CLAS C&C

Meeting Agenda

September 26, 2017

Chair: Pamela Bedore

**A. Announcements**

**B. Approvals by the Chair**

2017-121 ECON 5495 Open Source Programming with Python for Economists

2017-122 ECON 5495 Computation in Econometrics with R

2017-123 HDFS 5002 Bullying and Victimization in Childhood and Adolescence

2017-124 STAT 4195 Special Topics in Data Science

2017-125 WGSS 3995 Introduction to Queer Studies

**C. New Proposals**

2017-126 PHYS Revise MS (credit change) (guest: Jason Hancock)

2017-127 AFRA/AMST/HIST 3568 Revise Course (cross-list) (guest: Christopher Vials)

2017-128 AMST/ARTH 3570 Revise Course (cross-list) (guest: Christopher Vials)

2017-129 AMST 3271/LLAS 3271/POLS 3834 Revise Course (cross-list) (guest: C. Vials)

2017-130 ARIS Add Subject Area (guests: Nicola Carpentieri and Gustavo Nanclares)

2017-131 ALDS Add Subject Area (guest: Gustavo Nanclares)

2017-132 ALDS 5020 Add Course (guest: Chunsheng Yang)

2017-133 ALDS 5040 Add Course (guest: Manuela Wagner)

2017-134 ALDS 5060 Add Course (guest: Nan Meng)

2017-135 ECON 3413 Add Course

2017-136 HDFS 3092 Revise Course

2017-137 HDFS 3101 Revise Course

2017-138 HDFS 3102 Revise Course

2017-139 HDFS 3103 Revise Course

2017-140 HDFS 3261 Revise Course **(G) (S)**

2017-141 HDFS 5002 Revise Course

2017-142 HDFS 5007 Revise Course

2017-143 SLHS 5400 Add Course

2017-144 GEOG Revise Minor

2017-145 HIST Revise Major

**D. Upcoming Proposals**

Add Independent Study Credit Restriction to Minors (to be voted on at Oct 17, 2017 meeting)

**E. Discussion**

Subcommittees

**NEW PROPOSALS**

**2017-126 PHYS Revise MS (credit change) (guest: Jason Hancock)**

*Current Catalog Copy:*

Each student in the Master’s program follows an individual plan of study arranged jointly by the student and an advisory committee, based on the student’s career goals as well as prior preparation. Candidates for the Plan B Master’s degree are required to complete 24 credits of courses. Under Plan A, a thesis is required, as well as completion of 9 credits of Thesis Research courses as stipulated in the Standards and Degree Requirements of this catalog.

*Proposed Catalog Copy:*

Each student in the Master’s program follows an individual plan of study arranged jointly by the student and an advisory committee, based on the student’s career goals as well as prior preparation. Candidates for the Master’s degree without thesis are required to complete 30 credits of courses. Candidates for the Master’s degree with thesis are required to complete 21 credits of courses and 9 credits of Thesis Research, as stipulated in the Standards and Degree Requirements of this catalog.

MS without Thesis

The required courses (total 18 credits) are: Physics 5101, 5201,5301, 5401, 5402 and 5500

The remaining 12 credits could be 5000 or higher level courses from Physics, Mathematics, Biology, Chemistry or School of Engineering

MS with Thesis Research

The required courses (total 18 credits) are: Physics 5101, 5201,5301, 5401, 5402 and 5500

9 credits of Thesis Research (e.g. GRAD 5950)

The remaining 3 credits could be 5000 or higher level courses from Physics, Mathematics, Biology, Chemistry or School of Engineering

**2017-127 AFRA/AMST/HIST 3568 Revise Course (cross-list) (guest: Christopher Vials)**

*Current Catalog Copy:*

AFRA 3568 Hip-Hop, Politics and Youth Culture in America

(Formerly offered as AFAM 3568.) (Also offered as HIST 3568.)

Three credits. History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop’s role in popular political discourse.

*Proposed Catalog Copy:*

AFRA 3568 Hip-Hop, Politics and Youth Culture in America

(Formerly offered as AFAM 3568.) (Also offered as HIST 3568.) (Also offered as AMST 3568).

Three credits. History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop’s role in popular political discourse.

**2017-128 AMST/ARTH 3570 Revise Course (cross-list) (guest: Christopher Vials)**

*Current Catalog Copy:*

ARTH 3570. History and Theory of Digital Art

Prerequisite: Open to sophomores or higher.

Three credits. Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

*Proposed Catalog Copy:*

ARTH 3570/AMST 3570. History and Theory of Digital Art

Prerequisite: Open to sophomores or higher.

Three credits. Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production.

**2017-129 AMST3271/LLAS 3271/ POLS 3834 Revise Course (cross-list) (guest: Chris Vials)**

*Current Catalog Copy:*

POLS 3834. Immigration and Transborder Politics

(Also offered as LLAS 3271.) Prerequisite: Open to juniors or higher.

Three credits. U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas.

*Proposed Catalog Copy:*

POLS 3834. Immigration and Transborder Politics

(Also offered as AMST 3271 and LLAS 3271.) Prerequisite: Open to juniors or higher.

Three credits. U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas.

**2017-130 ARIS Add Subject Area (guests: Nicola Carpentieri and Gustavo Nanclares)**

*Proposed New Subject Area:*

ARIS. Arabic and Islamic Studies

**2017-131 ALDS Add Subject Area (guest: Gustavo Nanclares)**

*Proposed New Subject Area:*

ALDS. Applied Linguistics and Discourse Studies

**2017-132 ALDS 5020 Add Course (guest: Chunsheng Yang)**

*Proposed Catalog Copy:*

ALDS 5020. Second Language Speech Learning 3 credits. Open to graduate students in LCL, others with permission. Recommended Preparation: LING 2010 or equivalent.

Three credits. Examines factors affecting second language (L2) speech learning (i.e., L1 transfer, motivation, anxiety), sociolinguistic aspects of L2 speech and L2 pronunciation teaching and learning.

**2017-133 ALDS 5040 Add Course (guest: Manuela Wagner)**

*Proposed Catalog Copy:*

ALDS 5040 Developing Pragmatic Competence in Another Language: Research and Practice Open to graduate students in other departments with permission.

Three credits. An introduction to Pragmatics in Second Language Acquisition with emphasis on research and practice in the teaching and learning of a second language.

**2017-134 ALDS 5060 Add Course (guest: Nan Meng)**

*Proposed Catalog Copy:*

ALDS 5060 Language Socialization

Open to graduate students in other departments with permission.

Three credits. This course explores how people learn to use language, particularly a second language, in the culturally specific ways that enable them to participate in a particular community. An introduction to concepts, methods and practices of research in Language Socialization as well as analysis of research from a wide variety of languages and cultures.

**2017-135 ECON 3413 Add Course**

*Proposed Catalog Copy:*

ECON 3413. Financial Economics

Three credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000 or 1100. Basic principles used in investment decisions and their applications to pricing financial assets and to portfolio management. Asset pricing models including the Capital Asset Pricing Model and Arbitrage Pricing Theory. Fixed-income securities. Options and futures.

**2017-136 HDFS 3092 Revise Course**

*Current Catalog Copy:*

3092. Research Practicum in Human Development and Family Studies

Credits and hours by arrangement. Prerequisite: GPA of 2.5 in HDFS courses and consent of instructor. May be taken more than one semester.

Supervised experience conducting research in human development and family studies.

*Proposed Catalog Copy:*

3092. Research Practicum in Human Development and Family Studies

Credits and hours by arrangement. Prerequisite: HDFS 2004W; GPA of 2.5 in HDFS courses and consent of instructor. May be taken more than one semester.

Supervised experience conducting research in human development and family studies.

**2017-137 HDFS 3101 Revise Course**

*Current Catalog Copy:*

3101. Infant and Toddler Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201.

Study of children from birth to three years from an integrated human development perspective; biological and social contextual influences.

*Proposed Catalog Copy:*

3101. Infant and Toddler Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201.

Study of children from birth to three years from an integrated human development perspective; biological and social contextual influences.

**2017-138 HDFS 3102 Revise Course**

*Current Catalog Copy:*

3102. Early and Middle Childhood Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201.

Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development.

*Proposed Catalog Copy:*

3102. Early and Middle Childhood Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201.

Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development.

**2017-139 HDFS 3103 Revise Course**

*Current Catalog Copy:*

3103. Adolescent Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201.

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

*Proposed Catalog Copy:*

3103. Adolescent Development

Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201.

Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life.

**2017-140 HDFS 3261 Revise Course (G) (S)**

*Current Catalog Copy:*

3261. Men and Masculinity: A Social Psychological Perspective

Three credits. Prerequisite: Open to juniors or higher.

Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4.

*Proposed Catalog Copy:*

3261. Men and Masculinities

Three credits. Prerequisite: Open to juniors or higher.

Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4.

**2017-141 HDFS 5002 Revise Course**

*Current Catalog Copy*:

5002. Special Topics in Human Development and Family Studies

Variable (1-3) credits. Prerequisite: open only to Human Development and Family Studies graduate students, others with consent. With a change of topic, students may enroll up to four times for a maximum of 12 credits.

In-depth investigation of a recent issue of human development and family studies.

*Proposed Catalog Copy:*

5095. Special Topics in Human Development and Family Studies

Variable (1-3) credits. Prerequisite: open only to Human Development and Family Studies graduate students, others with consent. With a change of topic, students may enroll up to four times for a maximum of 12 credits.

In-depth investigation of a recent issue of human development and family studies.

**2017-142 HDFS 5007 Revise Course**

*Current Catalog Copy:*

5007. Current Issues in Human Development and Family Studies

Variable (1-2) credits. Prerequisite: Open to graduate students in HDFS with instructor consent; others by permission. May be repeated for a total of 12 credits with a change of topic.

Focused presentation and discussion of an aspect of theory or methods related to advancing the field of human development and family studies.

*Proposed Catalog Copy:*

5098. Variable Topics in Human Development and Family Studies

Variable (1-3) credits. Prerequisite: Open to graduate students in HDFS with instructor consent; others by permission. May be repeated for a total of 12 credits with a change of topic.

Focused presentation and discussion of an aspect of theory or methods related to advancing the field of human development and family studies.

**2017-143 SLHS 5400 Add Course**

*Proposed Catalog Copy:*

SHLS 5400. Cochlear Implants

Three credits. Develop knowledge of cochlear implants and their function, patient performance, clinical programming software and techniques, current research, and future technology.

2017-144 GEOG Revise Minor

*Current Catalog Copy*:

Geography Minor: The requirements for this minor are GEOG 2100, 2300, and an additional 9 credits of 2000-level and above Geography courses selected in consultation with an advisor to form a coherent program of study.

The minor is offered by the Geography Department.

*Proposed Catalog Copy:*

Geography Minor: The requirements for this minor are (1) GEOG 2100 or GEOG2200 and (2) GEOG 2300, and an additional 9 credits of 2000-level and above Geography courses selected in consultation with an advisor to form a coherent program of study.

The minor is offered by the Geography Department.

**2017-145 HIST Revise Major**

*Current Catalog Copy:*

### **Requirements for the Major in History**

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 2100](http://catalog.uconn.edu/HIST/#2100) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence [4999](http://catalog.uconn.edu/HIST/#4999) and [4997W](http://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](http://catalog.uconn.edu/HIST/#4994W) for [4999](http://catalog.uconn.edu/HIST/#4999). With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](http://catalog.uconn.edu/HIST/#2100) and [4994W](http://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) or [4997W](http://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### **Group A: Ancient, Medieval, and Early Modern**

[HIST 3300](http://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](http://catalog.uconn.edu/ANTH/#3513)), [3301](http://catalog.uconn.edu/HIST/#3301) ([CAMS 3253](http://catalog.uconn.edu/CAMS/#3253)), [3320](http://catalog.uconn.edu/HIST/#3320) ([CAMS 3254](http://catalog.uconn.edu/CAMS/#3254)), [3325](http://catalog.uconn.edu/HIST/#3325) ([CAMS 3255](http://catalog.uconn.edu/CAMS/#3255)), [3330](http://catalog.uconn.edu/HIST/#3330) ([CAMS 3256](http://catalog.uconn.edu/CAMS/#3256), [HEJS 3218](http://catalog.uconn.edu/HEJS/#3218)), [3335](http://catalog.uconn.edu/HIST/#3335)([CAMS 3250](http://catalog.uconn.edu/CAMS/#3250)), [3340](http://catalog.uconn.edu/HIST/#3340) ([CAMS 3243](http://catalog.uconn.edu/CAMS/#3243)), [3350](http://catalog.uconn.edu/HIST/#3350), [3360](http://catalog.uconn.edu/HIST/#3360), [3361](http://catalog.uconn.edu/HIST/#3361), [3370](http://catalog.uconn.edu/HIST/#3370), [3371](http://catalog.uconn.edu/HIST/#3371), [3400](http://catalog.uconn.edu/HIST/#3400), [3420](http://catalog.uconn.edu/HIST/#3420), [3460](http://catalog.uconn.edu/HIST/#3460), [3470](http://catalog.uconn.edu/HIST/#3470), [3704](http://catalog.uconn.edu/HIST/#3704)

#### **Group B: Modern Europe**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [2240](http://catalog.uconn.edu/HIST/#2240), [2401](http://catalog.uconn.edu/HIST/#2401), [2402](http://catalog.uconn.edu/HIST/#2402), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [3203](http://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](http://catalog.uconn.edu/HDFS/#3423)), [3205](http://catalog.uconn.edu/HIST/#3205), [HIST 3207](http://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](http://catalog.uconn.edu/HRTS/#3207)), [HIST 3412](http://catalog.uconn.edu/HIST/#3412), [HIST 3416](http://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](http://catalog.uconn.edu/WGSS/#3416)), [3418](http://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](http://catalog.uconn.edu/HEJS/#3203)), [3421](http://catalog.uconn.edu/HIST/#3421), [3426](http://catalog.uconn.edu/HIST/#3426), [3430](http://catalog.uconn.edu/HIST/#3430), [3440](http://catalog.uconn.edu/HIST/#3440), [3451](http://catalog.uconn.edu/HIST/#3451), [3456](http://catalog.uconn.edu/HIST/#3456), [3463](http://catalog.uconn.edu/HIST/#3463), [3471](http://catalog.uconn.edu/HIST/#3471).

#### **Group C: United States**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](http://catalog.uconn.edu/HIST/#3204W), [3206](http://catalog.uconn.edu/HIST/#3206), [3502](http://catalog.uconn.edu/HIST/#3502), [3504](http://catalog.uconn.edu/HIST/#3504), [3510](http://catalog.uconn.edu/HIST/#3510), [3516](http://catalog.uconn.edu/HIST/#3516), [3519](http://catalog.uconn.edu/HIST/#3519), [3520](http://catalog.uconn.edu/HIST/#3520), [3522](http://catalog.uconn.edu/HIST/#3522), [3530](http://catalog.uconn.edu/HIST/#3530) ([AASI 3578](http://catalog.uconn.edu/AASI/#3578)), [HIST 3531](http://catalog.uconn.edu/HIST/#3531) ([AASI 3531](http://catalog.uconn.edu/AASI/#3531)), [3540](http://catalog.uconn.edu/HIST/#3540), [HIST 3541](http://catalog.uconn.edu/HIST/#3541) ([URBN 3541](http://catalog.uconn.edu/URBN/#3541)), [3542](http://catalog.uconn.edu/HIST/#3542), [HIST 3544](http://catalog.uconn.edu/HIST/#3544) ([MAST 3544](http://catalog.uconn.edu/MAST/#3544)), [3550](http://catalog.uconn.edu/HIST/#3550), [3551](http://catalog.uconn.edu/HIST/#3551), [3554](http://catalog.uconn.edu/HIST/#3554), [3555](http://catalog.uconn.edu/HIST/#3555), [HIST 3560](http://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](http://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](http://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](http://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](http://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](http://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](http://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](http://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](http://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](http://catalog.uconn.edu/HIST/#3564)([AFRA 3564](http://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](http://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](http://catalog.uconn.edu/AFRA/#3568)), [3570](http://catalog.uconn.edu/HIST/#3570), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)).

Either [HIST 3520](http://catalog.uconn.edu/HIST/#3520) or [3522](http://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### **Group D: Africa, Asia, Latin America, and Middle East**

[HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3202](http://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](http://catalog.uconn.edu/HRTS/#3202)), [HIST 3206](http://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](http://catalog.uconn.edu/AFRA/#3206)), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [3607](http://catalog.uconn.edu/HIST/#3607), [3608W](http://catalog.uconn.edu/HIST/#3608W), [3609](http://catalog.uconn.edu/HIST/#3609), [3610](http://catalog.uconn.edu/HIST/#3610), [3619](http://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](http://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](http://catalog.uconn.edu/LLAS/#3619)), [HIST 3620](http://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](http://catalog.uconn.edu/AFRA/#3620)), [HIST 3621](http://catalog.uconn.edu/HIST/#3621), [3622](http://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](http://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](http://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](http://catalog.uconn.edu/WGSS/#3622)), [3635](http://catalog.uconn.edu/HIST/#3635), [3640](http://catalog.uconn.edu/HIST/#3640), [3643](http://catalog.uconn.edu/HIST/#3643), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [HIST 3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)), [3704](http://catalog.uconn.edu/HIST/#3704), [3705](http://catalog.uconn.edu/HIST/#3705), [3712](http://catalog.uconn.edu/HIST/#3712), [HIST 3752](http://catalog.uconn.edu/HIST/#3752), [HIST 3753](http://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](http://catalog.uconn.edu/AFRA/#3753)), [3760](http://catalog.uconn.edu/HIST/#3760), [HIST 3808](http://catalog.uconn.edu/HIST/#3808) ([AASI 3808](http://catalog.uconn.edu/AASI/#3808)), [HIST 3809](http://catalog.uconn.edu/HIST/#3809) ([AASI 3809](http://catalog.uconn.edu/AASI/#3809)), [HIST 3812](http://catalog.uconn.edu/AASI/#3812) ([AASI 3812](http://catalog.uconn.edu/AASI/#3812)), [3822](http://catalog.uconn.edu/HIST/#3822), [3832](http://catalog.uconn.edu/HIST/#3832), [3863](http://catalog.uconn.edu/HIST/#3863), [3875](http://catalog.uconn.edu/HIST/#3875) ([AASI 3875](http://catalog.uconn.edu/AASI/#3875), [LLAS 3875](http://catalog.uconn.edu/LLAS/#3875)).

*Proposed Catalog Copy:*

### **Requirements for the Major in History**

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 2100](http://catalog.uconn.edu/HIST/#2100) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence [4999](http://catalog.uconn.edu/HIST/#4999) and [4997W](http://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](http://catalog.uconn.edu/HIST/#4994W) for [4999](http://catalog.uconn.edu/HIST/#4999). With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](http://catalog.uconn.edu/HIST/#2100) and [4994W](http://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) or [4997W](http://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### **Group A: Ancient, Medieval, and Early Modern**

[HIST 3300](http://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](http://catalog.uconn.edu/ANTH/#3513)), [3301](http://catalog.uconn.edu/HIST/#3301) ([CAMS 3253](http://catalog.uconn.edu/CAMS/#3253)), [3320](http://catalog.uconn.edu/HIST/#3320) ([CAMS 3254](http://catalog.uconn.edu/CAMS/#3254)), [3325](http://catalog.uconn.edu/HIST/#3325) ([CAMS 3255](http://catalog.uconn.edu/CAMS/#3255)), [3330](http://catalog.uconn.edu/HIST/#3330) ([CAMS 3256](http://catalog.uconn.edu/CAMS/#3256), [HEJS 3218](http://catalog.uconn.edu/HEJS/#3218)), [3335](http://catalog.uconn.edu/HIST/#3335)([CAMS 3250](http://catalog.uconn.edu/CAMS/#3250)), [3340](http://catalog.uconn.edu/HIST/#3340) ([CAMS 3243](http://catalog.uconn.edu/CAMS/#3243)), [3350](http://catalog.uconn.edu/HIST/#3350), [3360](http://catalog.uconn.edu/HIST/#3360), [3361](http://catalog.uconn.edu/HIST/#3361), [3370](http://catalog.uconn.edu/HIST/#3370), [3371](http://catalog.uconn.edu/HIST/#3371), [3400](http://catalog.uconn.edu/HIST/#3400), [3420](http://catalog.uconn.edu/HIST/#3420), [3460](http://catalog.uconn.edu/HIST/#3460), [3470](http://catalog.uconn.edu/HIST/#3470), [3704](http://catalog.uconn.edu/HIST/#3704)

#### **Group B: Modern Europe**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [2240](http://catalog.uconn.edu/HIST/#2240), [2401](http://catalog.uconn.edu/HIST/#2401), [2402](http://catalog.uconn.edu/HIST/#2402), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [3203](http://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](http://catalog.uconn.edu/HDFS/#3423)), [3205](http://catalog.uconn.edu/HIST/#3205), [HIST 3207](http://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](http://catalog.uconn.edu/HRTS/#3207)), HIST 3208, [HIST 3412](http://catalog.uconn.edu/HIST/#3412), [HIST 3416](http://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](http://catalog.uconn.edu/WGSS/#3416)), [3418](http://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](http://catalog.uconn.edu/HEJS/#3203)), [3421](http://catalog.uconn.edu/HIST/#3421), [3426](http://catalog.uconn.edu/HIST/#3426), [3430](http://catalog.uconn.edu/HIST/#3430), [3440](http://catalog.uconn.edu/HIST/#3440), [3451](http://catalog.uconn.edu/HIST/#3451), [3456](http://catalog.uconn.edu/HIST/#3456), [3463](http://catalog.uconn.edu/HIST/#3463), [3471](http://catalog.uconn.edu/HIST/#3471).

#### **Group C: United States**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](http://catalog.uconn.edu/HIST/#3204W), [3206](http://catalog.uconn.edu/HIST/#3206), [3502](http://catalog.uconn.edu/HIST/#3502), [3504](http://catalog.uconn.edu/HIST/#3504), [3510](http://catalog.uconn.edu/HIST/#3510), [3516](http://catalog.uconn.edu/HIST/#3516), [3519](http://catalog.uconn.edu/HIST/#3519), [3520](http://catalog.uconn.edu/HIST/#3520), [3522](http://catalog.uconn.edu/HIST/#3522), [3530](http://catalog.uconn.edu/HIST/#3530) ([AASI 3578](http://catalog.uconn.edu/AASI/#3578)), [HIST 3531](http://catalog.uconn.edu/HIST/#3531) ([AASI 3531](http://catalog.uconn.edu/AASI/#3531)), [3540](http://catalog.uconn.edu/HIST/#3540), [HIST 3541](http://catalog.uconn.edu/HIST/#3541) ([URBN 3541](http://catalog.uconn.edu/URBN/#3541)), [3542](http://catalog.uconn.edu/HIST/#3542), [HIST 3544](http://catalog.uconn.edu/HIST/#3544) ([MAST 3544](http://catalog.uconn.edu/MAST/#3544)), [3550](http://catalog.uconn.edu/HIST/#3550), [3551](http://catalog.uconn.edu/HIST/#3551), [3554](http://catalog.uconn.edu/HIST/#3554), [3555](http://catalog.uconn.edu/HIST/#3555), [HIST 3560](http://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](http://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](http://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](http://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](http://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](http://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](http://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](http://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](http://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](http://catalog.uconn.edu/HIST/#3564)([AFRA 3564](http://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](http://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](http://catalog.uconn.edu/AFRA/#3568)), [3570](http://catalog.uconn.edu/HIST/#3570), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)).

Either [HIST 3520](http://catalog.uconn.edu/HIST/#3520) or [3522](http://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### **Group D: Africa, Asia, Latin America, and Middle East**

HIST 2210, [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3202](http://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](http://catalog.uconn.edu/HRTS/#3202)), [HIST 3206](http://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](http://catalog.uconn.edu/AFRA/#3206)), HIST 3208 (AFRA 3208), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [3607](http://catalog.uconn.edu/HIST/#3607), [3608W](http://catalog.uconn.edu/HIST/#3608W), [3609](http://catalog.uconn.edu/HIST/#3609), [3610](http://catalog.uconn.edu/HIST/#3610), [3619](http://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](http://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](http://catalog.uconn.edu/LLAS/#3619)), [HIST 3620](http://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](http://catalog.uconn.edu/AFRA/#3620)), [HIST 3621](http://catalog.uconn.edu/HIST/#3621), [3622](http://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](http://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](http://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](http://catalog.uconn.edu/WGSS/#3622)), [3635](http://catalog.uconn.edu/HIST/#3635), [3640](http://catalog.uconn.edu/HIST/#3640), [3643](http://catalog.uconn.edu/HIST/#3643), HIST 3650, [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [HIST 3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)), [3704](http://catalog.uconn.edu/HIST/#3704), [3705](http://catalog.uconn.edu/HIST/#3705), [3712](http://catalog.uconn.edu/HIST/#3712), [HIST 3752](http://catalog.uconn.edu/HIST/#3752), [HIST 3753](http://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](http://catalog.uconn.edu/AFRA/#3753)), [3760](http://catalog.uconn.edu/HIST/#3760), [HIST 3808](http://catalog.uconn.edu/HIST/#3808) ([AASI 3808](http://catalog.uconn.edu/AASI/#3808)), [HIST 3809](http://catalog.uconn.edu/HIST/#3809) ([AASI 3809](http://catalog.uconn.edu/AASI/#3809)), HIST 3810, [HIST 3812](http://catalog.uconn.edu/AASI/#3812) ([AASI 3812](http://catalog.uconn.edu/AASI/#3812)), HIST 3820, [3822](http://catalog.uconn.edu/HIST/#3822), [3832](http://catalog.uconn.edu/HIST/#3832), HIST 3845, [3863](http://catalog.uconn.edu/HIST/#3863), [3875](http://catalog.uconn.edu/HIST/#3875) ([AASI 3875](http://catalog.uconn.edu/AASI/#3875), [LLAS 3875](http://catalog.uconn.edu/LLAS/#3875)).

**Upcoming Proposal:**

Add Independent Study Credit Restriction to Minors (to be voted on at Oct 17, 2017 meeting)

In the College of Liberal Arts and Sciences, no more than six credits of independent study may count toward a Minor.

**ADDITIONAL MATERIALS**

**2017-121 ECON 5495 Open Source Programming with Python for Economists**



**Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)**

Last revised: September 24, 2013

**Understanding the unique character of** [**special topics**](http://ccc.clas.uconn.edu/form-instructions/#special) **courses**: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](http://ccc.clas.uconn.edu/form-instructions/#variable) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

**Note**: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: 20 September 2017

2. Semester and year this xx95 course will be offered: Spring 2018

3. Department: ECON

4. Course number and title proposed: Econ 5495 Open Source Programming with Python for Economists

5. Number of Credits: 3

6. Instructor: Ivy Liu

7. Instructor's position: Adjunct Professor

(**Note**: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? NO If yes, when?

9. Is this a ( ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?

10. Short description:

This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging.

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 20 September 2017

Department Faculty: 20 September 2017

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

Richard N. Langlois

Professor of Economics

Director of Undergraduate Studies

and Honors Advisor

The University of Connecticut

Room 304 Oak Hall

Storrs, CT 06269-1063 USA

+1 (860) 486-3022

http://langlois.uconn.edu/

**Supporting Documents**

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

**Econ 5495 Open Source Programming with Python for Economists**

**Contact**

Instructor: Ivy Liu

Office Hours: TBD

Email: yeachyn@gmail.com

Lecture: TuTh 9:30-10:45

Course Webpage: TBD

**Course Overview**

This is a graduate level programming course mainly targeted at Master of Science in Quantitative Economics (MSQE) students with little or no background using Python. Simple yet elegant syntax and a powerful set of libraries made Python a widely used programming language in scientific as well as business areas for data exploration. Emphasis will be on problem solving using flexible data types and existing libraries. Students will learn code structure, control flow, data input/output in different formats, testing, and debugging.

**Course Mechanics**

There will be a short lab (20 minutes) in each class. Each lecture hour will include both programming concepts and assignment solution discussion. Students will get familiarized with the basic programming language during the lab session. Lab time may be adjusted as the topics require it. Homework will be assigned weekly. Students will also be tested with midterm and final exams.

**Course Materials**

“An Introduction to Programming Using Python” by David I. Schneider, Pearson, 2016

**Course Evaluation**

- 10%: Labs

- 30%: Homework Assignments

- 30%: Midterm Exam

- 30%: Final Exam

You are encouraged to discuss your course materials including lab and homework assignments, but all work you submit must be your own.

**2017-122 ECON 5495 Computation in Econometrics with R**



**Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)**

Last revised: September 24, 2013

**Understanding the unique character of** [**special topics**](http://ccc.clas.uconn.edu/form-instructions/#special) **courses**: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](http://ccc.clas.uconn.edu/form-instructions/#variable) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

**Note**: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: 20 September 2017

2. Semester and year this xx95 course will be offered: Spring 2018

3. Department: ECON

4. Course number and title proposed: Econ 5495 Computation in Econometrics with R

5. Number of Credits: 3

6. Instructor: Min Seong Kim

7. Instructor's position: Associate Professor

(**Note**: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? NO If yes, when?

9. Is this a ( ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?

10. Short description:

This is a graduate level programming and computation course mainly targeted at Master of Science in Quantitative Economics (MSQE) students without assuming their extensive programming background. Computation using a programming language is an essential part of data analysis. Competent economist with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write code, so that they can assemble computational tools needed to solve various data analysis problems. You will learn basics of R programming – objects, data structures, matrix algebra, logical design, functions and input and output. You will also learn how to conduct optimization, data visualization, regression analysis, and text mining using the R programming language.

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 20 September 2017

Department Faculty: 20 September 2017

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

Richard N. Langlois

Professor of Economics

Director of Undergraduate Studies

and Honors Advisor

The University of Connecticut

Room 304 Oak Hall

Storrs, CT 06269-1063 USA

+1 (860) 486-3022

http://langlois.uconn.edu/

**Supporting Documents**

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

**Econ 5495 Computation in Econometrics with R**

**Contact**

Instructor: Min Seong Kim

Office Hours: TBD

Email: min\_seong.kim@uconn.edu

Lecture: MWF 12:20-1:10

Course Webpage: huskyct.uconn.edu

**Course Overview**

This is a graduate level programming and computation course mainly targeted at Master of Science in Quantitative Economics (MSQE) students without assuming their extensive programming background. Computation using a programming language is an essential part of data analysis. Competent economist with quantitative expertise must not just be able to run existing programs but also be able to read, modify and write code, so that they can assemble computational tools needed to solve various data analysis problems. You will learn basics of R programming – objects, data structures, matrix algebra, logical design, functions and input and output. You will also learn how to conduct optimization, data visualization, regression analysis, and text mining using the R programming language.

**Course Mechanics**

There will be short lectures on each class. Each lecture is 10 minutes long and coves a single topic. Each class begins with these lectures (usually 2 lectures). The rest of the class is will be a lab session, in which students work through a set of practice exercises. These are to be completed and submitted in the same day.

There will also be a homework each week. Lastly, there will be a final project.

**Course Materials**

There is no required textbook. Optional readings and supplementary materials will be found on the course webpage.

**Course Evaluation**

- 20%: Labs

- 50%: Homework

- 30%: Final Project

You are encouraged to discuss your course material including lab work and homework assignment, but all work you submit must be your own.

**2017-123 HDFS 5002 Bullying and Victimization in Childhood and Adolescence**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4343 |
| **Request Proposer** | Puhl |
| **Course Title** | Special Topics: Bullying and Victimization in Childhood and Adolescence |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Development and Family Studies > Return > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Special Topics: Bullying and Victimization in Childhood and Adolescence |
| **Course Number** | 5002 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It is a Special Topics course. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Rebecca M Puhl |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | rmp14002 |
| **Initiator Email** | [rebecca.puhl@uconn.edu](mailto:rebecca.puhl@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 |

|  |  |
| --- | --- |
| **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** | up to 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This is an ONLINE GRADUATE course. This course uses a combination of online video seminars, readings, and online discussion forums. Class readings will be comprised of recent research articles and chapters from authoritative books addressing research on key topics of youth bullying, and will be essential for students’ understanding and online discussions. All required readings and materials are provided within HuskyCT. Additional optional readings will also be provided. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | This is a graduate course that is also open to undergraduate honors students. There are no prerequisites for graduate students, and it is open to graduate students outside of HDFS. In the first offering of the course in Fall 2016, I had grad students enrolled from HDFS, Psychology, Neag, and Nutrition Sciences. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | Unlimited |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **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?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Please note that this is an ONLINE graduate course. So students from any campus can enroll, even though I'm personally located at Storrs campus. I ask that undergraduate seniors/honors students (but not graduate students) who want to enroll to obtain instructor consent. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HDFS 5002.001 Special Topics: Bullying and Victimization in Childhood and Adolescence Credits: 3 Format: Online Prerequisites: none Professor: Dr. Rebecca Puhl Overview of bullying in childhood and adolescence; examines the role that peers, families, schools, media, culture, and governmental policies play in perpetuating youth bullying and helping to reduce this problem. Includes the impact of bullying on psychosocial functioning and physical health of youth, school-based prevention and intervention programs, assessment of bullying, and laws and policies to address youth bullying. |
| **Reason for the course action** | Note: This is a special topics graduate course. My department approved the course in 2016, and it is a topic that is not currently covered in the HDFS graduate curriculum and is not taught by other departments. The topic is relevant and timely across many disciplines/departments at UConn including HDFS, Psychology, Neag, Social Work, Allied Health, and others. |
| **Specify effect on other departments and overlap with existing courses** | Not applicable - there is no/minimal overlap with other graduate courses at other departments or with existing graduate courses in my own department. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Discuss factors that influence bullying of youth. 2. Evaluate empirical research on youth bullying and characteristics of effective prevention and intervention programs. 3. Analyze laws and policies addressing youth bullying. 4. Relate research on youth bullying to clinical, health and education practices. 5. Apply professional experiences to relevant course topics. Weekly learning objectives for each module are as follows: (Pre-course orientation Module 1) WEEK 1 - Module 2: Overview of Youth Bullying 1. Identify fundamental definitions related to youth bullying 2. Discuss the complexities and challenges in identifying the prevalence, patterns, or types of youth bullying. 3. Summarize historical foundation of youth bullying research WEEK 2 - Module 3: Peers as Perpetrators, Bystanders, and Sources of Support 1. Examine peer based bully-victim relationships 2. Discuss evidence on youth as bystanders and defenders 3. Identify challenges and priorities of peer focused anti-bullying interventions WEEK 3 - Module 4: Family Relationships and Bullying Experiences 1. Discuss roles of family members in youth bullying and victimization 2. Explain the status of research on interventions that involve families 3. Apply evidence to practice: Explain how families can be supported to help reduce bullying WEEK 4 - Module 5: Media Matters 1. Discuss current cyberbullying research evidence and issues needing further study 2. Examine strategies to address cyber bullying 3. Evaluate the use of media approaches in bullying prevention WEEK 5 - Module 6: School-Based Anti-Bullying Programs: What works? 1. Critique research evidence on school-based interventions 2. Discuss social emotional learning approaches for bullying prevention in schools. 3. Examine the roles of teachers in school-based bullying prevention WEEK 6 - Module 7 : Impact on Psychosocial and Physical Wellbeing 1. Discuss health consequences of bullying for youth 2. I dentify research gaps related to health consequences of youth bullying 3. Discuss implications of youth bullying research evidence for health or educational professionals WEEK 7 - Module 8 : Risk and Resiliency in the Face of Bullying 1. Describe factors that place youth at risk for peer-based bullying 2. Identify factors that help protect youth from bullying 3. Discuss how anti-bullying interventions address risk and protective factors WEEK 8 - Module 9: Bullying in a Cultural Context 1. Discuss experiences of bullying among youth of different racial and ethnic identities 2. Examine cross-cultural differences in youth bullying 3. Explore the role that cultural background plays in youth bullying and intervention WEEK 9 - Module 10: The Importance of Policy 1. Examine expert opinions on the National School Climate Standards 2. Discuss characteristics of strong school-based anti-bullying policies 3. Examine impact of anti-bullying policies on youth WEEK 10 - Module 11: The Legal Landscape of Youth Bullying 1. Compare components of state anti-bullying laws in different states. 2. Deliberate pros and cons of anti-bullying laws that enumerate (or do not list) specific characteristics placing youth at risk for bullying 3. Discuss legislation versus litigation strategies to address youth bullying WEEK 11 - Module 12: Addressing Youth Bullying in Professional Practice 1. Review research and clinical tools to assess bullying experiences of youth 2. Discuss challenges for professionals working with bullied youth and on anti-bullying initiatives 3. Discuss optimal roles for professionals working with youth in anti-bullying initiatives. WEEK 12 - Module 13: Student Presentations and Discussions WEEK 13 - Module 13: Student Presentations and Discussions WEEK 14 - Module 14: Student Presentations and Discussions |
| **Describe course assessments** | Summary of Course Grading and Assignments (PLEASE SEE PAGES 3-6 ON ATTACHED SYLLABUS FOR DETAILS ON ASSIGNMENTS AND ASSESSMENT). Summary: Discussion/Participation (weekly online forum postings and responses to specific questions from course content) (20%) Systematic Literature Review - abstract and outline (10%) Systematic Literature Review - final paper (40%) Systematic Review paper Presentation (20%) Critical Analysis Writing Assignment (10%) \*Class readings are comprised of recent empirical research articles and chapters from authoritative books addressing research on key topics of youth bullying, and will be essential for students’ understanding and online discussions. All required readings and materials are provided within HuskyCT. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS\_5002\_Puhl Syllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100183) | HDFS\_5002\_Puhl Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Rebecca M Puhl | 09/15/2017 - 09:11 | Submit |  | I would be pleased to share both my SET ratings for this course from Fall 2016 and/or additional course content in Husky CT for the purposes of this review if any additional information would be useful. | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 09:51 | Return |  | Rebecca - can you change it to NOT be a UNIV course? That is a particular interdisciplinary designation and this is not one - it's just an HDFS course. | | Return | Rebecca M Puhl | 09/18/2017 - 10:22 | Resubmit |  | I just corrected the course designation - sorry about that! | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 10:46 | Approve |  | N/A | |



**HDFS 5002.001**

Bullying and Victimization in Childhood and Adolescence

# Syllabus - Fall 2016

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

## Course and Instructor Information

**Course Title:** Special Topics: Bullying and Victimization in Childhood and Adolescence (HDFS 5002.001)

**Credits:** 3

**Format:** Online

**Prerequisites:** none

**Professor:** Dr. Rebecca Puhl

**Email:** [rebecca.puhl@uconn.edu](mailto:rebecca.puhl@uconn.edu)

**Telephone:** 1-860-380-1209

**Office Hours/Availability:** Office hours by appointment. I will make every effort to respond to inquiries within 24 hours.

## Course Materials

**Required Materials:**

All required readings and materials are provided within HuskyCT

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

## Course Description

This course provides graduate students with a comprehensive and critical understanding of bullying in childhood and adolescence. As bullying is a multi-faceted problem, the course will address the role that peers, families, schools, media, culture, and governmental policies play in both perpetuating youth bullying and helping to reduce bullying of youth. We will examine the impact of bullying on psychological functioning, social adjustment, and physical health of youth, and factors that increase risk versus resilience in youth who are bullied. Students will learn about research on school-based prevention and intervention programs, assessment of bullying in youth, and laws and policies that pertain to youth bullying. This course is relevant for diverse disciplines relevant to youth health and wellbeing, including Human Development & Family Studies, Social Work, Psychology, Education, Nursing, Allied Health, and others.

## Course Objectives

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

1. Explain contributing factors that influence bullying of youth.
2. Evaluate empirical research on youth bullying and characteristics of effective prevention and intervention programs.
3. Analyze laws and policies addressing youth bullying.
4. Relate research on youth bullying to clinical, health and education practices.
5. Apply professional experiences to relevant course topics

## Course Outline

This course will be a combination of online video seminars, readings, and discussion format. Class readings will be comprised of recent research articles and chapters from authoritative books addressing research on key topics of youth bullying, and will be essential for students’ understanding and online discussions. All required readings and materials are provided within HuskyCT. Additional optional readings will also be provided. It is expected that you will read and watch all of the required materials provided in each week’s module in preparation for your online discussion board postings and responses.

**(Pre-course orientation - Module 1)**

**WEEK 1 - Module 2: Overview of Youth Bullying**

1. Identify fundamental definitions related to youth bullying

2. Discuss the complexities and challenges in identifying the prevalence, patterns, or types of youth bullying.

3. Summarize historical foundation of youth bullying research

**WEEK 2 - Module 3: Peers as Perpetrators, Bystanders, and** **Sources of Support**

1. Examine peer-based bully-victim relationships

2. Discuss evidence on youth as bystanders and defenders

3. Identify challenges and priorities of peer-focused anti-bullying interventions

**WEEK 3 - Module 4: Family Relationships and Bullying Experiences**

1. Discuss roles of family members in youth bullying and victimization

2. Explain the status of research on interventions that involve families

3. Apply evidence to practice: Explain how families can be supported to help reduce bullying

**WEEK 4 - Module 5: Media Matters**

1. Discuss current cyberbullying research evidence and issues needing further study

2. Examine strategies to address cyber bullying

3. Evaluate the use of media approaches in bullying prevention

**WEEK 5 - Module 6: School-Based Anti-Bullying Programs: What works?**

1. Critique research evidence on school-based interventions

2. Discuss social-emotional learning approaches for bullying prevention in schools.

3. Examine the roles of teachers in school-based bullying prevention

**WEEK 6 - Module 7**: **Impact on Psychosocial and Physical Wellbeing**

1. Discuss health consequences of bullying for youth

2. Identify research gaps related to health consequences of youth bullying

3. Discuss implications of youth bullying research evidence for health or educational professionals

**WEEK 7 - Module 8**: **Risk and Resiliency in the Face of Bullying**

1. Describe factors that place youth at risk for peer-based bullying

2. Identify factors that help protect youth from bullying

3. Discuss how anti-bullying interventions address risk and protective factors

**WEEK 8 - Module 9: Bullying in a Cultural Context**

1. Discuss experiences of bullying among youth of different racial and ethnic identities

2. Examine cross-cultural differences in youth bullying

3. Explore the role that cultural background plays in youth bullying and intervention

**WEEK 9 - Module 10: The Importance of Policy**

1. Examine expert opinions on the National School Climate Standards

2. Discuss characteristics of strong school-based anti-bullying policies

3. Examine impact of anti-bullying policies on youth

**WEEK 10 - Module 11: The Legal Landscape of Youth Bullying**

1. Compare components of state anti-bullying laws in different states.

2. Deliberate pros and cons of anti-bullying laws that enumerate (or do not list) specific characteristics placing youth at risk for bullying

3. Discuss legislation versus litigation strategies to address youth bullying

**WEEK 11 - Module 12: Addressing Youth Bullying in Professional Practice**

1. Review research and clinical tools to assess bullying experiences of youth

2. Discuss challenges for professionals working with bullied youth and on anti-bullying initiatives

3. Discuss optimal roles for professionals working with youth in anti-bullying initiatives.

**WEEK 12 - Module 13: Student Presentations and Discussions**

**WEEK 13 - Thanksgiving Recess**

**WEEK 14 - Module 13: Student Presentations and Discussions**

**WEEK 15 - Module 13: Student Presentations and Discussions**

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Discussion Participation | 20% |
| Systematic Literature Review - *Abstract & Content Outline* | 10% |
| Systematic Literature Review - *Final Paper* | 40% |
| Systematic Literature Review - *Presentation* | 20% |
| Critical Analysis Writing Assignment | 10% |
| **TOTAL** | **100%** |

**Discussion Participation (Graded every week)**

Discussions on HuskyCT replace in-class discussions. Each module will provide opportunities for group discussion which is essential to the online learning environment. This is an opportunity for you to demonstrate your mastery of the course content and your ability to think critically about the material. Each week I will typically post 2-3 different questions to prompt several Discussion Forums. Students are required at minimum to make an “initial” post and at least two “follow-up” or “response” posts. More specifically, you will be responsible for posting an initial post to one of the several prompt questions from me, and for responding to a minimum of two (2) other students’ posts in the other Discussion Forums during that same week. For example, if I post three Discussion Forum Questions in a particular week, you might decide to post an initial response to Question #2, and then respond to students who have posted their initial posts in Questions #1 and #3. This ensures that you have an opportunity to engage with others on all three Discussion Forum topics. Initial posts are due on Tuesdays and Response posts are due no later than Thursdays at 5:00 PM ET of the given week. This allows time to read and respond to your classmates’ posts.

Please note that your responses are not simply agreements/disagreements; they should further the discussion in some way based upon class material and/or relevant literature that should be referenced in your discussion. Some possibilities include: seeking clarification, providing additional information, references, resources, examples, or posing questions, etc. You can also introduce your own ideas or refer to other relevant readings or resources you’ve found (with hyperlinks, if possible). Please respect the views and contributions of others, even if they differ from your own. Please remember to respond to the posts from other students who have commented on your own initial post.

**Systematic Literature Review Paper (Due Week 15)**

You will prepare a literature review and critical analysis of a topic relevant to youth bullying. If possible, you should choose a topic that is relevant to your career, discipline, research, or future professional goals. The paper should review published peer-reviewed studies and articles on your selected topic. Potential review paper topics will be discussed early in the semester, but could include any of the following:

* The nature and extent of bullying toward a specific population of vulnerable youth (such as bullying pertaining to racial/ethnic minorities, gender identity/expression, sexual orientation, religious diversity, body weight, special education, or economically disadvantaged students).
* The nature/extent of a particular form of bullying (such as relational victimization, cyberbullying, or physical aggression).
* Characteristics of bullying in different developmental stages of childhood or adolescence (e.g., early childhood, elementary school age, preadolescence, or adolescence)
* Characteristics and/or effectiveness of school-based anti-bullying programs (for a specific age-group, e.g., middle school)
* Characteristics and/or effectiveness of “Whole School” or “Social Emotional Learning” approaches to bullying prevention in schools
* Effectiveness of teacher training/involvement in anti-bullying interventions
* Research on working with bullied youth in a particular clinical or professional practice setting (e.g., health care, social work, educational settings)
* The nature of youth bullying in a particular culture or country
* A review of measurement tools for assessing bullying in youth
* A review of studies on how certain types of media (e.g., video games, or media violence) contribute to youth aggression or bullying

**Your review paper must include the following components:**

* Abstract: see below for guidelines
* A concise introduction of the topic and why it is an important area of research
* Describe the search strategies used to conduct this systematic literature review; including which databases you searched, keywords you used to find articles, and the decision-making process used to select studies that were included in your paper and those that were not (inclusion/exclusion criteria).
* Summarize and synthesize research findings of the selected topic. It is expected that your paper will be well-researched, with a good selection and use of relevant research studies. The paper should be objective and scientific.
* Provide a *critical analysis* of the strengths and weaknesses of studies in this area. Do not simply summarize study findings one after another – you should instead integrate these findings in an organized and thoughtful manner, demonstrating a good understanding of the topic.
* Be sure to select strong references. You need to include original studies, not just published reviews on the topic.
* Identify key research questions for future research emerging from the literature that you review. What are the gaps in the literature, and how should these be addressed? What types of studies are needed most?
* Are there any policy implications from the research you reviewed? If so, in what ways does the existing evidence inform policy?
* Are there any implications for “real world” practitioners, such as teachers or mental health professionals?
* The paper should be written in APA format (6th ed.) and 15-20 pages double-spaced (not including references). This paper should be submitted in a polished, well-written format, with appropriate writing style and sentence structure, and free of grammatical errors.
* Optional: you may create 1-2 tables to include in your review if this helps to consolidate and present main findings from the research studies that you review. However, tables should not replace written text that synthesizes the findings.

NOTE: When you have determined the topic for your paper and I have approved it, please contact the HDFS library liaison Kathy Banas-Marti ([kathy.banas-marti@uconn.edu](mailto:kathy.banas-marti@uconn.edu), or 860-486-0843). She can provide you with helpful tips and guidance on how to start searching for studies to include in your review paper. You can also refer to her [library resource guide](http://classguides.lib.uconn.edu/search). There are examples of a systematic scientific review abstract and outline in the “Assignment Resources” course menu link in HuskyCT.

**Abstract: (Due Week 4)**

The abstract should include the following:

1) Introductionto the topic and overall objective(s) of your review;

2) a brief summary of the search strategies used to conduct the systematic scientific review of the literature; 3) an *overview* of main content areas that will be covered in the order that they will discussed in your review paper; and

4) literature gaps and future directions for research and/or policy.

The abstract itself should be double spaced with 1-inch margins, use Times New Roman or Arial font size of 12, and be no longer in length than 250 words or one type written page that is separated from a cover page.

From this abstract will evolve your detailed content outline and the systematic scientific review, the requirements of which are described below.

**Content Outline for Paper: (Due Week 6)**

The outline should be a more detailed description of information summarized in your abstract. The outline should be no more than 2 pages, and include the following:

1) Clearly identify the main topic, including main points that you plan to include that establish it is an important issue;

2) description of the main content areas that you plan to review in your paper;

3) a detailed summary of the search strategies used to conduct your review of the literature;

4) the decision making process used to select the studies that were included and those that were not included in your review (e.g., inclusion/exclusion criteria);

5) strengths and weakness of existing evidence identified through the review;

6) future directions for research or policy.

The outline should also include a cover page and the reference list used to date.

**PowerPoint Presentation: (Due Week 12-14)**

In the last three weeks of class, you will give a professional powerpoint presentation to the class summarizing the focus and pertinent points of your review paper. Presentation length should be 15-20 minutes, similar to requirements at national conferences. You should also create a one-page handout to accompany the presentation. You will post your presentation to the discussion board on Monday of your assigned week. All other students will watch and post questions/comments on each presentation. Guidelines for effective presentations and how to record and post your presentation are provided in Module 13. In addition, you will be provided access to [Mediasite’s Desktop Recorder](http://cetl.uconn.edu/mediasite-3/) for recording your presentations. You will need a webcam for use with Mediasite at home. You also have the option of using the recording studios on campus. Details are provided in HuskyCT.

**Critical Analysis Writing Assignment (Due Week 8)**

This writing assignment should be approximately 3-4 pages double-spaced, with Times New Roman or similar font (size 12) and 1 inch margins.

Instructions:

The websites below reflect efforts by national organizations and campaigns to address youth bullying. Provide a critique and comparison of **two** of these websites (from the selected list of links below). What are the strengths and weaknesses of the messages and resources provided in each website? Do their messages and resources align with evidence-based research? What components do these websites have (or don’t have) that reflect characteristics of effective anti-bullying strategies? Would you recommend either of these websites to a parent of a bullied child? To a teacher? Why or why not? The paper should be well written, concise, and cohesive with smooth transitions between paragraphs and not simply a paper that lists the answers to these questions.

1. PREVNet (<http://www.prevnet.ca/>)
2. Anti-Bullying Alliance (<http://www.anti-bullyingalliance.org.uk/>)
3. Bullying.org ([www.bullying.org](http://www.bullying.org))
4. Cyberbullying Research Center (<http://cyberbullying.org/>)
5. Stopbullying.gov ([www.stopbullying.gov/](http://www.stopbullying.gov/))
6. H.E.A.R. – Helping Everyone Achieve Respect<http://project-hear.us>
7. PACER’s National Bullying Prevention Center ([www.pacer.org/bullying/](http://www.pacer.org/bullying/))
8. Anti-Defamation League (<http://www.adl.org/education-outreach/bullying-cyberbullying/>)
9. National Education Association (NEA;<http://www.nea.org/home/neabullyfree.html>
10. Robert F. Kennedy Human Rights (RFK) Bullying Prevention – A project of Speak Truth to Power (<http://bullying.rfkcenter.org/what-is-rfkbullyingprevention/>)
11. BullyBust: Promoting a Community of Upstanders (<http://www.bullybust.org/educators/partner-schools>
12. Gay, Lesbian, & Straight Education Network (GLSEN) (<http://www.glsen.org/>)
13. The Bully Project (<http://www.thebullyproject.com/>
14. Eyes on Bullying (<http://www.eyesonbullying.org/>)
15. Connect for Respect – Bullying (<http://www.pta.org/programs/content.cfm?ItemNumber=3003>

**Grading Scale:**

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

**Due Dates and Late Policy**

All course due dates are identified in the course schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

You are expected to complete all assignments on time. Late submissions will not be accepted. Please contact the professor if you are unable to meet a deadline prior to that deadline.

**Feedback and Grades**

I will make every effort to provide feedback and grades within one week’s time. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

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

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

## Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

## Software Requirements

The technical requirements for this course include:

* Word processing software (Microsoft’s [accessibility statement](http://www.microsoft.com/enable/microsoft/mission.aspx) and there is no privacy statement)
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([accessibility](http://www.adobe.com/accessibility/products/reader.html) and [privacy](http://www.adobe.com/privacy.html) statements)
* Reliable internet access
* Presentation software (Mediasite Desktop Recorder) and web cam ([Mediasite's privacy policy](http://www.sonicfoundry.com/privacy-policy/) and [accessibility](http://www.sonicfoundry.com/wp-content/uploads/2015/10/Mediasite-7-x-Content-Accessibility.pdf) statements)

All students are provided access to Microsoft Office (2010 Windows/2011 Mac) as part of their tuition. For information and download instructions, go to HuskyTech’s website.

All students have access to Mediasite’s Desktop Recorder for recording presentations. Students will need a webcam for use with Mediasite at home. Students also have the option of using the recording studios on campus. Mediasite is available to students by logging in with your NetID and password. Here are [instructions for accessing and using Mediasite.](http://cetl.uconn.edu/mediasite-3/)

## Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, contact [HuskyTech](http://huskytech.uconn.edu/) for support during regular business hours. Contact [24x7 Course Support](http://www.ecampus24x7.uconn.edu/), including access to live chat, phone, and support documents, after hours.

## Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.
* Download, install and run programs (i.e. Mediasite and WebEx)

## Evaluation of the Course

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

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

## 

## Course Readings and Online Materials

**WEEK 1**

a) Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, *70*(4), 293.

b) Wang, J., Iannotti, R. J., & Luk, J. W. (2012). Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber. *Journal of School Psychology, 50*(4), 521-534.

c) National Academies of Sciences, Engineering, and Medicine. [Preventing Bullying Through Science, Policy, and Practice](https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482). Washington, DC: The National Academies Press, 2016. doi:10.17226/23482. Section 2-2 to 2-9 (pages 40-47). Available from:<https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482>.

d) Mishna, F. (2012). *Bullying: A guide to research, intervention, and prevention*. Oxford University Press, USA. Chapter 1: “The context of bullying: definition, prevalence, and controversies” (page 3-15).

e) Smith, P. K. (2014). *Understanding school bullying: Its nature and prevention strategies*. Sage. Chapter 2: “What we mean by ‘bullying’ and a history of research on school bullying” (pages 10-35).

f) Olweus, D. (2013). School bullying: Development and some important challenges. Annual Review of Clinical Psychology, 9, 751-80.

**WEEK 2**

a) Rodkin, P. C., Espelage, D. L., & Hanish, L. D. (2015). A Relational Framework for Understanding Bullying. *American Psychologist, 70*, 311-321.

b) Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and violent behavior*, *15*(2), 112-120.

c) Mishna, F. (2012). *Bullying: A guide to research, intervention, and prevention*. Oxford University Press, USA. Chapter 7: “Bullying with friendships” (page 87-102).

d) Pozzoli, T., & Gini, G. (2010). Active defending and passive bystanding behavior in bullying: The role of personal characteristics and perceived peer pressure. *Journal of abnormal child psychology*, *38*(6), 815-827.

e) Salmivalli, C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: Associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Child & Adolescent Psychology*, *40*(5), 668-676

f) Shetgiri, R., Espelage, D. L., & Carrol, L. (2015). *Practical Strategies for Clinical Management of Bullying*. Springer. Chapter 4: “Bullying and Special Populations” (pages 17-25).

**WEEK 3**

a) Healy, K. L., Sanders, M. R., & Iyer, A. (2015). Parenting practices, children’s peer relationships and being bullied at school. *Journal of Child and Family Studies*, *24*(1), 127-140.

c) Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child abuse & neglect*, *37*(12), 1091-1108

d) Healy, K. L., & Sanders, M. R. (2014). Randomized controlled trial of a family intervention for children bullied by peers. *Behavior therapy*, *45*(6), 760-777

e) Brown, J. R., Aalsma, M. C., & Ott, M. A. (2013). The experiences of parents who report youth bullying victimization to school officials. *Journal of interpersonal violence*, *28,* 494-518.

f) Harcourt, S., Jasperse, M., Green, V.A. (2014). “We were sad and we were angry”: A systematic review of parents’ perspectives on bullying. *Child Youth Care Forum*, *43,* 373-1391.

g) Shetgiri, R., Lin, H., Flores, G. (2013). Trends in risk and protective factors for child bullying and perpetration in the United States. *Child Psychiatry & Human Development, 44*, 89-104.

h) Ang, R. P. (2015). Adolescent cyberbullying: A review of characteristics, prevention and intervention strategies. *Aggression and violent behavior*, *25*, 35-42

*Optional:*

Cooper, L.A., & Nickerson, A.B. (2013). Parent retrospective recollections of bullying and current views, concerns, and strategies to cope with children’s bullying. *Journal of Child and Family Studies, 22,* 526-540.

Cross, D., & Barnes, A. (2014). Using Systems theory to understand and respond to family influences on children’s bullying behavior: Friendly Schools Friendly Families Program. *Theory Into Practice, 53*, 293-299.

Curtner-Smith, M., Smith, P., & Porter, M. (2010). Family-level perspective on bullies and victims. In E. Vernberg & B. Biggs (Eds) *Preventing and treating bullying and victimization*. (pp. 75-106). Oxford University Press, USA.

**WEEK 4**

a) Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin, 140*(4), 1073-137.

b) Hinduja, S., Patchin, J.W. Social influences on cyberbullying behaviors among middle and high school students. (2013). *Journal of Youth & Adolescence, 42,* 711-722.

c) Cassidy, W., Faucher, C., Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International, 34*, 575-612.

d) Raskauskas, J., Huynh, A. (2015). The process of coping with cyberbullying: A systematic review. *Aggression and Violent Behavior, 23*, 118-125.

e) Cross, D., Shaw, T., Hadwen, K., Cardoso, P., Slee, P., Roberts, C., ... & Barnes, A. (2016). Longitudinal impact of the Cyber Friendly Schools program on adolescents’ cyberbullying behavior. *Aggressive behavior*, *42*(2), 166-180.

f) Nocentini, A., Zambuto, V., & Menesini, E. (2015). Anti-bullying programs and Information and Communication Technologies (ICTs): a systematic review. *Aggression and Violent Behavior*, *23,* 52-60.

g) den Hamer, A. H., & Konijn, E. A. (2015). [Adolescents' media exposure may increase their cyberbullying behavior: a longitudinal study](http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1016/j.jadohealth.2014.09.016). *Journal of Adolescent Health*, *56*(2), 203-208.

h) Schneider, S.K., O'Donnell, L., & Smith, E. (2015). [Trends in Cyberbullying and School Bullying Victimization in a Regional Census of High School Students, 2006‐2012](http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/%2010.1111/josh.12290). *Journal of school health*, *85*(9), 611-620.

*Optional:*

Sapouna, M., Wolke, D., Vannini, N., Watson, S., Woods, S., Schneider, W., ... & Aylett, R. (2010). Virtual learning intervention to reduce bullying victimization in primary school: a controlled trial. *Journal of Child Psychology and Psychiatry, 51*(1), 104-112.

**WEEK 5**

a) Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. American Psychologist, 70(4), 322-332.

b) Craig, W., Pepler, D., Murphy, A., and McCuaig-Edge, H., (2010). What works in bullying prevention? In E. Vernberg & B. Biggs (Eds). *Preventing and treating bullying and victimization*. (pp. 215-221). Oxford University Press, USA.

c) Evans, C. B., Fraser, M. W., & Cotter, K. L. (2014). The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior*, *19*(5), 532-544.

d) Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S. (2015). Guidance for Schools Selecting Antibullying Approaches Translating Evidence-Based Strategies to Contemporary Implementation Realities. *Educational Researcher*, *44*(1), 27-36.

e) Wang, C., Berry, B., Swearer, S.M. (2013). The critical role of school climate in effective bullying prevention. *Theory into Practice, 52*, 296-302.

f) Limber, S.P. (2011). Development, evaluation, and future directions of the Olweus Bullying Prevention Program. *Journal of School Violence, 10*, 71-87.

g) Rivers, S.E., Brackett, M.A., Reyes, M.R., Elbertson, N.A., Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing the RULER approach. *Preventive Science, 14,* 77-87.

h) Bradshaw, C. P., Waasdorp, T. E., O'Brennan, L. M., & Gulemetova, M. (2013). Teachers’ and education support professionals’ perspectives on bullying and prevention: Findings from a national education association study. *School psychology review*, *42*(3), 280-297.

i) Oldenburg, B., van Duijn, M., Sentse, M., Huitsing, G., van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2015). Teacher characteristics and peer victimization in elementary schools: A classroom-level perspective. *Journal of abnormal child psychology*, *43*(1), 33-44

*Optional readings:*

Cohen, J., & Freiberg, J. (2013). School Climate and Bullying Prevention.

<https://www.schoolclimate.org/publications/documents/sc-brief-bully-prevention.pdf>

Shetgiri, R., Espelage, D. L., & Carrol, L. (2015). *Practical Strategies for Clinical Management of Bullying*. Springer. Chapter 5: “School-Based Bullying Prevention Strategies” (pages 27-35).

Ttofi, M.M., & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology, 7,* 27-56.

Thapa, A., Cohen, J., Guffey, S., Higgins-D’Alessandro A. (2013). A review of school climate research. *Review of Educational Research, 83*, 357-385.

Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs’ effects on bystander intervention behavior. *School Psychology Review*, *41*(1), 47-65.

**WEEK 6**

a) Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: a meta-analysis. *Pediatrics*, *132*(4), 720-729.

b) Bucchianeri, M. M., Eisenberg, M. E., Wall, M. M., Piran, N., & Neumark-Sztainer, D. (2014). Multiple types of harassment: associations with emotional well-being and unhealthy behaviors in adolescents. *Journal of Adolescent health*, *54*(6), 724-729.

c) Benedict FT, Vivier PM, Gjelsvik A. (2015). Mental health and bullying in the United States among children aged 6 to 17 years. *Journal of Interpersonal Violence,* 30(5):782-95.

d) Holt, M. K., Vivolo-Kantor, A. M., Polanin, J. R., Holland, K. M., DeGue, S., Matjasko, J. L., ... & Reid, G. (2015). Bullying and suicidal ideation and behaviors: a meta-analysis. *Pediatrics*, *135*(2), e496-e509.

e) Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry,* *70*(4), 419-426.

f) McDougall, P., Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence. *American Psychologist,* 70, 300-310.

g) Vaillancourt, T., Hymel, S., & McDougall, P. (2013). The biological underpinnings of peer victimization: Understanding why and how the effects of bullying can last a lifetime. *Theory Into Practice*, *52*(4), 241-248.

*Optional:*

Lereya, S. T., Copeland, W. E., Costello, E. J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *The Lancet Psychiatry*, *2*(6), 524-531.

**WEEK 7**

a) Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly, 25(*2), 65.

b) Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis–stress model. *American Psychologist, 70*(4), 344-353.

c) Sapouna, M., & Wolke, D. (2013). Resilience to bullying victimization: The role of individual, family and peer characteristics. *Child Abuse & Neglect*, *37*(11), 997-1006.

d) Ttofi, M.M., Bowes, L., Farrington, D.P., Losel, F. (2014). Protective factors interrupting the continuity from school bullying to later internalizing and externalizing problems: A systematic review of prospective longitudinal studies. *Journal of School Violence, 13*, 5-38.

e) Hong, J.S., Espelage, D. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior,* 17, 311-322.

f) National Academies of Sciences, Engineering, and Medicine. [Preventing Bullying Through Science, Policy, and Practice](https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482). Washington, DC: The National Academies Press, 2016. doi:10.17226/23482. Section 4-29 to 4-36 (pages 140-147). Available at:<https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482>

**WEEK 8**

a) Chester, K. L., Callaghan, M., Cosma, A., Donnelly, P., Craig, W., Walsh, S., & Molcho, M. (2015). Cross-national time trends in bullying victimization in 33 countries among children aged 11, 13 and 15 from 2002 to 2010. *The European Journal of Public Health*, *25*(suppl 2), 61-64.

b) Gorzig, A., & Olafsson, K. (2013). What makes a bully a cyberbully? Unravelling the characteristics of cyberbullies across twenty-five European countries. *Journal of Children and Media, 7,* 9-27.

c) Sawyer, A. L., Bradshaw, C. P., & O'Brennan, L. M. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of “bullying” on self-report measures. *Journal of Adolescent Health*, *43*(2), 106-114.

d) Albdour, M., & Krouse, H. J. (2014). Bullying and victimization among African American adolescents: A literature review. *Journal of Child and Adolescent Psychiatric Nursing, 27*(2), 68-82.

e) Hong, J. S., Peguero, A. A., Choi, S., Lanesskog, D., Espelage, D. L., & Lee, N. Y. (2014). Social ecology of bullying and peer victimization of Latino and Asian youth in the United States: a review of the literature. *Journal of School Violence*, *13*(3), 315-338.

f) Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, *41*(3), 283-293

**WEEK 9**

a) National School Climate Standards. Accessible at:

<http://www.joannfreiberg.com/PositiveSchoolClimate/Free_Resources_files/National%20School%20Climate%20Standards-csee%20FINAL%20March%202010.pdf>

b) Expert commentaries on National School Climate Standards. Accessible at:

<http://www.schoolclimate.org/climate/documents/policy/SC-Brief-Standards%20commentaries.pdf>

c) Hatzenbuehler ML, Schwab-Reese L, Ranapurwala SI, Hertz MF, Ramirez MR. (2015). Associations Between Antibullying Policies and Bullying in 25 States. *JAMA Pediatrics,* 169(10):e152411.

d) Gay, Lesbian & Straight Education Network (2015). From Statehouse to Schoolhouse: Anti-bullying policy efforts in U.S. States and School Districts. [http://www.glsen.org/article/new-state-and-school-district-anti-bullying-policies](http://www.glsen.org/sites/default/files/GLSEN%20-%20From%20Statehouse%20to%20Schoolhouse%202015_0.pdf)

e) Swearer, S., Limber, S., & Alley, R. (2012). Developing and implementing an effective anti-bullying policy. In S.M. Swearer & D.L. Espelage (Eds) *Bullying prevention and intervention: Realistic strategies for schools* (pp.39-52). Guilford Press.

f) U.S. Department of Education (2011). *Analysis of State Bullying Laws and Policies* <http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf>

*Optional reading:*

Cohen, J., & Freiberg, J. (2013). School Climate and Bullying Prevention.

<https://www.schoolclimate.org/publications/documents/sc-brief-bully-prevention.pdf>

Twemlow, S., & Sacco, F. (2010). Creating and administering successful policy strategies for school anti-bullying programs. In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 297-318). Oxford University Press, USA.

**WEEK 10**

a) Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, *70*(4), 333-343.

b) Puhl, R.M., Luedicke, J., King, K.M. (2015). Public attitudes about different types of anti-bullying laws: Results from a national survey. *Journal of Public Health Policy, 36, 95-109.*

c) Sacco, D., Baird Silbaugh, K., Corredor, F., Casey, J., & Doherty, D. (2012). An overview of state anti-bullying legislation and other related laws. *Berkman Center Research Publication*.

d) Puhl, R.M., Luedicke, J., King, K.M. (2015). Combating weight-based bullying in schools: Is there public support for the use of litigation? *Journal of School Health, 85, 372-81.*

e) Meneses, C.M. and Grimm, N.E. (2012) Heeding the cry for help: Addressing LGBT bullying as a public health issue through law and policy. Race, Religion, Gender & Class 12(1): 163–64.

f) Alley, R., Limber, S. (2012). Legal issues for school personnel. In S. M. Swearer & D.L. Espelage (Eds). *Bullying prevention and intervention: Realistic strategies for schools*. (pp. 53-73). Guilford Press.

g) Website: <http://www.stopbullying.gov>

h) Hall, W. J., & Chapman, M. V. (2016). The Role of School Context in Implementing a Statewide Anti-Bullying Policy and Protecting Students. *Educational Policy.*

**WEEK 11:**

a) CDC: Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. [Accessible at: http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf)

b) Puhl, R. M., Peterson, J. L., & Luedicke, J. (2013). Strategies to address weight-based

victimization: Youths’ preferred support interventions from classmates, teachers, and parents. *Journal of Youth and Adolescence, 42, 315-327.*

c) Taquechel, A., Polifroni, R., & Pane, H. (2010). Methods for assessing and treating bully-victim problems for individual children and adolescents In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 135-160). Oxford University Press, USA.

d) Frankel, D. (2010). Incorporating bully-victim interventions into clinic-based mental-health service. In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 267-295). Oxford University Press, USA.

e) Marvicsin, D., Boucher, N., Eagle, M.J. (2013). Youth bullying: Implications for primary care providers. *Journal of Nurse Practitioners, 9,* 523-527.

f) Understanding the roles of mental health professionals in community-wide bullying prevention efforts.

<http://www.stopbullying.gov/prevention/training-center/hrsa_guide_mental-health-professionals_508.pdf>

g) Kub, J., & Feldman, M.A. (2015). Bullying prevention: A call for collaborative efforts between school nurses and school psychologists. *Psychology in the Schools*, 52, 658-671.

*Optional readings*:

Hensley, V. (2013). Childhood bullying: A review and implications for health care professionals. *Nursing Clinics of North America, 48*, 203-213.

Lund, E.M., Blake, J.J., Ewing, H.K., & Banks, C.S. (2012). School counselors' and school psychologists' bullying prevention and intervention strategies: A look Into real-world practices, *Journal of School Violence*, *11*, 246-265.

**2017-124 STAT 4195 Special Topics in Data Science**



**Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)**

Last revised: September 24, 2013

**Understanding the unique character of** [**special topics**](http://ccc.clas.uconn.edu/form-instructions/#special) **courses**: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](http://ccc.clas.uconn.edu/form-instructions/#variable) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

**Note**: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: September 12, 2017

2. Semester and year this xx95 course will be offered: Spring 2018

3. Department: Statistics

4. Course number and title proposed: STAT 4185 – Special Topics in Data Science

5. Number of Credits: 3

6. Instructor: Abidemi Adeniji

7. Instructor's position: Adjunct faculty

Dr. Adeniji is an active researcher in the area of data science and he has substantial expertise in data science in pharmaceutical R&D. His CV demonstrates significant knowledge of the field, as well as teaching experience. He also delivered an excellent guest lecture in STAT 6494, Statistical Consulting, on April 8, 2017 in the Department of Statistics at UConn. The students in this class (about 30) liked his presentation very much.

(**Note**: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? No If yes, when?

9. Is this a ( X ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?

10. Short description:

The purpose of this course is to gain understanding on the basic and critical importance of data science with applications to clinical drug development. Students will gain insights on the pivotal contribution of data science in the cross-functional decision-making drug development team. Topics to be covered are: importing data into R, data wrangling, statistical learning and predictive analytics with applications to clinical trials and postmarketing studies.

11. Please attach a sample/draft syllabus to first-time proposals. Attached.

12. Comments, if comment is called for: Pre-requisites: STAT 3025Q

13. Dates approved by:

Department Curriculum Committee: 9/12/2017

Department Faculty: 9/15/2017

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

Ming-Hui Chen, Department Head, [ming-hui.chen@uconn.edu](mailto:ming-hui.chen@uconn.edu).

**Supporting Documents**

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

**STAT 4185-XXX. Special Topics in Data Science**

Spring 2018

**Instructor:** Dr. Abidemi K. Adeniji

Adjunct Professor, Department of Statistics **Class Hours**: Friday 5:30-8:30pm; **Class Room:** AUST 340 **Teaching Assistant: xxx**, Email: xxx

# **Textbook:**

*Practical Data Science with R*, First Edition, Nina Zumel and John Mount, Manning, 2014

# **References:**

*Modern Data Science with R*, First Edition, Benjamin S. Baumer, Daniel T. Kaplan and Nicholas J. Horton, Chapman and Hall/CRC, 2017.

# **Course Description**:

The purpose of this course is to gain understanding on the basic and critical importance of data science with applications to clinical drug development. Students will gain insights on the pivotal contribution of data science in the cross-functional decision-making drug development team. Topics to be covered are: importing data into R, data wrangling, statistical learning and predictive analytics with applications to clinical trials and postmarketing studies.

# **Prerequisite**:

Successful completion of a statistical course at the level of STAT 3025Q (Statistical Methods (Calculus Level I)) is a prerequisite for this course.

# **Chapters**:

We will mainly cover Chapters 1 through 7 of the textbook. Students will be expected to master the basic material and to demonstrate a deeper understanding in those chapters. We will also cover some sections of Chapter 11 (Producing effective presentations). If time permits, some sections of Chapter 8 will be covered.

# **Course Material**:

* Course syllabus, lecture notes, homework assignments, and some other related course materials will be posted on the HuskyCT course website: https://lms.uconn.edu/.
* The lecture notes will be available before each class. The students are responsible to download or print out all required course materials.

# **Assignments**:

Competencies will be assessed in a manner to distinguish levels of performance in the pharma- ceutical industry work environment. Final grades will be determined from the contributions of the individual and the group.

**Individual contribution:**

* Homework assignments should be comprehensively completed by each student, however discussions and problem solving are encouraged between students. The assignment will be posted on the HuskyCT course website.
* There will be pop quizzes that will directly evaluate homework comprehension.
  + The lowest quiz score will be dropped in the calculation of final grades.

**Group contribution:**

* There will be an End of Term group project report and a class presentation.
  + Every student will have the opportunity to present their work to the class.

# **Exams**:

* The course exam is in-class and open book. Class notes are allowed.
* Only in case of medical emergencies with appropriate documents, a make-up can be arranged. Normally no make-ups are given.

# **Important Dates**:

* The course exam is scheduled for: **6:30pm-8:30pm, Friday, March 23, 2018**. (There will be class from 5:30pm-6:30pm).
* Final group presentations and report date: **9:30am-2:00pm, Saturday, April 28, 2018**

# **Grading:**

The grades will be assigned as follows:

|  |  |
| --- | --- |
| Homework | 25% |
| Pop Quizzes | 5% |
| Exam | 30% |
| Course Project | 35% |
| Participation and Dedication | 5% |

As shown above, the **Course Project** is worth 35% of the final grade, please see below, its milestones.

|  |  |
| --- | --- |
| Project proposal | 5% |
| Progress report | 10% |
| Final report | 10% |
| Presentation | 10% |

**2017-125 WGSS 3995 Introduction to Queer Studies**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4344 |
| **Request Proposer** | Dasgupta |
| **Course Title** | Introduction to Queer Studies |
| **CAR Status** | Approved |
| **Workflow History** | Start > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences > End |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Introduction to Queer Studies |
| **Course Number** | 3995 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We will use the special topics course number because this is a course we are developing in order to eventually add it as permanent course in our program. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Dasgupta |
| **Proposer First Name** | Debanuj |
| **Select a Person** | ded16107 |
| **Proposer NetId** | ded16107 |
| **Proposer Phone** | +1 860 486 3656 |
| **Proposer Email** | [debanuj.dasgupta@uconn.edu](mailto:debanuj.dasgupta@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | There are no prerequisites |
| **Corequisites** | There are no corequisites |
| **Recommended Preparation** | WGSS 1105 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | 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** | Introduction to Queer Studies Introduces students to the growing field of queer studies with an interdisciplinary approach. Students will examine how sex, gender identity, and sexuality, intersect with disability, citizenship status, race, caste and class; explore a range of issues currently animating this inter-disciplinary and trans-disciplinary field of Queer Studies, including how to study queer sexualities in a globalizing world, the role of feminism and social justice activism in Queer studies, and the integration of transgender studies into the field. Students will analyze and apply intersectional approaches to human sexuality, and conceptualize how LGBT movements are shaping within world’s largest countries such as Brazil, India, and China. |
| **Reason for the course action** | We need to expand our offerings to include more courses in the interdisciplinary field of LGBTQ+ studies. |
| **Specify effect on other departments and overlap with existing courses** | There is none. |
| **Please provide a brief description of course goals and learning objectives** | 1. Students will be able to understand the emergence of identity politics and its relationships with “new social movements” such as the women’s rights movement, LGBT rights, immigrant rights, and disability rights movement 2. Students will be able to understand the challenges that queer studies present to both identity politics and the broader politics of neoliberalism. 3. Students will be able to explore the expression of contemporary values in various media, including literature, philosophy, and film. 4. Students will be able to respect and appreciate the diversity of individuals and experiences within society, particularly in the United States. 5. Students will be able to synthesize and apply knowledge from diverse disciplines to understand the complex ways that race, class, (dis)ability, and nationality intersect with sexuality in the contemporary world, especially in the United States. 6. Students will be able to demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors through discussion and analysis. 7. Students will be able to write about and conduct research on the issues pertaining to sexuality, race, class, (dis)ability, and nationality in contemporary world. |
| **Describe course assessments** | Midterm (25%) This will be a sit in exam. There will be 10 multiple-choice questions, 5 short Q&A, and 1 essay question. For the short Q &A students are expected to write at least 250 words per question. Finally, for the essay students will need to write a brief essay within 500 words. Two options will be provided. (10x2pts=20; 5x 10= 50pts, Essay=30pts) Essay on Social Constructions of Sexuality (25%) The second essay, 5-7 pages, should examine what it really means to say that sexuality is “socially constructed,” particularly as it intersects with race, class, (dis) ability, gender identity, citizenship and nationality. (You must cite the readings from Weeks 5 through Week 9: You can draw upon either of the readings from each week; I encourage you to draw from Michel Foucault, Gayle Rubin, Roderick Ferguson, and Eve Sedgwick. You need to argue how each of these thinkers define sexuality; what social processes & systems of power are they referring to; how does race, disability, and nationality impinge upon sexuality. State your main argument clearly first. You can then elaborate by either citing & discussing specific portions of the texts; and also giving examples) Final Project (30%) A report on an organization (NGO, local collective, cultural or arts organizations) The organization needs to address issues related to Lesbian, Gay, Bisexual, Transgender and Queer politics, and communities. Juana Maria Rodriguez speaks about Latina/o HIV & AIDS activism, cultural activism, safer sex videos. Rohit K. DasGupta & Debanuj DasGupta talks about queer activists using digital spaces, while Rafael De LaDehesa speaks about Brazilian LGBT groups collaborating with governments for developing national programs. Similarly conduct online research on an organization working to address issues related to; LGBTQ people of color, immigrant, homeless, veteran, poverty, health, aging, non-urban LGBTQ communities, and youth issues. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Dasgupta Intro to Queer Studies Proposal.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100205) | Dasgupta Intro to Queer Studies Proposal.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Sherry L Zane | 09/15/2017 - 10:42 | Submit |  | This course approved by the Department Head, Micki McElya on September 13th, 2017. | | Women's Gender and Sexuality Studies | Sherry L Zane | 09/18/2017 - 09:47 | Approve | 9/13/2017 | approved 9/13/2017 | | College of Liberal Arts and Sciences | Pamela Bedore | 09/18/2017 - 09:53 | Approve | 9/18/2017 | The CLAS C&C chair approves. This Special Topics offering will be announced at the CLAS C&C meeting of 9/26/2017. | |

**Introduction to Queer Studies**

**Women’s, Gender, and Sexuality Studies**

Dr. Debanuj DasGupta

Women’s, Gender, and Sexuality Studies

**Course Overview**

This course introduces students to the growing field of queer studies. The course will allow students to understand intersectional approaches to human sexuality, and how LGBT movements are shaping within world’s largest countries such as Brazil, India, and China. As an interdisciplinary enterprise, the course draws on work in politics, philosophy, film, sociology, history, and literary studies to examine how sex, gender identity, and sexuality, intersect with disability, citizenship status, race, caste and class. We will explore a range of issues currently animating this inter-disciplinary and trans-disciplinary field of Queer Studies, including how to study queer sexualities in a globalizing world, methodological and theoretical approaches, the role of feminism and social justice activism in Queer studies, and the integration of transgender studies into the field.

**Learning Objectives:**

1. Students will be able to understand the emergence of identity politics and its relationships with “new social movements” such as the women’s rights movement, LGBT rights, immigrant rights, and disability rights movement
2. Students will be able to understand the challenges that queer studies present to both identity politics and the broader politics of neoliberalism.
3. Students will be able to explore the expression of contemporary values in various media, including literature, philosophy, and film.
4. Students will be able to respect and appreciate the diversity of individuals and experiences within society, particularly in the United States.
5. Students will be able to synthesize and apply knowledge from diverse disciplines to understand the complex ways that race, class, (dis)ability, and nationality intersect with sexuality in the contemporary world, especially in the United States.
6. Students will be able to demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors through discussion and analysis.
7. Students will be able to write about and conduct research on the issues pertaining to sexuality, race, class, (dis)ability, and nationality in contemporary world.

**Required Texts:**

Lisa Duggan, *The Twilight of Equality: Neoliberalism, Cultural Politics, and the*

*Attack on Democracy*

ISBN: 0807079553

Michel Foucault, *The History of Sexuality: An Introduction, Volume 1*

ISBN: 0679724699

Anne Marie Jagose, *Queer theory: An Introduction*

ISBN: 0-8147-4234-3

Rafael Dela DeHesa *Queering the Public Sphere in Mexico & Brazil: Sexual Rights Movements in Emerging Democracies*

**Course Requirements:**

*Class participation* **(20%)**

Everyone is encouraged to participate in class. We will discuss ground-rules at the first class collectively. These rules will be posted on HuskyCT for the rest of the class. I believe ground-rules will allow all of us (including the instructor) to share in a safer environment.

Class participation will be elicited in the following three ways;

1. Open ended questions and free flow of thoughts related to the texts. (10%)
2. Two Autobiographical free writing exercises. Students will be required to write experiences from their own lives which connect to the readings during specific classes. Sharing in class is encouraged. These are surprise exercises and dates will not be announced previously. All students will then turn in their autobiographical writings to the instructor. (10%)

*Midterm (***25%)**

This will be a sit in exam. There will be 10 multiple-choice questions, 5 short Q&A, and 1 essay question. For the short Q &A students are expected to write at least 250 words per question. Finally, for the essay students will need to write a brief essay within 500 words. Two options will be provided.

(10x2pts=20; 5x 10= 50pts, Essay=30pts)

*Essay on Social Constructions of Sexuality (***25%)**

The second essay, 5-7 pages, should examine what it really means to say that sexuality is “socially constructed,” particularly as it intersects with race, class, (dis) ability, gender identity, citizenship and nationality.

(You must cite the readings from Weeks 5 through Week 9: You can draw upon either of the readings from each week; I encourage you to draw from Michel Foucault, Gayle Rubin, Roderick Ferguson, and Eve Sedgwick. You need to argue how each of these thinkers define sexuality; what social processes & systems of power are they referring to; how does race, disability, and nationality impinge upon sexuality. State your main argument clearly first. You can then elaborate by either citing & discussing specific portions of the texts; and also giving examples)

*Final Project (***30%)**

A report on an organization (NGO, local collective, cultural or arts organizations)

The organization needs to address issues related to Lesbian, Gay, Bisexual, Transgender and Queer politics, and communities. Juana Maria Rodriguez speaks about Latina/o HIV & AIDS activism, cultural activism, safer sex videos. Rohit K. DasGupta & Debanuj DasGupta talks about queer activists using digital spaces, while Rafael De LaDehesa speaks about Brazilian LGBT groups collaborating with governments for developing national programs.

Similarly conduct online research on an organization working to address issues related to; LGBTQ people of color, immigrant, homeless, veteran, poverty, health, aging, non-urban LGBTQ communities, and youth issues.

Submit a 4000-word report on the politics of the organization, tactics, strategies, organizational values, campaigns or projects, challenges and victories. You can use websites, blogs and reports of your chosen organization. Key questions you need to consider in your report;

1. What critical issues and intersections is the organization addressing?
2. What is the history of the organization? Do they work in coalitions?
3. How are they addressing intersections of race, gender, disability, nationality, sexuality and class in their work?
4. Are there online materials, critiques of the organization from other organizations/activists?
5. You need to cite at least 5-6 texts while critiquing the organization

A more detailed prompt will be provided four to five weeks before the due date. You need to make two consultation meetings with me to discuss your project.

***A sign-up sheet will be circulated allowing each of you to set up a time to discuss the project with me ahead of time.***

(A list of possible organizations and citation style will be posted on HuskyCT)

Examples of Organization’s will be posted on HuskyCT.

**Your grades will be computed as follows:**

Class Participation & Attendance: 20%

Midterm: 25%

Reflection Essay: 25%

Final Paper/Project: 30%

**Grading:**

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. The writing assignments will be graded according to (a) the clarity of your argument, (b) your use of evidence to support your argument, (c) the relevance and insight of your question(s), and (d) the accuracy of grammar, syntax and spelling. All assignments are due at the time/day noted on the schedule. Late papers will be penalized 5 points (half a letter-grade) per day, including weekend days. **Social Construction of Sexuality Essay and Final paper are not accepted via email**.

**Schedule of Readings:**

**Week 1**

* Introduction, Review Syllabus & Ground Rules; view ‘Stonewall’
* Gloria Anzaldúa, “La Prieta” in *This Bridge Called My Back* (HuskyCT) & Samuel Delaney, *Times Square Red, Times Square Blue*, excerpts:3-19 (secn I); 36-57 (secn IV); 89-92; 111-115 (secns 0 & 1.1); 149-152 (secns 6.2-6.3) (HuskyCT)

**Week 2**

* Jagose (1,2)
* Jagose (3, 4)

**Week 3**

* Jagose (5,6)
* Cathy Cohen: Bulldagger (HuskyCT)
* Audre Lorde “Litany of Survival” (HuskyCT)

**Week 4**

* Michael Warner, *Trouble with Normal*, Chapter One (HuskyCT)
* Juana Maria Rodriguez, *Queer Latinidad*, chapters 1 & 2.

**Week 5**

* Gayle Rubin, “Thinking Sex,” *(*HuskyCT)
* Cherrie Moraga, “Loving in the War Years” & Anzaladua, “To(o) Queer the Writer-Loca, escritora y chicana”

**Week 6**

* Foucault, *History of Sexuality*, part 1
* Foucault, *History of Sexuality*, part 2 & Mid Term Review

**Week 7**

* Mid Term
* Ferguson, “Race-ing Homonormativity: Citizenship, Sociology, and Gay Identity,” *BQS &* Debanuj DasGupta: “Why the Gay Rights Movement is Anti-Immigrant Rights?” SAMAR Vol-20 (HuskyCT)

**Week 8**

* View Prtaibha Parmar’s “Khush” & QTalk’s “African Diaspora & African LGBTQ rights organizing.”
* Johnson, “Quare’ Studies, or (Almost) Everything I Know about Queer

Studies I Learned from My Grandmother” (HuskyCT)

**Week 9**

* Duggan, *Twilight of Equality,* Intro, Chapters 1 & 2
* Duggan, chapters 2 & 3; view ‘Fenced Out’ film by the FIERCE Collective

**Social Construction of Sexuality Essay, DUE on HuskyCT**

**Week 10**

* Caren Caplan and Inderpal Grewal, “Transnational Approaches to Sexuality Studies” (HuskyCT)
* Gayatri Gopinath, “Queering Bollywood: Alternative Sexualities in Popular Indian Cinema” (HuskyCT)

**Week 11**

* Rohit K. DasGupta & Debanuj DasGupta “Queering Digital India” (HuskyCT)

**Week 12**

* Rafael DelaDehesa Intro, Chp 1 & 2
* DelaDehesa, Chp 5, 6, and Conclusion

**Week 13**

* Peter Liu, “Why Queer Theory Needs China?” (HuskyCT)
* Watch “Dangerous Living”

**Week 14**

* **Discussing Final Project**
* **Final Projects Due**

**2017-126 PHYS Revise MS (credit change) (guest: Jason Hancock)**

Course Proposal Request

Revise MS Physics

**Current Catalog Copy:**

Each student in the Master’s program follows an individual plan of study arranged jointly by the student and an advisory committee, based on the student’s career goals as well as prior preparation. Candidates for the Plan B Master’s degree are required to complete 24 credits of courses. Under Plan A, a thesis is required, as well as completion of 9 credits of Thesis Research courses as stipulated in the Standards and Degree Requirements of this catalog.

**Proposed Catalog Copy:**

Each student in the Master’s program follows an individual plan of study arranged jointly by the student and an advisory committee, based on the student’s career goals as well as prior preparation. Candidates for the Master’s degree without thesis are required to complete 30 credits of courses. Candidates for the Master’s degree with thesis are required to complete 21 credits of courses and 9 credits of Thesis Research, as stipulated in the Standards and Degree Requirements of this catalog.

MS without Thesis

The required courses (total 18 credits) are: Physics 5101, 5201,5301, 5401, 5402 and 5500

The remaining 12 credits could be 5000 or higher level courses from Physics, Mathematics, Biology, Chemistry or School of Engineering

MS with Thesis Research

The required courses (total 18 credits) are: Physics 5101, 5201,5301, 5401, 5402 and 5500

9 credits of Thesis Research (e.g. GRAD 5950)

The remaining 3 credits could be 5000 or higher level courses from Physics, Mathematics, Biology, Chemistry or School of Engineering

**Justification:**

Revisions bring the MS in line with the thirty-credit minimum.

**Date of Departmental Approval:** September 7, 2017

**2017-127 AFRA/AMST/HIST 3568 Revise Course (cross-list) (guest: Christopher Vials)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3544 |
| **Request Proposer** | Vials |
| **Course Title** | Hip-Hop, Politics and Youth Culture in America |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > American Studies > History > Africana Studies Institute > Return > American Studies > History > Africana Studies Institute > 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** | 3 |
| **Course Subject Area** | AMST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | American Studies |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Course Subject Area #3** | AFRA |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Africana Studies Institute |
| **Reason for Cross Listing** | This CAR is proposed for the purpose of cross-listing this existing course in AFRA and HIST with American Studies (AMST). American Studies, in consultation with History and Africana Studies, is seeking to cross-list this course with American Studies because it is an interdisciplinary course by design dealing with US history and culture, and because it is attuned to key concerns in the field of American Studies (race, culture, history, politics, diaspora, international power dynamics) |
| **Course Title** | Hip-Hop, Politics and Youth Culture in America |
| **Course Number** | 3568 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We're seeking to retain the old course number for convenience sake, and because it is not in use within American Studies. |

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| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@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** | 35 |
| **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** | 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** | Faculty to teach it are likely concentrated at 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** | AFRA 3568 Hip-Hop, Politics and Youth Culture in America (Formerly offered as AFAM 3568.) (Also offered as HIST 3568.) Three credits. History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop’s role in popular political discourse. |
| **Provide proposed title and complete course catalog copy** | AFRA 3568 Hip-Hop, Politics and Youth Culture in America (Formerly offered as AFAM 3568.) (Also offered as HIST 3568.) (Also offered as AMST 3568). Three credits. History of hip-hop, its musical antecedents and its role in popular culture. Race, class, and gender are examined as well as hip-hop’s role in popular political discourse. |
| **Reason for the course action** | This CAR is proposed for the purpose of cross-listing this existing course in AFRA and HIST with American Studies (AMST). American Studies, in consultation with History and Africana Studies, is seeking to cross-list this course with American Studies because it is an interdisciplinary course by design dealing with US history and culture, and because it is attuned to key concerns in the field of American Studies (race, culture, history, politics, diaspora, international power dynamics). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course is offered to help the student (1) understand the dynamics and implications of popular culture and artistic expression generally and hip-hop in particular; (2) discuss, at a college-level proficiency, the contributions of various artists on hip-hop and the significance of the art form in the United States and abroad; (3) analyze the many ways in which hip-hop adapts to the changing political, regional and socio-economic circumstances out of which the art form develops and provides a lens through which a range of phenomena, from public policy to religion can be explored. |
| **Describe course assessments** | These will vary from instructor to instructor, but they will primarily take the form of exams and research papers. The sample syllabus is indicative of the reading assignments. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Ogbar syllabus, 3568f16.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/78697) | Ogbar syllabus, 3568f16.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 04/14/2017 - 14:01 | Submit |  | I am submitting this to review for Melina Pappademos (AFRA and HIST C&C rep) and to Matt McKenzie (AMST C&C rep). | | American Studies | Matthew G McKenzie | 04/14/2017 - 17:18 | Approve | 4/14/2017 | This course cross-listing continues the directors revision of the American Studies major ad broadening of AMST designated course to raise the major's visibility and enrollments. | | History | Melina A Pappademos | 09/07/2017 - 09:57 | Approve | 9/6/2017 | This course was approved by the History Dept. on 4/7/17. | | Africana Studies Institute | Melina A Pappademos | 09/12/2017 - 14:46 | Return |  | Course subject should be "AFRA" not "AFAM" | | Return | Christopher R Vials | 09/12/2017 - 17:30 | Resubmit |  | In this revision, I consistently listed the department as "AFRA" and not "AFAM." I apologize for the oversight. | | American Studies | Matthew G McKenzie | 09/20/2017 - 07:36 | Approve | 9/20/2017 | Part of Chris Vials' efforts to broaden American Studies programming across departments. An important addition. | | History | Melina A Pappademos | 09/20/2017 - 17:30 | Approve | 9/20/2017 | This course contains majority American Studies content | | Africana Studies Institute | Melina A Pappademos | 09/20/2017 - 17:33 | Approve | 9/20/2017 | Course is approved for inclusion with correct designation (AFRA). | |

## ***Dr. Jeffrey O. G. Ogbar University of Connecticut***

Department of History Office: Wood Hall 231

History/AFRA/AMST 3568 Office Hours: T 10-12

Fall 2015 LH 108 Tuesday and Thursday 3:30-4:45

[ogbar@uconn.edu](mailto:Ogbar@uconn.edu) Office phone: 486-3063

T.A.: [Britney.murphy@uconn.edu](mailto:Britney.murphy@uconn.edu) T.A. Office Hours: 2:00-3:00 Thursday

**Hip-Hop: Politics and Youth Culture in Late 20th Century United States**

**Course Overview:** This course examines the development of hip-hop and its manifestations in the realm of music, visual art, politics, and language in the United States. The course starts with the development of American popular culture in the 19th century and the centrality of race to its meaning. Through the emergence of blues, jazz, rock and roll, the course examines the development of African American musical traditions. The literary/poetic structure of hip-hop will be examined as well as the social/political implications of the art. The course also studies the emergence of rap music in New York City in the mid 1970s through its evolution into a multi-billion dollar industry with wide-reaching influence. The dynamics of race, gender, youth, class and provincialism will be studied as well. The course will utilize various sources for analysis and information including videos, commercials, movies, songs and other multimedia.

**Objectives:** The course is offered to help the student (1) understand the dynamics and implications popular culture, artistic expression generally and hip-hop in particular; (2) discuss, at a college-level proficiency, the contributions of various artists on hip-hop and the significance of the art form in the United States and abroad; (3) analyze the many ways in which hip-hop adapts to the changing political, regional and socio-economic circumstances out of which the art form develops and provides a lens through which a range of phenomena, from public policy to religion can be explored.

**Required work:** Each student is responsible for (1) one 6-8 page typed research paper on a selected topic (20%); (2) two quizzes (10% each) (3) There will be one two-page typed book review of Hip Hop’s Inheritance: From the Harlem Renaissance to the Hip Hop Feminist Movement, by Reiland Rabaka. (15%) (4) and a mid-term and a final (20% each). Exams will include fill-in-the-blank, multiple choice, true or false and essay. The final will not be cumulative. Each student is expected to participate in class discussions (5%).

Plagiarism is unacceptable and will be punished in accordance to the University of Connecticut’s policies regarding violations of the student code. Plagiarism is presenting the ideas, writings, thoughts and work of others as your own. This includes, but is not limited to, using work from books, articles, web sites and not giving credit to the author of the work. Quoting verbatim or paraphrasing without citation is plagiarism. Please see the following URL for details: <http://www.plagiarism.org/>. No written assignment will be accepted via email.

**Assignment due dates:**

Quiz #1: September 17 Quiz # 2: October 29

Book review: November 3 Mid-term: October 6

Research paper: November 17 Final: TBA

**Required Texts:**

Asante, Jr., M.K., *It’s Bigger than Hip Hop: The Rise of the Post-Hip-Hop Generation* (New York: St. Martin’s Press, 2008)

Reiland Rabaka, *Hip Hop’s Inheritance: From the Harlem Renaissance to the Hip Hop Feminist Movement* (Lexington Books, 2011)

Jeffrey O. G. Ogbar, *Hip-Hop Revolution: The Culture and Politics of Rap* (University Press of Kansas, 2007)

Travis L. Gosa and Erik Nelson, *The Hip Hop & Obama Reader* (Oxford University Press, 2015)

**Unit I: Origins**

1. American Popular Culture and Race, 1840s-1940s
2. Musical, cultural antecedents (jazz, r&b, rock & roll, soul, disco)
3. Urban Youth Culture, 1920s-1960s
4. Race and Class Dynamics (black power, resistance, identity)
5. Billie Holiday, Miles Davis, Marvin Gaye, The Last Poets

Week beginning August 29

1. Asante, Preface- Chapter 2

2. Ogbar, Introduction, Chapter 1

Week beginning September 5

1. Asante, Chapters 3-4

2. Gosa and Nelson, Introduction, Chapter 1

Week beginning September 12

1. Asante, Chapter 4

2. Gosa and Nelson, Chapters 2-3

**Unit II: Development and Evolution**

1. Politics, Art, Generational Expression, Sampling
2. Institutionalization of hip-hop
3. Breaking, popping, graffiti, colloquialisms
4. Grandmaster Flash and the Furious Five, Prince Paul, Afrika Bambaattaa

Week beginning September 19

1. Asante, Chapter 5
2. Ogbar, Chapter 2
3. Gosa and Nelson, Chapter 4
4. <http://htmlgiant.com/random/lines-from-shakespeare-mistaken-for-1990s-hip-hop-lyrics/>
5. <http://www.sporcle.com/games/the_hmh_project/shakespeare-or-hip-hop>
6. <http://poly-graph.co/vocabulary.html>

# **“Once Upon A Time in New York: The Birth Of Hip Hop, Disco & Punk” | Part 1/4**

1. <https://www.youtube.com/watch?v=4WfEZj1dK-o> and Part 4/4: <https://www.youtube.com/watch?v=wtRrKiGBrAw>
2. Soul Train Poplocking: <https://www.youtube.com/watch?v=y5_oM8rU1jk>
3. B-Boying 21st Century: <https://www.facebook.com/stantonwarriors/videos/10152474695048889/?__mref=message_bubble>
4. Deejaying in the 90s: <https://www.facebook.com/KraftyKutsOfficial/videos/10152601478409429/?__mref=message_bubble>
5. Early graff: <http://www.npr.org/2014/06/26/325909209/after-decades-on-vcr-graffitis-golden-age-returns-to-big-screen>

**Unit III The City and the Urban Imagination**

1. Race and the City, *Shelley vs. Kramer* (1948)
2. Public Space and Art
3. Demographic Shifts, Gentrification, and the City
4. Provincialism and Authenticity
5. N.W.A, Kendrick Lamar, Rick Ross, Jay-Z

Week beginning September 26

1. Rabaka, Chapter 1

2. Asante, Chapter 6-7

3. “Straight Outta Compton: Urban Flight from Los Angeles,” *The Economist*, <http://www.economist.com/node/10697106>

4. The Bronx in the 1980s: <https://www.youtube.com/watch?v=xgUsEVwXch0>

Week beginning October 3

1. Ogbar, Chapter 3
2. Rabaka, Chapter 2
3. Asante, Chapter 8
4. “What Happens When Harlem Becomes White?” by Rose Hackman. <http://www.theguardian.com/us-news/2015/may/13/harlem-gentrification-new-york-race-black-white>
5. “I’m a Black Gentrifier in Harlem, and It’s not a Good Feeling” by Morgan Jerkins. <http://www.theguardian.com/us-news/2015/aug/25/black-gentrification-harlem-not-a-good-feeling>

Week beginning October 10

1. Rabaka, Chapter 3
2. Ogbar, Chapter 4
3. Gosa and Nelson, Chapter 5
4. “Juicy,” Biggie <https://www.youtube.com/watch?v=_JZom_gVfuw>
5. “Can it be all so Simple” Wu Tang Clan <https://www.youtube.com/watch?v=7m148vZDwJA>
6. “The City” The Game and Kendrick Lamar <https://www.youtube.com/watch?v=TsMMuXZZUm8>
7. “Hustlin,” Rick Ross, <https://www.youtube.com/watch?v=JU9TouRnO84>

**Unit IV Public Policy and Hip-Hop**

1. Policing in America and Mass Incarceration
2. Drug Policy, Crime and Hip-Hop
3. Education
4. KRS-One, Ice Cube, Lil Wayne, Jay-Z

Week beginning October 10

1. Rabaka, Chapter 4
2. Gosa and Nelson, Chapter 6
3. Ogbar, Chapter 5
4. “’Gentler War on Drugs’ for Whites is a Smack in Black America’s Face,” <http://www.theroot.com/articles/culture/2015/11/_gentler_war_on_drugs_for_whites_is_a_smack_in_black_america_s_face/>.
5. “The Making of the American Police State,” by Christian Parenti. <https://www.jacobinmag.com/2015/07/incarceration-capitalism-black-lives-matter/>

**Unit V Religion, Spirituality and Hip-Hop**

A. Abrahamic Faiths and Rap

B. Spirituality, Faith and Social Commentary

Week beginning October 17

1. Asante, Chapter 10
2. Gosa and Nelson, Chapter 7

# **“Fear of a Muslim Planet: The Islamic roots of hip-hop,” Naeem Mohaiemen** [**http://www.shobak.org/text/hiphop-full.html**](http://www.shobak.org/text/hiphop-full.html)

Week beginning October 24

1. Rabaka Chapter 5
2. Asante, Chapter 11
3. Gosa and Nelson, Chapter 8
4. “Why Did Islam Disappear from Hip-Hop?” <http://www.vocativ.com/culture/religion/islam-hip-hop/2/>

**Unit V Culture Wars and Hip-Hop**

1. America: Slouching Toward Gomorrah?
2. The Art of War: Battles, Beefs and Shots Fired in Hip-Hop
3. Civic Engagement and [Hip-Hop] Millennials
4. American Youth in Decline or Ascent?

Week beginning October 31

1. Gosa and Nelson, Chapters 8-9
2. Asante, Chapter 12
3. Crime, Media and Race: <http://www.huffingtonpost.com/2014/08/14/media-black-victims_n_5673291.html>
4. Ferguson Capt. <http://www.washingtonpost.com/news/morning-mix/wp/2014/08/20/missouri-highway-patrol-capt-ron-johnson-is-not-a-gang-member-hes-just-a-kappa/>
5. N.W.A, “Straight Outta Compton” and Critics: <https://www.washingtonpost.com/posteverything/wp/2015/08/21/white-critics-and-rap-fans-love-straight-outta-compton-but-theyre-missing-half-the-story/>
6. Native American Rap: <https://www.facebook.com/ogbar/posts/10152771725944297?__mref=message_bubble>
7. Minstrel Thugs: <http://www.brothersonsports.com/black-men-four-reasons-why-white-america-really-wants-you-to-be-a-thug/>

Week beginning November 7

1. Asante, Chapter 13
2. Gosa and Nelson, Chapter 10-11
3. Ice Cube on Ghostwriting. <http://allhiphop.com/2015/08/05/ice-cube-ghostwriting-songwriter-emcee-drake-meek-mill/>

**Unit VI Hip-Hop in the 21st Century**

1. Hyper-materialism
2. Political activism
3. The Internal Contest over Hip-Hop
4. Mainstreaming of Hip-Hop
5. Nicki Minaj, Ab-Soul, Drake, J. Cole, Iggy Azalea

Week beginning November 14

1. Perry, Chapter 7
2. Asante, Chapter 14
3. Ab-Soul <https://www.youtube.com/watch?v=m_71q5lVEjc>
4. Jidenna, “Classic Man,” <https://www.youtube.com/watch?v=nsiN0W15w0U> and the making of the video: <https://www.youtube.com/watch?v=atKUU_KhCmo>

Week beginning November 21

1. Rabaka, Chapter 5
2. Gosa and Nelson, Chapter 12
3. “Ferguson’s Inheritance,” by Donna Murch. <https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/>

Week beginning December 5

1. Gosa and Nelson, Chapters 13-14, Afterword

**ASSIGNMENTS**

## Book review November 3

Two pages, double-spaced, typed. Electronic copies will not be accepted.

The book for each student t is Reiland Rabaka’s *Hip Hop Inheritance: From the Harlem Renaissance to the Hip Hop Feminist Movement*. You should briefly summarize the book and then discuss the author's major thesis. Explain what evidence is used to substantiate the thesis. Finally explain how well the point is argued, if it is convincing, and the strengths and weaknesses of the study. Please see any issue of the Journal of American History and/or the American Historical Review for model book reviews that are concise, descriptive and analytical

# Research Paper Due November 22

Six to eight pages, double-spaced, typed. Electronic copies will not be accepted.

For the research paper, students should select a topic that is **centered** in hip-hop. For example, it can be an examination of a how hip-hop is related to a particular political or social event i.e., an examination of how hip-hop followed the exploits of illegal drug activity in the 1990s. A paper of this type, for instance, would also be an examination of drug activity during the decade. It would necessarily discuss campaigns to undermine the drug trade, the consequences of the drug war (prison-industrial complex, crime, etc.) and the first person narratives of rappers who provided stories such as ASAP Rocky, Future, Killer Mike, and others. The paper can also be an exploration of a theme of a certain genre of hip-hop: black nationalist ("conscious" rap) or gangsta rap. It can explore the aesthetics of rap as poetry. You can look at feminism in hip-hop. You get the idea.

The research paper must use at least ten books or journal articles and four other sources: popular press, (New York Times, Newsweek, The Source, song lyrics, web sites, etc.) You can count the course’s required books among the ten sources, if they are referenced. History majors and others are encouraged to use the Chicago Manual of Style as a reference for documentation style. A guide is available here: <https://owl.english.purdue.edu/owl/resource/717/01/> If you choose not to use the Chicago style, you must be consistent in style and cite all of your sources in the text. Develop a thesis, argue your point with evidence and reiterate your thesis in the conclusion.

You must choose a topic for my approval no later than October 4. Below are some examples to which you are not limited. You should discuss the role that one of the topics has played in the art. You can focus on any or all of the four elements of hip-hop.

Women The Prison Industrial Complex

Class and its meaning Provincialism

Black Nationalism Gangsta Rap

Sexism The drug trade

**Essential web sites:**

[www.thesource.com](http://www.thesource.com), [www.undergroundhiphop.com](http://www.undergroundhiphop.com), [www.ohhla.com](http://www.ohhla.com), [www.hiphopsite.com](http://www.hiphopsite.com), [www.sohh.com](http://www.sohh.com), <http://genius.com/>.

**2017-128 AMST/ARTH 3570 Revise Course (cross-list) (guest: Christopher Vials)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3563 |
| **Request Proposer** | Vials |
| **Course Title** | History and Theory of Digital Art |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Art and Art History > American Studies > School of Fine Arts > Return > Art and Art History > American Studies > School of Fine Arts > 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** | 2 |
| **Course Subject Area** | ARTH |
| **School / College** | School of Fine Arts |
| **Department** | Art and Art History |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | History and Theory of Digital Art is an interdisciplinary course that brings together materials from art history, digital media, media theory, literary criticism, and history, which is one reason for the American Studies cross-listing. It also provides students with a theoretical foundation and interpretive strategies for interpreting digital media, which is critical for work in contemporary-focused American Studies. Finally, though not stated in the title of the course, the syllabus readings deal primarily with the United States and the Americas as their geographic focus. |
| **Course Title** | History and Theory of Digital Art |
| **Course Number** | 3570 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Convenience. This is an existing course to which no changes will be made, other than cross listing. |

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| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@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** | 23 |
| **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** | Open to sophmores or higher |
| **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** | Faculty not present to teach this course at all regional campuses. |
| **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** | ARTH 3570. History and Theory of Digital Art Three credits. Prerequisite: Open to sophomores or higher. Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production. |
| **Provide proposed title and complete course catalog copy** | ARTH 3570 / AMST 3570. History and Theory of Digital Art Three credits. Prerequisite: Open to sophomores or higher. Examines the aesthetics and cultural impact of digital art in various modes including performance, online, and object production. |
| **Reason for the course action** | The only change requested is the AMST crosslisting. The existing History and Theory of Digital Art is an interdisciplinary course that brings together materials from art history, digital media, media theory, literary criticism, and history, which is one reason for the American Studies cross-listing. It also provides students with a theoretical foundation and interpretive strategies for interpreting digital media, which is critical for work in contemporary-focused American Studies. Finally, though not stated in the title of the course, the syllabus readings, as implemented, deal primarily with the United States and the Americas as their geographic focus. Even if they did not, the course would still provide our students with what is deemed a crucial interpretative skill (the interpretation of digital media and digital sources). |
| **Specify effect on other departments and overlap with existing courses** | None, since this will not affect the way in which the course is currently taught. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the course students will demonstrate a familiarity with and an understanding of various kinds of digital art production and consumption as well as various genres and arenas of cultural influence. |
| **Describe course assessments** | These will vary by instructor, but they may include exams, written assignment, and curatorial final projects. As taught by Kelly Dennis (the sole instructor of this course in practice), students are required to curate an online exhibition of digital art on the course website (see attached syllabus). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARTH,AMST3570 syllabus, revised may 17.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/82094) | ARTH,AMST3570 syllabus, revised may 17.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 04/17/2017 - 09:54 | Submit |  | I am now submitting this to Kelly Dennis for further perusal before sending it on to Matt McKenzie (AMST) and Robin Greeley (ARTH). | | Art and Art History | Monica M Bock | 04/27/2017 - 08:07 | Approve | 4/26/2017 | Approved by faculty meeting vote 4/26/2017 | | American Studies | Matthew G McKenzie | 04/27/2017 - 14:50 | Approve | 4/27/2017 | This represents step forward step in Chris' revision and enhancement of the American Studies major. | | School of Fine Arts | Thomas Meacham | 04/28/2017 - 15:12 | Return |  | In the syllabus, the last three sentences under "Participation + Attendance Policy" needs to be deleted to adhere to university policy. Likewise, a grading rubric and participation requirement needs to be added to "Requirements and Grading." | | Return | Christopher R Vials | 05/17/2017 - 19:46 | Resubmit |  | Kelly Dennis and I revised the sample syllabus as per Thomas Meacham's instructions. | | Art and Art History | Monica M Bock | 05/19/2017 - 15:48 | Approve | 4/26/2017 | Submitting approval based on SFA C&C recommended syllabus update. Sign off date is the original Art Dept faculty meeting approval date. | | American Studies | Matthew G McKenzie | 05/22/2017 - 13:09 | Approve | 5/22/2017 | I approve this as part of Chris' efforts to expand AMST offerings, broaden its support base, and bring the curriculum up to date. This is an important course in those efforts. | | School of Fine Arts | Thomas Meacham | 09/11/2017 - 15:14 | Approve | 9/11/2017 | The requested changes have been made. | |

**ARTH 3570 / AMST 3570 – History and Theory of Digital Art Professor Kelly Dennis**

**Course Description**

This upper-division art history course investigates the role played by digital and electronic technologies in art and art making and the attendant impact on received modes of art’s production and reception. Though attention will be given to historical precursors, focus will be on identifying new models for describing and analyzing digital art, including the viability of such categories as “representation” and “identification” in the face of popular modes of simulation and immersion. How might digital communication modes and technologies alter received ideas about autonomous and distinct artistic mediums?  How does art that utilizes or produces forms that are alterable, copied, or obsoletized by hard- and soft-ware upgrades affect longstanding ideals about authenticity, and materiality? How is digital art to be conserved for future consumption and historicization? How do we understand the public sphere for digital art’s reception? Finally, how might artists maintain a critical stance while utilizing military, corporate, and consumer technologies to produce their art?

**Students in this class will learn about:**

* Histories of the computer and contested beliefs and ideologies surrounding its uses and cultural and social value;
* Electronic and digital art historical precedents;
* Histories of digital art as tool, medium, and practice;
* The ways that digital art and online curating generate and inform visual literacy;
* The roles played by digital art in representing race, class, gender, and national identity.

**Outcomes**

By the end of the course students will demonstrate a familiarity with and an understanding of various kinds of digital art production and consumption as well as various genres and arenas of cultural influence.

**Readings**

* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art), Mark Tribe and Reena Jana (Taschen, 2006) Wiki Version [chapters will be specified but students should be sure to also click the relevant “Profiles” of artists mentioned in each chapter] [Search: Tribe and New Media Art—link will appear if it does not work here]
* Other reading links as indicated on the syllabus or available under Library Resources on the course HuskyCT site.

**Requirements and Grading**

Midterm exam 15%

Blog + Wiki 15%

Final exam 20%

Final Project + Oral Presentation 30%

Participation 20%

**Participation + Attendance Policy:** Your participation is essential to the success of this class. You should plan to ask and answer questions and make comments each day. Failure to attend class means you are not fulfilling your obligation to participate in discussion and thus, contribute to the overall learning experience of all. **Course Wiki** – Identify and define TWO key terms relevant to the history and theory of digital art and then begin to explore, expand, and define them, as well as provide relevant hyperlinks [NB: links to other websites *support* definitions and do not stand in for them; website plagiarism will not be tolerated!]. This is a collective-authored wiki project, which means you will be able to edit and add to other’s contributions and be subject to editing and revision yourself. Play nice.

**Discussion Blog -** Students are responsible for 200-300 word *weekly* posts on the assigned reading and artists investigated in class or independently and related to the week’s topics. At least 8 *comments* on other students’ posts are required over the course of the semester. Your posts should detail your responses and thoughts about the various essays, art works, artists, curators, events and discussions you encounter. Some of these will be specific assignments while others will be independent, self-generated blog entries on assigned reading of your choosing. Create at least two links from each entry of your blog posts to external websites of relevance. A reasonable level of academic decorum and etiquette is expected.

**Examinations:** The midterm and final examinations will consist of image essay analyses and short and long essay questions that test your comprehension of assigned reading, lecture, class discussions, and specific knowledge of works of art and their producers in social and historical context. Slide review images are available on the class website. Any student caught with a cell phone left “on” will be dismissed from the exam and given an F.

**Final Project**

Curate an online exhibition of digital art on the course website. Develop a research strategy by looking at the various online exhibition links and locating others. Locate 5 works of digital and/or Internet art and develop a uniquely designed web “exhibition” that has the following components:

1. A theme or subject, for example, GirlzOnly, Eracism, HackArt, VirtualBodies, etc., which you define and justify as the basis for an online exhibition.
2. 8-10 pp curatorial statement situating your exhibition within general developments in digital/Internet art as well as those of your chosen exhibition subject/theme. Be sure to emphasize and discuss the characteristics of selected works that justify their inclusion, e.g., visual, conceptual, interactive, historical, programmatic, etcetera, etcetera. At least half of your statement should be devoted to reviewing each of the works chosen for your exhibition. This statement can be creatively designed using web- or software of your choosing. At minimum, it should be a slide show on the course Flickr website. Warning: the professor does not provide technical assistance; experiment at your own risk but know that the results MUST be legible and posted by the assignment due date!
3. Figure Citation: Though your figures must be visible in your online exhibition, external links to each of the selected works (clicking on these links should open a new window; be sure your links are still active before the assignment due date!).
4. Bibliographic Citations: At least 8 references and links to online sources—essays, reviews, exhibitions, permalinks to scholarly articles on JSTOR, ProjectMUSE and other databases) that you draw upon and cite in your curatorial statement (clicking on these links should also open a new window).

In addition to curating and creating this online exhibition and curatorial statement, you will also be making a 5-minute presentation of your research and present your online exhibition in class during the last two weeks of the semester. These presentations should be specific about your research project, process, and results, and should clearly articulate what your exhibition contributes to our understanding of digital and/or Internet art.

**RESOURCES :: Digital Art Sites + Exhibitions:**

*This list is intended to provide a* ***starting poin****t and is by no means exhaustive. Students are welcome to add to the links list on the course website.*

* [Rhizome.org](file:///C:\Users\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PVA2A6GA\Rhizome.org), ARTBASE [UConn Libraries have a subscription; limited web access is also available]
* [Digital Studies: Being in Cyberspace](http://altx.com/ds/index2.html)
* [Beyond interface](http://www.museumsandtheweb.com/mw98/beyond_interface/)
* [Turbulence](http://turbulence.org/)
* [Eyebeam](http://eyebeam.org/)
* [Net\_condition](http://on1.zkm.de/netcondition/start/language/default_e)
* [Whitney Biennial 2000](http://www.leftmatrix.com/whitneybi00.html)
* [Furtherfield.org](http://www.furtherfield.org/)
* [SFMOMA’s e.space](http://www.sfmoma.org/exhib_events/exhibitions/espace)
* [Art Entertainment Network](http://aen.walkerart.org/)
* [RCCS: Resource Center for Cyberculture Studies](http://rccs.usfca.edu/default.asp)
* [SWITCH New Media Journal](http://switch.sjsu.edu/v27/) (San Jose State University)
* [International Digital Media and Arts Association Journal](http://www.idmaa.org/)[PublicCurating](http://publiccurating.cont3xt.net/)[cont3xt.net](http://cont3xt.net/blog/)
* [net.art resources](http://homepage.usask.ca/~cdg118/PoCo%20Presentation/pgs/netart.html)
* [Art and Electronic Media](http://www.artelectronicmedia.com/) – *companion website*
* [CyberArtsWeb](http://www.cyberartsweb.org/)
* [The Computers Club Drawing Society](http://www.computersclub.org/club/)
* [Twitter Art](http://fsymbols.com/text-art/twitter/)
* [Daniel Langois Foundation](http://www.fondation-langlois.org/html/e/page.php?NumPage=513)
* [We Make Money Not Art](http://we-make-money-not-art.com/)
* [Adaweb](http://www.adaweb.com/)
* [UNESCO Digital Arts Knowledge Portal](http://digitalarts.lmc.gatech.edu/unesco/index.html)

***Schedule Of Lecture + Reading***

**WEEK 1 – Digital Histories**

**Computer History**

* Vannevar Bush, [As We May Think](http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/), *The Atlantic Magazine* (July 1945)
* [History of Computers](http://ftp.arl.mil/~mike/comphist/)
* [Computer History Museum](http://www.computerhistory.org/collections/search/)
* [The Living Internet / History](http://www.livinginternet.com/)
* [NetHistory](http://www.nethistory.info/)
* [Computer Science Lab, “An Illustrated History of Computers,” Parts 1 land 2](http://www.computersciencelab.com/ComputerHistory/History.htm)

**Internet History**

* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Introduction)*:* Introduction, Defining New Media Art
* Richard T. Griffiths, [History of the Internet, Internet for Historians (and just about everyone else)](http://www.let.leidenuniv.nl/history/ivh/frame_theorie.html), Chapters 1-5

***Wiki****: What is the Internet?*

**WEEK 2 -- The Machine Age: History of Technology in Art**

* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Introduction)*:* Art historical antecedents
* Pam Meecham, “From the machine aesthetic to technoculture,” in *Modern Art: A Critical Introduction*, 135-164 [Library Resource]
* John Dixon, “Futurism and the Early-Twentieth-Century Avant-Garde,” *Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation* (The MIT Press, 2012), 47-71. [Library Resource]
* Marshall McLuhan, [The Medium is the Message](http://www.bard.edu/mfa/summer/readings/documents/McLuhanMedium.pdf) (1964)
* Lev Manovich, "New Media from Borges to HTML,” in *The New Media Reader,* Wardrip-Fruin and Montfort, eds, Cambridge, MA: MIT Press, 2003, pp. 13-25 [Library Resource]
* John Maeda, [If Design’s No Longer the Killer Differentiator, What is?](http://www.wired.com/opinion/2012/09/so-if-designs-no-longer-the-killer-differentiator-what-is/) (Wired.com Sept 2012)

**WEEK 3 – Ghosts in the Machine: Othering the Histories of Technology**

* Sadie Plant, “ada,” *Reading Digital Culture*, ed. David Trend, Malden, MA and Oxford: Blackwell Publishing, 2001, 14-16 [Library Resource]
* Laura Lee, [Review of Sadie Plant’s Zeros + Ones](http://www.cyberartsweb.org/cpace/body/lgl1.html)
* Donna Haraway, “A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s,” 28-37. In *Reading Digital Culture*, ed. David Trend, Malden, MA and Oxford: Blackwell Publishing, 2001.
* Laura Miller, “Women and Children First: Gender and the Settling of the Electronic Frontier,” *Reading Digital Culture*, ed. David Trend, Malden, MA and Oxford: Blackwell Publishing, 2001, 214-21 [Library Resource]
* Kelly Dennis, “Gendered Ghosts in the Globalized Machine: Coco Fusco and Prema Murthy.” *n. paradoxa: international feminist art journal*, Vol. 23 (January 2009): 79-86 [Library Resource]
* Wendy Hui Kyong Chun, “The Persistence of Visual Knowledge,” 65-85. In *The Visual Culture Reader* (3rd ed.), ed. Nicholas Mirzoeff. NY: Routledge, 2012 [Library Resource]
* Guillermo Gomez-Pena, [Tech-illa Sunrise](http://www.pochanostra.com/antes/jazz_pocha2/mainpages/techilla.htm) performance text

***Wiki*** *– Technology, race + gender*

**WEEK 4 -- Net.art**

* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Introduction)*:* New Media art as a movement, Beginnings, Themes + Tendencies
* Steve Dietz, [Why Have There Been No Great Net Artists?](http://www.neme.org/82/why-have-there-been-no-great-net-artists) NeMe
* Rachel Green, [Web Work: A History of Internet Art](http://www.sfu.ca/~jstockho/courses/iat100/media/RachelGreen_WebWork.pdf) (ArtForum, 2000)
* Julian Stallabrass, *Internet Art: The Online Clash of Culture and Commerce* (London: Tate Publishing, 2003), 8-15, 24-59 [Library Resource]
* Michele White, “The Aesthetic of Failure: Confusing Spectators with Net Art Gone Wrong,” 85-113. In *The Body and the Screen: Theories of Internet Spectatorship*, Cambridge, MA: The MIT Press, 2006 [Library Resource]

**WEEK 5 -- Gaming Art**

* Henry Jenkins, [Games, The New Lively Art.](http://web.mit.edu/cms/People/henry3/GamesNewLively.html)
* Henry Jenkins, [“Complete Freedom of Movement”: Video Games as Gendered Play Spaces](http://mit.edu/cms/People/henry3/complete.html)
* Greg Costikyan, [I Have No Words and I Must Design](http://www.costik.com/nowords.html)
* Anne-Marie Schleiner, [2 Reviews--Untitled Game and Ego Image Shooter](http://amsterdam.nettime.org/Lists-Archives/nettime-l-0203/msg00061.html)
* Julian Stallabrass, [Just Gaming: Allegory and Economy in Computer Games](http://www.stanford.edu/class/history34q/readings/Cyberspace/StallabrasJustGaming.html)
* Alexander Galloway, [Social Realism in Gaming](http://gamestudies.org/0401/galloway/)
* Domenico Quaranta, [Game Aesthetics: How Videogames are Transforming Contemporary Art](http://mbf.blogs.com/files/game_aesthetics_eng-2.pdf)
* Sherry Turkle, “Video Games and Computer Holding Power,” 499-513. In *The New Media Reader*, ed. Noah Wardrip-Fruin and Nick Montfort (Cambridge, MA: The MIT Press, 2003 [Library Resource]
* Leah Burrows, [Women remain outsiders in video game industry](http://bostonglobe.com/business/2013/01/27/women-remain-outsiders-video-game-industry/275JKqy3rFylT7TxgPmO3K/story.html), BostonGlobe.com 27JAN2013/accessed 30JAN2013
* Lisa Nakamura, [Don’t Hate the Player, Hate the Game: The Racialization of Labor in World of Warcraft](http://lnakamur.files.wordpress.com/2012/03/donthatetheplayer.pdf), *Critical Studies in Media Communication* 26:2 (June 2009), 128-144.

***Recommended Journal Resource:***[*Game Studies*](http://gamestudies.org/1202)

**Wiki:** *What is “gaming”?*

**WEEK 6 -- Digital Art Activism + MIDTERM**

* Tara McPherson, “Reload: Liveness, Mobility and the Web,” 591-604 In *The Visual Culture Reader* (3rd ed.), ed. Nicholas Mirzoeff. NY: Routledge, 2012 [Library Resource]
* Natascha Sadr Haghighian and Ashley Hunt, [Representations Of The Erased](http://www.correctionsproject.com/art/writing/HUNT_HAGHIGHIAN.pdf), No Matter How Bright the Light, the Crossing Occurs at Night, Exhibition Catalogue, Kunst-Werke, 2006
* [RTMark](http://www.rtmark.com/)
* Regine Debatty, [Visualizing: Tracking An Aesthetics of Data](http://we-make-money-not-art.com/archives/2008/01/-map.php#.UQV1jUo8Z8s), *We Make Money Not Art* Jan. 8, 2008.

**MIDTERM**

**WEEK 7 – CyberFeminisms**

* [VNS Matrix](http://lx.sysx.org/vnsmatrix.html)
* [OBN](http://www.obn.org/) (Old Boys Network: collective of cyberfeminist new media artists and theorists)
* [Faith Wilding, “Where is Feminism in Cyberfeminism?”](http://www.neme.org/392/cyberfeminism) [NeMe]
* subRosa, [Tactical Cyberfeminism: An Art and Technology of Social Relations](http://www.cyberfeminism.net/index.html), 2002 (biotechnology)
* [subRosa / Cyberfeminism.net](http://www.cyberfeminism.net/index.html)

*Online resource:* [*Fembot: Feminism, New Media, Science + Technolog*](http://fembotcollective.org/)*y*

**WEEK 8 – Curating Digital Art: Museums, Curating, and Conservation in the Digital Age**

* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Introduction)*:* The institutional embrace, Independent initiatives
* [Rivets + Denizens: Collaborative Curatorial Models in Theory and Practice](http://switch.sjsu.edu/nextswitch/switch_engine/front/front.php?cat=27) [SWITCH online journal #27]
* [Walter Art Center: Shock of the View](http://www.walkerart.org/archive/7/B153919DF735B615616F.htm)
* Steve Dietz, [Collecting New Media Art: Just Like Anything Else, Only Different](http://www.neme.org/524/collecting-new-media-art), NeMe
* Christiane Paul, [Flexible Contexts, Democratic Filtering and Computer-Aided Curating: Models For Online Curatorial Practice](http://artpulsemagazine.com/online-curatorial-practice-flexible-contexts-and-democratic-filtering) (short version: [full-version pdf](http://www.kurator.org/media/uploads/publications/DB03/Paul.pdf))
* [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Introduction)*:* Collecting and preserving New Media art
* [The Variable Media Project](http://variablemedia.net/)
* [Information Longevity](http://besser.tsoa.nyu.edu/howard/longevity/) [site compiled by Howard Besser]
* [Digital Mediation and Cultural Heritage](http://www.factum-arte.com/eng/default.asp)

***Recommended Online Resource:*** [PublicCurating](http://publiccurating.cont3xt.net/)[cont3xt.net](http://cont3xt.net/blog/)

**WEEK 9 -- Hacktivist Art**

* Critical Art Ensemble, [Electronic Civil Disobedience](http://www.critical-art.net/books/ecd/ecd2.pdf)
* Alexander Galloway, [Possibility](http://subsol.c3.hu/subsol_2/contributors0/gallowaytext.html), Anarchitexts, 284-286
* Ricardo Dominguez, [Electronic Disturbance](http://subsol.c3.hu/subsol_2/contributors2/domingueztext2.html)
* McKenzie Wark, [A Hacker Manifesto](http://subsol.c3.hu/subsol_2/contributors0/warktext.html)
* See also: [TheHacktivist](http://www.thehacktivist.com/?pagename=hacktivism)

**WEEK 10 – Bodies + Borders: Virtual and Other Identities**

* [Victoria Vesna, interview](http://switch.sjsu.edu/nextswitch/switch_engine/front/front.php?artc=13) [SWITCH 2002]
* Julian Dibbell, [A Rape in Cyberspace](http://www.juliandibbell.com/articles/a-rape-in-cyberspace/) [originally published in *The Village Voice* in 1993]
* Audacia Ray, “Girls Gone Wired: A Short History of Women, Computers, and the Internet,” 16-52. In *Naked on the Internet: Hookups, Downloads and Cashing in on Internet Sexploitation* (San Francisco: Seal Press, 2007) [Library Resource]
* Kelly Dennis, “Hard-Core Art: Internet Porn and ‘New Media’,” 127-58. In *Art/Porn: A History of Seeing and Touching*, Oxford, UK and New York: Berg Publishers, 2009 [Library Resource]
* Drue Kataoka, [How Can Art Bridge the Digital ‘Divide’?](http://www.wired.com/opinion/2013/01/on-the-art-of-digital/)
* N. Katherine Hayles, “Embodied Virtuality: Or How to Put Bodies Back Into the Picture (1996),” *Art and Electronic Media*, ed. E. Shanken (Phaidon 2011), 261-263 [Library Resource]
* María Fernández, [Postcolonial Media Theory](http://homework.sdmesa.edu/drogers/Art%20107/fernandez%20postcolonial%20med.pdf)
* Carrie Gates, [Decolonizing Identities in Cyberspace](http://homepage.usask.ca/~cdg118/essays/cyber_decolonize03.html)

*VIEW:* Lisa Nakamura, [5 Types of Online Racism](http://www.youtube.com/watch?v=DT-G0FlOo7g), TEDxUIllinois [YouTube]

**WEEK 11 – Surveillance Art**

* Mark Graham, [Neogeography and the Palimpsests of Place: Web 2.0 and the Construction of a Virtual Earth](http://freezone.we.bs/2/graham-neogeography.pdf), Oxford Internet Institute, University of Oxford, UK [2008, 2009]
* Roger Clarke, [Information Technology and Dataveillance](http://www.rogerclarke.com/DV/CACM88.html)
* Interview with Trevor Paglen, [*therumpus.net*](http://therumpus.net/2009/04/trevor-paglen-reveals-the-blank-spots-on-the-map/)
* Jordan Crandall, [Between Movement and Position: Tracking and Its Landscapes of Readiness](file:///C:\Users\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PVA2A6GA\Macintosh%20HD:\Crandall,%20Jordan.%20%22Between%20Movement%20and%20Position\%20Tracking%20and%20Its%20Landscapes%20of%20Readiness.%22%20Ephemera,%20vol.%205%20no.%20x,%20Dec.%202005) Ephemera, vol. 5 no. x, Dec. 2005

***Wiki:*** *Who’s watching you?*

**WEEK 12 – Social Networks + Participatory Culture + Public Space**

* Regine Debatty, [Tag Ties & Affective Spies: A Critical Approach to Social Networking](http://we-make-money-not-art.com/archives/2009/04/-tag-ties-and-affective.php#.UQWfmEo8Z8s) (2009)
* Regine Debatty, [Future EveryBody, the art of participatory technologies](http://we-make-money-not-art.com/archives/social_networking/)
* Ana María Munar, [Digital Exhibitionism: The Age of Exposure](http://www.cultureunbound.ep.liu.se/v2/a23/cu10v2a23.pdf) [*Culture Unbound,* Volume 2, 2010: 401–422.
* Steve Silberman, We’re Teen, We’re Queer, and We’ve Got E-mail,” *Reading Digital Culture*, ed. David Trend, Malden, MA and Oxford: Blackwell Publishing, 2001, 221-4 [Library Resource]
* Paul Channing Adams, [A Reconsideration of Personal Boundaries in Space-Time](http://introanthroclass.wikispaces.com/file/view/a+reconsideration+of+personal+boundaries+in+space+time.pdf)

*Using the diagram in the Adams article (Fig. 4) as a model, create a Time-Space Diagram of a day (or portion thereof) in your life + Post for discussion on class* ***Blog***

**WEEK 13 – Thanksgiving Break**

**WEEK 14 – Student Presentations**

**WEEK 15 – Student Presentations**

**2017-129 AMST 3271/LLAS 3271/POLS 3834 Revise Course (cross-list) (guest: C. Vials)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3741 |
| **Request Proposer** | Vials |
| **Course Title** | Immigration and Transborder Politics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > Latino and Latin American Studies > 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** | 3 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Subject Area #2** | LLAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Latino and Latin American Studies |
| **Course Subject Area #3** | AMST |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | American Studies |
| **Reason for Cross Listing** | American Studies is seeking to cross-list this course because it is closely attuned to the thematic concerns of contemporary American Studies scholarship and pedagogy, namely migration, diaspora, and the flow of peoples and cultures across US borders. The readings and design of this course is also interdisciplinary in scope, combining quantitative and qualitative work in political science, as well as readings in history, sociology, legal studies, trans-hemispheric American Studies, and film. The primary instructor of record -- Charles Venator -- is an affiliate faculty of American Studies |
| **Course Title** | Immigration and Transborder Politics |
| **Course Number** | 3834 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Convenience. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@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 |

|  |  |
| --- | --- |
| **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** | 70 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to juniors or higher |
| **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 |

|  |  |
| --- | --- |
| **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** | Faculty who teach this subject at not at hand at all campuses. |
| **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** | POLS 3834. Immigration and Transborder Politics (Also offered as LLAS 3271.) Three credits. Prerequisite: Open to juniors or higher. U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas. |
| **Provide proposed title and complete course catalog copy** | POLS 3834. Immigration and Transborder Politics (Also offered as AMST 3271 and LLAS 3271.) Three credits. Prerequisite: Open to juniors or higher. U.S. immigration policy, trans-border politics, and the impact diasporas and ethnic lobbies have on U.S. foreign policy, with emphasis on Latino diasporas. |
| **Reason for the course action** | American Studies is seeking to cross-list this course because it is closely attuned to the thematic concerns of contemporary American Studies scholarship and pedagogy, namely migration, diaspora, and the flow of peoples and cultures across US borders. The readings and design of this course is also interdisciplinary in scope, combining quantitative and qualitative work in political science, as well as readings in history, sociology, legal studies, trans-hemispheric American Studies, and film. The primary instructor of record -- Charles Venator -- is an affiliate faculty of American Studies. |
| **Specify effect on other departments and overlap with existing courses** | This revision should have no effect on existing courses, as it is merely a cross-listing of an existing course that does not alter its content. |
| **Please provide a brief description of course goals and learning objectives** | Upon completion of this course, students will be able: 1. To understand the historical development of key US immigration laws and policies; 2. To understand some of the ideological dimensions of US immigration law and policy; 3. To understand the key contemporary debates surrounding US immigration law and policy. |
| **Describe course assessments** | Course assessments may vary. They currently include in-class quizzes, letters to Congresspersons and letters to the editor, journal entries, attendance, and a final exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [POLS AMST 3834, LLAS 3271 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/87728) | POLS AMST 3834, LLAS 3271 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 06/19/2017 - 20:15 | Submit |  | I am now submitting this cross-list proposal to the C&C reps of LLAS (Anne Gebelein), POLS (Meina Cai) and AMST (Matt McKenzie) for approval. | | Political Science | Meina Cai | 09/05/2017 - 11:11 | Approve | 9/5/2017 | I communicated with the instructor, who supported the cross-list request. | | Latino and Latin American Studies | Anne Gebelein | 09/19/2017 - 15:45 | Approve | 9/13/2017 | LLAS approves | | American Studies | Matthew G McKenzie | 09/19/2017 - 17:14 | Approve | 9/19/2017 | Adds to presence and visibility of AMST across the university. | |

**POLS 3834/AMST 3834 / LLAS 3271:**

**Immigration and Transborder Politics**

**Course & Instructor Information Instructor:** Charles R. Venator-Santiago

1. **mail:** [charles.venator@uconn.edu](mailto:charles.venator@uconn.edu)

**Tel:** (860) 486-9052

**Office:** Oak Hall, Room 424; UConn-Storrs Campus

**Office Hours:** Wednesdays 12:00-3:00pm & by appointment. Please make appointments through the university’s AdvApp appointment system ([http://advapp.uconn.edu/).](http://advapp.uconn.edu/))

# Course Description

This course examines the historical relationship between legal narratives of immigration and transborder politics. The course provides students with an overview of the key historical and contemporary debates that have shaped this relationship.

# Course Objectives

Upon completion of this course, students will be able:

* 1. To understand the historical development of key US immigration laws and policies;
  2. To understand some of the ideological dimensions of US immigration law and policy;
  3. To understand the key contemporary debates surrounding US immigration law and policy.

# Required Readings:

All assigned readings are available on HuskyCT

# Course Outline

**Week # 1**

August 27

# Introductions

**Week # 2**

September 3

# Contextualizing United States Immigration Law and Policy

* William S. Bernard, *Immigration: History of U.S. Policy*
* Kitty Calavita, *Gaps and Contradictions in U.S. Immigration Policy*
* Kevin S. Johnson, *The Continuing Latino Quest for Full Membership and Equal Citizenship*

***Journal #*1: *Would an originalist interpretation of the Constitution support an open-borders policy?***

**Week # 3**

September 10

# Immigration and Political Ideologies

* Russell Kirk, *The Conservative Mind*
* Dinesh D’Souza, *selections*
* John Rawls, *On Distributive Justice*
* Bobbio, *Democracy as it Relates to Socialism*
* Samuel Huntington, *The Hispanic Condition*
* Rogers M. Smith, *Living in the Promiseland?*

***Political Compass Exercise due in-class***

**Week # 4**

September 17

# Defining Latino/as

* PEW Hispanic Center, *Who’s Hispanic*
* Portes and Rumbaut, *Who Are They and Why They Come*
* Rachel Moran, *Neither Black Nor White*
* PEW Hispanic Center, *Census 2010*

***Journal #2****:* ***Explain the black/civil rights and white/immigration dilemma for Latinos?***

**Week # 5**

September 24

# Latino/a Mobility and Immigration

* Portes and Rumbaut, *Moving*
* PEW Hispanic Center, *Hispanic Trends*
* David G. Gutiérrez, *Demography and the Shifting Boundaries of “Community”*

***Journal #3: Are Latin American immigrants actually invading the United States?***

**Week # 6**

October 1

# Alien Suffrage and the Question of Citizenship

* Gerald Neuman, on alien suffrage
* Burt Neuborne, *Harisiades v. Shaughnessy*
* PEW Hispanic Center, *The 2010 Congressional Reapportionment and Latinos*

***Journal #4: Should aliens be allowed to vote in U.S. elections? Why? Or Why not?***

***Journal #5: What is the impact of undocumented populations on reapportionment?***

**Week # 7**

October 8

# Alien Suffrage and the Question of Citizenship

* CRS Reports on George Romney Candidacy (HuskyCT)
* *Rogers v. Bellei*, 401 U.S. 815 (1971)
* Gabriel J. Chin, *Why Senator John McCain Cannot be President* (HuskyCT)
* *Miller v. Albright,* 523 US 420 (1998)

***Journal #6: Should a naturalized immigrant or person born outside of the United States be eligible to become a President of the United States?***

**Journals 1-5 Due In Class**

**Week # 8**

October 15

# Latinos and Education

* *Plyler v. Doe,* 457 U.S. 202 (1981)
* María Pabón López, *Reflections on Educating Latina and Latino Undocumented Children*
* PEW Hispanic Center, *Hispanics and College Enrollment*
* The White House, *Fact Sheet on the Dream Act*

***Journal #7: Should Congress pass the Dream Act?***

**Week # 9**

October 22

# No Class

**Week # 10**

October 29

# Latino/as and Labor Migrations

* David Gutierrez, *Globalization, Labor Migration, and the Demographic Revolution*
* Lundquist & Massey, *Politics or Economics?*

***Journal #8: What is the difference between economic and political migrations?***

**Op-Ed Due In Class**

**Week # 11**

November 5

# Latino/as and the U.S. Labor Market

* Portes and Rumbaut, on occupation and income
* Giovani Peri, *Impact of Immigration on Native Poverty Through Labor Market Competition*
* George J. Borjas, *The Impact of Immigrants on Employment Opportunities*

*of Natives*

# Week # 12

November 12

# Popular Responses to the Threat of Crime

* Butcher and Piehl, *Why Are Immigrant Incarceration Rates So Low?*
* *United States v. Verdugo-Urquidez,* 494 U.S. 259 (1990)

***Journal #9: Explain the Supreme Court’s decision to deny Verdugo- Urquidez the right to a 4th Amendment? Should aliens kidnapped by***

***U.S. authority be entitled to the 4th Amendment?***

**Letter to Your Legislator Due**

**Week # 13**

November 19

# Immigrant Bodies

Beirich, *The Anti-Immigrant Movement*

Film: *Walking the Line*

***Journal #10: Are the border vigilante arguments substantiated in the film?***

**Week # 14**

December 3

**Immigration in Current Affairs: *The Children Refugee Crisis?***

*Guest Speaker: Carol Arboleda*

Please check HuskyCT for relevant readings

# Journals 6-10 Due In Class

**Grading Policy**

My expectation is that college students will be responsible enough to hand in hard copies of their assignments on time. I reserve the right to accept late papers. Unless a student has made prior arrangements with me, I will not accept late papers. I will not accept papers sent via EMAIL or other digital forums. Although printers break, the library has plenty of printers available. I will not accept re- writes of final assignments. *All late papers will be penalized 1-2 points per day.* Please plan accordingly.

Any student should feel free to approach me ahead of time and request special accommodations to complete the required assignments. However, students must have a documented rationale to justify any special arrangements.

My grade scale for the Fall 2014 Semester is the following:

|  |  |  |  |
| --- | --- | --- | --- |
| 93-100 | A | 73-77 | C |
| 90-92 | A- | 70-72 | C- |
| 88-89 | B+ | 68-69 | D+ |
| 83-87 | B | 63-67 | D |
| 80-82 | B- | 60-62 | D- |
| 78-79 | C+ | 0-59 | F |

*Note on citing assigned readings. Students are expected to provide citations for all of their major arguments. All students are required to follow the American Political Science Style* (available in the HuskyCT site).

*I also expect students to cite academic research, which includes academic journals, books, and other research- based publications. Please refrain from using non-academic articles to substantiate your arguments unless there are no other publications on the subject available.*

Class Exercises (20%): I will assign up to 10 points for various exercises that include in-class quizzes, attendance to out of class activities (accompanied by some sort of written assignment), etc.

Political Compass (10%): Take the political compass quiz (<http://www.politicalcompass.org/index)> and explain your political ideology and its relationship to your interpretation of US immigration law and policy (1-2 page paper). Please include a copy of your test results. Due on September 10, 2014. I will use the following scale to grade your essay:

Clear Thesis 1-2 points Clear discussion of

Results 6-7 points

Copy of compass 1 point

Op Ed (10%): Students will be evaluated on their ability to write an op-ed article that incorporates the assigned class readings. Please write an *Op Ed* responding to the following question: *Should undocumented COLLEGE students be protected by the principles established in Plyler?* Due in-class on October 29, 2014.

Ability to articulate a thesis 1 point Textual evidence/discussion of

relevant passage (properly cited) 4 points Clarity of argument 5 points

Journals (30%): Students will receive up to 30 points (30%) for answering the journal questions included in the syllabus. Each question is worth 3 points. While this is an opportunity for students to write without time constraints, journal entries will be evaluated on the basis of their ability to discuss assigned readings. Students who do not discuss the assigned readings will not receive appropriate credit. Journals 1-5 are due in class on October 8, 2014 and 6-10 on December 3, 2014. Students will be evaluated on the following:

Ability to articulate a thesis 1 point Textual evidence/discussion of

relevant passage (properly cited) 1 point Clarity of Argument 1 point

Letter to Your National or State Legislator (10%): Students are expected to write a letter to their congressional representative using the class materials (at least 3 assigned readings) to discuss pending legislation related to an immigration issue *discussed in class*. This letter must include a discussion of the assigned readings and how these readings can help us understand the effects of pending legislation on society. Students are required to discuss their representative’s stance on the legislation. You are required to use the model of a letter to your legislator available in HuskyCT. For copies of pending national legislation, please see: [http://www.thomas.gov/.](http://www.thomas.gov/) The letter is due on November 12, 2014. Students will be graded on the following criteria:

Ability to articulate a thesis 1 point Textual evidence/discussion of

relevant passage (properly cited) 5 points Clarity of argument 2 point

Followed assigned format 2 points

Final Exam (30%): This exam will consist of 30 multiple-choice, true-false, and short answer questions. The exam is designed to gauge reading comprehension and an understanding of key concepts. The exam date will be announced at a later time.

Students with particular needs should contact me ahead of time to schedule alternative testing arrangements or other class related arrangements. I recognize that life is complicated and I am willing to work with any student who approaches me beforehand.

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu) Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu.](http://www.csd.uconn.edu/)

For more information, contact: Kim McKeown at [kimberly.mckeown@uconn.edu](mailto:kimberly.mckeown@uconn.edu)

# Evaluation of the Course

Students will be able to evaluate instruction in this course using the University’s standard procedures on November 19, 2014 in class. Please bring a computer or other digital device that will enable you to complete an evaluation in class.

6

**2017-130 ARIS Add Subject Area (guests: Nicola Carpentieri and Gustavo Nanclares)**

Proposed New Subject Area: ARIS. Arabic and Islamic Studies

Justification: We are currently developing a new program in Arabic and Islamic Studies (ARIS). The person in charge of this new program, professor Nicola Carpentieri, and others involved in it, prefer this designation –ARIS--, rather than the narrower Arabic (ARAB) that we currently have. The broader designation allows for the program to cover languages, areas, and ethnicities of the Islamic world that are not necessarily Arab or Arabic. It's a model similar to the Hebrew and Judaic Studies program (HEJS), which includes a broader set of languages, cultures, and experiences than those of the Hebrew designation alone.

Impact on other departments: NONE

Date approved by departmental C&C: 9/13/17

**2017-131 ALDS Add Subject Area (guest: Gustavo Nanclares)**

Subject Area: Applied Linguistics and Discourse Studies (ALDS)

Justification: We are developing a new concentration in ALDS as part of our LCL graduate program (MA and PhD) and therefore we need this subject area in the books. The justification for the new program is lengthy and was submitted in a separate form back in April.

Impact on other departments: We have discussed this program with relevant faculty and programs in the School of Education, English, Psychology, and Linguistics. All the departments agree that this program will be filling a void in the field of *applied* linguistics at UConn and the relevant departments are in support of it.

Date of Approval by Department C&C: April 10, 2017

**2017-132 ALDS 5020 Add Course (guest: Chunsheng Yang)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4163 |
| **Request Proposer** | Yang |
| **Course Title** | Second language speech learning |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > 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** | ALDS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Second language speech learning |
| **Course Number** | 5020 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Chunsheng Yang |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | chy13003 |
| **Initiator Email** | [chunsheng.yang@uconn.edu](mailto:chunsheng.yang@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** | 2019 |
| **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 |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ALDS 5000 |
| **Corequisites** | none |
| **Recommended Preparation** | LING 2010 or equivalent. |
| **Is Consent Required?** | Instructor 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** |  |
| **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** | ALDS 5020. Second Language Speech Learning 3 credits. Open to graduate students in LCL, others with permission. Recommended Preparation: LING 2010 or equivalent. Examine factors affecting second language (L2) speech learning (i.e., L1 transfer, motivation, anxiety), sociolinguistic aspects of L2 speech and L2 pronunciation teaching and learning. |
| **Reason for the course action** | ALDS 5020 is one of the core courses in the newly approved MA/Ph.D concentration, ALDS, in LCL. While learning a second language (L2) entails the learning of another linguistic system, including pronunciation, vocabulary, grammar, pragmatics, etc., pronunciation is one of the most important aspects of L2 speech. This course will introduce to the students the theories and models of L2 speech learning, the sociolinguistic and psycholinguistic aspects of L2 speech, as well as the training effects on pronunciation. |
| **Specify effect on other departments and overlap with existing courses** | Speech and hearing department has been contacted and they have approved the course. |
| **Please provide a brief description of course goals and learning objectives** | 1) To introduce students to both the prominent phonetics and phonological models of L2 acquisition. 2) To train students in most studied and debated topics in L2 speech learning. 3) To help students develop skills in experimental design and data analysis including acoustic analysis. 4) To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest. |
| **Describe course assessments** | Active participation (10%): Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion. Final project proposal (20%): this will involve submitting your project including the main research question(s) and hypotheses; (some of) the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli; and potential variety of different languages to be tested. Article presentations (20%): You will be responsible for doing two (plus or minus one depending on the number of students) 20-25 minute PowerPoint presentation on one or two of the articles listed below. You will need to address the research questions, hypotheses, methodology, and the main findings and provide a critical evaluation of the article presented. Final paper presentation (10%): You will present your course project/term paper (PowerPoint presentation). Your presentation must include your research questions, hypotheses, methodology, data analysis and results, discussion, conclusions and future work. Fina paper (40%): The final paper consists of a pilot experimental study of a second language speech learning phenomenon of your choice, in consultation with the instructor. The study must contain a critical review of previous research as well as data analysis. The paper should not exceed 15 pages (Times New Roman, 12 pts, 1.5 spaces). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The final paper must be submitted on time. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SL speech learning syllabus\_final.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/98650) | SL speech learning syllabus\_final.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Chunsheng Yang | 09/07/2017 - 09:16 | Submit |  | none | | Literatures, Cultures and Languages | Philip W Balma | 09/14/2017 - 01:52 | Approve | 9/13/2017 | approved by LCL dept committee | |

ALDS 5020: Second Language Speech Learning

**Course Description**

This course examines a variety of themes related to the acquisition of L2 speech (i.e., phonetics and phonology), including theories and models of L2 speech learning, phonetics and phonology in second language acquisition, sociolinguistic and psycholinguistic aspects of L2 speech learning, as well as training effects on pronunciation. We will read and discuss empirical studies on important phenomena in L2 speech learning of relevant languages. Experimental paradigms most often used in laboratory research, as well as hands-on laboratory workshops, will be presented.

**Course Objectives**

1) To introduce students to both the prominent phonetics and phonological models of L2 acquisition.

2) To train students in most studied and debated topics in L2 speech learning.

3) To help students develop skills in experimental design and data analysis including acoustic analysis.

4) To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest.

**Textbook and materials**

No textbook is required for the course. The course materials consist of journal articles and book chapters on various issues in L2 speech learning.

While no textbook is required, the following book is strongly recommended.

Johnson, Keith, 2011. Acoustic and Auditory Phonetics. Wiley: Blackwell.

Colantoni Laura, Jeffrey Steele, and Paola Escudero. 2015. Second Language Speech: Theory and Practice. Cambridge University Press.

**Course requirements**

Attendance and participation: 10%

Final project proposal: 20%

Article presentations: 20%

Final paper presentation: 10%

Final paper: 40%

 Attendance and active participation (10%): Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion.

 Final project proposal (20%): this will involve submitting your project including the main research question(s) and hypotheses; (some of) the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli; and potential variety of different languages to be tested.

 Article presentations (20%): You will be responsible for doing two (plus or minus one depending on the number of students) 20-25 minute PowerPoint presentation on one or two of the articles listed below. You will need to address the research questions, hypotheses, methodology, and the main findings and provide a critical evaluation of the article presented.

 Final paper presentation (10%): You will present your course project/term paper (PowerPoint presentation). Your presentation must include your research questions, hypotheses, methodology, data analysis and results, discussion, conclusions and future work.

 Final paper (40%): The final paper consists of a pilot experimental study of a second language speech learning phenomenon of your choice, in consultation with the instructor. The study must contain a critical review of previous research as well as data analysis. The paper should not exceed 15 pages (Times New Roman, 12 pts, 1.5 spaces). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is last day of class, December 3rd. The final paper must be submitted on time.

**Letter grade converting scale**

A: 93 % or above; A-: 90% or above; B+: 88% or above B: 82% or above

B-: 80% or above; C+: 78% or above; C: 72% or above; C-: 70% or above

D+: 68% or above; D: 62% or above; D-: 60% or above; F: below 60%

Calendar

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| --- | --- | --- |
| Week/Date | Theme/Structure | Readings & Assignments |
| Weeks 1-2 | Course introduction  Why L2 speech?  Why pronunciation matters? | Moyer (2013)  Moyer (2014)  Derwing and Munro (2015) |
| Week 3 | L2 learning is imperfect  Sources of systematic error: L1 transfer and universal biases  Phonetics review 1 | Abrahamsson and Hyltenstam  (2009)  Broselow and Kang (2013) |
| Weeks 4-6 | L2 speech perception  Phonetics review 2 | Flege (1995)  Best (1995)  Tyler and Best (2007)  Escudero (2009) |
|  | How does a language become L1 or L2? Focusing of perception on L1 at the end of the first year.  Can you have two L1s? Limits to bilingualism in perception.  What does it take to learn to perceive a difficult non-native contrast?  Universal biases in L2 perception? | Kuhl (2007)  Sebastian-Galles et al. (2005)  Takagi and Mann (1995)  Berent et al. (2007) |
| Weeks 7-8 | L2 Speech Production  L1 transfer effects on L2, and vice versa, in production of L2  sounds  L1 and universal-bias effects in production of L2 sequences | Colantoni & Steele (2008)  Gick et al. (2004)  Guion (2003)  Broselow et al. (1998) |
| Week 9 | Relative difficulty of acquisition and development  How to write a proposal | Munro & Derwing (2008)  + TBD |
| Week 10 | Multi-modal L2 speech learning  **Ethical experimental conduct** | Bassetti & Atkinson (2015)  Motohashi-Saigo & Hardison (2009) |
| Week 11 | Age effects and context of learning  **Data analysis** | Piske et al. (2001)  Trofimovich et al. (2001) |
| Week 12 | Social factors  L2 speech training studies (tones and segments) | Rindal (2010)  Thomson (2012) & Wang (2013) |
| Week 13 | Segmental vs. prosodic acquisition  **How to write a paper** | Almbark et al. (2014)  Guion et al. (2004) |
| Week 14 | Oral presentations |  |
| Week 15 | Oral presentations |  |

**Readings**

Almbark, R., Bouchhioua, N., & Hellmuth, S. Acquiring the Phonetics and Phonology of English Word Stress: Comparing Learners from Different L1 Backgrounds.

Abrahamsson, N. and Hyltenstam, K. (2009). Age of onset and nativelikeness in a second

language: listener perception versus linguistic scrutiny. Language Learning, 59(2):249-306.

Bassetti, B., & Atkinson, N. (2015). Effects of orthographic forms on pronunciation in experienced instructed second language learners. *Applied Psycholinguistics*, *36*(1), 67-91.

Berent, I., Steriade, D., Lennertz, T., and Vaknin, V. (2007). What we know about what we have never heard: evidence from perceptual illusions. Cognition, 104:591-630.

Best, C. T. (1995). A direct realist view on cross-language speech perception. In W. Strange (Ed.), *Speech Perception and Linguistic Experience* (pp. 171-204). Timonium, MD: York Press.

Best, C. and Tyler, M. (2007), 'Nonnative and second-language speech perception', Language Experience in Second Language Speech Learning: In honor of James Emil Flege, John Benjamins 9027219737.

Boudaoud, M., & Cardoso, W. (2009). The variable acquisition of/s/+ consonant onset clusters in Farsi-English interlanguage. In *Proceedings of the 10th generative approaches to second language acquisition conference. Somerville: Cascadilla Proceedings Project* (pp. 86-104).

Broselow, E., Chen, S.-I., and Wang, C. (1998). The emergence of the unmarked in second language phonology. Studies in Second Language Acquisition, 20:261-280.

Broselow, E. and Kang, Y. (2013). Second language phonology and speech. In Young-Scholten, M., editor, The Cambridge handbook of second language acquisition, chapter 25,pages 529-554. Cambridge University Press, Cambridge, England.

Colantoni, L., & Steele, J. (2008). Integrating articulatory constraints into models of second language phonological acquisition. *Applied Psycholinguistics*, *29*(03), 489-534.

Derwing, Tracy, and Murray Munro. 2015. “Key concepts”, in Tracy Derwing and Murray Munro, Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research.

Derwing, T. M., Munro, M. J. & Thomson, R. I. (2008). A longitudinal study of ESL learners’ fluency and comprehensibility development. *Applied Linguistics, 29,* 359-380.

Escudero, P. (2009). The linguistic perception of similar L2 sounds. *Phonology in perception*, 152-190.

Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. *Speech perception and linguistic experience: Issues in cross-language research*, 233-277.

Gick, B., Wilson, I., Koch, K., & Cook, C. (2004). Language-specific articulatory settings: Evidence from inter-utterance rest position. *Phonetica*, *61*(4), 220-233.

Guion, S. (2003). The vowel systems of Quichua-Spanish bilinguals: age of acquisition effects on the mutual influence of the first and second languages. Phonetica, 60:98-128.

Guion, S. G., Harada, T., & Clark, J. J. (2004). Early and late Spanish–English bilinguals' acquisition of English word stress patterns. *Bilingualism: Language and Cognition*, *7*(03), 207-226.

Kuhl, P. K. (2007). Cracking the speech code: how infants learn language. AcousticalScience and Technology, 28(2):71-83.

Motohashi-Saigo, M. & Hardison, D.M. (2009). Acquisition of L2 Japanese Geminates: Training with Waveform Displays. *Language Learning & Technology, 13*(2), 29-47.

Moyer (2013), Chapter 1, “the scope and relevance of accent”. Foreign Accent: The phenomenon of non-native speech. Cambridge University Press.

Moyer (2014). The nature of accent. John Levis and Alene Moyer (eds.), Social dynamics in second language accent. De Gruyter Mouton.

Piske, T., MacKay, I. R., & Flege, J. E. (2001). Factors affecting degree of foreign accent in an L2: A review. *Journal of phonetics*, *29*(2), 191-215.

Rindal, U. (2010). Constructing identity with L2: Pronunciation and attitudes among Norwegian learners of English. *Journal of Sociolinguistics*, *14*(2), 240-261.

Sebastian-Galles, N., Echeverra, S., and Bosch, L. (2005). The influence of initial exposure on lexical representation: comparing early and simultaneous bilinguals. Journal of Memory and Language, 52:240-255.

Takagi, N. and Mann, V. (1995). The limits of extended naturalistic exposure on the perceptual mastery of English /r/ and /l/ by adult Japanese learners of English. Applied Psycholinguistics, 16(4):379-405.

Thomson, Son I. 2012. Improving L2 listeners’ perception of English vowels: A computer-mediated approach. *Language Learning* 62, 4: 1231-1258.

Trofimovich, P., Collins, L., Cardoso, W., White, J., & Horst, M. (2012). A Frequency‐Based Approach to L2 Phonological Learning: Teacher Input and Student Output in an Intensive ESL Context. *TESOL Quarterly*, *46*(1), 176-186.

Wang, Xinchun. 2013. Perception of Mandarin tones: The effect of L1 background and training. Modern Language Journal, 97, 1: 144-160.

<http://liceu.uab.es/%7Ejoaquim/applied_linguistics/L2_phonetics/Fonetica_L2_Bib.html>

**SELECTED WEB-BASED RESOURCES**

**1. Transcription**

 \_Get the IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL)

http://www.sil.org/

 \_The sounds of Spanish, English and German:

http://www.uiowa.edu/~acadtech/phonetics/

 \_The sounds of the International Phonetic Alphabet (IPA):

http://www.sil.org/computing/speechtools/ipahelp.htm

http://linguistics.berkeley.edu/acip/

 \_IPA chart, IPA handbook, Online phonetics lab:

http://web.uvic.ca/ling/resources/ipa/handbook.htm

 \_Phonetic resources:

http://www.unc.edu/~jlsmith/pht-url.html

 \_Variation in Spanish:

http://soundsofspeech.uiowa.edu/

http://lab.chass.utoronto.ca/rescentre/spanish/

**2. Acoustic phonetics tools:**

 \_WaveSurfer (tool for sound visualization and manipulation)

http://sourceforge.net/projects/wavesurfer/Download

 \_Praat speech analysis software package

http://www.fon.hum.uva.nl/praat/

 \_Keith Johnson's youtube channel.

**3. L2 phonetic database**

 \_UofT Romance phonetic database

http://rpd.chass.utoronto.ca/docs/corpora\_a3.html

**4. L2 acquisition tasks and questionnaires**

 \_Iris database (previously used tasks and questionnaires):

http://www.iris-database.org/iris/app/home/search?query=questionnaire

**2017-133 ALDS 5040 Add Course (guest: Manuela Wagner)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4162 |
| **Request Proposer** | Wagner |
| **Course Title** | ALDS 5040 Developing Pragmatic Competence in Another Language: Research and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | ALDS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literature, Cultures and Languages |
| **Course Title** | ALDS 5040 Developing Pragmatic Competence in Another Language: Research and Practice |
| **Course Number** | 5040 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Manuela Wagner |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | maw04013 |
| **Initiator Email** | [manuela.wagner@uconn.edu](mailto:manuela.wagner@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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This is a discussion-based graduate course. |

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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 might be offered online in which case it would be open to all campuses. The current proposed format is "hybrid". |
| **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** | ALDS 5040 Developing Pragmatic Competence in Another Language: Research and Practice 3 credits. Open to graduate students in other departments with permission. An introduction to Pragmatics in Second Language Acquisition with emphasis on research and practice in the teaching and learning of a second language. |
| **Reason for the course action** | The course will be part of the new developed ALDS specialization in the LCL graduate programs. The course also represents an excellent opportunity for student in world language education in the NEAG School of Education. |
| **Specify effect on other departments and overlap with existing courses** | To my knowledge, there is no significant overlap with current course offerings in other departments. |
| **Please provide a brief description of course goals and learning objectives** | In this course we will explore pertinent questions in Pragmatics in language education. Through readings, discussions, and presentations, we will a) critically examine some of the theoretical frameworks of Pragmatics in SLA, b) become familiar with the research methodologies and research tools, and c) become prepared for applying our findings in practice. Students are required to interact with a variety of research methods and complete a final project or research paper on a topic of specialization in Pragmatics and SLA. Upon completion of this course, students are expect to: - Gain an overview of theories or Pragmatics in SLA; - Compare theories of Pragmatics in SLA from a variety of perspectives; - Analyze and apply some of the most frequently used methodologies in SLA Pragmatics; - Design and implement an SLA Pragmatics research project independently; - Reflect on current questions in Pragmatics in SLA |
| **Describe course assessments** | There will be weekly readings (between 1 and 3 research articles or chapters of academic books). 1) Participation in in-class discussions 2) Participation in online discussions 3) Reflection papers: Short reflection papers on readings will be assigned on a weekly to biweekly basis. 4) Presentation of theoretical aspects of Pragmatics: Students will present on a theory/theoretical concept in Pragmatics in SLA. 5) Presentation of research article: Students will present the main parts of a research article on Pragmatics in SLA. 6) Final Paper or Final Project: The final paper or the final project For everyone • Length: 12-15 pages (could be longer in empirical study and project) • Modeled on the scholarly article • At least 10 sources • Appropriate citations in text and references at the end of paper (APA Style) • You will answer an original question through either an empirical study or a theoretical analysis of literature. • Use of academic language Papers: • Papers serve as starting points for future professional work, especially if the course is in your major field of research. You may revise papers into submissions to scholarly journals.  • Please discuss the topic of you paper with me before you start writing it. Empirical study The paper includes - a coherent introduction that establishes the critical context of your topic and a clear thesis - your research question(s) - a literature review - methods (data collection, subjects, types of analyses) - results - analyses - discussion - conclusion - references Theoretical paper The paper includes - a coherent introduction that establishes the critical context of your topic and a clear thesis - your research question(s) - a literature review (which is your results section) - discussion - conclusion - references Projects: You will create design a foreign language curriculum in a specific context of your choice with a focus on Pragmatic and SLA objectives, activities and assessments. Length: Varies (includes syllabus, examples of activities, rubrics, maybe an example of a unit plan) The project includes - a coherent introduction that establishes the framework of your project (what theories/concepts of Pragmatics will you apply (including at least 5 references)?, Why?, What is the context of your curriculum?) - objectives - how is Pragmatics included in the curriculum (a few examples of activities and formative assessments) - attempt at summative assessment - rubric(s) - references 7) Presentation of final project/paper: Students will write a final paper, which could also be a final paper about a project, such as creating curriculum based on theories of Pragmatics in SLA. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ALDS 5040 Pragmatics.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/98872) | ALDS 5040 Pragmatics.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Manuela Wagner | 09/06/2017 - 22:22 | Submit |  | Manuela Wagner | | Literature, Cultures and Languages | Philip W Balma | 09/14/2017 - 01:51 | Approve | 9/13/2017 | approved by LCL dept committee | |

**ALDS 5040: Developing Pragmatic Competence in Another Language**

**Language of Instruction: English**

**Credits: 3**

Professor Manuela Wagner Office: Oak 260

Email: manuela.wagner@uconn.edu Office hours:



In this course we will explore pertinent questions in Pragmatics in language education.

Through readings, discussions, and presentations, we will a) critically examine some of the theoretical frameworks of Pragmatics in SLA, b) become familiar with the research methodologies and research tools, and c) start applying our findings in practice.

Students are required to interact with a variety of research methods and complete a final project or research paper on a topic of specialization in Pragmatics and SLA.

Upon completion of this course, students are expected to:

* Gain an overview of theories or Pragmatics in SLA;
* Compare theories of Pragmatics in SLA from a variety of perspectives;
* Analyze and apply some of the most frequently used methodologies in SLA Pragmatics;
* Design and implement an SLA Pragmatics research project independently;
* Reflect on current questions in Pragmatics in SLA

**B: Required Texts:**

Thomas, J. A. (2014). *Meaning in interaction: An introduction to pragmatics*. Routledge.

Capone, A., & Mey, J. L. (Eds.). (2015). *Interdisciplinary studies in pragmatics, culture and society* (Vol. 4). Springer.

Additional readings TBA

**C: Grading Components:**

Participation (including online discussions) 35%

Reflection papers 20%

Presentations (2 presentations in pairs or groups) 15%

Presentation of final project 10 %

Final project or research paper 20%

[**Class Policies**](http://community.uconn.edu/the-student-code-preamble/)

**A.) Plagiarism:** Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

**B.) Academic misconduct:** The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code: 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).

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](http://www.community.uconn.edu/the-student-code). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](http://community.uconn.edu/the-student-code-appendix-a/). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](http://freshmanenglish.uconn.edu/documents/Plagiarism%20Statement%20Aug%202012.pdf). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

**C.) Misuse of Sources:** The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.  The misuse of sources is a violation of academic codes of conduct and could result in serious penalty.  The severity of the penalty depends on an individual instructor’s assessment.

**D.) Full and Proper Acknowledgement:** The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own.  There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course.  For this course we use APA (see folder „final project“ for more information).

**E.) Late policies and reminders:** If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments.

**F.) Accommodations Policies:** The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. The [Center for Students with Disabilities](http://www.csd.uconn.edu) *(*CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu/).

**G.) Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at<http://policy.uconn.edu/?p=2884>.

**H.) Sexual Assault Reporting Policy:** To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

**I.) Observance of Religious Holidays**

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

**J.) Mobile Phone Policy:** Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

**(Tentative) Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Due** | **Ideas for final project?** | **Topics and Readings**  Some readings will be read by everyone. Some readings will be prepared by individuals, pairs, or groups and shared with the class in discussions and presentations in class and online. You are encouraged to share additional readings, examples, scenarios etc. in class and online.  During some weeks, there will be additional or different readings based on the directions we decide to take together. | **Please read for next time** |
| Week 1 | **Reflection 1** | Definitions | *Introduction to course*  *What is pragmatics?* |  |
| Week 2 | **Reflection 2** | Literature Search | *Speech acts*  *Conversational Implicature* | Thomas, chapters 2 and 3 |
| Week 3 | **Discussion Board 1**  **Reflection 3** | Final Project: Potential Topics | Approaches to pragmatics | Thomas, chapter 4 |
| Week 4 | **Reflection 4** | Definitions  Project Planning | Pragmatics and indirectness | Thomas, chapter 5 |
| Week 5 | **Discussion Board 2**  **Reflection 5** | Project Planning | Theories of politeness  The construction of meaning  Discussion of possible research topic | Thomas, chapter 6  Thomas, chapter 7 |
| Week 6 | **Reflection 6** | Project Planning | Pragmatics and language learning  A selection of research articles in pragmatics and SLA | Kasper, Bardovi-Harlig  Plus articles you suggest |
| Week 7 | **Discussion Board 3**  **Reflection 7** | Project Planning | Pragmatics seen through the prism of society  Presentation of research article | Mey in Capone and Mey, chapter 1 |
| Week 8 | **Reflection 8** | Hand in proposal for your final paper | *Can intercultural pragmatics bring new insights into pragmatic theories?*  Presentation of research article | Keckes in Capone and Mey, chapter 2 |
| Week 9 | **Discussion Board 4**  **Reflection 9**  **Project Planning meeting deadline** | Meetings | Critical discourse analysis: Definition, approaches, relation to pragmatics, critique, and trends.  Presentation of research article | Waugh, Catalano, Al Masaeed, Do, Renigar in Capone and Mey, chapter 3 |
| Week 10 | **Reflection10**  Optional: Draft of final paper | Writing  Questions | Topic of choice | Readings TBA |
| Week 11 | **Discussion Board 5**  **Reflection 11** | Writing | Topic of choice | Readings TBA |
| Week 12 | **Reflection 12** | Writing | *Project presentations and Reflections* |  |
| Week 13 | **Discussion Board 6**  **Reflection 13**  **Project presentations** | Writing and presenting | *Project presentations and Reflections* |  |
| Week 14 | **Reflections on project**  **presentations** | Writing | *Project presentations and Reflections* |  |
|  | **Final paper due** |  |  |  |

**2017-134 ALDS 5060 Add Course (guest: Nan Meng)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4164 |
| **Request Proposer** | Meng |
| **Course Title** | Language Socialization |
| **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** | ALDS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literature, Cultures and Languages |
| **Course Title** | Language Socialization |
| **Course Number** | 5060 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Nan Meng |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nam16111 |
| **Initiator Email** | [nan.meng@uconn.edu](mailto:nan.meng@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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | ALDS 5000 |
| **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** | Faculty teaching this course are at Storrs only. |
| **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** | ALDS 5060 Language Socialization 3 credits. Seminar. Open to graduate students in other departments with permission. This course explores how people learn to use language, particularly a second language, in the culturally specific ways that enable them to participate in a particular community. An introduction to concepts, methods and practices of research in Language Socialization as well as analysis of research from a wide variety of languages and cultures. |
| **Reason for the course action** | This course will be part of the core courses in the new program: Applied Linguistics and Discourse Studies (ALDS) in the Literatures, Cultures and Languages Department. There is a growth of interest in language socialization, its concepts and research methodology (especially discourse analysis), among graduate students who are doing SLA or related studies in applied linguistics. Language socialization research has interdisciplinary, integrating theoretical perspectives and methods from psychology, linguistics, anthropology, education, and sociology. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap with other department and existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The two main goals of this course are (1) to achieve greater understanding the role of language structure and use in shaping psychological and cultural functioning, and (2) to consider the implications of such research for current issues in our own community. By the end of this seminar students will be able to 1. critically study and apply core concepts in Language socialization. 2. adapt and design a research in the field 3. generate ideas and develop arguments by active participation in and leadership of class discussions. 4. elaborate interdisciplinary research projects 5. compose research papers using the suitable academic format and style. 6. Pedagogical implications for second/foreign language teaching |
| **Describe course assessments** | Students will be evaluated in: Participation, Weekly reading response (double-spaced, one page), Group Presentations on Reading, Team research project (weekly progress report as well as a final paper) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [language socialization.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/98653) | language socialization.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nan Meng | 09/07/2017 - 08:47 | Submit |  | N/A | | Literature, Cultures and Languages | Philip W Balma | 09/14/2017 - 01:53 | Approve | 9/13/2017 | approved by LCL dept committee | |

Department of Literatures, Cultures and Languages

ALDS 5060： Language Socialization

Credits: 3

Class Time & Location:

Instructor: Dr. Nan Meng

Email: [nan.meng@uconn.edu](mailto:nan.meng@uconn.edu)

Phone #: 860-486-3315

Office: Oak Hall 222

Office hours:

**Required reading materials:**

Durati, Alessandro; Ochs, Elinor; and Schieffelin, Bambi (eds). 2012. *The Handbook of Language Socialization* (Blackwell Handbook in Linguistics Series). Wiley Blackwell.

Bambi B. Schieffelin & Elinor Ochs. 1986. *Language socialization across cultures*, Cambridge: Cambridge University Press.

Additional readings will be posted on HuskyCT.

**Course Description:**

This course explores how people learn to use language, particularly a second language, in the culturally specific ways that enable them to participate in a particular community. We will introduce concepts, methods and practices of research in Language Socialization as well as analyze of research from a wide variety of languages and cultures.

The two main goals of this course are (1) to achieve greater understanding the role of language structure and use in shaping psychological and cultural functioning, and (2) to consider the implications of such research for current issues in our own community. In the process, students will be socialized into professional/academic competence: e.g., critical thinking, leading seminar discussions, making seminar presentations, organizing group presentations, and conducting a research. Students who enroll in the class are expected to 1) attend class regularly, 2) participate in classroom discussion and activities, and 3) complete all readings and assignments in a timely fashion. Specific assignments and requirements for this course are outlined in details below.

# **Course responsibilities**

**Participation:** Please come prepared to discuss specific details of each reading, including its approaches to the theme of the class, methodology and analysis. Raise any questions related to the reading to your classmates and instructor.

**Weekly reading response blurb:** Please come to class with at least 1 question, comment, or critique for each assigned reading (or all the readings, if your blurb addresses some overarching issue) that will promote discussion. These blurbs will be posted on the discussion board of HuskyCT before class begins, double-spaced, one page.

When reading papers, please consider the following guiding questions:

* What struck you as interesting about this paper?
* How do points or claims made in this paper relate or compare to those brought up in other readings for this course?
* What did you find in the paper that you feel will be useful/relevant for your future career? Why?
* What did you find in the paper that helped you better understand a past experience or important phenomena or event(s)?
* What aspect of the paper did you find problematic or did you disagree with?
* What questions did the paper raise for you?
* Is there anything you would do differently as a researcher?

**Group Presentations on Reading**

In-class group presentations will involve (approx 15 mins per presentation plus 15 mins discussion).:

1) Highlights from the readings

2 critical discussion of *one* theme from the readings

**Team research project**

Working in pairs, you will conduct research at a site of your choice. Pick a context where you can observe and record a routine activity involving more and less competent participants, a context in which language socialization is taking place. Most of our readings focus on family interactions, but you are welcome to investigate language socialization on the job, at school, in student organizations, etc. The instructor will provide detailed guidelines for the project, but research activities include

* (participant) observation and field noting
* audio recording and transcribing
* informal interview and playback with participants
* self-reflection

Each week, you will complete a phase of the project. On Wednesdays, teams will turn in to the instructor a brief **report** on the work completed in the previous week (one page, typed, double-spaced). In class, we will discuss how the projects are progressing, make connections with the readings, and consider insights and issues that arise. The last three class meetings will be dedicated to team **presentations** of the research projects. Each research team will also produce a **final report/paper** on the project (10 pages, typed, double-spaced). Final reports will be submitted on HuskyCT during the final week.

**Grading**

|  |  |
| --- | --- |
|  | % of final grade |
| Participation | 20 |
| Weekly reading response | 25 |
| Presentation on reading | 15 |
| Team research project weekly reports (10) | 10 |
| Team research project final presentation | 15 |
| Team research project final report/paper | 15 |

[**Class Policies**](http://community.uconn.edu/the-student-code-preamble/)

**A.) Plagiarism:** Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

**B.) Academic misconduct:** The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code: 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).

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](http://www.community.uconn.edu/the-student-code). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](http://community.uconn.edu/the-student-code-appendix-a/). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](http://freshmanenglish.uconn.edu/documents/Plagiarism%20Statement%20Aug%202012.pdf). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

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**D.) Full and Proper Acknowledgement:** The unambiguous identification of the sources of all ideas, language, and other materials that are not one’s own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline’s academic conventions. Students must consult with their instructors to determine which method is appropriate for the course. For this course we use APA (see folder „final project“ for more information).

**E.) Late policies and reminders:** If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments.

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**I. ) Observance of Religious Holidays**

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

**Weekly Schedule**

Week1 – **Introduction to the enterprise**

Schieffelin, B., & Ochs, E. (1986). Language socialization. *Annual Review of Anthropology, 15*, 163-191.

\*Pair up for team research projects

### **Week 2 Cornerstones of Language Socialization**

Concepts of socialization; scope of socialization; linguistic and interactional resources for socialization

• Ochs, E. & Schieffelin, B.B. (1984). Language Acquisition and Socialization: Three Developmental Stories and Their Implications. In R. Schweder & R. LeVine (eds.), Culture Theory: Essays on Mind, Self and Emotion. New York: Cambridge University Press, 276-320.

• Ochs, E. (2002). Becoming a Speaker of Culture. In C. Kramsch (ed.), Language Socialization and Language Acquisition: Ecological Perspectives. New York: Continuum Press, 99-120.

• Garrett, P. and Baquedano-Lopez, P. (2002). "Language Socialization: Reproduction and Continuity, Transformation and Change." Annual Review of Anthopology **31**: 339-61.

Week 3:**Development and learning in a social world**

Peters, A. M., & Boggs, S. T. (1986). Interactional routines as cultural influences on language acquisition. In *LSAC*.

Rogoff, B. (1995). Observing sociocultural activity on three planes: participatory appropriation, guided participation, and apprenticeship. In J. V. Wertsch & P. d. Rio & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 139-164). Cambridge, UK: Cambridge University Press.

Miller, P. J. (1996). Instantiating culture through discourse practices: some personal reflections on socialization and how to study it. In R. Jessor & A. Colby & R. Shweder (Eds.), *Ethnography and human development* (1st ed., pp. 183-204). Chicago: University of Chicago Press.

1. Report on choice of research site & initial contact with research participants

Week 4: **Pre-School in Three Cultures (film shown during class)**

Week 5: **Social routines: language use as interpersonal activity**

Demuth, K. (1986). Prompting routines in the language socialization of Basotho children. In *LSAC*.

Watson-Gegeo, K. A., & Gegeo, D. W. (1986). Calling out and repeating routines in Kwara'ae children's language socialization. In *LSAC*.

Week 6: **Developing Linguistic and Cultural Competence**

Peters, A.M. & Boggs, S.T. (1986). Interactional routines as cultural influences upon language acquisition.

Platt, M. (1986). Social norms &lexical acquisition: a study of deictic verbs in Samoan child language.

Andersen, E.S. The acquisition of register variation by Anglo American children.

All of the above are In E. Ochs & B. Schieffelin (Eds.), *Language socialization across cultures*

Week 7: **Language Socialization and Ethnography**

Schieffel in, B. (1990). The Give and Take of Everyday Life: Language Socialization of Kaluli Children Cambridge & New York: Cambridge University Press.

Week 8: **Social orientations**

*The Handbook of Language Socialization*

Part III. 1. Language socialization and politeness routines / Matthew Burdelski

2. Language socialization and stance taking practices / Haruko Minegishi Cook

3. Language socialization and morality/ Ayala Fader

4. Language socialization and hierarchy / Kathryn M. Howard

5. Peer language socialization / Marjorie H. Goodwin and Amy Kyratzis

Weel 9: **Language and culture contact**

*The Handbook of Language Socialization*

Part V. 1. Language socialization and language ideologies / Kathleen C. Riley

4. Second language socialization /Patricia A. Duff

5. Heritage language socialization / Agnes Weiyun He

Week 10: **Language socialization and second/foreign language**

Duff, Patricia A., and Steven Talmy. "Language socialization approaches to second language acquisition." *Alternative approaches to second language acquisition* (2011): 95-116.

Duff, Patricia A. "Second language socialization." *The handbook of language socialization* (2012): 564-586.

# Week 11: **Language Socialization in SLA**

Watson-Gegeo, K. A. and Nielsen, S. (2003) Language Socialization in SLA, in The Handbook of Second Language Acquisition (eds C. J. Doughty and M. H. Long), Blackwell Publishing Ltd, Oxford, UK. doi: 10.1002/9780470756492.ch7

Watson-Gegeo, K. (2001) Mind, language, and epistemology: Toward a language socialization paradigm for SLA. Invited Plenary Speech presented at the 2001 Paciﬁc Second Language Research Forum, October, Honolulu, Hawai’i.

Patrick, Donna. "Language socialization and second language acquisition in a multilingual Arctic Quebec community." *BILINGUAL EDUCATION AND BILINGUALISM* (2003): 165-181.

Week 12-15: **Research Project Reports**

**2017-135 ECON 3413 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4263 |
| **Request Proposer** | Langlois |
| **Course Title** | Financial Economics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Financial Economics |
| **Course Number** | 3413 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000 or 1100. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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** | It could be taught at regionals, especially Stamford, in the future, if we can find a suitable adjunct from the financial industry. |
| **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** | ECON 3413. Financial Economics 3 credits. Prerequisites: ECON 2201 or 2211Q; ECON 2202 or 2212Q; STAT 1000 or 1100. Basic principles used in investment decisions and their applications to pricing financial assets and to portfolio management. Asset pricing models including the Capital Asset Pricing Model and Arbitrage Pricing Theory. Fixed-income securities. Options and futures. |
| **Reason for the course action** | Many, many economics majors are interested in careers in finance, but we currently offer no courses in the area. With recent hires, we now have a couple of people who can and have taught this kind of course. |
| **Specify effect on other departments and overlap with existing courses** | The Finance department covers these issues in multiple courses, though almost exclusively with a focus on practical business rather than economic theory. There will be no effect of this course on FNCE, since for the foreseeable future ECON majors will continue to be unable to get into FNCE courses and FNCE majors will be unable to get into ECON courses. |
| **Please provide a brief description of course goals and learning objectives** | Introduce students to the basic functioning of modern financial markets. Provide a basic ability to analyze financial markets using excel spreadsheets. Provide a basic ability to manipulate the major asset-pricing models. Provide an ability to model and analyze asset portfolios. Provide a basic ability to price fixed-asset securities. Provide a basic ability to price options and futures. |
| **Describe course assessments** | Problem Sets (24%) Class Participation (1%) Group Project (25%) Midterm (20%) Final (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hyun Lee Financial Economics syllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/99867) | Hyun Lee Financial Economics syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 09/12/2017 - 11:59 | Submit |  | Date of committee approval: 9/20/17 Date of department approval: 9/22/17 | | Economics | Richard N Langlois | 09/22/2017 - 16:08 | Approve | 9/20/2017 | Undergraduate committee approval 9/20/17 Department approval 9/22/17 | |

**2017-136 HDFS 3092 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4365 |
| **Request Proposer** | Adamsons |
| **Course Title** | Research Practicum in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Research Practicum in Human Development and Family Studies |
| **Course Number** | 3092 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision to prereqs |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 15 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Every semester as needed |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: HDFS 2004W; GPA of 2.5 in HDFS courses and consent of instructor. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | Unlimited |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **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?** | Yes |
| **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** | 3092. Research Practicum in Human Development and Family Studies Credits and hours by arrangement. Prerequisite: GPA of 2.5 in HDFS courses and consent of instructor. May be taken more than one semester. Supervised experience conducting research in human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 3092. Research Practicum in Human Development and Family Studies Credits and hours by arrangement. Prerequisite: HDFS 2004W; GPA of 2.5 in HDFS courses and consent of instructor. May be taken more than one semester. Supervised experience conducting research in human development and family studies. |
| **Reason for the course action** | Requiring 2004W, which is our Research Methods course, seems to make sense for our Research Practicum. Not sure why it wasn't required before. :) |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Supervised experience conducting research in HDFS. |
| **Describe course assessments** | Varies by instructor/course experience. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS3092 Rigazio-DiGilio.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100351) | HDFS3092 Rigazio-DiGilio.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kari L Adamsons | 09/18/2017 - 11:02 | Submit |  | Approved by Dept 9/13 | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 11:51 | Approve | 9/13/2017 | Dept approved 9/13/17 - Syllabus is only an example, experiences vary widely | |

**2017-137 HDFS 3101 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4366 |
| **Request Proposer** | Adamsons |
| **Course Title** | Infant and Toddler Development |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Infant and Toddler Development |
| **Course Number** | 3101 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising a prereq |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 60 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Every fall |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201 |
| **Corequisites** | HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201 |
| **Recommended Preparation** | N/A |
| **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?** | Yes |
| **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** | 3101. Infant and Toddler Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201. Study of children from birth to three years from an integrated human development perspective; biological and social contextual influences. |
| **Provide proposed title and complete course catalog copy** | 3101. Infant and Toddler Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. Study of children from birth to three years from an integrated human development perspective; biological and social contextual influences. |
| **Reason for the course action** | Nursing eliminated NURS 3215 and replaced it with 3205, so we need to change our prereqs to reflect that change. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | This course seeks to deepen student knowledge of the typical child’s development from birth to 3 years, including major theories of development, developmental achievements during this phase, and sources of individual differences in development (e.g., biological, family environmental, and wider ecological influences). The development of children with typical and exceptional development and learning needs will be studied along with several basic strategies for assessing early development. This is an advanced child development course and a prior child development course is a pre-requisite. Students will be exposed to both classic and cutting-edge research studies in child development. The course uses a reflective learning approach that encourages students to make personal connections to development and appreciate the role of the contexts of development in their current observation of young children as well as their remembered experience. |
| **Describe course assessments** | Course Assignments: Participation: 10% Students are expected to complete all required readings prior to class and also expected to participate in all class discussions. Recommended readings are suggested for students who would like to read further. Students are expected to attend all class sessions and participate in group discussions during each class. Participation credit each week is reflective of engagement in the lecture, active participation, and the quality of contributions. Partial credit will be given for attending class, but not engaging in the lecture or participating in the discussions. Credit for participation cannot be made up. If you are reticent to speak in front the class or have concerns about your participation grades, please do not hesitate to speak with me. Reflections: 15% Students are expected to submit a written reflection on HuskyCT before noon each Wednesday. Each reflection should be 100 – 200 words covering all or a portion of the assigned reading for the current week (either Tuesday or Thursday readings, or both). Some reflections are individual assignments, others require responding to your classmates or posing questions, so see huskyct each week for instructions. In your reflections, please do not summarize the readings, instead make connections between weekly topics, personal experiences, or outside knowledge. Late reflections are not accepted, so please plan accordingly. Quizzes: 25% There are 3 quizzes scheduled over the semester. All quizzes will be held at the beginning of class. Quizzes cannot be made up, except in cases where the class absence has a valid, written excuse. The quizzes will emphasize knowledge of the core concepts from class readings, lecture, and discussion. Study guides for each quiz will be posted on HuskyCT. The quizzes are worth the following points toward your final grade: Quiz 1=7 points; Quiz 2=9 points; Quiz 3=9 points. Project: 25% Each student will complete either a small group video review or an individual research project due in late November. Detailed instructions for both assignments can be found at the end of this syllabus. Final Exam: 25% There will be a final, cumulative take-home exam on all material covered during the semester. Students will be asked to demonstrate knowledge of the course material and the ability to integrate the concepts. Extra-Credit Students may earn 1 extra credit point by preparing an extended reflection based on the recommended readings. This reflection is expected to be longer than the weekly reflections (400-500 words) and should integrate concepts/ideas from the recommended readings only with other ideas from earlier course readings. Students can submit up 2 extended reflections, for a total of 2 possible points added to their final grade. All extra-credit reflections must be submitted on HuskyCT by the last day of class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3101 syllabus 2017.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100344) | HDFS 3101 syllabus 2017.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2017 - 10:55 | Submit |  | Approved by Dept on 9/13/17 | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 11:10 | Approve | 9/13/2017 | Approved by Dept 9/13 | |

**Infant and Toddler Development**

**HDFS 3101**

**University of Connecticut**

**Spring 2017**

**Tuesday & Thursday Lecture 12:30-1:45pm**

**Family Studies Building Room 102**

**Instructor: Caitlin Lombardi, Ph.D.**

**E-MAIL**: caitlin.lombardi@uconn.edu

**OFFICE**: Family Studies Building, Room 312

**OFFICE HOURS**: Tuesdays 2:00-4:00pm, and by appointment

**Course Description**:

This course seeks to deepen student knowledge of the typical child’s development from birth to 3 years, including major theories of development, developmental achievements during this phase, and sources of individual differences in development (e.g., biological, family environmental, and wider ecological influences). The development of children with typical and exceptional development and learning needs will be studied along with several basic strategies for assessing early development. This is an advanced child development course and a prior child development course is a pre-requisite. Students will be exposed to both classic and cutting-edge research studies in child development. The course uses a reflective learning approach that encourages students to make personal connections to development and appreciate the role of the contexts of development in their current observation of young children as well as their remembered experience.

**Programs of Study:**

* For students in the ECTC Credential track, key assessments of child development knowledge are linked to this course’s paper project and final exam.
* This course also meets the Human Growth and Development Across the Lifespan content area for UConn's Certification in Family Life Education through the National Council on Family Relations.

**Required Textbooks & Readings:**

1. Berk, L. E. *Infants and Children*, *7th Edition*. Boston: Pearson.(**IC7**)
2. *Advanced Developmental Studies, HDFS 3101-3102.* NJ: McGraw Hill [**DS**]
3. Readings posted on HuskyCT

**Course Assignments:**

**Participation: 10%**

Students are expected to complete all required readings prior to class and also expected to participate in all class discussions. Recommended readingsare suggested for students who would like to read further. Students are expected to attend all class sessions and participate in group discussions during each class. Participation credit each week is reflective of engagement in the lecture, active participation, and the quality of contributions. Partial credit will be given for attending class, but not engaging in the lecture or participating in the discussions. Credit for participation cannot be made up. If you are reticent to speak in front the class or have concerns about your participation grades, please do not hesitate to speak with me.

**Reflections: 15%**

Studentsare expected tosubmit a written reflection on HuskyCT before noon each Wednesday. Each reflection should be 100 – 200 words coveringall or a portion of the assigned reading for the current week (either Tuesday or Thursday readings, or both). Some reflections are individual assignments, others require responding to your classmates or posing questions, so see huskyct each week for instructions. In your reflections, please do not summarize the readings, instead make connections between weekly topics, personal experiences, or outside knowledge. Late reflections are not accepted, so please plan accordingly.

**Quizzes: 25%**

There are 3 quizzes scheduled over the semester. All quizzes will be held at the beginning of class. Quizzes cannot be made up, except in cases where the class absence has a valid, written excuse. The quizzes will emphasize knowledge of the core concepts from class readings, lecture, and discussion. Study guides for each quiz will be posted on HuskyCT. The quizzes are worth the following points toward your final grade: Quiz 1=7 points; Quiz 2=9 points; Quiz 3=9 points.

**Project: 25%**

Each student will complete either a small group video review or an individual research project due in late November. Detailed instructions for both assignments can be found at the end of this syllabus.

**Final Exam: 25%**

There will be a final, cumulative take-home exam on all material covered during the semester. Students will be asked to demonstrate knowledge of the course material and the ability to integrate the concepts.

**Extra-Credit**

Students may earn 1 extra credit point by preparing an extended reflection based on the recommended readings. This reflection is expected to be longer than the weekly reflections (400-500 words) and should integrate concepts/ideas from the recommended readings only with other ideas from earlier course readings. Students can submit up 2 extended reflections, for a total of 2 possible points added to their final grade. All extra-credit reflections must be submitted on HuskyCT by the last day of class.

**Grading Scale:**



**Course Policies & Expectations:**

**Academic Support:** The reflective approach to the course will support student learning by offering semi-structured opportunities for preparing, deepening, and reviewing core course themes. Quizzes draw exclusively from the core course themes enabling a focused approach to reviewing/studying material in small chunks. For the final exam, a review session is offered at the last class meeting to model and encourage integrative preparation for the essay exam.

**HuskyCT:** Students are required to use the HuskyCT site for this course. The 3101 site includes copies of the syllabus and required readings. Students are required to submit their reflections on this site. On occasion, there may be important messages sent to you via HuskyCT, so it is critical for you to check on a regular basis. If you are not familiar with using HuskyCT, please get assistance found at the following link: http://dlc.uconn.edu/.

**Class Meetings**: Students are expected to come to class on time and prepared to engage in discussion and activities. During class times, students should silence their cell phones and refrain from both text messaging and using computers for personal reasons. If a student must have a phone available for personal reasons they must discuss this with the instructor ahead of time. Use of cell phones and laptops for purposes unrelated to class will be factored into the weekly participation grade.

**Late Policy**: Students must keep track of assignment due dates. If students have questions or concerns about assignments or exams, they should make use of office hours or schedule individual meetings with the instructor. Scheduled course work must be submitted on time to receive credit. Extensions may be granted under exceptional circumstances, but must include documentation (Dr. note, ect.). In regard to extensions that have not been approved, late assignments will not be accepted.

**Meeting/Emailing the Instructor:** Students are encouraged to come to office hours to discuss the course, assignments and questions. Emails will be responded to within 24 hours during business days.

**Important University of Connecticut Policies:**

UConn has several important policies which apply to this course and others. You are encouraged to review these policies at the following link: <http://provost.uconn.edu/syllabi-references>.

**Students with Disabilities:** Students who think that they may need accommodations because of a disability are encouraged to meet with the instructor privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

**Academic Integrity:** In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together and discuss readings outside of class. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty please see UConn’s Responsibilities of Community Life: The Student Code: <http://www.dosa.uconn.edu/student_code.html>. Please note that ignorance of prevailing academic conventions or of UConn’s policies never excuses a violation. You are encouraged to come see the instructor if you have questions about when and how to cite.

**Fall 2017 Schedule:**







**Small Group Film Review Project Instructions**

**Goals of this project:**

* Integrate and apply your understanding of course themes to a single film
* Develop a constructive critical voice
* Hone your presentation skills and support learning and presenting as a team

**Structure:**

Each group of 4 students will pick one film (listed below) to watch, critique, and prepare for a presentation. Film presentations will be conducted on the date indicated in the syllabus. As a group, you must work together to ensure that your overall presentation is within time limits, has a coherent sequence, and provides a rich use of the film. The audience for this film is your classmates who want to enrich their understanding of thematic content from the course. Each video presentation must contain:

1. A presenter who will offer a provocative introduction about issues raised in the film that are relevant to course themes (8 minutes). This introduction requires outside research that will enable audience to appreciate for example, the history of key issues portrayed, public health significance, or legal/policy issues that will enrich our viewing of the film.
2. Two presenters offering descriptions/critiques of how the video demonstrated thematic content relevant to this course. 3-4 themes and how they are exemplified in the film are offered by each presenter. Video clips should be included. (No more than 16 minutes total)
3. A presenter who integrates and closes the presentation. Suggestions: Bring us back to the introductory issues, provide more information about a policy/legal issue portrayed or offer a class activity. Consider how could the film do more to improve poorly developed material (extending the critiques of co-presenters)? What themes were exceptionally well done? (8 minutes)
4. The audience will provide feedback which will be incorporated in the evaluations.

**Films:**

1. Babies
2. Three Men and a Baby
3. Vaccine Wars (available at http://www.pbs.org/wgbh/frontline/film/vaccines/)
4. The Business of Being Born

**Length:** Maximum time: 30-35 minutes of presentation and 5 minutes for class participation

**Support:**

Post your interest on HuskyCT in the Video Project Reflection Forum and create a small group. Once a group is formed, notify the instructor of your claim and preferred date. A short meeting with the instructor following class is required prior to the presentation in order to underscore the role expectations for the group members.

**Grading Rubric:**

40% - Objectives: How well did you achieve your specific role in the project? Did you fulfill all the expected elements? Was your contribution well-integrated with and supportive of your teammates?

40% - Clarity/Specificity: Was the information you provided accurate? Were the issues you discussed clear and easily followed?

20% - Use of PowerPoint/video: Was the content on your powerpoint slides well-organized? Did you incorporate a sampling of video material to illustrate some of your points or demonstrate why you were drawn to the particular issues you presented?

**Individual Paper Project Instructions**

**Goals of this project:**

* Explore deeply a topic of personal interest within the scope of one aspect of development presented in the course
* Frame the specific interest area as two questions, with the idea that these might be questions parents in a child care setting (or child guidance clinic) would ask of you. Your goal is to answer these questions by providing theoretical and empirical evidence.
* Conduct research through library databases to examine current theoretical perspectives and empirical evidence about sources of influence, assessment, and promotion of the specific aspect of development
* Write an APA style, critical, integrative review
* For ECTC students only: Address NAEYC competencies for Standards: 1a, 1b, 2a, 3a, 4a (see HuskyCT for Key Assessment instructions)

**Structure:**

1. A meeting with the instructor is required to begin this project and co-construct your researchable question(s)
2. Uncover theoretical perspectives and empirical evidence about the questions posed.
3. A minimum of 8 sources must be cited throughout the text, attributing information appropriately to sources.
4. Use no more than 1 review article; include at least 6 original, empirical studies to support your integrative review.
5. Critique those studies: How did they assess development? How strong was the study design? What significant limitations did they have?
6. A reference page must be included; in-text citations and references must be in APA format.

**Length**:

Papers must be a minimum of 6 pages, double spaced, and no longer than 8 pages. Reference pages (or reproduced photographic/graphic material) DO NOT count in the length of the paper.

**Sources:**

1. 6 of the 8 required sources need to be found on PsychInfo, an electronic database that indexes peer reviewed articles from the fields of psychology and human development available at UConn library. Anyone at the information desk on the 2nd floor of the library can help you to use PsychoInfo if you haven’t used it before. PubMed is an acceptable alternative database to use.
2. Up to 2 of the sources may be found through internet search engines or books. Any materials used from within the course count. The quality of the sources used is an important grading criteria.

**Support:**

* All students are encouraged to identify a topic of interest early in the semester
* The instructor is available to meet individually with students to create researchable questions that are of personal interest. Meetings will be scheduled in late September. Come to your meeting with an aspect of development that you are interested in focusing on.
* Having good questions goes a long way toward a successful paper.

**Due Date:**

Papers must be submitted by Thursday, November 21st at 5pm on HuskyCT.

**2017-138 HDFS 3102 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4367 |
| **Request Proposer** | Adamsons |
| **Course Title** | Early and Middle Childhood Development |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Early and Middle Childhood Development |
| **Course Number** | 3102 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising a pre-req |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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 |

|  |  |
| --- | --- |
| **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 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Every spring |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. |
| **Corequisites** | corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. |
| **Recommended Preparation** | N/A |
| **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?** | Yes |
| **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** | 3102. Early and Middle Childhood Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201. Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development. |
| **Provide proposed title and complete course catalog copy** | 3102. Early and Middle Childhood Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. Study of children ages 3-8 years from an integrated human development perspective that focuses on the interdependence of physical growth and cognitive, emotional, and social development. |
| **Reason for the course action** | Changing pre-req because Nursing eliminated 3215 and added 3205 |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | This course seeks to deepen student knowledge of the typical child’s development from ages 3-10 years, including major theories of development, developmental achievements during this phase, and sources of individual differences in development (e.g., biological, family environmental, and wider ecological influences). We will also cover children with exceptional development and learning needs and several basic strategies for assessing behavior and development. This is an advanced child development course that includes many research studies. Thus, a prior child development course and a research methods course are pre-requisites. The course uses a reflective learning approach that encourages students to make personal connections to understanding development and appreciate the role of the contexts of development in their current observations of young children and remembered experiences. |
| **Describe course assessments** | Course Assignments: Participation: 10% Students are expected to complete all required readings prior to class. All readings for the week are due by the first class of the week on Tuesday, except for the first week of class in which they are due Thursday. Recommended readings are suggested for students who would like to read further. Students are expected to attend all class sessions and participate in group discussions during each class. Credit for participation cannot be made up, regardless of the reason for the absence. Reflections: 15% Students are expected to submit a written reflection on HuskyCT before 9am each Tuesday morning. In Week 1 only, the reflection should be submitted by 9am on Thursday morning. Each reflection should be 100 – 200 words covering all or a portion of the assigned reading for the coming week. Students should make links between the current weekly topics and topics covered in the past weeks. Late reflections are not accepted, so please plan accordingly. Quizzes: 25% There are 3 quizzes scheduled over the semester. All quizzes will be held on Tuesday of the week scheduled at the beginning of class. Quizzes cannot be made up, except in cases where the class absence has a valid, written excuse. The quizzes will emphasize knowledge of the core concepts from class readings, lecture, and discussion. The quizzes are worth the following points toward the final quiz grade: Quiz 1=7 points; Quiz 2=9 points; Quiz 3=9 points. Final Exam: 25% There will be a final, cumulative exam on all material covered during the semester. Students will be asked to demonstrate knowledge of the course material and the ability to integrate the concepts. Project: 25% Each student will complete either a small group video review or an individual research project. Detailed instructions for both assignments can be found at the end of this syllabus. The video projects will be presented during scheduled classes the second half of the semester. Individual research projects are due by 5pm on Thursday March 30th (submitted on HuskyCT). Extra-Credit Students may earn 1 extra credit point by preparing an extended reflection based on the recommended readings. This reflection is expected to be longer than the weekly reflections (400-500 words) and should integrate concepts/ideas from the recommended readings only with other ideas from earlier course readings. Students can submit up 2 extended reflections, for a total of 2 possible points added to their final grade. All extra-credit reflections must be submitted on HuskyCT by April 27th at 5pm. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3102 syllabus 2017 01.17.17.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100345) | HDFS 3102 syllabus 2017 01.17.17.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2017 - 11:12 | Submit |  | Dept approved 9/13 | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 11:18 | Approve | 9/13/2017 | Dept approved 9/13 | |

**Early and Middle Childhood Development**

**HDFS 3102**

**University of Connecticut**

**Spring 2017**

**Tuesday & Thursday Lecture 12:30-1:45pm**

**Monteith Room 110**

**Instructor: Caitlin Lombardi, Ph.D.**

**E-MAIL**: caitlin.lombardi@uconn.edu

**OFFICE**: Family Studies Building, Room 312

**OFFICE HOURS**: Tuesdays 2:00-4:00pm, and by appointment

**Course Description**:

This course seeks to deepen student knowledge of the typical child’s development from ages 3-10 years, including major theories of development, developmental achievements during this phase, and sources of individual differences in development (e.g., biological, family environmental, and wider ecological influences). We will also cover children with exceptional development and learning needs and several basic strategies for assessing behavior and development. This is an advanced child development course that includes many research studies. Thus, a prior child development course and a research methods course are pre-requisites. The course uses a reflective learning approach that encourages students to make personal connections to understanding development and appreciate the role of the contexts of development in their current observations of young children and remembered experiences.

**Programs of Study:**

* For students in the ECTC Credential track, key assessments of child development knowledge are linked to this course’s paper project and final exam.
* This course also meets the Human Growth and Development Across the Lifespan content area for UConn's Certification in Family Life Education through the National Council on Family Relations.

**Required Textbooks & Readings:**

1. Berk, L. E. *Infants and Children*, *7th Edition*. Boston: Pearson.(**IC7**)
2. *Annual Editions: Child Growth and Development 13/14*. NJ: McGraw Hill [**CGD**]
3. Robinson, J. *Advanced Developmental Studies, HDFS 3101-3102.* NJ: McGraw Hill [**DS**]
4. Readings posted on HuskyCT

**Course Assignments:**

**Participation: 10%**

Students are expected to complete all required readings prior to class. All readings for the week are due by the first class of the week on Tuesday, except for the first week of class in which they are due Thursday. Recommended readingsare suggested for students who would like to read further. Students are expected to attend all class sessions and participate in group discussions during each class. Credit for participation cannot be made up, regardless of the reason for the absence.

**Reflections: 15%**

Studentsare expected tosubmit a written reflection on HuskyCT before 9am each Tuesday morning. In Week 1 only, the reflection should be submitted by 9am on Thursday morning. Each reflection should be 100 – 200 words coveringall or a portion of the assigned reading for the coming week. Students should make links between the current weekly topics and topics covered in the past weeks. Late reflections are not accepted, so please plan accordingly.

**Quizzes: 25%**

There are 3 quizzes scheduled over the semester. All quizzes will be held on Tuesday of the week scheduled at the beginning of class. Quizzes cannot be made up, except in cases where the class absence has a valid, written excuse. The quizzes will emphasize knowledge of the core concepts from class readings, lecture, and discussion. The quizzes are worth the following points toward the final quiz grade: Quiz 1=7 points; Quiz 2=9 points; Quiz 3=9 points.

**Final Exam: 25%**

There will be a final, cumulative exam on all material covered during the semester. Students will be asked to demonstrate knowledge of the course material and the ability to integrate the concepts.

**Project: 25%**

Each student will complete either a small group video review or an individual research project. Detailed instructions for both assignments can be found at the end of this syllabus. The video projects will be presented during scheduled classes the second half of the semester. Individual research projects are due by 5pm on Thursday March 30th (submitted on HuskyCT).

**Extra-Credit**

Students may earn 1 extra credit point by preparing an extended reflection based on the recommended readings. This reflection is expected to be longer than the weekly reflections (400-500 words) and should integrate concepts/ideas from the recommended readings only with other ideas from earlier course readings. Students can submit up 2 extended reflections, for a total of 2 possible points added to their final grade. All extra-credit reflections must be submitted on HuskyCT by April 27th at 5pm.

**Grading Scale:**



**Course Policies & Expectations:**

**Academic Support:** The reflective approach to the course will support student learning by offering semi-structured opportunities for preparing, deepening, and reviewing core course themes. Quizzes draw exclusively from the core course themes enabling a focused approach to reviewing/studying material in small chunks. For the final exam, a review session is offered at the last class meeting to model and encourage integrative preparation for the essay exam.

**HuskyCT:** Students are required to use the HuskyCT site for this course. The 3102 site includes copies of the syllabus and required readings. Students are required to submit their reflections on this site. On occasion, there may be important messages sent to you via HuskyCT, so it is critical for you to check on a regular basis. If you are not familiar with using HuskyCT, please get assistance found at the following link: http://dlc.uconn.edu/.

**Class Meetings**: Students are expected to come to class on time and prepared to engage in discussion and activities. During class times, students should silence their cell phones and refrain from both text messaging and using computers for personal reasons. If a student must have a phone available for personal reasons they must discuss this with the instructor ahead of time. Since each lecture is fairly short, students are asked to be present for the entire session and keep breaks to a minimum.

**Late Policy**: Students must keep track of assignment due dates. If students have questions or concerns about assignments or exams, they should make use of office hours or schedule individual meetings with the instructor. Scheduled course work must be submitted on time to receive credit. Extensions may be granted under exceptional circumstances, but must include documentation (Dr. note, ect.). In regard to extensions that have not been approved, late assignments will not be accepted.

**Meeting/Emailing the Instructor:** Students are encouraged to come to office hours to discuss the course, assignments and questions. Emails will be responded to within 24 hours during business days.

**Important University of Connecticut Policies:**

UConn has several important policies which apply to this course and others. You are encouraged to review these policies at the following link: <http://provost.uconn.edu/syllabi-references>.

**Students with Disabilities:** Students who think that they may need accommodations because of a disability are encouraged to meet with the instructor privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

**Academic Integrity:** In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together and discuss readings outside of class. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty please see UConn’s Responsibilities of Community Life: The Student Code: <http://www.dosa.uconn.edu/student_code.html>. Please note that ignorance of prevailing academic conventions or of UConn’s policies never excuses a violation. You are encouraged to come see the instructor if you have questions about when and how to cite.

**Spring 2017 Schedule:**







**Small Group Film Review Project Instructions**

**Goals of this project:**

* Integrate and apply your understanding of course themes to a single film
* Develop a constructive critical voice
* Hone your presentation skills and support learning and presenting as a team

**Structure:**

Each group of 4 students will pick one film (listed below) to watch, critique, and prepare for a presentation. Film presentations will be conducted on the date indicated in the syllabus. As a group, you must work together to ensure that your overall presentation is within time limits, has a coherent sequence, and provides a rich use of the film. The audience for this film is your classmates who want to enrich their understanding of thematic content from the course. Each video presentation must contain:

1. A presenter who will offer a provocative introduction about issues raised in the film that are relevant to course themes (8 minutes). This introduction requires outside research that will enable audience to appreciate for example, the history of key issues portrayed, public health significance, or legal/policy issues that will enrich our viewing of the film.
2. Two presenters offering descriptions/critiques of how the video demonstrated thematic content relevant to this course. 3-4 themes and how they are exemplified in the film are offered by each presenter. Video clips should be included. (No more than 16 minutes total)
3. A presenter who integrates and closes the presentation. Suggestions: Bring us back to the introductory issues, provide more information about a policy/legal issue portrayed or offer a class activity. Consider how could the film do more to improve poorly developed material (extending the critiques of co-presenters)? What themes were exceptionally well done? (8 minutes)
4. The audience will provide feedback which will be incorporated in the evaluations.

**Films:**

1. Frontline: Medicating Kids
2. Frontline: Poor Kids
3. The Squid and the Whale
4. Stepmom
5. Waiting for “Superman”

**Length:** Maximum time: 30-35 minutes of presentation and 5 minutes for class participation

**Support:**

All students are encouraged to identify their interest in a video by February 16. Post your interest on HuskyCT in the Video Project Reflection Forum and create a small group. Once a group is formed, notify the instructor of your claim and preferred date. A meeting with the instructor is required at least one week prior to the presentation in order to underscore the role expectations for the group members.

**Grading Rubric:**

40% - Objectives: How well did you achieve your specific role in the project? Did you fulfill all the expected elements? Was your contribution well-integrated with and supportive of your teammates?

40% - Clarity/Specificity: Was the information you provided accurate? Were the issues you discussed clear and easily followed?

20% - Use of PowerPoint/video: Was the content on your powerpoint slides well-organized? Did you incorporate a sampling of video material to illustrate some of your points or demonstrate why you were drawn to the particular issues you presented?

**Individual Paper Project Instructions**

**Goals of this project:**

* Explore deeply a topic of personal interest within the scope of one aspect of development presented in the course
* Frame the specific interest area as two questions, with the idea that these might be questions parents in a child care setting (or child guidance clinic) would ask of you. Your goal is to answer these questions by providing theoretical and empirical evidence.
* Conduct research through library databases to examine current theoretical perspectives and empirical evidence about sources of influence, assessment, and promotion of the specific aspect of development
* Write an APA style, critical, integrative review
* For ECTC students only: Address NAEYC competencies for Standards: 1a, 1b, 2a, 3a, 4a (see HuskyCT for Key Assessment instructions)

**Structure:**

1. A meeting with the instructor is required to begin this project and co-construct your researchable question(s)
2. Uncover theoretical perspectives and empirical evidence about the questions posed.
3. A minimum of 8 sources must be cited throughout the text, attributing information appropriately to sources.
4. Use no more than 1 review article; include at least 6 original, empirical studies to support your integrative review.
5. Critique those studies: How did they assess development? How strong was the study design? What significant limitations did they have?
6. A reference page must be included; in-text citations and references must be in APA format.

**Length**:

Papers must be a minimum of 6 pages, double spaced, and no longer than 8 pages. Reference pages (or reproduced photographic/graphic material) DO NOT count in the length of the paper.

**Sources:**

1. 6 of the 8 required sources need to be found on PsychInfo, an electronic database that indexes peer reviewed articles from the fields of psychology and human development available at UConn library. Anyone at the information desk on the 2nd floor of the library can help you to use PsychoInfo if you haven’t used it before. PubMed is an acceptable alternative database to use.
2. Up to 2 of the sources may be found through internet search engines or books. Any materials used from within the course count. The quality of the sources used is an important grading criteria.

**Support:**

* All students are encouraged to identify a topic of interest by February 23rd.
* The instructor is available to meet individually with students to create researchable questions that are of personal interest. Please make use of her office hours or schedule an appointment to do so.
* Having good questions goes a long way toward a successful paper.

**Due Date:**

Papers must be submitted by March 30, 2017 at 5pm on HuskyCT.

**2017-139 HDFS 3103 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4368 |
| **Request Proposer** | Adamsons |
| **Course Title** | Adolescent Development |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Adolescent Development |
| **Course Number** | 3103 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing pre-reqs |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 90 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Every semester |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. |
| **Corequisites** | Corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. |
| **Recommended Preparation** | N/A |
| **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?** | Yes |
| **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** | 3103. Adolescent Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3215 or PSYC 2100 or SOCI 3201. Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life. |
| **Provide proposed title and complete course catalog copy** | 3103. Adolescent Development Three credits. Prerequisite: HDFS 2100 or PSYC 2400; open to juniors or higher. Prerequisite or corequisite: HDFS 2004W or NURS 3205 or PSYC 2100 or SOCI 3201. Theoretical approaches to adolescence; contextual research findings regarding adolescent development, with an emphasis on evaluating the match between these findings and the lived experience of adolescents; interventions designed to help adolescents meet the challenges of contemporary life. |
| **Reason for the course action** | Nursing eliminated 3215 and replaced with 3205 |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Students will demonstrate an understanding of: 1. Knowledge of normative adolescent growth and development 2. Understanding of a developmental approach to assessing adolescent behavior 3. Ability to draw links between adolescent theory and research 4. Understanding of adolescent behavior as a function of diversity and multicultural influences. |
| **Describe course assessments** | Exams (120 points each): Three multiple-choice exams (non-cumulative) will be administered, all of which will draw on notes, lectures, and in-class exercises/activities. In-Class Activities & Participation (4 points per day): Points for participation will be given on each day the class meets, usually through an in-class activity. An absence from class will result in a zero for that day. Students absent from a day of class can complete a make-up assignment to recover any lost points (see “make-up assignments/extra credit” below). Homework (10-15 points each): Assignments will be provided throughout the semester on <http://huskyct.uconn.edu>. Individual homework assignments will be announced during lecture, and students will have until the following class meeting to complete it. No late homework submissions will be accepted. Make-up Assignments/Extra Credit: After the second exam, the instructor will provide two make-up assignments that students can complete in order to gain back any lost participation points. If a student has not missed any in-class activities, they may use any points earned for make-up assignment(s) as extra credit. Make-up Exams: If you have any concerns regarding making the exam dates, please let me know in advance. If you miss an exam without prior notice, please ensure that you have appropriate documentation to support your absence in order to make up the exam. Please contact your instructor to schedule a make-up exam within one week of returning to class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Alexander\_Reid\_3103\_syllabus\_revised.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100347) | Alexander\_Reid\_3103\_syllabus\_revised.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2017 - 11:18 | Submit |  | Dept approved 9/13 | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 11:24 | Approve | 9/13/2017 | Dept approved 9/13 | |

# HDFS 3103: Adolescent Development

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| Instructor: | Alexander Reid |
| Office Location: | FSB 28 |
| Email: | Alexander.reid@uconn.edu |
| Office Hours: | Monday & Wednesday 2:45pm-4:15pm or by appointment |
| Meeting Times: | Monday & Wednesday 1:20pm-2:35pm |
| Classroom: | AUST 202 |

## What is this Class About?

**HDFS 3103** is the study of adolescent development, including special problems encountered in contemporary culture. This section will focus on theoretical approaches to adolescence and contextual research findings regarding adolescent development, with an emphasis on key developmental transitions, close relationships, society, and challenges of contemporary life.

##### TEXTBOOK

Feldman, R. S. (2008). Adolescence (1st Ed.). Upper Saddle River, NJ: Pearson.

Additional reading may be provided throughout the semester (available on HuskyCT).

## Course Objectives

Students will demonstrate an understanding of:

1. Knowledge of normative adolescent growth and development
2. Understanding of a developmental approach to assessing adolescent behavior
3. Ability to draw links between adolescent theory and research
4. Understanding of adolescent behavior as a function of diversity and multicultural influences.

## Exams and Assignments

**Exams (120 points each):** Three multiple-choice exams (non-cumulative) will be administered, all of which will draw on notes, lectures, and in-class exercises/activities.

**In-Class Activities & Participation (4 points per day):** Points for participation will be given on each day the class meets, usually through an in-class activity. An absence from class will result in a *zero* for that day. Students absent from a day of class can complete a make-up assignment to recover any lost points (see “make-up assignments/extra credit” below).

**Homework (10-15 points each):** Assignments will be provided throughout the semester on http://huskyct.uconn.edu. Individual homework assignments will be announced during lecture, and students will have until the following class meeting to complete it. No late homework submissions will be accepted.

**Make-up Assignments/Extra Credit:** After the second exam, the instructor will provide two make-up assignments that students can complete in order to gain back any lost participation points. If a student has not missed any in-class activities, they may use any points earned for make-up assignment(s) as extra credit.

**Make-up Exams:** If you have any concerns regarding making the exam dates, please let me know in advance. If you miss an exam without prior notice, please ensure that you have appropriate documentation to support your absence in order to make up the exam. Please contact your instructor to schedule a make-up exam within one week of returning to class.

## Points for Assignments/Grading Scale

|  |  |
| --- | --- |
| Exam 1 | 120 points |
| Exam 2 | 120 points |
| Exam 3 | 120 points |
| In Class Activities | 100 points |
| Homework assignments | 140 points |

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| --- | --- | --- | --- |
| A | 558-600 points (93-100%) | C | 438-467 points (73-77%) |
| A- | 540-557 points (90-92%) | C- | 420-437 points (70-72%) |
| B+ | 528-539 points (88-89%) | D+ | 408-419 points (68-69%) |
| B | 498-527 points (83-87%) | D | 378-407 points (63-67%) |
| B- | 480-497 points (80-82%) | D- | 360-377 points (60-62%) |
| C+ | 468-479 points (78-79%) | F | 359 points and below (< 60%) |

**\*\*Points will *not* be rounded. Grades are given strictly according to the above scale.\*\***

## UConn’s Academic Honesty Policy

Neither UConn nor the instructor will condone or tolerate academic dishonesty.

Any act of cheating, fabrication, facilitation of academic dishonesty, or plagiarism will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>.

## UConn Disability Resources and Educational Services

**Students with Disabilities.** If you are a student with a documented physical or learning disability that requires accommodation, please provide me with the appropriate documentation from the Center for Students with Disabilities so that we can make the necessary arrangements. If you have a disability and have not yet registered with the University, please contact the CSD at 860-486-2020.

***Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*:**The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

***Sexual Assault Reporting Policy:*** To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139). *Please note that this includes previous assaults, whether or not they occurred while you attended Uconn.* The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. However, it is *only* provided so that resources can be brought to the attention of the student. More information on resources and UConn policies is available at <http://sexualviolence.uconn.edu/>.

**Tentative Course Outline**

| Week | Date | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | 8/31  9/2 | Welcome/Review Syllabus/Course Introduction  Introduction to Adolescence |
| 2 | 9/7  9/9 | \*\*Labor Day\*\*  Physical Development |
| 3 | 9/14  9/16 | Cognitive Development |
| 4 | 9/21  9/23 | Social Development/Personality |
| 5 | 9/28  9/30 | Personality/Exam 1 Review  **Exam 1** |
| 6 | 10/5  10/7 | Self, Identity, and Emotional Development |
| 7 | 10/12  10/14 | Adolescents and their Families |
| 8 | 10/19  10/21 | Peers  Intimacy, Romance, and Sexuality |
| 9 | 10/26  10/28 | Intimacy, Romance, and Sexuality/Exam 2 Review  **Exam 2** |
| 10 | 11/2  11/4 | Schooling, Education, and Society |
| 11 | 11/9  11/11 | Work and Leisure |
| 12 | 11/16  11/18 | Culture and Diversity |
| 13 | 11/23  11/25 | \*\*Thanksgiving Break\*\* |
| 14 | 11/30  12/2 | Adolescent Problems |
| 15 | 12/7  12/9 | Stress, Coping, and Well-Being  Stress, Coping, and Well-Being/Exam 3 Review |
| 16 | 12/16\*  1pm-3pm\* | **Exam 3 (tentative date)** |

**2017-140 HDFS 3261 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4364 |
| **Request Proposer** | Adamsons |
| **Course Title** | Men and Masculinity: A Social Psychological Perspective |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Men and Masculinity: A Social Psychological Perspective |
| **Course Number** | 3261 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Changing the course title |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 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** | No |
| **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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 60 |
| **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** | Open to juniors or higher |
| **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 |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **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** | 3261. Men and Masculinity: A Social Psychological Perspective Three credits. Prerequisite: Open to juniors or higher. Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4. |
| **Provide proposed title and complete course catalog copy** | 3261. Men and Masculinities Three credits. Prerequisite: Open to juniors or higher. Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4. |
| **Reason for the course action** | Changing the course title to reflect the diversity of forms of masculinity, rather than a singular masculinity. Also, as an interdisciplinary field, we go beyond simply a social psychological perspective in the course. |
| **Specify effect on other departments and overlap with existing courses** | None - this is one of three courses at the university focusing on men or masculinity and this is only a title change. |
| **Please provide a brief description of course goals and learning objectives** | In this class we will discuss theory, research, and lived experiences regarding men and masculinity. In particular, we will explore perspectives of masculinity from a developmental and contextual perspective. This course is geared towards an exploration of the interdependent and dynamic nature of gender and its influence on men’s (and women’s) lives. We will discuss culture, the media, and other influences on the ways in which we view men and the expectations we hold regarding what it means to be “masculine.” We will discuss the ways in which men are influenced by societal views and expectations in terms of their physical, emotional, and psychological health; and their relationships with others (friendships, romantic relationships, and particularly family relationships). We further will discuss important contemporary/societal issues with respect to men and masculinity. The course will emphasize the connections between theory, research, and the “real world” practical implications of expectations regarding men and masculinity for men, women, children, and families. In addition, this class meets the criteria for Content Area 4 (Diversity and Multiculturalism). General Education courses ensure that students: become articulate; acquire intellectual breadth and versatility; acquire critical judgment; acquire moral sensitivity; acquire awareness of their era and society; acquire consciousness of the diversity of human culture and experience; and acquire a working understanding of the processes by which they can continue to acquire and use knowledge. This course will enhance your knowledge and awareness of the multiple sources and diverse forms of masculinity and the ways in which ideas and expectations about masculinity influence men, women, families, and our society. |
| **Describe course assessments** | 1. Assignments: Assignments will take a variety of forms, including homework assignments, online assignments, and in-class assignments. Dates of assignments will not be announced ahead of time, so these are designed to encourage regular attendance, keeping up with the reading, and your application of and reflection on the material. If you are not in class when an assignment takes place, is assigned, or is collected, you will receive a 0 for that assignment; this includes being late to class or leaving early from class. There will be a total of 15 assignments, and each one will be worth 10 points. The assignments will be counted out of 130 points, rather than 150, so your 2 lowest assignment grades become extra credit. Thus, you can miss up to two assignments and it does not count against you, and if you have perfect attendance/completion, it helps you. Therefore, I DO NOT GIVE MAKE-UPS OF ASSIGNMENTS. The ONLY exceptions to the no make-ups rule are if you miss class due to a school-sponsored activity (athletics, student government, band, etc.) which you let me know about ahead of time, missing class for a religious holiday, or if you miss class for an excusable reason for an extended period of time (e.g., hospitalized for more than a week). If this does not describe your situation, do not email me asking to make-up an assignment; I will say no, no matter how compelling and legitimate your reason is (i.e., you were sick [even if you have a doctor’s note]; you had personal travel plans; your ride didn’t show up; your alarm didn’t go off; etc.). That is why I build in the two extra assignments. If your absence is due to one of the above excused exceptions, the work must be made up within one week of your return to classes. It is YOUR responsibility to find out about and make-up any work in a timely manner. 2. Online postings and leading discussion: Because participation in classroom discussion is critical to this course, you will be required to post online questions regarding the readings once during the semester. Signups for sets of readings will take place during the first week of class. Starting on September 7, for each topical set of readings, I will post a set of questions that you should consider and be prepared to help lead a discussion about in class, and you also will be asked to post questions of your own regarding those readings. You should post five questions, with at least one question per reading in your assigned section (if your section has 6 readings, you do not have to post six questions; I just don’t want you to post 5 questions about one reading). You do not have to post responses to questions; simply be ready to respond to the questions in class and to lead discussion with your classmates. Your questions will be used to facilitate discussion during class; therefore, questions for each section of readings must be posted by 5 p.m. of the calendar day before we start the set of readings. Questions cannot be submitted late; late postings will receive a 0. Question postings will be worth 50 points and in-class responses/discussion will be worth 50 points (100 points total); the quality as well as quantity of the questions and responses on all days of discussion will be evaluated. Do not repeat questions that other people already have posted (in other words, there is an advantage to posting earlier rather than later!). 3. Journal: Over the course of the semester, you will keep an online journal reflecting on the material discussed in class. Journals will be submitted on HuskyCT every two weeks (to make sure people are not waiting until the end of the semester to “reflect” on everything). You should write one journal entry per topic/set of readings (e.g., Men in Friendships) and each journal entry should be about a page. Type your entries as an ongoing single Word document and each time the journal is due, submit it as an attachment under the appropriate Journal on HuskyCT. Each journal entry should include at least three things you learned, that made you think, or that you just thought were interesting in the readings for that topic, and one question it raised for you (ideally more conceptual than just “I didn’t know what this word meant”, although if you didn’t understand something, feel free to raise it in your journal). Entries should be more than just “I learned x and y, and my question was z.” Use the journal entries as a place to reflect on and process the material, as some of the things we cover will be intense and thought-provoking, and not everyone’s thoughts about everything will be able to be discussed in class. Journals are readable by me, but not other classmates. I will make comments to you on journals via the comments tool, so you also can view this as a place to have a “conversation” with me. Each journal submission will be worth 25 points, for a total of 175 points (7 journal submissions). Due dates for submissions are noted in the Course Calendar portion of the syllabus. Late journals will lose 5 points per calendar day (including weekends) that they are submitted late, and journals submitted more than 4 days late will not be graded and will simply receive a 0. 4. Research paper: During the course of the semester, you will research a topic of interest to you that relates to the class. The paper will be 7-10 pages and worth 100 points. Papers will be due the last day of class, December 7. Detailed information about this assignment will be provided separately. |
| **General Education Goals** | This class meets the criteria for Content Area 4 (Diversity and Multiculturalism). General Education courses ensure that students: become articulate; acquire intellectual breadth and versatility; acquire critical judgment; acquire moral sensitivity; acquire awareness of their era and society; acquire consciousness of the diversity of human culture and experience; and acquire a working understanding of the processes by which they can continue to acquire and use knowledge. This course will enhance your knowledge and awareness of the multiple sources and diverse forms of masculinity and the ways in which ideas and expectations about masculinity influence men, women, families, and our society. |
| **Content Area: Diversity and Multiculturalism (non-International)** | This class meets the criteria for Content Area 4 (Diversity and Multiculturalism). General Education courses ensure that students: become articulate; acquire intellectual breadth and versatility; acquire critical judgment; acquire moral sensitivity; acquire awareness of their era and society; acquire consciousness of the diversity of human culture and experience; and acquire a working understanding of the processes by which they can continue to acquire and use knowledge. This course will enhance your knowledge and awareness of the multiple sources and diverse forms of masculinity and the ways in which ideas and expectations about masculinity influence men, women, families, and our society. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3261 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100336) | 3261 Syllabus.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/18/2017 - 10:46 | Submit |  | Please place on the agenda for CLAS C&C | | Human Development and Family Studies | Kari L Adamsons | 09/18/2017 - 10:55 | Approve | 9/13/2017 | Approved by Dept | |

**HDFS3261: Men and Masculinity**

Fall 2017

Instructor: Dr. Kari Adamsons Classroom: FSB 25

Office: Room 307, FSB Class time: T/Th 9:30 - 10:45 a.m.

Phone: (860) 486-8971 Teaching Assistant: Craig Alejos

E-mail: [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu) Office: FSB 28

Office hours: T/Th 12-1:30 p.m. and by appt Office hours:

Email: [Craig.alejos@uconn.edu](mailto:Craig.alejos@uconn.edu)

**Required Textbooks:**

Kimmel, M. S., & Messner, M. A. (2013). *Men’s lives* (9th ed.). Boston, MA: Allyn & Bacon.

**HuskyCT**

Information for this course will be available through HuskyCT. This website contains a variety of information, including a copy of the syllabus, student grades, and a variety of links to other sites relevant to this class. There will be online assignments that need to be completed on HuskyCT. The information provided on HuskyCT is meant to serve as a supplement, rather than an alternative, to regular class attendance and participation. You are still responsible for all information discussed during class time.

**Course Objectives**

In this class we will discuss theory, research, and lived experiences regarding men and masculinity. In particular, we will explore perspectives of masculinity from a developmental and contextual perspective. This course is geared towards an exploration of the interdependent and dynamic nature of gender and its influence on men’s (and women’s) lives. We will discuss culture, the media, and other influences on the ways in which we view men and the expectations we hold regarding what it means to be “masculine.” We will discuss the ways in which men are influenced by societal views and expectations in terms of their physical, emotional, and psychological health; and their relationships with others (friendships, romantic relationships, and particularly family relationships). We further will discuss important contemporary/societal issues with respect to men and masculinity. The course will emphasize the connections between theory, research, and the “real world” practical implications of expectations regarding men and masculinity for men, women, children, and families.

In addition, this class meets the criteria for Content Area 4 (Diversity and Multiculturalism). General Education courses ensure that students: become articulate; acquire intellectual breadth and versatility; acquire critical judgment; acquire moral sensitivity; acquire awareness of their era and society; acquire consciousness of the diversity of human culture and experience; and acquire a working understanding of the processes by which they can continue to acquire and use knowledge. This course will enhance your knowledge and awareness of the multiple sources and diverse forms of masculinity and the ways in which ideas and expectations about masculinity influence men, women, families, and our society.

**Class Organization**

Because of the nature of the material in this class, class primarily will consist of group discussion. As such, class input, questions, and discussion are of critical importance. As the instructor, I contribute most as a guide and resource person. *I am not the sole guardian of what you will learn in this course*. Instead, I assume that you share equally in the learning process and the responsibility that accompanies it. This assumption requires that you attend class, keep up with the readings, participate in class discussion and activities, and complete all class assignments and exams.

**Course Policies**

1. *Academic Integrity*: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by both the university and me and is treated accordingly. Violations of academic integrity can be punishable by failure on the specific assignment or portion of the course, failure of the entire course, or other sanctions as imposed by the university. Academic misconduct is defined in Responsibilities of Community Life: The Student Code, Part VI, Section A, p. 17:

Academic misconduct includes, but is not limited to, 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); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized work for which another person will receive credit to 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.

2. *University Sanctioned Activities*:  Students who are going to miss class due to participation in university-sanctioned activities (e.g., athletics, student government, band) must identify themselves and provide documentation **prior** to missing class and must make arrangements to complete missed work within a week of returning to class.

3. *Disability Accommodations*: If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact me and the Center for Students with Disabilities as soon as possible. All information regarding disabilities is confidential.

4. *Emergencies*:  If you have any emergency that interferes with your ability to complete the work in this course, please let me know immediately. If you cannot come for a scheduled appointment, please contact me ahead of time. My office phone number and email address are listed on the front page.

5. *My personal philosophy*: This class is a group learning environment and as such, each person enrolled in this class deserves the opportunity to learn the material without disruption or distraction from other individuals in the class. Therefore, as a rule I will not tolerate behaviors that disrupt the class. This can include a variety of things and so the following are only meant to serve as examples: I expect your cell phone to be **turned off** during class time; do not carry on side conversations during class time with your classmates; arrive for class on time and do not leave early unless prior arrangements have been made; listen respectfully when your classmates are talking. Although I do not have a formal policy specifically intended to deal with such situations (I prefer to assume that such issues will not arise until it has been demonstrated otherwise), should these or other disruptions become an issue over the course of the semester, I reserve the right to implement appropriate sanctions.

In addition, the material presented and discussed in this class will include topics that affect each of us personally and in different ways. I expect students in this class to be sensitive to and respectful of differences in attitudes, opinions, and experiences of others in the class, so that this is a safe environment for discussion of sometimes difficult and controversial topics.

6*. Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships*:  
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  
  
More information is available at <http://policy.uconn.edu/?p=2884>.   
   
7. *Sexual Assault Reporting Policy:* To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139). *Please note that this includes previous assaults, whether or not they occurred while you attended Uconn.* The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. However, it is *only* provided so that resources can be brought to the attention of the student. I frequently have information disclosed to me by students, whether in person, email, or otherwise, as a result of material discussed in class; I am comfortable with such disclosures and do not mean to discourage anyone from sharing personal information as they see fit. But, I want you to be aware of my responsibilities as faculty at the University of Connecticut, and the purpose and limits of why any disclosures would be shared with anyone else. More information on resources and UConn policies is available at <http://sexualviolence.uconn.edu/>.

**Course Requirements**

1. *Assignments*: Assignments will take a variety of forms, including homework assignments, online assignments, and in-class assignments. Dates of assignments will not be announced ahead of time, so these are designed to encourage regular attendance, keeping up with the reading, and your application of and reflection on the material**. If you are not in class when an assignment takes place, is assigned, or is collected, you will receive a 0 for that assignment**; *this includes being late to class or leaving early from class*. There will be a total of 15 assignments, and each one will be worth 10 points. The assignments will be counted out of 130 points, rather than 150, so your 2 lowest assignment grades become extra credit.Thus, you can miss up to two assignments and it does not count against you, and if you have perfect attendance/completion, it helps you**. Therefore, I DO NOT GIVE MAKE-UPS OF ASSIGNMENTS.** *The ONLY exceptions to the no make-ups rule are if you miss class due to a school-sponsored activity (athletics, student government, band, etc.) which you let me know about ahead of time, missing class for a religious holiday, or if you miss class for an excusable reason for an extended period of time (e.g., hospitalized for more than a week).* If this does not describe your situation, do not email me asking to make-up an assignment; I will say no, no matter how compelling and legitimate your reason is (i.e., you were sick [even if you have a doctor’s note]; you had personal travel plans; your ride didn’t show up; your alarm didn’t go off; etc.). That is why I build in the two extra assignments. If your absence is due to one of the above excused exceptions, the work must be made up within one week of your return to classes. It is YOUR responsibility to find out about and make-up any work in a timely manner.

2. *Online postings and leading discussion:* Because participation in classroom discussion is critical to this course, you will be required to post online questions regarding the readings once during the semester. Signups for sets of readings will take place during the first week of class. Starting on September 7, for each topical set of readings, I will post a set of questions that you should consider and be prepared to help lead a discussion about in class, and you also will be asked to post questions of your own regarding those readings. **You should post five questions, with at least one question per reading in your assigned section** (if your section has 6 readings, you do not have to post six questions; I just don’t want you to post 5 questions about one reading). You do not have to post responses to questions; simply be ready to respond to the questions in class and to lead discussion with your classmates. Your questions will be used to facilitate discussion during class; therefore, **questions for each section of readings must be posted by 5 p.m. of the calendar day before we start the set of readings. Questions cannot be submitted late; late postings will receive a 0.** Question postings will be worth 50 points and in-class responses/discussion will be worth 50 points (100 points total); the quality as well as quantity of the questions and responses on all days of discussion will be evaluated. Do not repeat questions that other people already have posted (in other words, there is an advantage to posting earlier rather than later!).

3. *Journal*: Over the course of the semester, you will keep an online journal reflecting on the material discussed in class. Journals will be submitted on HuskyCT every two weeks (to make sure people are not waiting until the end of the semester to “reflect” on everything). You should write one journal entry per topic/set of readings (e.g., Men in Friendships) and each journal entry should be about a page. Type your entries as an ongoing single Word document and each time the journal is due, submit it as an attachment under the appropriate Journal on HuskyCT.

Each journal entry should include at least three things you learned, that made you think, or that you just thought were interesting in the readings for that topic, and one question it raised for you (ideally more conceptual than just “I didn’t know what this word meant”, although if you didn’t understand something, feel free to raise it in your journal). Entries should be more than just “I learned x and y, and my question was z.” Use the journal entries as a place to reflect on and process the material, as some of the things we cover will be intense and thought-provoking, and not everyone’s thoughts about everything will be able to be discussed in class. Journals are readable by me, but not other classmates. I will make comments to you on journals via the comments tool, so you also can view this as a place to have a “conversation” with me. Each journal submission will be worth 25 points, for a total of 175 points (7 journal submissions). Due dates for submissions are noted in the Course Calendar portion of the syllabus. Late journals will lose 5 points per calendar day (including weekends) that they are submitted late, and journals submitted more than 4 days late will not be graded and will simply receive a 0.

4. *Research paper*: During the course of the semester, you will research a topic of interest to you that relates to the class. The paper will be 7-10 pages and worth 100 points. Papers will be due the last day of class, December 7. Detailed information about this assignment will be provided separately.

**Grading Summary**

Grades will be determined by the following point system:

15 assignments (10 points each, 2 lowest extra credit) 130 points

Online postings/class discussion 100 points

Journals 175 points

Research paper 100 points

(*Built in extra credit -5 points*)

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Total 500 points

**Grading Scale:**

A   (93% and higher) = 463 – 500 points   
A-  (90 – 92%) = 448 – 462 points   
B+ (87 – 89%) = 433 – 447 points   
B   (83 – 86%) = 413 – 432 points   
B-  (80 – 82%) = 398 – 412 points   
C+ (77 – 79%) = 383 – 397 points   
C   (73 – 76%) = 363 – 382 points   
C-  (70 – 72%) = 348 – 362 points   
D+ (67 – 69%) = 333 – 347 points   
D   (63 – 66%) = 313 – 332 points   
D-  (60 – 62%) = 300 – 312 points   
F (Below 60%) = 0 – 299.99 points

Note: These grades already include rounding, *except* for the grade of F. I **will not** round up to a D-; to pass this course you need an actual 60% or higher.

**Please note that the instructor reserves the right to change the syllabus as necessary.  You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.**

**Course Calendar**

*August 29 Introduction – Do Men Have Gender?*

*Perspectives and Knowledge*

*August 31 What is Masculinity?*

Article 1 – Caveman Masculinity

HuskyCT - “Night to His Day”

Article 2 – The Act-Like-a-Man Box

*September 5 Masculinities and Religion*

Article 38 – Jesus was a feminist

Article 39 – Godly Manhood going wild?

Article 40 – Judaism, Masculinity, and feminism

*September 7 Masculinities and Culture/Ethnicity*

Article 3 – All Men are *Not* Created Equal

Article 4 – The Black Male Privileges Checklist

**Journal #1 Due**

*September 12* *Masculinities and Culture/Ethnicity*

HuskyCT - The Cultural Construction of Gender and Manhood

Article 5 – Latino Masculinities in the Post-9/11 Era

HuskyCT – The Puerto Rican dummy and the merciful son

*September 14 Masculinity and Socialization: Childhood/Adolescence*

Article 7 – No way my boys are going to be like that!

Article 9 – Making a name for yourself

Article 10 - A war against boys?

*September 19 Masculinity and Socialization: Childhood/Adolescence*

Article 8 – “Guys are just homophobic”

HuskyCT - “Dude, You’re a Fag”

HuskyCT – The kid no one noticed

*September 21 Masculinity and Socialization: College*

Article 11 – Guyland

Article 12 – College men’s meanings of masculinities and contextual influences

**Journal #2 Due**

*September 26 Masculinity and Socialization: College*

Article 13 – Why college men drink

Article 14 – The Starbucks intervention

*September 28*  *Men in Friendships*

HuskyCT - “I’m not friends the way she’s friends”

HuskyCT - Men’s friendships: Mismeasured, demeaned, and misunderstood?

HuskyCT - Covert intimacy

*October 3 Men in Friendships*

HuskyCT - All American Guys

Article 25 - The politics of gay men’s friendships

*October 5 Men in Romantic Relationships*

Article 24 – He’s got no game

Article 26 – Gender and the meanings of adolescent romantic relationships

HuskyCT - Young men in love

**Journal #3 Due**

*October 10 Men in Romantic Relationships*

Article 27 – Men’s resistance to equal sharing

HuskyCT - The power and limits of marriage

*October 12 Men’s Sexualities*

Article 28 – Becoming 100 Percent straight

Article 29 – The heterosexual questionnaire

Article 30 – A pornographic world: what is normal?

*October 17 Men’s Sexualities*

HuskyCT – “Being masculine is not about who you sleep with”

Article 31 – They don‘t want to cruise your type

*October 19 Men as Fathers*

Article 33 – Fathering

Article 35 – Ethnicity, race, and difference

**Journal #4 Due**

*October 24 Men as Fathers*

Article 34 – Cruising to Familyland

Article 36 – Can a gay man be a housewife?

*October 26 Men and Health*

Article 19 – Masculinities and men’s health

Article 22 – Masculinity, health, and human rights

HuskyCT – Surviving and Thriving

Article 21 – If men could menstruate

*October 31 Masculinity and the Media*

Article 41 – Misogyny in rap music

Article 43 – Post-princess models of gender

Article 44 – The male consumer as loser

*November 2 Masculinity and Violence*

Article 45 – The seven P’s of men’s violence

Article 49 – Male commitment to gender equity and anti-violence

**Journal #5 Due**

*November 7 Masculinity and Violence*

Article 47 – Men on rape

HuskyCT - Fraternities and collegiate rape culture

*November 9 Masculinity and Sports*

Article 46 – Athlete aggression on the rink and off the ice

HuskyCT - Examining media contestation of masculinity and head trauma in the NFL

*November 14* *Tough Guise - video*

*November 16 Daddy & Papa – video*

**Journal #6 Due**

*November 21 and 23* **NO CLASS – THANKSGIVING BREAK**

*November 28 Masculinity and Sports*

HuskyCT - Negotiating masculinity and sexuality in school sport

HuskyCT - Moral atmospheres and masculine norms in college football

HuskyCT - Sport, Aging men, and constructions of masculinity

*November 30 Men and Work*

Article 15 –The glass escalator

Article 16 – Racializing the glass escalator

HuskyCT - “When you get laid off, it’s like you lose a part of yourself”

*December 5 Men and Work*

Article 17 – Sexual harassment and masculinity

Article 18 – Just one of the guys?

HuskyCT - Giving at the office

*December 7 Men, Masculinity and the Future*

Article 50 – Change among the gatekeepers

Article 51 – The role of men and boys in achieving gender equality

Article 52 – How can I not?

Article 53 – More than a few good men

**Journal #7 Due**

**Research paper due in class**

**2017-141 HDFS 5002 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4435 |
| **Request Proposer** | Adamsons |
| **Course Title** | Special Topics in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Special Topics in Human Development and Family Studies |
| **Course Number** | 5002 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | open to Human Development and Family Studies graduate students, others with consent |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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?** | Yes |
| **Other restrictions** | open only to Human Development and Family Studies graduate students, others with consent |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **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** | Graduate course; no graduate programs other than at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 5002. Special Topics in Human Development and Family Studies Variable (1-3) credits. Prerequisite: open only to Human Development and Family Studies graduate students, others with consent. With a change of topic, students may enroll up to four times for a maximum of 12 credits. In-depth investigation of a recent issue of human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 5095. Special Topics in Human Development and Family Studies Variable (1-3) credits. Prerequisite: open only to Human Development and Family Studies graduate students, others with consent. With a change of topic, students may enroll up to four times for a maximum of 12 credits. In-depth investigation of a recent issue of human development and family studies. |
| **Reason for the course action** | Changing course number to reflect university course numbering conventions for Special Topics courses |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Varies by course |
| **Describe course assessments** | Varies by course |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS\_5002\_Syllabus Puhl.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100533) | HDFS\_5002\_Syllabus Puhl.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/20/2017 - 07:57 | Submit |  | Waiting on dept vote of approval | | Human Development and Family Studies | Kari L Adamsons | 09/20/2017 - 09:57 | Approve | 9/22/2017 | So far I have unanimous support from an email vote I'm conducting with the faculty. The vote will be completed by Friday at noon, but wanted to get it on the agenda. | |



**HDFS 5002.001**

Bullying and Victimization in Childhood and Adolescence

# Syllabus - Fall 2016

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

## Course and Instructor Information

**Course Title:** Special Topics: Bullying and Victimization in Childhood and Adolescence (HDFS 5002.001)

**Credits:** 3

**Format:** Online

**Prerequisites:** none

**Professor:** Dr. Rebecca Puhl

**Email:** [rebecca.puhl@uconn.edu](mailto:rebecca.puhl@uconn.edu)

**Telephone:** 1-860-380-1209

**Office Hours/Availability:** Office hours by appointment. I will make every effort to respond to inquiries within 24 hours.

## Course Materials

**Required Materials:**

All required readings and materials are provided within HuskyCT

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

## Course Description

This course provides graduate students with a comprehensive and critical understanding of bullying in childhood and adolescence. As bullying is a multi-faceted problem, the course will address the role that peers, families, schools, media, culture, and governmental policies play in both perpetuating youth bullying and helping to reduce bullying of youth. We will examine the impact of bullying on psychological functioning, social adjustment, and physical health of youth, and factors that increase risk versus resilience in youth who are bullied. Students will learn about research on school-based prevention and intervention programs, assessment of bullying in youth, and laws and policies that pertain to youth bullying. This course is relevant for diverse disciplines relevant to youth health and wellbeing, including Human Development & Family Studies, Social Work, Psychology, Education, Nursing, Allied Health, and others.

## Course Objectives

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

1. Explain contributing factors that influence bullying of youth.
2. Evaluate empirical research on youth bullying and characteristics of effective prevention and intervention programs.
3. Analyze laws and policies addressing youth bullying.
4. Relate research on youth bullying to clinical, health and education practices.
5. Apply professional experiences to relevant course topics

## Course Outline

This course will be a combination of online video seminars, readings, and discussion format. Class readings will be comprised of recent research articles and chapters from authoritative books addressing research on key topics of youth bullying, and will be essential for students’ understanding and online discussions. All required readings and materials are provided within HuskyCT. Additional optional readings will also be provided. It is expected that you will read and watch all of the required materials provided in each week’s module in preparation for your online discussion board postings and responses.

**(Pre-course orientation - Module 1)**

**WEEK 1 - Module 2: Overview of Youth Bullying**

1. Identify fundamental definitions related to youth bullying

2. Discuss the complexities and challenges in identifying the prevalence, patterns, or types of youth bullying.

3. Summarize historical foundation of youth bullying research

**WEEK 2 - Module 3: Peers as Perpetrators, Bystanders, and** **Sources of Support**

1. Examine peer-based bully-victim relationships

2. Discuss evidence on youth as bystanders and defenders

3. Identify challenges and priorities of peer-focused anti-bullying interventions

**WEEK 3 - Module 4: Family Relationships and Bullying Experiences**

1. Discuss roles of family members in youth bullying and victimization

2. Explain the status of research on interventions that involve families

3. Apply evidence to practice: Explain how families can be supported to help reduce bullying

**WEEK 4 - Module 5: Media Matters**

1. Discuss current cyberbullying research evidence and issues needing further study

2. Examine strategies to address cyber bullying

3. Evaluate the use of media approaches in bullying prevention

**WEEK 5 - Module 6: School-Based Anti-Bullying Programs: What works?**

1. Critique research evidence on school-based interventions

2. Discuss social-emotional learning approaches for bullying prevention in schools.

3. Examine the roles of teachers in school-based bullying prevention

**WEEK 6 - Module 7**: **Impact on Psychosocial and Physical Wellbeing**

1. Discuss health consequences of bullying for youth

2. Identify research gaps related to health consequences of youth bullying

3. Discuss implications of youth bullying research evidence for health or educational professionals

**WEEK 7 - Module 8**: **Risk and Resiliency in the Face of Bullying**

1. Describe factors that place youth at risk for peer-based bullying

2. Identify factors that help protect youth from bullying

3. Discuss how anti-bullying interventions address risk and protective factors

**WEEK 8 - Module 9: Bullying in a Cultural Context**

1. Discuss experiences of bullying among youth of different racial and ethnic identities

2. Examine cross-cultural differences in youth bullying

3. Explore the role that cultural background plays in youth bullying and intervention

**WEEK 9 - Module 10: The Importance of Policy**

1. Examine expert opinions on the National School Climate Standards

2. Discuss characteristics of strong school-based anti-bullying policies

3. Examine impact of anti-bullying policies on youth

**WEEK 10 - Module 11: The Legal Landscape of Youth Bullying**

1. Compare components of state anti-bullying laws in different states.

2. Deliberate pros and cons of anti-bullying laws that enumerate (or do not list) specific characteristics placing youth at risk for bullying

3. Discuss legislation versus litigation strategies to address youth bullying

**WEEK 11 - Module 12: Addressing Youth Bullying in Professional Practice**

1. Review research and clinical tools to assess bullying experiences of youth

2. Discuss challenges for professionals working with bullied youth and on anti-bullying initiatives

3. Discuss optimal roles for professionals working with youth in anti-bullying initiatives.

**WEEK 12 - Module 13: Student Presentations and Discussions**

**WEEK 13 - Thanksgiving Recess**

**WEEK 14 - Module 13: Student Presentations and Discussions**

**WEEK 15 - Module 13: Student Presentations and Discussions**

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Discussion Participation | 20% |
| Systematic Literature Review - *Abstract & Content Outline* | 10% |
| Systematic Literature Review - *Final Paper* | 40% |
| Systematic Literature Review - *Presentation* | 20% |
| Critical Analysis Writing Assignment | 10% |
| **TOTAL** | **100%** |

**Discussion Participation (Graded every week)**

Discussions on HuskyCT replace in-class discussions. Each module will provide opportunities for group discussion which is essential to the online learning environment. This is an opportunity for you to demonstrate your mastery of the course content and your ability to think critically about the material. Each week I will typically post 2-3 different questions to prompt several Discussion Forums. Students are required at minimum to make an “initial” post and at least two “follow-up” or “response” posts. More specifically, you will be responsible for posting an initial post to one of the several prompt questions from me, and for responding to a minimum of two (2) other students’ posts in the other Discussion Forums during that same week. For example, if I post three Discussion Forum Questions in a particular week, you might decide to post an initial response to Question #2, and then respond to students who have posted their initial posts in Questions #1 and #3. This ensures that you have an opportunity to engage with others on all three Discussion Forum topics. Initial posts are due on Tuesdays and Response posts are due no later than Thursdays at 5:00 PM ET of the given week. This allows time to read and respond to your classmates’ posts.

Please note that your responses are not simply agreements/disagreements; they should further the discussion in some way based upon class material and/or relevant literature that should be referenced in your discussion. Some possibilities include: seeking clarification, providing additional information, references, resources, examples, or posing questions, etc. You can also introduce your own ideas or refer to other relevant readings or resources you’ve found (with hyperlinks, if possible). Please respect the views and contributions of others, even if they differ from your own. Please remember to respond to the posts from other students who have commented on your own initial post.

**Systematic Literature Review Paper (Due Week 15)**

You will prepare a literature review and critical analysis of a topic relevant to youth bullying. If possible, you should choose a topic that is relevant to your career, discipline, research, or future professional goals. The paper should review published peer-reviewed studies and articles on your selected topic. Potential review paper topics will be discussed early in the semester, but could include any of the following:

* The nature and extent of bullying toward a specific population of vulnerable youth (such as bullying pertaining to racial/ethnic minorities, gender identity/expression, sexual orientation, religious diversity, body weight, special education, or economically disadvantaged students).
* The nature/extent of a particular form of bullying (such as relational victimization, cyberbullying, or physical aggression).
* Characteristics of bullying in different developmental stages of childhood or adolescence (e.g., early childhood, elementary school age, preadolescence, or adolescence)
* Characteristics and/or effectiveness of school-based anti-bullying programs (for a specific age-group, e.g., middle school)
* Characteristics and/or effectiveness of “Whole School” or “Social Emotional Learning” approaches to bullying prevention in schools
* Effectiveness of teacher training/involvement in anti-bullying interventions
* Research on working with bullied youth in a particular clinical or professional practice setting (e.g., health care, social work, educational settings)
* The nature of youth bullying in a particular culture or country
* A review of measurement tools for assessing bullying in youth
* A review of studies on how certain types of media (e.g., video games, or media violence) contribute to youth aggression or bullying

**Your review paper must include the following components:**

* Abstract: see below for guidelines
* A concise introduction of the topic and why it is an important area of research
* Describe the search strategies used to conduct this systematic literature review; including which databases you searched, keywords you used to find articles, and the decision-making process used to select studies that were included in your paper and those that were not (inclusion/exclusion criteria).
* Summarize and synthesize research findings of the selected topic. It is expected that your paper will be well-researched, with a good selection and use of relevant research studies. The paper should be objective and scientific.
* Provide a *critical analysis* of the strengths and weaknesses of studies in this area. Do not simply summarize study findings one after another – you should instead integrate these findings in an organized and thoughtful manner, demonstrating a good understanding of the topic.
* Be sure to select strong references. You need to include original studies, not just published reviews on the topic.
* Identify key research questions for future research emerging from the literature that you review. What are the gaps in the literature, and how should these be addressed? What types of studies are needed most?
* Are there any policy implications from the research you reviewed? If so, in what ways does the existing evidence inform policy?
* Are there any implications for “real world” practitioners, such as teachers or mental health professionals?
* The paper should be written in APA format (6th ed.) and 15-20 pages double-spaced (not including references). This paper should be submitted in a polished, well-written format, with appropriate writing style and sentence structure, and free of grammatical errors.
* Optional: you may create 1-2 tables to include in your review if this helps to consolidate and present main findings from the research studies that you review. However, tables should not replace written text that synthesizes the findings.

NOTE: When you have determined the topic for your paper and I have approved it, please contact the HDFS library liaison Kathy Banas-Marti ([kathy.banas-marti@uconn.edu](mailto:kathy.banas-marti@uconn.edu), or 860-486-0843). She can provide you with helpful tips and guidance on how to start searching for studies to include in your review paper. You can also refer to her [library resource guide](http://classguides.lib.uconn.edu/search). There are examples of a systematic scientific review abstract and outline in the “Assignment Resources” course menu link in HuskyCT.

**Abstract: (Due Week 4)**

The abstract should include the following:

1) Introductionto the topic and overall objective(s) of your review;

2) a brief summary of the search strategies used to conduct the systematic scientific review of the literature; 3) an *overview* of main content areas that will be covered in the order that they will discussed in your review paper; and

4) literature gaps and future directions for research and/or policy.

The abstract itself should be double spaced with 1-inch margins, use Times New Roman or Arial font size of 12, and be no longer in length than 250 words or one type written page that is separated from a cover page.

From this abstract will evolve your detailed content outline and the systematic scientific review, the requirements of which are described below.

**Content Outline for Paper: (Due Week 6)**

The outline should be a more detailed description of information summarized in your abstract. The outline should be no more than 2 pages, and include the following:

1) Clearly identify the main topic, including main points that you plan to include that establish it is an important issue;

2) description of the main content areas that you plan to review in your paper;

3) a detailed summary of the search strategies used to conduct your review of the literature;

4) the decision making process used to select the studies that were included and those that were not included in your review (e.g., inclusion/exclusion criteria);

5) strengths and weakness of existing evidence identified through the review;

6) future directions for research or policy.

The outline should also include a cover page and the reference list used to date.

**PowerPoint Presentation: (Due Week 12-14)**

In the last three weeks of class, you will give a professional powerpoint presentation to the class summarizing the focus and pertinent points of your review paper. Presentation length should be 15-20 minutes, similar to requirements at national conferences. You should also create a one-page handout to accompany the presentation. You will post your presentation to the discussion board on Monday of your assigned week. All other students will watch and post questions/comments on each presentation. Guidelines for effective presentations and how to record and post your presentation are provided in Module 13. In addition, you will be provided access to [Mediasite’s Desktop Recorder](http://cetl.uconn.edu/mediasite-3/) for recording your presentations. You will need a webcam for use with Mediasite at home. You also have the option of using the recording studios on campus. Details are provided in HuskyCT.

**Critical Analysis Writing Assignment (Due Week 8)**

This writing assignment should be approximately 3-4 pages double-spaced, with Times New Roman or similar font (size 12) and 1 inch margins.

Instructions:

The websites below reflect efforts by national organizations and campaigns to address youth bullying. Provide a critique and comparison of **two** of these websites (from the selected list of links below). What are the strengths and weaknesses of the messages and resources provided in each website? Do their messages and resources align with evidence-based research? What components do these websites have (or don’t have) that reflect characteristics of effective anti-bullying strategies? Would you recommend either of these websites to a parent of a bullied child? To a teacher? Why or why not? The paper should be well written, concise, and cohesive with smooth transitions between paragraphs and not simply a paper that lists the answers to these questions.

1. PREVNet (<http://www.prevnet.ca/>)
2. Anti-Bullying Alliance (<http://www.anti-bullyingalliance.org.uk/>)
3. Bullying.org ([www.bullying.org](http://www.bullying.org))
4. Cyberbullying Research Center (<http://cyberbullying.org/>)
5. Stopbullying.gov ([www.stopbullying.gov/](http://www.stopbullying.gov/))
6. H.E.A.R. – Helping Everyone Achieve Respect<http://project-hear.us>
7. PACER’s National Bullying Prevention Center ([www.pacer.org/bullying/](http://www.pacer.org/bullying/))
8. Anti-Defamation League (<http://www.adl.org/education-outreach/bullying-cyberbullying/>)
9. National Education Association (NEA;<http://www.nea.org/home/neabullyfree.html>
10. Robert F. Kennedy Human Rights (RFK) Bullying Prevention – A project of Speak Truth to Power (<http://bullying.rfkcenter.org/what-is-rfkbullyingprevention/>)
11. BullyBust: Promoting a Community of Upstanders (<http://www.bullybust.org/educators/partner-schools>
12. Gay, Lesbian, & Straight Education Network (GLSEN) (<http://www.glsen.org/>)
13. The Bully Project (<http://www.thebullyproject.com/>
14. Eyes on Bullying (<http://www.eyesonbullying.org/>)
15. Connect for Respect – Bullying (<http://www.pta.org/programs/content.cfm?ItemNumber=3003>

**Grading Scale:**

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

**Due Dates and Late Policy**

All course due dates are identified in the course schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

You are expected to complete all assignments on time. Late submissions will not be accepted. Please contact the professor if you are unable to meet a deadline prior to that deadline.

**Feedback and Grades**

I will make every effort to provide feedback and grades within one week’s time. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

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

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

## Students with Disabilities

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

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

## Software Requirements

The technical requirements for this course include:

* Word processing software (Microsoft’s [accessibility statement](http://www.microsoft.com/enable/microsoft/mission.aspx) and there is no privacy statement)
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([accessibility](http://www.adobe.com/accessibility/products/reader.html) and [privacy](http://www.adobe.com/privacy.html) statements)
* Reliable internet access
* Presentation software (Mediasite Desktop Recorder) and web cam ([Mediasite's privacy policy](http://www.sonicfoundry.com/privacy-policy/) and [accessibility](http://www.sonicfoundry.com/wp-content/uploads/2015/10/Mediasite-7-x-Content-Accessibility.pdf) statements)

All students are provided access to Microsoft Office (2010 Windows/2011 Mac) as part of their tuition. For information and download instructions, go to HuskyTech’s website.

All students have access to Mediasite’s Desktop Recorder for recording presentations. Students will need a webcam for use with Mediasite at home. Students also have the option of using the recording studios on campus. Mediasite is available to students by logging in with your NetID and password. Here are [instructions for accessing and using Mediasite.](http://cetl.uconn.edu/mediasite-3/)

## Help

[Technical and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, contact [HuskyTech](http://huskytech.uconn.edu/) for support during regular business hours. Contact [24x7 Course Support](http://www.ecampus24x7.uconn.edu/), including access to live chat, phone, and support documents, after hours.

## Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.
* Download, install and run programs (i.e. Mediasite and WebEx)

## Evaluation of the Course

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

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

## Course Readings and Online Materials

**WEEK 1**

a) Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist*, *70*(4), 293.

b) Wang, J., Iannotti, R. J., & Luk, J. W. (2012). Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber. *Journal of School Psychology, 50*(4), 521-534.

c) National Academies of Sciences, Engineering, and Medicine. [Preventing Bullying Through Science, Policy, and Practice](https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482). Washington, DC: The National Academies Press, 2016. doi:10.17226/23482. Section 2-2 to 2-9 (pages 40-47). Available from:<https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482>.

d) Mishna, F. (2012). *Bullying: A guide to research, intervention, and prevention*. Oxford University Press, USA. Chapter 1: “The context of bullying: definition, prevalence, and controversies” (page 3-15).

e) Smith, P. K. (2014). *Understanding school bullying: Its nature and prevention strategies*. Sage. Chapter 2: “What we mean by ‘bullying’ and a history of research on school bullying” (pages 10-35).

f) Olweus, D. (2013). School bullying: Development and some important challenges. Annual Review of Clinical Psychology, 9, 751-80.

**WEEK 2**

a) Rodkin, P. C., Espelage, D. L., & Hanish, L. D. (2015). A Relational Framework for Understanding Bullying. *American Psychologist, 70*, 311-321.

b) Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and violent behavior*, *15*(2), 112-120.

c) Mishna, F. (2012). *Bullying: A guide to research, intervention, and prevention*. Oxford University Press, USA. Chapter 7: “Bullying with friendships” (page 87-102).

d) Pozzoli, T., & Gini, G. (2010). Active defending and passive bystanding behavior in bullying: The role of personal characteristics and perceived peer pressure. *Journal of abnormal child psychology*, *38*(6), 815-827.

e) Salmivalli, C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: Associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Child & Adolescent Psychology*, *40*(5), 668-676

f) Shetgiri, R., Espelage, D. L., & Carrol, L. (2015). *Practical Strategies for Clinical Management of Bullying*. Springer. Chapter 4: “Bullying and Special Populations” (pages 17-25).

**WEEK 3**

a) Healy, K. L., Sanders, M. R., & Iyer, A. (2015). Parenting practices, children’s peer relationships and being bullied at school. *Journal of Child and Family Studies*, *24*(1), 127-140.

c) Lereya, S. T., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child abuse & neglect*, *37*(12), 1091-1108

d) Healy, K. L., & Sanders, M. R. (2014). Randomized controlled trial of a family intervention for children bullied by peers. *Behavior therapy*, *45*(6), 760-777

e) Brown, J. R., Aalsma, M. C., & Ott, M. A. (2013). The experiences of parents who report youth bullying victimization to school officials. *Journal of interpersonal violence*, *28,* 494-518.

f) Harcourt, S., Jasperse, M., Green, V.A. (2014). “We were sad and we were angry”: A systematic review of parents’ perspectives on bullying. *Child Youth Care Forum*, *43,* 373-1391.

g) Shetgiri, R., Lin, H., Flores, G. (2013). Trends in risk and protective factors for child bullying and perpetration in the United States. *Child Psychiatry & Human Development, 44*, 89-104.

h) Ang, R. P. (2015). Adolescent cyberbullying: A review of characteristics, prevention and intervention strategies. *Aggression and violent behavior*, *25*, 35-42

*Optional:*

Cooper, L.A., & Nickerson, A.B. (2013). Parent retrospective recollections of bullying and current views, concerns, and strategies to cope with children’s bullying. *Journal of Child and Family Studies, 22,* 526-540.

Cross, D., & Barnes, A. (2014). Using Systems theory to understand and respond to family influences on children’s bullying behavior: Friendly Schools Friendly Families Program. *Theory Into Practice, 53*, 293-299.

Curtner-Smith, M., Smith, P., & Porter, M. (2010). Family-level perspective on bullies and victims. In E. Vernberg & B. Biggs (Eds) *Preventing and treating bullying and victimization*. (pp. 75-106). Oxford University Press, USA.

**WEEK 4**

a) Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin, 140*(4), 1073-137.

b) Hinduja, S., Patchin, J.W. Social influences on cyberbullying behaviors among middle and high school students. (2013). *Journal of Youth & Adolescence, 42,* 711-722.

c) Cassidy, W., Faucher, C., Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International, 34*, 575-612.

d) Raskauskas, J., Huynh, A. (2015). The process of coping with cyberbullying: A systematic review. *Aggression and Violent Behavior, 23*, 118-125.

e) Cross, D., Shaw, T., Hadwen, K., Cardoso, P., Slee, P., Roberts, C., ... & Barnes, A. (2016). Longitudinal impact of the Cyber Friendly Schools program on adolescents’ cyberbullying behavior. *Aggressive behavior*, *42*(2), 166-180.

f) Nocentini, A., Zambuto, V., & Menesini, E. (2015). Anti-bullying programs and Information and Communication Technologies (ICTs): a systematic review. *Aggression and Violent Behavior*, *23,* 52-60.

g) den Hamer, A. H., & Konijn, E. A. (2015). [Adolescents' media exposure may increase their cyberbullying behavior: a longitudinal study](http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1016/j.jadohealth.2014.09.016). *Journal of Adolescent Health*, *56*(2), 203-208.

h) Schneider, S.K., O'Donnell, L., & Smith, E. (2015). [Trends in Cyberbullying and School Bullying Victimization in a Regional Census of High School Students, 2006‐2012](http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/%2010.1111/josh.12290). *Journal of school health*, *85*(9), 611-620.

*Optional:*

Sapouna, M., Wolke, D., Vannini, N., Watson, S., Woods, S., Schneider, W., ... & Aylett, R. (2010). Virtual learning intervention to reduce bullying victimization in primary school: a controlled trial. *Journal of Child Psychology and Psychiatry, 51*(1), 104-112.

**WEEK 5**

a) Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. American Psychologist, 70(4), 322-332.

b) Craig, W., Pepler, D., Murphy, A., and McCuaig-Edge, H., (2010). What works in bullying prevention? In E. Vernberg & B. Biggs (Eds). *Preventing and treating bullying and victimization*. (pp. 215-221). Oxford University Press, USA.

c) Evans, C. B., Fraser, M. W., & Cotter, K. L. (2014). The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior*, *19*(5), 532-544.

d) Ansary, N. S., Elias, M. J., Greene, M. B., & Green, S. (2015). Guidance for Schools Selecting Antibullying Approaches Translating Evidence-Based Strategies to Contemporary Implementation Realities. *Educational Researcher*, *44*(1), 27-36.

e) Wang, C., Berry, B., Swearer, S.M. (2013). The critical role of school climate in effective bullying prevention. *Theory into Practice, 52*, 296-302.

f) Limber, S.P. (2011). Development, evaluation, and future directions of the Olweus Bullying Prevention Program. *Journal of School Violence, 10*, 71-87.

g) Rivers, S.E., Brackett, M.A., Reyes, M.R., Elbertson, N.A., Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing the RULER approach. *Preventive Science, 14,* 77-87.

h) Bradshaw, C. P., Waasdorp, T. E., O'Brennan, L. M., & Gulemetova, M. (2013). Teachers’ and education support professionals’ perspectives on bullying and prevention: Findings from a national education association study. *School psychology review*, *42*(3), 280-297.

i) Oldenburg, B., van Duijn, M., Sentse, M., Huitsing, G., van der Ploeg, R., Salmivalli, C., & Veenstra, R. (2015). Teacher characteristics and peer victimization in elementary schools: A classroom-level perspective. *Journal of abnormal child psychology*, *43*(1), 33-44

*Optional readings:*

Cohen, J., & Freiberg, J. (2013). School Climate and Bullying Prevention.

<https://www.schoolclimate.org/publications/documents/sc-brief-bully-prevention.pdf>

Shetgiri, R., Espelage, D. L., & Carrol, L. (2015). *Practical Strategies for Clinical Management of Bullying*. Springer. Chapter 5: “School-Based Bullying Prevention Strategies” (pages 27-35).

Ttofi, M.M., & Farrington, D.P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology, 7,* 27-56.

Thapa, A., Cohen, J., Guffey, S., Higgins-D’Alessandro A. (2013). A review of school climate research. *Review of Educational Research, 83*, 357-385.

Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs’ effects on bystander intervention behavior. *School Psychology Review*, *41*(1), 47-65.

**WEEK 6**

a) Gini, G., & Pozzoli, T. (2013). Bullied children and psychosomatic problems: a meta-analysis. *Pediatrics*, *132*(4), 720-729.

b) Bucchianeri, M. M., Eisenberg, M. E., Wall, M. M., Piran, N., & Neumark-Sztainer, D. (2014). Multiple types of harassment: associations with emotional well-being and unhealthy behaviors in adolescents. *Journal of Adolescent health*, *54*(6), 724-729.

c) Benedict FT, Vivier PM, Gjelsvik A. (2015). Mental health and bullying in the United States among children aged 6 to 17 years. *Journal of Interpersonal Violence,* 30(5):782-95.

d) Holt, M. K., Vivolo-Kantor, A. M., Polanin, J. R., Holland, K. M., DeGue, S., Matjasko, J. L., ... & Reid, G. (2015). Bullying and suicidal ideation and behaviors: a meta-analysis. *Pediatrics*, *135*(2), e496-e509.

e) Copeland, W. E., Wolke, D., Angold, A., & Costello, E. J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry,* *70*(4), 419-426.

f) McDougall, P., Vaillancourt, T. (2015). Long-term adult outcomes of peer victimization in childhood and adolescence. *American Psychologist,* 70, 300-310.

g) Vaillancourt, T., Hymel, S., & McDougall, P. (2013). The biological underpinnings of peer victimization: Understanding why and how the effects of bullying can last a lifetime. *Theory Into Practice*, *52*(4), 241-248.

*Optional:*

Lereya, S. T., Copeland, W. E., Costello, E. J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *The Lancet Psychiatry*, *2*(6), 524-531.

**WEEK 7**

a) Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly, 25(*2), 65.

b) Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis–stress model. *American Psychologist, 70*(4), 344-353.

c) Sapouna, M., & Wolke, D. (2013). Resilience to bullying victimization: The role of individual, family and peer characteristics. *Child Abuse & Neglect*, *37*(11), 997-1006.

d) Ttofi, M.M., Bowes, L., Farrington, D.P., Losel, F. (2014). Protective factors interrupting the continuity from school bullying to later internalizing and externalizing problems: A systematic review of prospective longitudinal studies. *Journal of School Violence, 13*, 5-38.

e) Hong, J.S., Espelage, D. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. *Aggression and Violent Behavior,* 17, 311-322.

f) National Academies of Sciences, Engineering, and Medicine. [Preventing Bullying Through Science, Policy, and Practice](https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482). Washington, DC: The National Academies Press, 2016. doi:10.17226/23482. Section 4-29 to 4-36 (pages 140-147). Available at:<https://www.nap.edu/login.php?record_id=23482&page=http%3A%2F%2Fwww.nap.edu%2Fdownload%2F23482>

**WEEK 8**

a) Chester, K. L., Callaghan, M., Cosma, A., Donnelly, P., Craig, W., Walsh, S., & Molcho, M. (2015). Cross-national time trends in bullying victimization in 33 countries among children aged 11, 13 and 15 from 2002 to 2010. *The European Journal of Public Health*, *25*(suppl 2), 61-64.

b) Gorzig, A., & Olafsson, K. (2013). What makes a bully a cyberbully? Unravelling the characteristics of cyberbullies across twenty-five European countries. *Journal of Children and Media, 7,* 9-27.

c) Sawyer, A. L., Bradshaw, C. P., & O'Brennan, L. M. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of “bullying” on self-report measures. *Journal of Adolescent Health*, *43*(2), 106-114.

d) Albdour, M., & Krouse, H. J. (2014). Bullying and victimization among African American adolescents: A literature review. *Journal of Child and Adolescent Psychiatric Nursing, 27*(2), 68-82.

e) Hong, J. S., Peguero, A. A., Choi, S., Lanesskog, D., Espelage, D. L., & Lee, N. Y. (2014). Social ecology of bullying and peer victimization of Latino and Asian youth in the United States: a review of the literature. *Journal of School Violence*, *13*(3), 315-338.

f) Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, *41*(3), 283-293

**WEEK 9**

a) National School Climate Standards. Accessible at:

<http://www.joannfreiberg.com/PositiveSchoolClimate/Free_Resources_files/National%20School%20Climate%20Standards-csee%20FINAL%20March%202010.pdf>

b) Expert commentaries on National School Climate Standards. Accessible at:

<http://www.schoolclimate.org/climate/documents/policy/SC-Brief-Standards%20commentaries.pdf>

c) Hatzenbuehler ML, Schwab-Reese L, Ranapurwala SI, Hertz MF, Ramirez MR. (2015). Associations Between Antibullying Policies and Bullying in 25 States. *JAMA Pediatrics,* 169(10):e152411.

d) Gay, Lesbian & Straight Education Network (2015). From Statehouse to Schoolhouse: Anti-bullying policy efforts in U.S. States and School Districts. [http://www.glsen.org/article/new-state-and-school-district-anti-bullying-policies](http://www.glsen.org/sites/default/files/GLSEN%20-%20From%20Statehouse%20to%20Schoolhouse%202015_0.pdf)

e) Swearer, S., Limber, S., & Alley, R. (2012). Developing and implementing an effective anti-bullying policy. In S.M. Swearer & D.L. Espelage (Eds) *Bullying prevention and intervention: Realistic strategies for schools* (pp.39-52). Guilford Press.

f) U.S. Department of Education (2011). *Analysis of State Bullying Laws and Policies* <http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf>

*Optional reading:*

Cohen, J., & Freiberg, J. (2013). School Climate and Bullying Prevention.

<https://www.schoolclimate.org/publications/documents/sc-brief-bully-prevention.pdf>

Twemlow, S., & Sacco, F. (2010). Creating and administering successful policy strategies for school anti-bullying programs. In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 297-318). Oxford University Press, USA.

**WEEK 10**

a) Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, *70*(4), 333-343.

b) Puhl, R.M., Luedicke, J., King, K.M. (2015). Public attitudes about different types of anti-bullying laws: Results from a national survey. *Journal of Public Health Policy, 36, 95-109.*

c) Sacco, D., Baird Silbaugh, K., Corredor, F., Casey, J., & Doherty, D. (2012). An overview of state anti-bullying legislation and other related laws. *Berkman Center Research Publication*.

d) Puhl, R.M., Luedicke, J., King, K.M. (2015). Combating weight-based bullying in schools: Is there public support for the use of litigation? *Journal of School Health, 85, 372-81.*

e) Meneses, C.M. and Grimm, N.E. (2012) Heeding the cry for help: Addressing LGBT bullying as a public health issue through law and policy. Race, Religion, Gender & Class 12(1): 163–64.

f) Alley, R., Limber, S. (2012). Legal issues for school personnel. In S. M. Swearer & D.L. Espelage (Eds). *Bullying prevention and intervention: Realistic strategies for schools*. (pp. 53-73). Guilford Press.

g) Website: <http://www.stopbullying.gov>

h) Hall, W. J., & Chapman, M. V. (2016). The Role of School Context in Implementing a Statewide Anti-Bullying Policy and Protecting Students. *Educational Policy.*

**WEEK 11:**

a) CDC: Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. [Accessible at: http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf)

b) Puhl, R. M., Peterson, J. L., & Luedicke, J. (2013). Strategies to address weight-based

victimization: Youths’ preferred support interventions from classmates, teachers, and parents. *Journal of Youth and Adolescence, 42, 315-327.*

c) Taquechel, A., Polifroni, R., & Pane, H. (2010). Methods for assessing and treating bully-victim problems for individual children and adolescents In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 135-160). Oxford University Press, USA.

d) Frankel, D. (2010). Incorporating bully-victim interventions into clinic-based mental-health service. In Vernberg, E., & Biggs. (Eds) *Preventing and treating bullying and victimization*. (pp. 267-295). Oxford University Press, USA.

e) Marvicsin, D., Boucher, N., Eagle, M.J. (2013). Youth bullying: Implications for primary care providers. *Journal of Nurse Practitioners, 9,* 523-527.

f) Understanding the roles of mental health professionals in community-wide bullying prevention efforts.

<http://www.stopbullying.gov/prevention/training-center/hrsa_guide_mental-health-professionals_508.pdf>

g) Kub, J., & Feldman, M.A. (2015). Bullying prevention: A call for collaborative efforts between school nurses and school psychologists. *Psychology in the Schools*, 52, 658-671.

*Optional readings*:

Hensley, V. (2013). Childhood bullying: A review and implications for health care professionals. *Nursing Clinics of North America, 48*, 203-213.

Lund, E.M., Blake, J.J., Ewing, H.K., & Banks, C.S. (2012). School counselors' and school psychologists' bullying prevention and intervention strategies: A look Into real-world practices, *Journal of School Violence*, *11*, 246-265.

**2017-142 HDFS 5007 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4436 |
| **Request Proposer** | Adamsons |
| **Course Title** | Current Issues in Human Development and Family Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Current Issues in Human Development and Family Studies |
| **Course Number** | 5007 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 25 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Seminar |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: Open to graduate students in HDFS with instructor consent; others by permission. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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?** | Yes |
| **Other restrictions** | Open to graduate students in HDFS with instructor consent; others by permission. |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 12 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | Yes |
| **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** | Graduate courses only are offered at 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** | 5007. Current Issues in Human Development and Family Studies Variable (1-2) credits. Prerequisite: Open to graduate students in HDFS with instructor consent; others by permission. May be repeated for a total of 12 credits with a change of topic. Focused presentation and discussion of an aspect of theory or methods related to advancing the field of human development and family studies. |
| **Provide proposed title and complete course catalog copy** | 5098. Variable Topics in Human Development and Family Studies Variable (1-3) credits. Prerequisite: Open to graduate students in HDFS with instructor consent; others by permission. May be repeated for a total of 12 credits with a change of topic. Focused presentation and discussion of an aspect of theory or methods related to advancing the field of human development and family studies. |
| **Reason for the course action** | Changing course number and name to match university conventions for Variable Topics courses |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Varies by course |
| **Describe course assessments** | Varies by course |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [5007 Syllabus - proposed 2015.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100534) | 5007 Syllabus - proposed 2015.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/20/2017 - 08:04 | Submit |  | Waiting on dept approval | | Human Development and Family Studies | Kari L Adamsons | 09/20/2017 - 09:56 | Approve | 9/22/2017 | So far I have unanimous support from an email vote I'm conducting with the faculty. The vote will be completed by Friday at noon, but wanted to get it on the agenda. | |

**HDFS5007: Current Issues in HDFS**

**Introductions to and Applications of Quantitative Analysis in HDFS**

3 credits

Instructors:

Dr. Beth Russell Dr. Kari Adamsons Classroom: FSB 111

Room 123C, FSB Room 307, FSB Class time: W 9:00–11:30 a.m.

(203) 236 9874 (860) 486-8971

[Beth.russell@uconn.edu](mailto:Beth.russell@uconn.edu) [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu)

Office hours by appointment

**Course Objectives**

Students taking this course will learn how to work with quantitative data and to apply quantitative statistical techniques within the field of family studies, using real data to which they have access. This course focuses on hands-on quantitative skills working in SPSS. The class will cover a wide range of skills taught in a workshop format: data management (cleaning, preparation, getting to know your data, and troubleshooting), scaling/scoring data, establishing different types of reliability (i.e., Cronbach’s Alpha, Kappa, and Exploratory Factor Analysis), dealing with missing data, developing hypotheses, and hypothesis testing using basic statistical tests and selected advanced statistical applications, depending on the needs/skill set of the group. Students are required to have completed EPSY Quantitative Methods 1 and 2 or equivalent, and have a data file to work with throughout the semester, including any advisor or collaborator permissions to use said data (instructors have data sets available for use if necessary; please make arrangements in advance). Class requirements include weekly methods article critiques, and students will be expected to produce a poster or paper for presentation at the end of the term.

**Specific learning goals for students include:**

After completing this course, students will:

1. Be able to appropriately prepare datasets for quantitative analysis, including cleaning data, knowing relevant characteristics of the data/dataset and their implications for planned statistical analyses, dealing with missing data, and constructing and testing the reliability and validity of scales.
2. Be able to use quantitative statistical techniques using actual data in an area of interest in the field of family studies.
3. Be able to translate analyses and results into written and presentational formats.

### HuskyCT

This course will use HuskyCT for a variety of purposes. Readings will be posted on HuskyCT, as well as links to useful websites and online assignments. In addition, all communications regarding the course will be via HuskyCT and its announcement/email system. As such, please make sure that you have access this class.

**Class Organization**

Since we have the luxury of being a small class, class will be conducted as a mixture of lecture, workshop, and discussion. Class input, questions, and discussion are *expected*. As the instructors, we contribute most as guides and resources; we are not the sole guardians of what you will learn in this course. Instead, we assume that you share equally in the learning process and the responsibility that accompanies it. This dynamic requires that you attend class, carefully read and consider the readings before coming to class, participate in class discussion and activities, and complete all class assignments.

**Course Policies**

1. *Academic Integrity*: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and us and is treated accordingly. Violations of academic integrity can be punishable by failure on the specific assignment or portion of the course, failure of the entire course, or other sanctions as imposed by the university. Academic misconduct is defined in Responsibilities of Community Life: The Student Code, Part VI, Section A, p. 17.

2. *Disability Accommodations*: If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact us and the Center for Students with Disabilities as soon as possible. All information regarding disabilities is confidential.

3. *Emergencies*:  If you have any emergency that interferes with your ability to complete the work in this course, please let us know immediately. If you cannot come for a scheduled appointment, or anticipate struggles in meeting assignment deadlines, please contact us ahead of time. Our contact information is listed on the front page.

4. *Attendance*: In a graduate seminar such as this one, class attendance is of critical importance. Although attendance is not formally graded, failure to regular attend class will affect your performance and learning in this class. Please arrive on time and do not leave early unless you have made previous arrangements with us to do so, and if you are going to miss class please let us know.

**Course Requirements (550 points total)**

1. **Exemplary Readings and Discussion (100 points)***:* As part of this course, there are 10 required online discussions of empirical articles. For half of these (5), you will be required to find and post an empirical research article that you feel is a good example of a technique that was discussed in class (e.g., establishing reliability of scales, testing group differences). All students are responsible for reading all articles each week, but students will be divided into two groups which will alternate finding/posting articles and responding in an online discussion of those articles (5 rounds per group, 10 discussions across the semester). For example, each student from one group will find and post an article that you feel appropriately presented tests of group differences. Each student who posts an article should post a “discussion starter” question with the reading; then, students who post articles will participate in the on-going discussion of their article plus one other (contributing to 2 discussions for the week). The other group will be responsible for posting “discussion response” points on 3 of the articles; these two roles – posting/leading and responding – alternate throughout the semester. Please do not repeat articles that other people already have posted (in other words, there is an advantage to posting earlier rather than later if it is your week to post). **So that an effective online discussion of the articles can be had, articles and starter questions must be posted by midnight Friday following our in-class discussion of the topics; all responses to the questions must be posted by the following class time.** A list/schedule will be posted of which students are in which group for each week. Each discussion will be worth 10 points for a total of 100 points.

2. **Homework assignments (200 points)**. After most class meetings we will provide homework that will require you to apply/practice the techniques discussed in class as you work towards a complete presentation of your project. Homework will be due each class meeting at the beginning of class. We would strongly encourage you NOT to wait until the last minute to complete homework. We fully expect that you will need the full week to successfully accomplish the tasks for that week. Each of the homework assignments will be worth 20 points, for a total of 200 points. **Please note: although all assignments for this class must be completed individually and using your own data (you may “share” data if necessary, but not analyses), we strongly encourage you to form working groups to assist one another in learning the techniques introduced in class.** Running analyses on “real world” data can be a daunting and frustrating task; having people to vent to and bounce solutions off of will be invaluable as you progress through the semester. Also, different people likely have experience with some of these techniques more so than others, and you can mentor and be mentored by one another so that you complement one another’s statistical strengths and weaknesses. Finally, having working groups will allow you to see how different analyses play out across a variety of topics and data types and to be exposed to different challenges and solutions.

3. **Paper/Presentation** **(250 points)***:* In an effort to help you build your portfolio, gain writing/presenting experience, and build your skill set in the area of writing up data analysis and results, in this course you will create a paper and presentation demonstrating one or more of the techniques learned in this course. Whether or not you ultimately submit the manuscript or presentation is up to you, but we would certainly encourage you to do so. More detailed information regarding the structure of this assignment will be forthcoming under separate cover.

Your paper should be written in APA format (5th ed.) and should be a polished piece of work (i.e., free of typographical, spelling, and grammatical errors; clear and logically organized), although we do not expect a paper of submittable quality by the end of the semester; it will be a working draft with an emphasis on the Methods through Discussion sections (although you should have a brief literature review to justify your topic/research questions). This paper will be subject to peer review (i.e., you will be reading and commenting on each others’ papers). Due dates for the different portions of the paper are as follows:

Variables and planned statistical technique(s) (10 points): February 9

FULL paper draft to peer (50 points): April 6

Peer review due (40 points): April 13

In class presentation (75 points): April 20, 27

Final paper draft (75 points): April 27

**Note: Please note that the instructors reserve the right to change the syllabus as necessary.  You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.**

Course Calendar

Jan 20 Introduction and Review Syllabus

What is Data Management?

Jan 27 Structuring your data file

Cleaning your data

Scoring and recoding

Feb 3 Dealing with missing data

Feb 10 Knowing your data –levels of variables, informants, and analysis

Choosing your variables

Feb 17 Data reduction and conceptualizing variables: Creating scales, sum scores,

mean scores, and measures of difference

Describing your data/sample

Feb 24 Reliability and factor analysis

March 2 Developing hypotheses

March 9 Workshop day

Tying up loose ends – review so far

March 16 NO CLASS – SPRING BREAK

March 23 Hypothesis testing – choosing your analyses

March 30 Data analysis: Correlations and regressions

April 6 Data analysis: Group differences

T-tests, ANOVA, MANOVA, and Repeated Measures

April 13 Workshop day

April 20 Presentations

April 27 Presentations

Suggested Readings

Acock, A. C. (2005). Working with missing values. *Journal of Marriage and Family, 67,* 1012-1028.

Brand, A., Bradley, M.T., Best, L.A., & Stoica, G. (2011). Multiple trials may yield exaggerated effect size estimates. *The Journal of General Psychology, 138* (1), 1–11. doi:10.1080/00221309.2010.520360

Cohen, J (1992). A power primer. *Psychological Bulletin, 112* (1), 155–159. doi:10.1037/0033-2909.112.1.155

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 22,* 5-55.

Wilkinson, L. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 5* (8), 594–604. doi:10.1037/0003-066X.54.8.594

**2017-143 SLHS 5400 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4430 |
| **Request Proposer** | Friesen |
| **Course Title** | Cochlear Implants |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > College of Liberal Arts and Sciences > Return > Speech Language and Hearing Services > 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** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Cochlear Implants |
| **Course Number** | 5400 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Lendra Friesen |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | lef14005 |
| **Initiator Email** | [lendra.friesen@uconn.edu](mailto:lendra.friesen@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 |

|  |  |
| --- | --- |
| **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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures and discussion |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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** | graduate course and all courses in the program are taught on the Storrs campus |
| **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** | SHLS 5400. Cochlear Implants Three credits. Develop knowledge of cochlear implants and their function, patient performance, clinical programming software and techniques, current research, and future technology. |
| **Reason for the course action** | There was no cochlear implant course in our AuD curriculum; however, we started teaching it as a special topics course a few years ago and decided to now make it an official course. Most other AuD programs in the country have a cochlear implant class listed in their curriculum and we needed to have one in our program as well. |
| **Specify effect on other departments and overlap with existing courses** | no effect |
| **Please provide a brief description of course goals and learning objectives** | 1. Students will be able to describe cochlear implants (CIs) in detail and have knowledge of how they function. 2. Students will be able to discuss patient performance with different types of stimuli 3. Students will be able to generally discuss clinical programming software available and some CI programming techniques. 4. Students will be able to discuss other implantable devices. 5. Students will be able to discuss current research topics and future technology. |
| **Describe course assessments** | There will be two exams; one mid-term and one final. Both will have a combination of short and long answer questions. There will be weekly readings which will include journal articles, manufacturer handouts, and textbook chapters. Students will be assigned to present a research article using powerpoint on a topic consistent with the lecture for a particular day. Students will have to make a chart with manufacturer's equipment that is most efficient for their use in the clinic everyday. Students will be graded on their class participation/discussion. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS CI Syllabus\_2016 - Friesen.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/100467) | SLHS CI Syllabus\_2016 - Friesen.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Lendra Friesen | 09/19/2017 - 11:33 | Submit |  | signed off on september 19, 2017 | | Speech Language and Hearing Services | Lendra Friesen | 09/19/2017 - 14:59 | Approve | 9/19/2017 | approved on september 19, 17 | | College of Liberal Arts and Sciences | Pamela Bedore | 09/19/2017 - 21:58 | Return |  | Hi Lendra! As per our emails, you are planning to change the subject area to SLHS. Only the proposer can do that, so I'm sending the form back to you. Go to the "Course Info" tab and change the subject area. Then click submit! PB | | Return | Lendra Friesen | 09/19/2017 - 22:10 | Resubmit |  | resubmitting september 19, 17 | | Speech Language and Hearing Services | Lendra Friesen | 09/19/2017 - 22:12 | Approve | 9/19/2017 | approve | |

SLHS 6369 – Cochlear Implants

(Everything is Subject to Change)

Wednesdays, 5:00 – 8:00 pm, OAK 106

Professor Friesen – Spring 2016

lendra.friesen@uconn.edu

**Office Hours:** Tuesday 11:00 – 12:30 pm, Tuesday 1:30-3:00 pm

Course Requirements and Grading:

Article presentation 25 %

Mid-term exam 30%

Final exam 30%

Assignment/s 10%

Class participation 5%

Text:

There is no main text for the course. Chapters and articles will be uploaded onto Husky CT.

Resources:

There are a number of WEB SITES for cochlear implants–visit them!

Academic Misconduct:

Academic Honesty: The Student Conduct Code states that "A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement 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." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See http://www.dosa.uconn.edu/Code2.html for more information on the University's student code.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism: (from the Latin plagiarius, an abductor, and plagiare, to steal): Plagiarism is defined as presenting another person's work or ideas as one's own.

Counseling and Mental Health Services

[www.cmhs.uconn.edu](http://www.cmhs.uconn.edu) 486-4705 after hours 486-3427

Career Services 486-3013 www.career.uconn.edu

Alcohol and Drug Services 486-9431 www.aod.uconn.edu

Dean of Students Office 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

Center for Students with Disabilities (CSD)

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.  Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu/).

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](https://exchange.uconn.edu/owa/redir.aspx?C=DF70dFuyvk-yh2w8XHSifksHF7UjB9IIZ2EfGF-k4GiLQW9jjAKINLGfTwqZCBPnqvOQfChXzow.&URL=http%3a%2f%2fwww.ode.uconn.edu%2f) under the [Sexual Assault Response Policy](https://exchange.uconn.edu/owa/redir.aspx?C=DF70dFuyvk-yh2w8XHSifksHF7UjB9IIZ2EfGF-k4GiLQW9jjAKINLGfTwqZCBPnqvOQfChXzow.&URL=http%3a%2f%2fpolicy.uconn.edu%2f%3fp%3d2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Learning Outcomes

1. Students will be able to describe CIs in detail and have knowledge of how they function.
2. Students will be able to discuss patient performance with different types of stimuli
3. Students will be able to generally discuss clinical programming software available and some CI programming techniques.
4. Students will be able to discuss other implantable devices.
5. Students will be able to discuss current research topics and future technology.

Agenda:

01/20 Overview of the course, Review of Anatomy of Cochlea, History of CIs.

Overview of Parts of the CI and its function

01/27 Electrical vs. Acoustic stimulation, Early devices (single channel implants)

02/03 Device parameters

02/10 Performance

02/17 Class might be cancelled. TBA

02/24 Other implantable devices, Review

03/03 Mid-term Exam

03/10 bilateral vs. unilateral, music perception

03/17 No Class. Spring Break.

03/24 Advanced Bionics Corp

03/31 Nancy Carroll – Aural Rehab

04/07 Cochlear Corp

04/14 Medel Corp.

04/21 Hot Topics/Review

04/28 Final Exam

**Assignments (100 points or 100 % total)**

1. Exams: There will be one midterm and one final exam, each worth 30% or 30 points.
2. Presentations: Student presentations regarding various CI readings will be made in many of the classes. The presentations will be assigned in advance. These presentations should be from 20-25 minutes in length and summarize the research article. Students should have several discussion questions to direct to the class. Discussions will follow. These presentations are worth 25% or 25 points.
3. There will be one or two brief assignments that should be helpful for reference during clinic times. The worth is 10% or 10 points.
4. Participation: All students will be required to participate in the classroom. Participation is worth 5% or 5 points.

**Grade Schema (100 % or 100 points)**

A 94-100 B 84-86 C+ 77-79

A- 90-93 \*B- 80-83 C 74-76

B+ 87-89 C- 70-73 F <70

\*Note: While a C- to B- is not a failing grade according to the Graduate School, the department has determined that this is insufficient to demonstrate competency in the knowledge and skills (KASA) required for certification through ASHA. **Students receiving a grade of B- or lower will need to repeat the course.**

**American Speech-language-Hearing Association (ASHA) Standards**

**Certification standards Addressed in this Course**

**Standard IV-A: Foundations of Practice**

**IV-D: Intervention (treatment)**

The student will have knowledge of:

**D2b.** Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use.

**2017-144 GEOG Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 9/18/2017

2. Department or Program: Department of Geography

3. Title of Minor: Geography

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: Add another option for required courses

# Existing Catalog Description of Minor

Geography Minor: The requirements for this minor are GEOG 2100, 2300, and an additional 9 credits of 2000-level and above Geography courses selected in consultation with an advisor to form a coherent program of study.

The minor is offered by the Geography Department.

# Proposed Catalog Description of Minor

Geography Minor: The requirements for this minor are (1) GEOG 2100 or GEOG2200 and (2) GEOG 2300, and an additional 9 credits of 2000-level and above Geography courses selected in consultation with an advisor to form a coherent program of study.

The minor is offered by the Geography Department.

# Justification

1. Reasons for changing the minor: Provide options for students taking Human Geography-oriented courses. We currently require GEOG2100: Economic Geography, we want to change that to read EITHER GEOG2100 (Economic Geography) OR GEOG2200 (Introduction to Human Geography).

2. Effects on students: Provides more options to them for courses

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: 10/14/14\*

    Department Faculty: 10/14/14\*

\* Sent paperwork through for change as it applied to major, but forgot to process the corresponding paperwork for the minor. This is why the dates are so long ago.

6. Name, Phone Number, and e-mail address of principal contact person: [carol.atkinson-palombo@uconn.edu](mailto:carol.atkinson-palombo@uconn.edu); 860-486-3023

# 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>

**2017-145 HIST Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: September 17, 2017

2. Department or Program: History

3. Title of Major: History

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): May 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: There currently are History courses that count toward the Major but which do not have an official group designation (A, B, C, D). For the benefit of our majors the change is to correct this error.

# Existing Catalog Description of Major

### **Requirements for the Major in History**

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 2100](http://catalog.uconn.edu/HIST/#2100) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence [4999](http://catalog.uconn.edu/HIST/#4999) and [4997W](http://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](http://catalog.uconn.edu/HIST/#4994W) for [4999](http://catalog.uconn.edu/HIST/#4999). With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](http://catalog.uconn.edu/HIST/#2100) and [4994W](http://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) or [4997W](http://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### **Group A: Ancient, Medieval, and Early Modern**

[HIST 3300](http://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](http://catalog.uconn.edu/ANTH/#3513)), [3301](http://catalog.uconn.edu/HIST/#3301) ([CAMS 3253](http://catalog.uconn.edu/CAMS/#3253)), [3320](http://catalog.uconn.edu/HIST/#3320) ([CAMS 3254](http://catalog.uconn.edu/CAMS/#3254)), [3325](http://catalog.uconn.edu/HIST/#3325) ([CAMS 3255](http://catalog.uconn.edu/CAMS/#3255)), [3330](http://catalog.uconn.edu/HIST/#3330) ([CAMS 3256](http://catalog.uconn.edu/CAMS/#3256), [HEJS 3218](http://catalog.uconn.edu/HEJS/#3218)), [3335](http://catalog.uconn.edu/HIST/#3335)([CAMS 3250](http://catalog.uconn.edu/CAMS/#3250)), [3340](http://catalog.uconn.edu/HIST/#3340) ([CAMS 3243](http://catalog.uconn.edu/CAMS/#3243)), [3350](http://catalog.uconn.edu/HIST/#3350), [3360](http://catalog.uconn.edu/HIST/#3360), [3361](http://catalog.uconn.edu/HIST/#3361), [3370](http://catalog.uconn.edu/HIST/#3370), [3371](http://catalog.uconn.edu/HIST/#3371), [3400](http://catalog.uconn.edu/HIST/#3400), [3420](http://catalog.uconn.edu/HIST/#3420), [3460](http://catalog.uconn.edu/HIST/#3460), [3470](http://catalog.uconn.edu/HIST/#3470), [3704](http://catalog.uconn.edu/HIST/#3704)

#### **Group B: Modern Europe**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [2240](http://catalog.uconn.edu/HIST/#2240), [2401](http://catalog.uconn.edu/HIST/#2401), [2402](http://catalog.uconn.edu/HIST/#2402), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [3203](http://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](http://catalog.uconn.edu/HDFS/#3423)), [3205](http://catalog.uconn.edu/HIST/#3205), [HIST 3207](http://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](http://catalog.uconn.edu/HRTS/#3207)), [HIST 3412](http://catalog.uconn.edu/HIST/#3412), [HIST 3416](http://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](http://catalog.uconn.edu/WGSS/#3416)), [3418](http://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](http://catalog.uconn.edu/HEJS/#3203)), [3421](http://catalog.uconn.edu/HIST/#3421), [3426](http://catalog.uconn.edu/HIST/#3426), [3430](http://catalog.uconn.edu/HIST/#3430), [3440](http://catalog.uconn.edu/HIST/#3440), [3451](http://catalog.uconn.edu/HIST/#3451), [3456](http://catalog.uconn.edu/HIST/#3456), [3463](http://catalog.uconn.edu/HIST/#3463), [3471](http://catalog.uconn.edu/HIST/#3471).

#### **Group C: United States**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](http://catalog.uconn.edu/HIST/#3204W), [3206](http://catalog.uconn.edu/HIST/#3206), [3502](http://catalog.uconn.edu/HIST/#3502), [3504](http://catalog.uconn.edu/HIST/#3504), [3510](http://catalog.uconn.edu/HIST/#3510), [3516](http://catalog.uconn.edu/HIST/#3516), [3519](http://catalog.uconn.edu/HIST/#3519), [3520](http://catalog.uconn.edu/HIST/#3520), [3522](http://catalog.uconn.edu/HIST/#3522), [3530](http://catalog.uconn.edu/HIST/#3530) ([AASI 3578](http://catalog.uconn.edu/AASI/#3578)), [HIST 3531](http://catalog.uconn.edu/HIST/#3531) ([AASI 3531](http://catalog.uconn.edu/AASI/#3531)), [3540](http://catalog.uconn.edu/HIST/#3540), [HIST 3541](http://catalog.uconn.edu/HIST/#3541) ([URBN 3541](http://catalog.uconn.edu/URBN/#3541)), [3542](http://catalog.uconn.edu/HIST/#3542), [HIST 3544](http://catalog.uconn.edu/HIST/#3544) ([MAST 3544](http://catalog.uconn.edu/MAST/#3544)), [3550](http://catalog.uconn.edu/HIST/#3550), [3551](http://catalog.uconn.edu/HIST/#3551), [3554](http://catalog.uconn.edu/HIST/#3554), [3555](http://catalog.uconn.edu/HIST/#3555), [HIST 3560](http://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](http://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](http://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](http://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](http://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](http://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](http://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](http://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](http://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](http://catalog.uconn.edu/HIST/#3564)([AFRA 3564](http://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](http://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](http://catalog.uconn.edu/AFRA/#3568)), [3570](http://catalog.uconn.edu/HIST/#3570), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)).

Either [HIST 3520](http://catalog.uconn.edu/HIST/#3520) or [3522](http://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### **Group D: Africa, Asia, Latin America, and Middle East**

[HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3202](http://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](http://catalog.uconn.edu/HRTS/#3202)), [HIST 3206](http://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](http://catalog.uconn.edu/AFRA/#3206)), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [3607](http://catalog.uconn.edu/HIST/#3607), [3608W](http://catalog.uconn.edu/HIST/#3608W), [3609](http://catalog.uconn.edu/HIST/#3609), [3610](http://catalog.uconn.edu/HIST/#3610), [3619](http://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](http://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](http://catalog.uconn.edu/LLAS/#3619)), [HIST 3620](http://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](http://catalog.uconn.edu/AFRA/#3620)), [HIST 3621](http://catalog.uconn.edu/HIST/#3621), [3622](http://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](http://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](http://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](http://catalog.uconn.edu/WGSS/#3622)), [3635](http://catalog.uconn.edu/HIST/#3635), [3640](http://catalog.uconn.edu/HIST/#3640), [3643](http://catalog.uconn.edu/HIST/#3643), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [HIST 3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)), [3704](http://catalog.uconn.edu/HIST/#3704), [3705](http://catalog.uconn.edu/HIST/#3705), [3712](http://catalog.uconn.edu/HIST/#3712), [HIST 3752](http://catalog.uconn.edu/HIST/#3752), [HIST 3753](http://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](http://catalog.uconn.edu/AFRA/#3753)), [3760](http://catalog.uconn.edu/HIST/#3760), [HIST 3808](http://catalog.uconn.edu/HIST/#3808) ([AASI 3808](http://catalog.uconn.edu/AASI/#3808)), [HIST 3809](http://catalog.uconn.edu/HIST/#3809) ([AASI 3809](http://catalog.uconn.edu/AASI/#3809)), [HIST 3812](http://catalog.uconn.edu/AASI/#3812) ([AASI 3812](http://catalog.uconn.edu/AASI/#3812)), [3822](http://catalog.uconn.edu/HIST/#3822), [3832](http://catalog.uconn.edu/HIST/#3832), [3863](http://catalog.uconn.edu/HIST/#3863), [3875](http://catalog.uconn.edu/HIST/#3875) ([AASI 3875](http://catalog.uconn.edu/AASI/#3875), [LLAS 3875](http://catalog.uconn.edu/LLAS/#3875)).

# Proposed Catalog Description of Major

### **Requirements for the Major in History**

Undergraduate majors are required to take at least 27 credits at the 2000-level or above, which must include one three-credit course from each of Groups A, B, and C, and two three-credit courses from Group D. All majors must take [HIST 2100](http://catalog.uconn.edu/HIST/#2100) in the semester following their declaration as majors, and all majors except Honors students must take [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) in their senior year. Honors students should take in sequence [4999](http://catalog.uconn.edu/HIST/#4999) and [4997W](http://catalog.uconn.edu/HIST/#4997W). Under certain circumstances and with advisor approval, honors majors may substitute [4994W](http://catalog.uconn.edu/HIST/#4994W) for [4999](http://catalog.uconn.edu/HIST/#4999). With the consent of the undergraduate major’s advisor, graduate level courses may be used to fulfill the distribution requirement. [HIST 2100](http://catalog.uconn.edu/HIST/#2100) and [4994W](http://catalog.uconn.edu/HIST/#4994W) satisfy the information literacy competency. [HIST 4994W](http://catalog.uconn.edu/HIST/#4994W) or [4997W](http://catalog.uconn.edu/HIST/#4997W) satisfy the writing in the major requirements.

#### **Group A: Ancient, Medieval, and Early Modern**

[HIST 3300](http://catalog.uconn.edu/HIST/#3300) ([ANTH 3513](http://catalog.uconn.edu/ANTH/#3513)), [3301](http://catalog.uconn.edu/HIST/#3301) ([CAMS 3253](http://catalog.uconn.edu/CAMS/#3253)), [3320](http://catalog.uconn.edu/HIST/#3320) ([CAMS 3254](http://catalog.uconn.edu/CAMS/#3254)), [3325](http://catalog.uconn.edu/HIST/#3325) ([CAMS 3255](http://catalog.uconn.edu/CAMS/#3255)), [3330](http://catalog.uconn.edu/HIST/#3330) ([CAMS 3256](http://catalog.uconn.edu/CAMS/#3256), [HEJS 3218](http://catalog.uconn.edu/HEJS/#3218)), [3335](http://catalog.uconn.edu/HIST/#3335)([CAMS 3250](http://catalog.uconn.edu/CAMS/#3250)), [3340](http://catalog.uconn.edu/HIST/#3340) ([CAMS 3243](http://catalog.uconn.edu/CAMS/#3243)), [3350](http://catalog.uconn.edu/HIST/#3350), [3360](http://catalog.uconn.edu/HIST/#3360), [3361](http://catalog.uconn.edu/HIST/#3361), [3370](http://catalog.uconn.edu/HIST/#3370), [3371](http://catalog.uconn.edu/HIST/#3371), [3400](http://catalog.uconn.edu/HIST/#3400), [3420](http://catalog.uconn.edu/HIST/#3420), [3460](http://catalog.uconn.edu/HIST/#3460), [3470](http://catalog.uconn.edu/HIST/#3470), [3704](http://catalog.uconn.edu/HIST/#3704)

#### **Group B: Modern Europe**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [2240](http://catalog.uconn.edu/HIST/#2240), [2401](http://catalog.uconn.edu/HIST/#2401), [2402](http://catalog.uconn.edu/HIST/#2402), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [3203](http://catalog.uconn.edu/HIST/#3203) ([HDFS 3423](http://catalog.uconn.edu/HDFS/#3423)), [3205](http://catalog.uconn.edu/HIST/#3205), [HIST 3207](http://catalog.uconn.edu/HIST/#3207) ([HRTS 3207](http://catalog.uconn.edu/HRTS/#3207)), HIST 3208, [HIST 3412](http://catalog.uconn.edu/HIST/#3412), [HIST 3416](http://catalog.uconn.edu/HIST/#3416) ([WGSS 3416](http://catalog.uconn.edu/WGSS/#3416)), [3418](http://catalog.uconn.edu/HIST/#3418) ([HEJS 3203](http://catalog.uconn.edu/HEJS/#3203)), [3421](http://catalog.uconn.edu/HIST/#3421), [3426](http://catalog.uconn.edu/HIST/#3426), [3430](http://catalog.uconn.edu/HIST/#3430), [3440](http://catalog.uconn.edu/HIST/#3440), [3451](http://catalog.uconn.edu/HIST/#3451), [3456](http://catalog.uconn.edu/HIST/#3456), [3463](http://catalog.uconn.edu/HIST/#3463), [3471](http://catalog.uconn.edu/HIST/#3471).

#### **Group C: United States**

[HIST 2206](http://catalog.uconn.edu/HIST/#2206) ([SCI 2206](http://catalog.uconn.edu/SCI/#2206)), [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3204W](http://catalog.uconn.edu/HIST/#3204W), [3206](http://catalog.uconn.edu/HIST/#3206), [3502](http://catalog.uconn.edu/HIST/#3502), [3504](http://catalog.uconn.edu/HIST/#3504), [3510](http://catalog.uconn.edu/HIST/#3510), [3516](http://catalog.uconn.edu/HIST/#3516), [3519](http://catalog.uconn.edu/HIST/#3519), [3520](http://catalog.uconn.edu/HIST/#3520), [3522](http://catalog.uconn.edu/HIST/#3522), [3530](http://catalog.uconn.edu/HIST/#3530) ([AASI 3578](http://catalog.uconn.edu/AASI/#3578)), [HIST 3531](http://catalog.uconn.edu/HIST/#3531) ([AASI 3531](http://catalog.uconn.edu/AASI/#3531)), [3540](http://catalog.uconn.edu/HIST/#3540), [HIST 3541](http://catalog.uconn.edu/HIST/#3541) ([URBN 3541](http://catalog.uconn.edu/URBN/#3541)), [3542](http://catalog.uconn.edu/HIST/#3542), [HIST 3544](http://catalog.uconn.edu/HIST/#3544) ([MAST 3544](http://catalog.uconn.edu/MAST/#3544)), [3550](http://catalog.uconn.edu/HIST/#3550), [3551](http://catalog.uconn.edu/HIST/#3551), [3554](http://catalog.uconn.edu/HIST/#3554), [3555](http://catalog.uconn.edu/HIST/#3555), [HIST 3560](http://catalog.uconn.edu/HIST/#3560) ([WGSS 3560](http://catalog.uconn.edu/WGSS/#3560)), [HIST 3561](http://catalog.uconn.edu/HIST/#3561) ([WGSS 3561](http://catalog.uconn.edu/WGSS/#3561)), [HIST 3562](http://catalog.uconn.edu/HIST/#3562) ([WGSS 3562](http://catalog.uconn.edu/WGSS/#3562)), [HIST 3563](http://catalog.uconn.edu/HIST/#3563) ([AFRA 3563](http://catalog.uconn.edu/AFRA/#3563), [HRTS 3563](http://catalog.uconn.edu/HRTS/#3563)), [HIST 3564](http://catalog.uconn.edu/HIST/#3564)([AFRA 3564](http://catalog.uconn.edu/AFRA/#3564)), [HIST 3568](http://catalog.uconn.edu/HIST/#3568) ([AFRA 3568](http://catalog.uconn.edu/AFRA/#3568)), [3570](http://catalog.uconn.edu/HIST/#3570), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)).

Either [HIST 3520](http://catalog.uconn.edu/HIST/#3520) or [3522](http://catalog.uconn.edu/HIST/#3522), but not both, may be counted for credit toward the major.

#### **Group D: Africa, Asia, Latin America, and Middle East**

HIST 2210, [HIST 3201](http://catalog.uconn.edu/HIST/#3201) ([HRTS 3201](http://catalog.uconn.edu/HRTS/#3201)), [HIST 3202](http://catalog.uconn.edu/HIST/#3202) ([HRTS 3202](http://catalog.uconn.edu/HRTS/#3202)), [HIST 3206](http://catalog.uconn.edu/HIST/#3206) ([AFRA 3206](http://catalog.uconn.edu/AFRA/#3206)), HIST 3208 (AFRA 3208), [3575](http://catalog.uconn.edu/HIST/#3575) ([LLAS 3221](http://catalog.uconn.edu/LLAS/#3221), [HRTS 3221](http://catalog.uconn.edu/HRTS/#3221)), [3607](http://catalog.uconn.edu/HIST/#3607), [3608W](http://catalog.uconn.edu/HIST/#3608W), [3609](http://catalog.uconn.edu/HIST/#3609), [3610](http://catalog.uconn.edu/HIST/#3610), [3619](http://catalog.uconn.edu/HIST/#3619) ([AFRA 3619](http://catalog.uconn.edu/AFRA/#3619), [LLAS 3619](http://catalog.uconn.edu/LLAS/#3619)), [HIST 3620](http://catalog.uconn.edu/HIST/#3620) ([AFRA 3620](http://catalog.uconn.edu/AFRA/#3620)), [HIST 3621](http://catalog.uconn.edu/HIST/#3621), [3622](http://catalog.uconn.edu/HIST/#3622) ([AFRA 3622](http://catalog.uconn.edu/AFRA/#3622), [LLAS 3622](http://catalog.uconn.edu/LLAS/#3622), [WGSS 3622](http://catalog.uconn.edu/WGSS/#3622)), [3635](http://catalog.uconn.edu/HIST/#3635), [3640](http://catalog.uconn.edu/HIST/#3640), [3643](http://catalog.uconn.edu/HIST/#3643), HIST 3650, [HIST 3660W](http://catalog.uconn.edu/HIST/#3660W) ([LLAS 3660W](http://catalog.uconn.edu/LLAS/#3660W)), [HIST 3674](http://catalog.uconn.edu/HIST/#3674) ([LLAS 3220](http://catalog.uconn.edu/LLAS/#3220)), [3704](http://catalog.uconn.edu/HIST/#3704), [3705](http://catalog.uconn.edu/HIST/#3705), [3712](http://catalog.uconn.edu/HIST/#3712), [HIST 3752](http://catalog.uconn.edu/HIST/#3752), [HIST 3753](http://catalog.uconn.edu/HIST/#3753) ([AFRA 3753](http://catalog.uconn.edu/AFRA/#3753)), [3760](http://catalog.uconn.edu/HIST/#3760), [HIST 3808](http://catalog.uconn.edu/HIST/#3808) ([AASI 3808](http://catalog.uconn.edu/AASI/#3808)), [HIST 3809](http://catalog.uconn.edu/HIST/#3809) ([AASI 3809](http://catalog.uconn.edu/AASI/#3809)), HIST 3810, [HIST 3812](http://catalog.uconn.edu/AASI/#3812) ([AASI 3812](http://catalog.uconn.edu/AASI/#3812)), HIST 3820, [3822](http://catalog.uconn.edu/HIST/#3822), [3832](http://catalog.uconn.edu/HIST/#3832), HIST 3845, [3863](http://catalog.uconn.edu/HIST/#3863), [3875](http://catalog.uconn.edu/HIST/#3875) ([AASI 3875](http://catalog.uconn.edu/AASI/#3875), [LLAS 3875](http://catalog.uconn.edu/LLAS/#3875)).

# Justification

1. Reasons for changing the major: There currently are History courses that count toward the Major but which do not have an official group designation (A, B, C, D). For the benefit of our majors the change is to correct this error

2. Effects on students: They will receive full credit toward History Major requirements for successfully completing these courses.

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: 9/10/17

    Department Faculty:

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

Melina Pappademos, 860-486-3630, melina.pappademos@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.