in Literary Translation. |
| **Specify effect on other departments and overlap with existing courses** | This course will not overlap with any existing courses, but will complement all literary and foreign language courses offered in other departments. |
| **Please provide a brief description of course goals and learning objectives** | The goal is to develop students' skill in literary translation in various literary genres while also developing their understanding of translation theory and how it can help translators in their craft.  |
| **Describe course assessments** | Students will translate texts in a specific genre every week which throughout the term will be gathered into a portfolio. Students will read a theoretical text for each class: a student will be chosen to make a ten-minute presentation, which will be followed by a class discussion. Throughout the semester students will present their literary translations, explaining the technique they use. These translations are analyzed and discussed by the class. The written work will be one essay on translation and a book review either of a translation theory work or a translated book of prose or poetry. Students' grades will be based on participation, their written work, and translation portfolio. There will be no final exam.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [TRST 5310: Literary Translation: Applying the Craft.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/79034) | TRST 5310: Literary Translation: Applying the Craft.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Peter C Theologhides | 04/18/2017 - 17:05 | Submit |  | I am requesting this course as part of UConn's new Program in Literary Translation and as a core course of the planned Graduate Certificate in Literary Translation |
| Literature, Cultures and Languages | Philip W Balma | 04/19/2017 - 22:05 | Approve | 4/19/2017 | Approved by LCL dept. committee with a majority vote (4 in favor, 2 abstained) |

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**TRST 5310**

**Literary Translation: Applying the Craft**

**Syllabus – Fall 2017**

Instructor: Peter Constantine

peter.constantine@uconn.edu

In this course we will translate literature and study the practical aspects of the craft of literary translation, and read and discuss what thinkers and masters of the craft tell us about their particular experience. We will examine Western translation theory as it relates to our work, but will also look beyond, discussing ideas and theories from other cultures, such as Indian, Tibetan, and Japanese. We will develop different translation strategies, preparing translations of various genres of short prose, poetry, and drama for possible publication. Students will also write one short review of a foreign book or translation, and a short essay on translation. Throughout the course we will discuss practical matters, such as choosing publishable literary works to translate, and will explore strategies for publishing our work.

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

**Supportive Readings and Materials**:

 HuskyCT in Course Overview, Library Resources (LR), or at the links provided.

 Please contact me if you are unable to find the assignment.

**Grade Breakdown**

20% Participation

20% Presentation of your translations

15% Essay on translation

15% A book review

30% Student’s final translation portfolio containing the prose and poetry translations you have presented and workshopped in class, and a prose or poetry translation of about 10 pages

**Plan of classes:**

\*\*\* This plan is subject to change. If any changes occur, students will be informed by the instructor. The updated syllabus will be available in HuskyCT.

**WEEK 1**

Introduction to the course and general discussion of the craft of literary translation. The various approaches to literary translation, from mainstream to experimental. Discussion of students’ ideas for their first translation projects.

**WEEK 2**

**Early European translators and their craft:**

* "Living at the Level of the Word: Cicero's rejection of the interpreter as translator," Siobhán McElduff. <http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/full/10.1080/14781700902937680>
* Nicolas Perrot D’Ablancourt, "Preface to Tacitus" and "Preface to Lucian."
* Dryden, "Preface to Ovid’s translation."

Further discussion of students’ planned translation projects.

**WEEK 3**

**Core issues in translating; the sacred texts I**

* St. Jerome’s letter to Pammachius
* "Genealogies of Translation Theory: Jerome," by Lawrence Venuti. [http://eds.a.ebscohost.com.ezproxy.lib.uconn.edu/ehost/pdfviewer/pdfviewer?sid=c252b4fc-fb52-4dd8-b4fa-22d8509c6e96%40sessionmgr4001&vid=1&hid=4113](http://eds.a.ebscohost.com.ezproxy.lib.uconn.edu/ehost/pdfviewer/pdfviewer?sid=c252b4fc-fb52-4dd8-b4fa-22d8509c6e96%2540sessionmgr4001&vid=1&hid=4113)

Bring your first short prose translation to class. Prose presentations part 1

**WEEK 4**

**Core issues in translating; the sacred texts 2**

* "Theorizing Buddhist Scripture Translation as an Act of Giving: a Buddhist Perspective." Sai Cheong Siu <http://www.iatis.org/images/stories/publications/new-voices/Issue4-2008/Siu_2008.pdf>
* "Translating the Foreign into the Local: The Cultural Production and Canonization of Buddhist Texts in Imperial Tibet." <https://muse-jhu-edu.ezproxy.lib.uconn.edu/books/9789629968915/9789629968915-13.pdf>

Bring your short prose translation to class. Prose presentations part 2

**WEEK 5**

**German ideas:**

* Friedrich Schleiermacher, "On the Different Methods of Translation."
* Goethe, "Translations."
* Nietzsche, "Translations."
* Walter Benjamin, "The Task of the Translator."

Bring your poem translation to class. Poem presentations part 1

**WEEK 6**

**Russian Ideas:**

* Vladimir Nabokov, "Problems of Translation: Onegin in English."
* Roman Jakobson’s "On Linguistic Aspects of Translation," and "The Language of Schizophrenia: Hölderlin's Speech and Poetry." [http://www.jstor.org.ezproxy.lib.uconn.edu/stable/1772357?sid=primo&origin=crossref&seq=1#page\_scan\_tab\_contents](http://www.jstor.org.ezproxy.lib.uconn.edu/stable/1772357?sid=primo&origin=crossref&seq=1%23page_scan_tab_contents)
* "The case of the missing Russian translation theories, "Anthony Pym & Nune Ayvazyan. [www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2014.964300](http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2014.964300)

Bring your poem translation to class. Poem presentations part 2

**WEEK 7**

Student presentations analyzing a published translation.

**WEEK 8**

**Far Eastern Ideas:**

"Japanese translation historiography: Origins, strengths, weaknesses and lessons"

[www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2012.663600](http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2012.663600)

"Japanization and the Chinese “Madman”: Triangulating Takeuchi Yoshimi's philosophy of translation." <http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2015.1026271>

North Korean Literary Translators and the Appropriation of Foreign Culture from the Late 1940s to the Mid-1960s, the Case of Im Hak-Su

<https://muse-jhu-edu.ezproxy.lib.uconn.edu/books/9789629968915/9789629968915-11.pdf>

Discussion of publishing contracts and strategies for publishing translations.

**WEEK 9**

**Ideas from India:**

**"**Towards an Indian Theory of Translation."

[http://www.indranathchoudhuri.com/Articles%20new%20new/Towards%20an%20Indian%20Theory%20of%20Translation.pdf](http://www.indranathchoudhuri.com/Articles%2520new%2520new/Towards%2520an%2520Indian%2520Theory%2520of%2520Translation.pdf)

"Habitations of Resistance: The Role of Translation in the Creation of a Literary Public

Sphere in Kerala."

<https://muse-jhu-edu.ezproxy.lib.uconn.edu/books/9789629968915/9789629968915-15.pdf>

"Translating into English" Gayatri Spivak.

<https://muse-jhu-edu.ezproxy.lib.uconn.edu/books/9781400826681/9781400826681-12.pdf>

Discussions of book reviewing techniques and writing articles on translations. A review of a book-length work in a foreign language or a translated book and a short article / essay on translation are due by the end of the Thanksgiving Break.

**WEEK 10**

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

Gayatri Spivak, "The politics of Translation"

Further discussions of students’ book reviews and essays / articles.

**WEEK 11**

**Translating for the Stage:**

Boehm, Philip. “Some Pitfalls of Translating Drama”<http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/07374836.2001.10523796>

Perteghella, Manuela. “Language and Politics on Stage: Strategies for

Translating Dialect and Slang with References to Shaw’s Pygmalion and Bond’s Saved

<http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/07374836.2002.10523826>

**WEEK 12**

**Lessons learned from Indigenous and Endangered Language:**

Conflict and dialogue: Bronisław Piłsudski's ethnography and translation of Ainu oral narratives [www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2012.628813](http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/14781700.2012.628813)

Chiri Mashiho’s Performative Translations of Ainu Oral Narratives [www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/10371390802249040](http://www-tandfonline-com.ezproxy.lib.uconn.edu/doi/pdf/10.1080/10371390802249040)

**WEEK 13**

**Thanksgiving break**

**WEEK 14**

Students workshopping their translation portfolio with class discussion.

**WEEK 15**

Student presentations of their portfolios

**2017 – 97 TRST 5311 Add Course**

|  |
| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 17-3593 |
| **Request Proposer** | Theologhides |
| **Course Title** | Literary Translation Seminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literature, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- |
| **COURSE INFO** |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | TRST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literature, Cultures and Languages |
| **Course Title** | Literary Translation Seminar |
| **Course Number** | 5311 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Peter C Theologhides |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | pct15101 |
| **Initiator Email** | peter.constantine@uconn.edu |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | A working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Instructor is at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** |
| **Provide proposed title and complete course catalog copy** | Literary Translation Seminar Prerequisite: A working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Translating literature and studying the practical aspects of the craft of literary translation |
| **Reason for the course action** | This course will be a part of UConn's new Program in Literary Translation, and one of the two core courses of the planned Graduate Certificate in Literary Translation. |
| **Specify effect on other departments and overlap with existing courses** | This course will not overlap with any existing courses, but will complement all literary and foreign language courses offered in other departments. |
| **Please provide a brief description of course goals and learning objectives** | This course will focus intensely on translating prose, poetry, and drama from various eras while also developing their understanding of translation theory and how it can help translators in their craft. It will also concentrate on practical matters such as publication strategies and preparing publishable translations.  |
| **Describe course assessments** | Students will translate literary texts every week with a view to producing publishable translations. Students will present their work every second week for class analysis and editing, and present specific translation issues that their translated passages have presented. One essay on practical aspects of literary translation. Biweekly readings of texts by notable translators about translation issues and professional aspects of literary translation. Students will be graded on the final portfolio of translated texts, their essay, and the class presentations.  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [TRST 5311 : Literary Translation Seminar .docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/79048) | TRST 5311 : Literary Translation Seminar .docx | Syllabus |

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| --- |
| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Peter C Theologhides | 04/18/2017 - 23:26 | Submit |  | This course will be one of the graduate courses taught in the Program in Literary Translation and will be one of the core courses of the planned Certificate in Literary Translation. |
| Literature, Cultures and Languages | Philip W Balma | 04/19/2017 - 22:04 | Approve | 4/19/2017 | Approved by LCL dept. committee with a majority vote (4 in favor, 2 abstained) |

 |

**TRST 5311: Literary Translation Seminar**

**Syllabus – Spring 2017**

Instructor: Peter Constantine

peter.constantine@uconn.edu

In this course we will translate literature and study the practical aspects of the craft of literary translation, and read and discuss what notable literary translators have written about their craft and their particular experience. We will develop different translation strategies, preparing translations of various genres of short prose, poetry, and drama. Throughout the course we will discuss practical matters, such as choosing publishable literary works to translate and publication strategies.

**Foreign Language Requirement**: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Students not meeting this requirement who wish to take the course should contact me.

**Supportive Readings and Materials**:

 HuskyCT in Course Overview, Library Resources (LR), or at the links provided.

**Grade Breakdown**

25% Participation

25% Presentation of your translations

15% Essay on translation

35% Student’s final translation portfolio containing the prose and poetry translations you have presented and workshopped in class.

**Plan of classes:**

\*\*\* This plan is subject to change. If any changes occur, students will be informed by the instructor.

**WEEK 1**

Introduction to the course and general discussion of the craft of literary translation; the various approaches to literary translation, from mainstream to experimental. Discussion of students’ ideas for their first translation projects.

**WEEK 2**

Read“Translating from Culture to Culture,” Umberto Eco.

Students’ first translation samples discussed in class.

**WEEK 3**

Read “Can a translator change a story?” by Umberto Eco.

Students’ first translation samples discussed in class.

**WEEK 4**

Core issues in translating contemporary prose.

Read “Style and translation” and “Translating literary texts” by David Bellos.

Students’ presentation of their translated texts.

**WEEK 5**

Students’ presentations of their contemporary prose translations.

**WEEK 6**

Read: “Pleasures and Problems of Translations,” by Donald Frame.

Core issues in translating pre-modernist prose.

**WEEK 7**

Students’ presentations of their prose translations from a pre-modernist period.

**WEEK 8**

Core issues in translating contemporary poetry.

Discussion of students’ proposed essays on translation.

**WEEK 9**

**Spring Recess**

**WEEK 10**

Students’ presentations of their translations of contemporary poetry.

**WEEK 11**

Read: “Building a Translation, the Reconstruction Business: Poem 145 of Sor Juana Inés de la Cruz,” by Margaret Sayers Peden.

“Translating Medieval European Poetry,” by Burton Raffel.

Core issues in translating pre-modernist poetry.

**WEEK 12**

Short presentations based on students’ essays.

**WEEK 13**

Core issues in translating for the stage.

**WEEK 14**

Students workshopping their translation portfolio with class discussion.

**2017 – 98 ALDS Add Graduate Concentration**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

**Applied Linguistics and Discourse Studies**

Name of sponsoring Department(s):

**Literatures, Cultures, and Languages**

Name of sponsoring School(s) and/or College(s):

**College of Liberal Arts and Sciences**

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

**Storrs**

Contact person and contact details:

**Gustavo Nanclares**

gustavo.nanclares@uconn.edu

Type of Proposal (New/Modified/Name Change/Discontinuation):

**New concentration in LCL M.A. and Ph.D. programs**

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

**M.A., Ph.D.**

Anticipated Initiation Date: **Spring 2018 (upon approval)** Anticipated Date of First Graduation: **2019**

CIP Code: **16-0105**  DHE Code (if available):

**Submittal Information**

Name of Department Head(s): **Gustavo Nanclares**

Department(s): **Literatures, Cultures, and Languages**

Signature of Department Head(s): Date:

Name of Dean: **Devita Glasberg**

School/College: **College of Liberal Arts and Sciences**

Signature of Dean: Date:

Name of Document Recipient in Provost’s Office: Brandon Murray Date:

**Please include the following applicable documents upon delivery to Provost’s Office:**

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost’s website)

The Provost’s Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

**Program Proposal Instructions**

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost’s Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

**Background & Description**

The Program in ALDS offers degrees leading to the M.A. and Ph.D. Students are encouraged to study interdisciplinary approaches to the understanding of human languages and communication. The fields of research range from language teaching and learning in the world language classroom, intercultural competence, cognition and communication, and the study of any multimodal practice in human communication. The program emphasizes the development of a broad approach to any of those topics by using qualitative or quantitative methods, by studying a single or multiple languages, and by integrating related fields. We cultivate the students’ individual interests and encourage individual thinking and innovative approaches to the study of these fields.

Besides the fact that several students in the LCL department have already completed a PhD degree in this topic through a combination of some of the courses we currently teach, independent studies, and classes in other departments, we are receiving several applications each year of highly qualified international and US students we could not accept because we did not have the concentration in this field in place. We also think that the program will attract high school teachers who are interested in getting an MA for their certification, for Professional Development or for ECE certification.

**Reasons for the Proposed Program/Modification/Discontinuation**

One of the main missions of the Department of Literatures Cultures and Languages (LCL) is world language teaching. We prepare our students to be able to learn languages and cultures in order to become global citizens. Our goal is to develop the knowledge, attitudes, and skills we need to engage in meaningful dialogue with individuals from diverse cultural backgrounds. LCL houses a group of specialized faculty who are doing research in areas in the field of language teaching and learning, but also in other areas that can be situated under the umbrella of Applied Linguistics. Our faculty is specialized in Intercultural Communication, Second Language Speech Learning and Applied Phonetics, Discourse Analysis, Language Contact, Applied Cognitive Linguistics. For this reason, we have decided to create a new area of concentration in Applied Linguistics and Discourse Studies (ALDS) within the Literatures, Cultures and Languages M.A. and Ph.D programs. This concentration is coherent with one of the main functions of our department in the education of the students at our University, but also responds to the growing interest among our graduate students. Over the years we have had a significant number of graduate students interested in pursuing M.A. and Ph.D. programs in this field. In the past we have accommodated some of these students. Two of our Ph.D. candidates who just defended their dissertations in this field this April already have job offers starting in the fall of 2017. An additional benefit of including this new concentration will be an increase in course offerings related to language teaching and research, open to all graduate students, which will directly impact the quality of our language programs as well as our graduate students’ professional development. We would like to add to the affiliated faculty colleagues in our own department who work in Translation, Digital Media, and Cinema, although we believe that any study that applies linguistic methodology or theory could be part of our program. We have collaborated already in the design of this project with colleagues in the School of Education and we have consulted colleagues in the Department of Psychology and the Department of Linguistics.

**Curriculum & Program Outline**

The new concentration in ALDS will include a number of core credits in the following areas (see required courses below):

REQUIRED Courses

1. ALDS 5000: Foundations of Applied Linguistics (course submitted to C&CC)
2. LCL 5030: Methods and Approaches to Second Language Acquisition or EDCI 5085: Subject Area Methods: World Languages and Linguistics
3. Quantitative and Qualitative Method course(s): This can be fulfilled by taking EPSY 5605 Quantitative Methods in Research I and EDCI 6000: Qualitative Methods of Educational Research or the appropriate course in ALDS or LCL if it is relevant
4. ALDS XXXX: Proseminar (1-2 credits, taken twice)
5. Two 3-credit courses in the world language field of the LCL department

In addition, students will have the opportunity to specialize based on their specific interests. LCL currently has faculty who specialize in one or more of the following areas pertinent to ALDS:

- Second Language Speech Learning

- Language learning and teaching

- Sociolinguistics, language variation, and language contact

- Cognitive linguistics and applications to multimodal texts (film and art)

- Intercultural competence/intercultural citizenship studies

- Discourse Analysis

- Translation Studies

- Digital Humanities

- Language socialization

- Computer-Assisted Language Learning (CALL)

 Some of the courses we have offered in the past and/or are developing include:

1. ALDS XXXX Intercultural competence in education (offered in the past as GERM 5305/CLCS 5306)
2. ALDS XXXX Applied Cognitive Linguistics (offered in the past as SPAN6403 / CLCS5304).
3. ALDS XXXX Second Language Speech learning (in development)
4. ALDS XXXX Sociolinguistics: Language contact (in development)
5. ALDS XXXX Discourse Analysis (in development)
6. ALDS XXXX Advanced Methods: Special Issues in Quantitative/Qualitative Methods (in development)

Plans of study will vary based on the students’ research focus. The coursework to complete an M.A. degree will include at least 30 credits. At least two of the courses in the student’s coursework should be related to his/her research interest in a world language within LCL. For instance, if a MA student is a Spanish high school teacher, s/he should take courses in Spanish within the Spanish section in any literature or culture topic.

**Sample M.A. plan of study:**

**1st year**

|  |  |
| --- | --- |
| **Fall 1** | **Spring 1** |
| LCL 5030 Teaching Methods (required)ALDS XXXX Foundations of Applied Linguistics (required)Related course 1: World Language, LCL departmentEDCI 5890 Educational Linguistics (alternative to ALDS course) | Quantitative and Qualitative Methods (required) [EDCI 6000: Qualitative Methods of Educational Research or EPSY 5605 Quantitative Methods in Research I]Related course 2 World Language, LCL department CLCS course 1 [Intercultural competence in education] |

**2nd year**

|  |  |
| --- | --- |
| Fall 2 | Spring 2 |
| CLCS 2 [Applied Cognitive Linguistics] CLCS 3 [Second Language Speech Learning]Related 3ALDS XXXX: Proseminar 1 (1 credit) | ALDS XXXX (currently GERM 5305/CLCS 5306) Related 5ALDS xxxx: Independent studyALDS XXXX: Proseminar 2 (1 credit) |

**Learning Outcomes**

Upon completion of the M.A and Ph.D. in Applied Linguistics and Discourse Studies (ALDS), students will be able to:

* Conduct research across a range of topics in Applied Linguistics, such as language acquisition, language in society, pragmatics, discourse analysis, cognitive linguistics, and intercultural communication
* Apply a range of appropriate research methodologies and theories (e.g., quantitative and qualitative approaches, mixed methods, discourse analysis, etc.) to research projects in ALDS.
* Engage in innovative and effective foreign language teaching practices and curriculum informed by theoretical and/or empirical research
* Generate new practices informed by theoretical and/or empirical research in a variety of educational and other professional fields.

**Enrollment & Graduation Projections**

Three students have completed their PhD dissertation in the field of applied linguistics within the German Studies and the Comparative Literary and Cultural Studies concentrations. In this program we have been able to create an interdisciplinary plan of studies that included courses in LCL, Psychology, and the School of Education. There has been steady interest in completing a degree in this concentration. We project accepting between three and five students per year.

**Financial Resources**

Because this is a new concentration within the existing LCL graduate program with faculty from the department, LCL will be able to fund the program with its own resources. This is a new concentration which would make use of existing resources and formalize existing interdisciplinary relationships. No new hires are required.

**Facilities//Equipment/Library/Special Resources**

n/a

**Program Administration**

Because this is a new concentration within the existing LCL graduate program, no new administrative support is required.

**Relevant Faculty**

Nan Meng

Valerie Saugera

Eduardo Urios-Aparisi

Manuela Wagner

Chunsheng Yang

**Similar Programs in Connecticut or Region**

There are currently no doctoral programs in Applied Linguistics in the state of CT. Comparable Graduate programs are a MS degree in Bilingual, Multicultural Education & Tesol at Central Connecticut State University although the main goal of this program is Teacher Certification.

In the region, University of Massachusetts, Boston has an M.A. and a PhD in Applied Linguistics in the Department of Applied Linguistics <https://www.umb.edu/academics/cla/appling/about>. Boston University has a M.A. and a Ph.D. also in Applied Linguistics in the Linguistics Department <http://ling.bu.edu/grad/degrees/ba-ma>, and the Linguistics program in the Graduate Center at CUNY also offers both a Ph.D. and a M.A. <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Linguistics>. Perhaps the closest model is the one at the University of Massachusetts, Boston although they focus on Bilingual Education, English as a Second Language (ESL) instruction for English language learners (ELLs), and Foreign Language Pedagogy (EFL and any other language taught in a foreign context).

Outside the region, our program can be compared with programs at the University of Maryland in the School of Languages, Literatures and Cultures (<https://sllc.umd.edu/sla/phd>), the FLARE (Foreign Language Acquisition Research and Education) program at the University of Iowa or the Department of Second Language Studies at Indiana University (<https://dsls.indiana.edu/>) and the Department of Applied Linguistics at Pennsylvania State University (State College).

The University of Maryland, the University of Iowa, and the Indiana University programs have developed as an interdisciplinary program integrating faculty with research projects that can be construed within the title of Second language acquisition or Second Language teaching and Learning.

Nonetheless, our program is distinctive because it includes Discourse Analysis and integrates other phenomena of human communication including the research methods used in the social sciences. The goal is to take advantage of the synergy of all the faculty who do research in similar areas in the LCL department. What our program offers is an ALDS program housed in an already interdisciplinary department with strong connection with other departments in CLAS (e.g., Psychology, Linguistics) and the NEAG School of Education.

**2017 – 99 Lit Translation Add Graduate Certificate**

UNIVERSITY OF CONNECTICUT

**GRADUATE CERTIFICATE IN**

**LITERARY TRANSLATION**

**Proposal**

Program Director: Peter Constantine

Faculty in Residence (LCL)

peter.constantine@uconn.edu

**I. Literary Translation at UConn:**

One of the great strengths of UConn is the extraordinary diversity of its 31,000 students. We have students studying and speaking dozens of languages ranging from Amharic to Azerbaijani and all the major languages of Europe, Asia, and Africa. In the first year since the founding of UConn’s translation program we have already had students who have translated literature from German, French, Danish, Dutch, Spanish, Catalan, Italian, Chinese, Japanese, Korean, Bosnian, Croatian, Polish, Modern Greek, and Arberishte. Many of these translations have already been published or accepted for publication in national and international peer-reviewed publications such as *World Literature Today*, *Arion*, *Beloit Poetry Journal*, and the European poetry magazines *Lyrikline* and the *Stockholm Review*. UConn’s Program in Literary Translation has also launched the World Poetry Books series that will publish five poetry books annually by both noted translators and graduate students. The program is also publishing the literary magazine *New Poetry in Translation* and the annual anthology *All Translation*.

**II. Certificate Rationale and Purpose:**

The Graduate Certificate in Literary Translation will fill a need nationally and internationally by training a new generation of translators to be equipped academically and professionally for employment in private and public sectors. When Professor Catherine Porter, then President of the Modern Language Association, chose “The Tasks of Translation in the Twenty-First Century” as the central theme for her Presidential Forum at the 2009 MLA convention, she called upon attendees to recognize the importance of translation in the modern world. In her words: "It suffices to reflect on the number of different languages we human beings speak and on the need for transmitting knowledge across linguistic boundaries." Porter pointed out that translation encompasses "such vital concepts as decoding, paraphrase, interpretation, and explanation; its purpose and scope are those of communication itself." International communication skills and understanding have indeed also become crucial in the global job market, with a wider range of career opportunities than ever before opening up for graduate students who have intercultural training and experience. A Certificate in Literary Translation at the graduate level could lead to a range of language-focused careers, and can also offer a wider perspective to students interested, for instance, in business, law, diplomacy, management, and IT. According to the independent market research firm Common Sense Advisory, the global market for outsourced translation services and technology reached $40 billion in 2016 (up from $38.16 billion in 2015), at an annual growth rate of 6.46%, among the fastest-growing services within the industry being website globalization and software localization—in other words, involving the language- and culture-localizing teams that work on various aspects of making software linguistically and culturally pertinent to a specific international market. With the global software market expanding into every field, language specialists with backgrounds in every aspect of the humanities are needed. As the MLA’s Executive Council has stated, “More and more academics are therefore undertaking translation as a component of their professional activity and as a natural extension of their teaching. Whether they translate literary or scholarly works or other cultural documents, they are engaging in an exacting practice, at once critical and creative, that demands lexical precision; detailed knowledge of historical, political, social, and literary contexts; and a nuanced sense of style in both the source language and the target language.”

The purpose of a Certificate Program at UConn would be to prepare a new generation of scholars for this task.

**III. Prerequisites, Proposed Course Sequence, and Educational Objectives**

The Graduate Certificate in Literary Translation will be administered by LCL under the directorship of Peter Constantine. The certificate will offer students a solid background in both literary translation practice and theory across a broad spectrum of genres. Students will translate from one or more languages into English.

The Certificate Program will be open to students from all graduate programs at the University who can demonstrate advanced proficiency in a language other than English.

The Graduate Certificate in Literary Translation will be a 12-credit program offering graduate students the opportunity to develop a competence in the translation of various genres, as well as a broad understanding of translation theory. The certificate can be completed in one year.

*Core Courses:*

The 12-credit certificate program will consist of two core courses, one elective, and a translation portfolio. The core courses are The Practice and Theory of Literary Translation (TRST 5010) and the Literary Translation Seminar (TRST 5011).

*Elective Course and Portfolio:*

The elective must be chosen from the graduate courses in Creative Writing offered by the English Department (or a graduate course in one of the foreign language literatures offered in LCL), and the Portfolio (3 credits) will consist of a conference length paper related to translation and twenty-five pages of translation in any genre or field. The portfolio project will be in the form of an independent study.

*Outcomes will include:*

* A practical and theoretical understanding of various practices in literary translation.
* The tools and skills needed to analyze, compare, edit, and critically assess literary translations.
* A portfolio of translated literary texts
* Literary texts translated for the annual internationally distributed anthology *All Translation*, published by UConn’s Program in Literary Translation.

1) MLA Guidelines for Evaluating Work in Literary Translation

<https://www.mla.org/About-Us/Governance/Executive-Council/Executive-Council-Actions/2011/Evaluating-Translations-as-Scholarship-Guidelines-for-Peer-Review>

 2) The Role of Literary Translation in the Educational Process Salzburg Global Seminar

<http://www.salzburgglobal.org/fileadmin/user_upload/Documents/2000-2009/2009/461/WorkingGroupIII.I461.pdf>

**2017 – 100 MATH Minor Change**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 3/23/2017

2. Department or Program: Mathematics

3. Title of Minor: Mathematics

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#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.)

5. Nature of change: to include a new honors version of a course already listed in the minor.

# Existing Catalog Description of Minor

The requirements for this minor are 15 or more credits following one of three tracks,

* **Track 1.** Five courses chosen from List A; or
* **Track 2.** Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for [MATH 2710](http://catalog.uconn.edu/MATH/#2710) or 2142) have a prerequisite of a grade of C (2.0) or better in [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or 2142); or
* **Track 3.** [MATH 2141Q](http://catalog.uconn.edu/MATH/#2141Q), [2142Q](http://catalog.uconn.edu/MATH/#2142Q), [2143Q](http://catalog.uconn.edu/MATH/#2143Q) and [2144Q](http://catalog.uconn.edu/MATH/#2144Q).
* **List A:**
	+ [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](http://catalog.uconn.edu/MATH/#2130Q) or [2143Q](http://catalog.uconn.edu/MATH/#2143Q)), [2210Q](http://catalog.uconn.edu/MATH/#2210Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](http://catalog.uconn.edu/MATH/#2420Q)), [3146](http://catalog.uconn.edu/MATH/#3146), [3160](http://catalog.uconn.edu/MATH/#3160), [3170](http://catalog.uconn.edu/MATH/#3170) (or [STAT 3965](http://catalog.uconn.edu/STAT/#3965)), [3410](http://catalog.uconn.edu/MATH/#3410), [3435](http://catalog.uconn.edu/MATH/#3435), [3510](http://catalog.uconn.edu/MATH/#3510), [3511](http://catalog.uconn.edu/MATH/#3511), [3710](http://catalog.uconn.edu/MATH/#3710); certain sections of [MATH 3094](http://catalog.uconn.edu/MATH/#3094), [3795](http://catalog.uconn.edu/MATH/#3795) and [3799](http://catalog.uconn.edu/MATH/#3799) approved by the Department Head.
* **List B:**
	+ [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or [2142](http://catalog.uconn.edu/MATH/#2142Q)), [3150](http://catalog.uconn.edu/MATH/#3150) (or [4110](http://catalog.uconn.edu/MATH/#4110)), [3151](http://catalog.uconn.edu/MATH/#3151), [3210](http://catalog.uconn.edu/MATH/#3210), [3230](http://catalog.uconn.edu/MATH/#3230) (or [4210](http://catalog.uconn.edu/MATH/#4210)), [3231](http://catalog.uconn.edu/MATH/#3231), [3240](http://catalog.uconn.edu/MATH/#3240), [3250](http://catalog.uconn.edu/MATH/#3250), [3260](http://catalog.uconn.edu/MATH/#3260), [3330](http://catalog.uconn.edu/MATH/#3330) (or [4310](http://catalog.uconn.edu/MATH/#4310)), [3370](http://catalog.uconn.edu/MATH/#3370).

The minor is offered by the [Mathematics Department](http://www.math.uconn.edu/).

# Proposed Catalog Description of Minor

The requirements for this minor are 15 or more credits following one of three tracks,

* **Track 1.** Five courses chosen from List A; or
* **Track 2.** Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for [MATH 2710](http://catalog.uconn.edu/MATH/#2710) or 2142) have a prerequisite of a grade of C (2.0) or better in [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or 2142); or
* **Track 3.** [MATH 2141Q](http://catalog.uconn.edu/MATH/#2141Q), [2142Q](http://catalog.uconn.edu/MATH/#2142Q), [2143Q](http://catalog.uconn.edu/MATH/#2143Q) and [2144Q](http://catalog.uconn.edu/MATH/#2144Q).
* **List A:**
	+ [MATH 2110Q](http://catalog.uconn.edu/MATH/#2110Q) (or [2130Q](http://catalog.uconn.edu/MATH/#2130Q) or [2143Q](http://catalog.uconn.edu/MATH/#2143Q)), [2210Q](http://catalog.uconn.edu/MATH/#2210Q), [2410Q](http://catalog.uconn.edu/MATH/#2410Q) (or [2420Q](http://catalog.uconn.edu/MATH/#2420Q)), [3146](http://catalog.uconn.edu/MATH/#3146), [3160](http://catalog.uconn.edu/MATH/#3160) (or 3165), [3170](http://catalog.uconn.edu/MATH/#3170) (or [STAT 3965](http://catalog.uconn.edu/STAT/#3965)), [3410](http://catalog.uconn.edu/MATH/#3410), [3435](http://catalog.uconn.edu/MATH/#3435), [3510](http://catalog.uconn.edu/MATH/#3510), [3511](http://catalog.uconn.edu/MATH/#3511), [3710](http://catalog.uconn.edu/MATH/#3710); certain sections of [MATH 3094](http://catalog.uconn.edu/MATH/#3094), [3795](http://catalog.uconn.edu/MATH/#3795) and [3799](http://catalog.uconn.edu/MATH/#3799) approved by the Department Head.
* **List B:**
	+ [MATH 2710](http://catalog.uconn.edu/MATH/#2710) (or [2142](http://catalog.uconn.edu/MATH/#2142Q)), [3150](http://catalog.uconn.edu/MATH/#3150) (or [4110](http://catalog.uconn.edu/MATH/#4110)), [3151](http://catalog.uconn.edu/MATH/#3151), [3210](http://catalog.uconn.edu/MATH/#3210), [3230](http://catalog.uconn.edu/MATH/#3230) (or [4210](http://catalog.uconn.edu/MATH/#4210)), [3231](http://catalog.uconn.edu/MATH/#3231), [3240](http://catalog.uconn.edu/MATH/#3240), [3250](http://catalog.uconn.edu/MATH/#3250), [3260](http://catalog.uconn.edu/MATH/#3260), [3330](http://catalog.uconn.edu/MATH/#3330) (or [4310](http://catalog.uconn.edu/MATH/#4310)), [3370](http://catalog.uconn.edu/MATH/#3370).

The minor is offered by the [Mathematics Department](http://www.math.uconn.edu/).

# Justification

1. Reasons for changing the minor: to include Math 3165 (Honors Probability) in the minor.

2. Effects on students: opens up more honors options for the minor in Mathematics

3. Effects on other departments: will better serve other departments honors students

4. Effects on regional campuses: none

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 3/24/2017

    Department Faculty: 3/29/2017

6. Name, Phone Number, and e-mail address of principal contact person: David Gross, david.gross@uconn.edu

# Plan of Study

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

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the Minor in <insert name>

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept. of <insert name>

See the attached Minor Plan of Study

**2017 – 101 GIS Minor Change**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: September 1, 2016

2. Department or Program: Geography

3. Title of Minor: Geographic Information Science

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2017

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Change in listing of elective courses that count toward the minor. Increase in number of courses that count as electives.

# Existing Catalog Description of Minor

The minor consists of courses that concern spatial data acquisition, evaluation, manipulation, and analysis. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](http://catalog.uconn.edu/GEOG/#2500) and [2505](http://catalog.uconn.edu/GEOG/#2505).
2. One of the following: [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q), [3510](http://catalog.uconn.edu/GEOG/#3510).
3. One of the following: [ECON 2326](http://catalog.uconn.edu/ECON/#2326); [GEOG 2410](http://catalog.uconn.edu/GEOG/#2410), [2510](http://catalog.uconn.edu/GEOG/#2510), [3110](http://catalog.uconn.edu/GEOG/#3110), [4130](http://catalog.uconn.edu/GEOG/#4130), [4230](http://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](http://catalog.uconn.edu/MARN/#3505); [MATH 3710](http://catalog.uconn.edu/MATH/#3710); [STAT 2215Q](http://catalog.uconn.edu/STAT/#2215Q).

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](http://geography.uconn.edu/).

# Proposed Catalog Description of Minor

The minor consists of courses that provide a strong introduction to the field of Geographic Information Science—the acquisition, evaluation, modeling and analysis of geospatial data. Students electing this minor must complete at least fifteen credits from the following:

1. Two required courses: [GEOG 2500](http://catalog.uconn.edu/GEOG/#2500) and [2505](http://catalog.uconn.edu/GEOG/#2505).
2. Electives from the following list totaling at least 7 credits (at least 3 credits of which must be in Geography). Please note that some courses are 3 credits, others 4: GEOG 2410, 2510, 3110, 3500Q, 3505, 3510, 4090, 4095, 4099, 4130, 4230, 4515, GEOG/MARN 3505, ECON 2326, MATH 3710, STAT 2215Q. Using GEOG 4090, 4095, and 4099 requires prior permission of the undergraduate advisor or department head.

Geography majors may not use any Geography course to fulfill both major and minor requirements.

The minor is offered by the [Geography Department](http://geography.uconn.edu/).

# Justification

**1. Reasons for changing the minor**: The change in point 2 above allows students more flexibility in choosing electives and expands the list of courses that can be counted toward the minor. The change also allows students, if interested, to take both [GEOG 3500Q](http://catalog.uconn.edu/GEOG/#3500Q) and GEOG [3510](http://catalog.uconn.edu/GEOG/#3510).

The change also recognizes that GIScience internships, independent study, and special topics courses can be as valuable as classroom experience in providing students with first-hand theoretical and practical challenges on the frontiers of GIScience. However, as noted in the catalog description, these internship, independent study, and special topic credits can only be counted as electives with the approval of the undergraduate advisor to make sure that they focus on GIScience.

**2. Effects on students**: The changes offer more options and opportunities for students to complete the GIS minor.

**3. Effects on other departments**: We are not changing any of the courses currently listed under the minor, but rather adding options. The proposed should make the GIS minor more attractive to non-geography students by offering more flexibility in the electives.

**4. Effects on regional campuses**: The change will have little impact on regional campuses. GEOG 2500 is taught at Avery Point, but the other courses are taught only in Storrs.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Ken Foote, 303-641-3346, ken.foote@uconn.edu

# Plan of Study

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

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I approve the above program for the Minor in <insert name>

(signed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept. of <insert name>

**2017 – 102 GSCI 4140 Add Course**

**Dual Degree endorsement (guest: Gustavo Nanclares)**

CLAS C&C Members – please review the draft letters below so we can vote on this issue and the language of the letter at our meeting of April 25th.

Thank you to Mansour Ndaiye for providing the following numbers in terms of how many dual degree students have been at UConn for the past four years:

|  |  |
| --- | --- |
| Fall 2012 | 477 |
| Fall 2013 | 517 |
| Fall 2014 | 458 |
| Fall 2015 | 474 |

DRAFT LETTER FROM BEDORE:

Dear Members of the Senate Executive Committee:

I am writing on behalf of the CLAS C&C committee to endorse the proposal put forward by Gustavo Nanclares to eliminate the additional 30-credit requirement that is currently compulsory for dual degree students at UConn.

The CLAS C&C met with Professor Nanclares on three occasions to discuss this issue (10/25/2016, 3/21/2017, and 4/25/2017). At the 4/25/2017 meeting, we voted [result] to endorse the proposal.

Sincerely,

Pamela Bedore

Chair, CLAS C&C committee

Associate Professor of English

DRAFT LETTER FROM NANCLARES:

Storrs, date

Dear Members of the Senate Executive Committee:

I am writing to you with a proposal to eliminate the additional 30-credit requirement that is currently compulsory for dual degree students at UConn. As you know, a few years ago an exception to this requirement was approved for dual degrees involving the NEAG School of education and CLAS. My hope is that we may extend this exemption to any student who wishes to pursue degrees in different schools and colleges by eliminating the 30-credit requirement.

Our goal is to facilitate students’ ability to obtain additional degrees housed outside their primary school or college. As it stands now, this requirement is a burden that often dissuades students from pursuing a second degree that they would otherwise complete. Our position is that students should fulfill all college and program requirements for each degree, just like any other student pursuing one of the chosen degrees would, but with no additional credits required.

In the spring of 2016 Katrina Higgins, Mansour Ndiaye, and I initiated a number of preliminary exchanges with the Registrar’s office to discuss any technical difficulties and unintended consequences that this change might potentially carry. Last semester, fall of 2016, we personally met with the Curricula and Courses Committees of CLAS, CAHNR, School of Business, School of Engineering, School of Nursing, School of Fine Arts, and the NEAG School of Education to discuss this proposal and get a sense of the level of support we may have for this initiative. In all the instances the response was positive, and in fact all these C&C Committees have expressed their support to eliminate the 30-credit requirement for dual degrees. Their endorsement letters are attached. (This language to be revised based on actual endorsements)

I am available to meet with you or any of the Senate committees –Scholastic Standards and Curricula and Courses, and perhaps others— that might look into this matter, and Katrina Higgins and Mansour Ndiaye are also available to participate in any discussions and provide information and their expertise as needed.

Thank you for your time and consideration regarding this matter. I look forward to hearing from you.

Cordially,

Gustavo Nanclares

Head, Department of Literatures, Cultures, and Languages

Associate Professor of Spanish