

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Pam Bedore, Chair
October 17th, 2017

A. Announcements

B. New Proposals

2017-147	EEB 5050	Add Course (guest: Robert Bagchi)
2017-148	COMM 2110	Add Course (guest: Rory McGloin) (S)
2017-149	PNB 5105	Add Course (guest: Payam Andalib)
2017-150	PNB 5106	Add Course (guest: Payam Andalib)
2017-151	ARAB 2170	Add Course (guest: Nicola Carpentieri) (S)
2017-152	ARIS 2200	Add Course (guest: Nicola Carpentieri) (S)
2017-153	ARIS 3000	Add Course (guest: Nicola Carpentieri)
2017-154	ANTH 5707	Add Course (guest: Alexia Smith)
2017-155	Data Science	Add Individualized Major (guest: Monica van Beusekom)
2017-156	AASI/AMST 3201	Revise Course (G) (S)
2017-157	AMST/HIST 3502	Revise Course (G) (S)
2017-158	AFRA 5100	Add Course
2017-159	ALDS 5070	Add Course
2017-160	MARN/MAST 1001	Revise Course (G) (S)
2017-161	MARN 1002	Revise Course (G) (S)
2017-162	MARN 1004	Revise Course (G) (S)
2017-163	POLS 3606	Add Course
2017-164	POLS 3608	Add Course
2017-165	POLS 3610/W	Add Course (G) (S)
2017-166	SLHS 5401	Add Course
2017-167	ECON	Add BS Major

C. Catalog Change Proposal

For vote:

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

NEW PROPOSALS

2017-147 EEB 5050 Add Course (guest: Robert Bagchi)

Proposed Catalog Copy:

EEB 5050. Fundamentals of Ecological Modeling

Four credits. Two lectures and one 2-hour laboratory period. Prerequisites: STAT 1000Q, 1100Q, 3445, 5005, 5505, or equivalent with instructor consent.

Quantitative inference from ecological and environmental data. Choosing modeling methods based on knowledge of biological processes. Frequentist and Bayesian approaches; analysis of real and simulated data sets.

2017-148 COMM 2110 Add Course (guest: Rory McGloin) (S)

Proposed Catalog Copy:

COMM 2110. Presenting in the digital world

Three credits. Online.

Fundamentals of applying computer mediated communication skills, with emphasis on best practices for producing a range of effective digital presentations.

2017-149 PNB 5105 Add Course (guest: Payam Andalib)

Proposed Catalog Copy:

PNB 5105. Seminar in Intraoperative Neuromonitoring

Two credits. Instructor consent required.

Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); and diversity in the workplace.

2017-150 PNB 5106 Add Course (guest: Payam Andalib)

Proposed Catalog Copy:

PNB 5106. Advanced Modalities in Intraoperative Neuromonitoring

Four credits. Lecture/laboratory/online. Instructor consent required.

Comprehensive didactic and laboratory training on advanced neuromonitoring modalities (tests) such as Phase Reversal, Motor Mapping, D-Wave, Nerve Action Potential and H-Reflex.

2017-151 ARAB 2170 Add Course (guest: Nicola Carpentieri) (S)

Proposed Catalog Copy:

ARAB 2170. Levantine Arabic.

Three credits. Taught in Levantine Arabic and English. Prerequisite: One year of Arabic or Instructor's consent.

Effective communication in Levantine colloquial Arabic. Introduction to words, expressions and structures used frequently in everyday life.

2017-152 ARIS 2200 Add Course (guest: Nicola Carpentieri) (S)

Proposed Catalog Copy:

ARIS 2200. Arabic Cinema

Three Credits. Taught in English.

Arabic films from Morocco to the Levant. Explores issues such as identity, gender, war and displacement, the Islamic heritage, pluralism, decolonization, terrorism and the Arab-Israeli conflict.

2017-153 ARIS 3000 Add Course (guest: Nicola Carpentieri)

Proposed Catalog Copy:

ARIS 3000. Classical Arabic.

Three Credits. In English and Arabic. Prerequisites: Intermediate Arabic II or instructor's consent.

Thorough review of Arabic grammar through Qur'an and literary texts. Methodical practice in translation and composition leading to command of idioms and vocabulary.

2017-154 ANTH 5707 Add Course (guest: Alexia Smith)

Proposed Catalog Copy:

ANTH 5707 Quantitative Archaeobotany

Three credits. Instructor consent required.

Archaeological problem solving using archaeobotanical data; formation of archaeobotanical assemblages; generation, analysis, interpretation, and evaluation of archaeobotanical data; subsistence economies and plant domestication

2017-155 Data Science Add Individualized Major (guest: Monica van Beusekom)

Report Attached

2017-156 AASI/AMST 3201 Revise Course (G) (S)

Current Catalog Copy:

AASI 3201. Introduction to Asian American Studies

Three credits. Prerequisite: Open to juniors or higher.

A multidisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4.

Proposed Catalog Copy:

AASI / AMST 3201. Introduction to Asian American Studies

Three credits. Prerequisite: Open to juniors or higher.

A multidisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4.

2017-157 AMST/HIST 3502/W Revise Course (G) (S)

Current Catalog Copy:

HIST 3502. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

Three credits. The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

HIST 3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

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

Proposed Catalog Copy:

AMST/HIST 3502. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

Three credits. The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system.

AMST/HIST 3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

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

2017-158 AFRA 5100 Add Course

Proposed Catalog Copy:

AFRA 5100. Impacts of Race on Health Equity and Medical Research

Three credits. Open to graduate students including the Medical and Dental School with permission of the instructor(s).

Impact of racism in medicine, healthcare, and health outcomes in the United States. Sociological, psychological, historical, and medical perspectives on the multiple health risks affecting racialized, non-white populations as well as how these disparities should be addressed.

2017-159 ALDS 5070 Add Course

Proposed Catalog Copy:

ALDS 5070. Applied Cognitive Linguistics

Three credits. Open to LCL graduate students, others by permission.

An introduction to Cognitive Linguistics with emphasis on its application to the creativity of multimodal texts and the teaching and learning of a second language.

2017-160 MARN/MAST 1001 Revise Course (G) (S)

Current Catalog Copy:

MARN 1001. The Sea Around Us

Three credits.

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

Proposed Catalog Copy:

MARN/MAST 1001. The Sea Around Us

Three credits.

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

2017-161 MARN 1002 Revise Course (G) (S)

Current Catalog Copy:

MARN 1002. Introduction to Oceanography

Three credits. A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003.

Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.

Proposed Catalog Copy:

MARN 1002. Introduction to Oceanography

Three credits. A background in secondary school physics, chemistry or biology is recommended.

Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 may request that MARN 1002 be converted to a CA 3 laboratory course. Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.

2017-162 MARN 1004 Revise Course (G) (S)

Current Catalog Copy:

MARN 1004. Oceanography Laboratory First semester (Avery Point). Second semester (Storrs). One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003. Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical, and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.

Proposed Catalog Copy:

MARN 1004. Oceanography Laboratory
One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 may request MARN 1002 be converted from a CA3 Non-laboratory to a CA3 Laboratory course.
Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical, and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.

2017-163 POLS 3606 Add Course

Proposed Catalog Copy:

POLS 3606. Election Administration in the United States
Three credits. Prerequisites: POLS 1602. Recommended preparation: POLS1602 or AP course in American Politics
The impact of federalism and state and federal laws on the electoral participation of candidates, political parties, and voters; the impact of convenience-voting options and new technologies on voter turnout and voter errors; claims of voter suppression and voter fraud; and the prospects for electoral reform.

2017-164 POLS 3608 Add Course

Proposed Catalog Copy:

POLS 3608. The Art, Science, and Business of Political Campaigns

Three credits. Prerequisites: POLS 1602.

The impact of knowledge developed in fields ranging from political science, psychology, communication, statistics, computer science, marketing, and the fine arts on the conduct of modern political campaigns.

2017-165 POLS 3610/W Add Course (G) (S)

Proposed Catalog Copy:

POLS 3610. American Politics in the Movies

Three credits. Prerequisites: POLS 1602.

An exploration of how movies perpetuate certain myths and underscore some realities of American politics.

POLS 3610W. American Politics in the Movies

Three Credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.

2017-166 SLHS 5401 Add Course

Proposed Catalog Copy:

SLHS 5401. Research Methods in Audiology

Three credits. Open to AuD students, others with permission.

Vocabulary and foundational concepts for research; conceptual framework to design research, critically evaluate research, write research proposal, participate in peer review process, and complete IRB application.

2017-167 ECON Add BS Major

Proposed Catalog Copy:

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

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

quantitative skills. The B.S. is especially recommended for Honors students and students considering graduate school in economics or other quantitative areas.

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

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

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

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

- **Biology: BIOL 1107 and either BIOL 1108 or BIOL 1110.**
- **Chemistry: CHEM 1124Q, 1125Q, 1126Q; or CHEM 1127Q, 1128Q; or CHEM 1137Q, 1138Q; or CHEM 1147Q, 1148Q.**
- **Physics: PHYS 1201Q, 1202Q; or PHYS 1401Q, 1402Q; or PHYS 1501Q, 1502Q; or PHYS 1601Q, 1602Q.**

One of these course may be used to fulfill the CA3 (Lab) requirement of General Education. In addition, students must take one other CA3 course from a different subject area, but it need not be a lab course.

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

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

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

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

C. Catalog Change Proposal

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

ADDITIONAL MATERIALS:

2017-147 EEB 5050

Add Course (guest: Robert Bagchi)

COURSE ACTION REQUEST	
CAR ID	17-4283
Request Proposer	Tingley
Course Title	Fundamentals of Ecological Modeling
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Fundamentals of Ecological Modeling
Course Number	5050
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Morgan W Tingley
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	mwt13003
Initiator Email	morgan.tingley@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	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4

Instructional Pattern	Two 1hr15 lectures per week, and one 2hr lab per week
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COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	STAT 1000Q, 1100Q, 3445, 5005, or 5505, or equivalent with instructor consent.
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 with lab
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	EEB 5050. Fundamentals of Ecological Modeling Four credits. Two lectures and one 2-hour laboratory period. Prerequisites: STAT 1000Q, 1100Q, 3445, 5005, 5505, or equivalent with instructor consent. Quantitative inference from ecological and environmental data. Choosing modeling methods based on knowledge of biological processes. Frequentist and Bayesian approaches; analysis of real and simulated data sets.
Reason for the course action	Most science graduate programs in the U.S. offer courses in quantitative methods used in their discipline; currently, UConn does not offer such a course in ecology or environmental biology. This lack of a dedicated course has been highlighted by EEB graduate students as a particular shortcoming of our program, and this sentiment is shared by the EEB faculty. The concerns of our own graduate students reflect similar problems across the discipline. In a recent survey of early-career ecologists, Barraquand et al. (2014) suggested that courses dedicated to quantitative analysis of ecological problems be required to enhance the quantitative literacy of researchers in the discipline. This need for training in quantitative approaches within ecology has been deemed necessary to create graduates ready to face society's current environmental crises (Touchon and McCoy 2016). The majority of graduate students in EEB have completed multiple statistics course, including those at UConn. Applying those techniques to ecological questions and data sets requires an additional set of skills (Hobbs and Ogle 2011) that are not currently taught at UConn. References: Barraquand F, T.H.G Ezard P.S. Jørgensen, N. Zimmerman, S. Chamberlain, R. Salguero-Gómez, T.J. Curran, T. Poisot. 2014. Lack of quantitative training among early-career ecologists: a survey of the problem and potential solutions. PeerJ 2:e285 Hobbs, N. T. and K. Ogle(2011), Introducing data-model assimilation to students of ecology. Ecological Applications 21:1537-1545. Touchon, J.C. and M.W. McCoy. 2016. The mismatch between current statistical practice and doctoral training in ecology. Ecosphere 7:e01394.
Specify effect on other departments and overlap with existing courses	Although statistical topics are taught formally elsewhere on campus, the focus of this course on applying ecology-specific methods and models to real datasets has no overlap. We consulted with the department of Statistics. They suggested a change to the list of prerequisites, which we adopted. Because this course focuses on discipline-specific problems that are not currently taught elsewhere at UConn, there is no expected overlap in enrollment with other departments. To the contrary, we believe that this course will have a positive effect on other biology-related departments. This course will also encourage enrollment in courses taught in the Department of Statistics through its prerequisites. The course will accommodate up to 20 students, which leaves ample room for graduate students from other related fields, including Physiology & Neurobiology, Molecular and Cell Biology, and Natural Resources and the Environment (NRE) – none of which currently offer a graduate course of this type. This proposal has received enthusiastic support from other biology-related departments, particularly NRE. When offered as a "Special Topics" in 2016, the course was comprised of approximately 25% of students from other

	departments. By providing biology-centric quantitative training to graduate students, this course will better train and prepare PhD and MS students across biology disciplines for their theses, dissertations, and future careers.						
Please provide a brief description of course goals and learning objectives	The course will teach students how to apply analytical methodologies to address questions in ecology. The emphasis will be on interpretation of analytical results in a discipline-specific context, including analyses of growth, mortality and trait data. Students will be taught underlying theory, including multiple statistical perspectives (e.g., comparing frequentist and Bayesian approaches), and how these diverse approaches are used today in ecological and environmental science. Students will gain practical experience in analyzing both simulated and real-world data sets within their discipline.						
Describe course assessments	Problem Sets will be assigned weekly and will be due the following week. Midterm Exam will be in-class, written-only, closed-book. The Final Project is a semester-long project that gives an opportunity for students to apply the skills and techniques they've learned in class to real data in a way that hopefully is useful to them. The project will be presented in class at the end of the semester and turned in the format of a formal manuscript.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>EEB5050_syllabus.pdf</td> <td>EEB5050_syllabus.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	EEB5050_syllabus.pdf	EEB5050_syllabus.pdf	Syllabus
Attachment Link	File Name	File Type					
EEB5050_syllabus.pdf	EEB5050_syllabus.pdf	Syllabus					

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Morgan W Tingley	09/13/2017 - 10:51	Submit		Submitted 9/18
	Ecology and Evolutionary Biology	Eldridge S Adams	09/25/2017 - 17:28	Return		Mogan: please attach a modified syllabus updating the courses that count as prerequisites. Otherwise, we are ready to approve.
	Return	Morgan W Tingley	09/25/2017 - 22:09	Resubmit		pre-reqs updated
	Ecology and Evolutionary Biology	Eldridge S Adams	09/27/2017 - 14:51	Return		Please change the course number in the CAR form and the syllabus. Everything else is fine.
	Return	Morgan W Tingley	09/27/2017 - 15:53	Resubmit		Course number updated in CAR and syllabus.
	Ecology and Evolutionary Biology	Eldridge S Adams	09/27/2017 - 16:36	Approve	9/27/2017	Approved by the EEB C&C committee and the department.

EEB 5050: Fundamentals of Ecological Modeling

Summary

Quantitative inference from ecological and environmental data using common study designs within these disciplines. Presentation of typical data sets to address questions about individuals, populations, and species, with guidance on inferential strategies for experimental and phenomenological studies. The course will explore how understanding the biological processes that generate data can promote appropriate quantitative modeling. Both frequentist and Bayesian approaches will be introduced with a discussion of their relative merits. In labs, students will be exposed to both real and simulated data sets. Assessment will be based on problem sets, a midterm exam, and a semester-long research project on participants' own data culminating in a presentation and written report.

Prerequisite

A course in statistics covering at least linear regression. STAT 1000Q, 1100Q, 3445, 5005, 5505, or equivalent course elsewhere.

Class Meetings

Monday: 12:45 pm – 2:00 pm (lecture).

Wednesday: 12:45 pm – 2:00 pm (lecture), 2:15 - 4:15 pm (lab)

Location

Torrey Life Sciences 477 (computer lab)

Instructors

Morgan Tingley

email: morgan.tingley@uconn.edu

office: PharmBio 205D

Robi Bagchi

email: robert.bagchi@uconn.edu

office: PharmBio 205C

All office hours are by appointment. We are happy to chat outside of class!

Maximum Enrollment

20

Textbooks

Hobbs, N. T., and M. B. Hooten. 2015. *Bayesian Models: A Statistical Primer for Ecologists*. Princeton University Press. (*required*)

Bolker, B. M. 2008. *Ecological Models and Data in R*. Princeton University Press. (*optional*)
Crawley, M.J. 2012. *The R Book*. John Wiley & Sons. (*optional*)

Grading breakdown

Problem sets (12)	60%
Midterm exam	15%
Final project presentation	5%
Final project report	20%
	<hr/>
	100%

Grading notes

Problem Sets will be assigned weekly (on Wednesday) and will be due the following Tuesday, by 11:30 pm on HuskyCT. All problem sets must be turned in via HuskyCT, not emailed. Late problem sets will lose 25 points (out of 100) per 24-hours.

Midterm Exam will be in-class, written-only, closed-book. The focus will be on modeling and statistical fundamentals as applied to our field, typical of questions commonly asked within orals exams and thesis defenses.

The Final Project is an opportunity for you to apply the skills and techniques you've learned in this class to real data in a way that hopefully is useful to you. We hope that you will use your own data, or at least data that you can borrow from a PI or lab member. The project should ideally be both useful to you and a learning opportunity. Since ecological and environmental data are inherently tricky and often require specific types of analyses – topics we will be discussing throughout the semester – we encourage you each to discuss your final project ideas and data *early in the semester* so that we can best help you.

Schedule: Each week will involve two 1h15 lectures and a 2-hour lab session.

Week	Week of	Monday	Wednesday	Lab
1	15-Jan	-	Definitions and philosophies	Introduction to modeling software
2	22-Jan	Approaching ecological data 1	Approaching ecological data 2	Quantifying ecological processes
3	29-Jan	Basic ecological models	Fundamentals of inference	Interpreting ecological data
4	5-Feb	Simulating ecological processes	Types of ecological responses	Fitting models to abundance and survival data
5	12-Feb	Realistic ecological models 1	Realistic ecological models 2	Fitting realistic ecological models
6	19-Feb	Modeling abundance	Modeling survival	Modeling abundance and survival
7	26-Feb	Bayes for ecologists 1	Bayes for ecologists 2	Fitting models to abundance and survival data, again
8	5-Mar	<i>Midterm</i>	Priors in ecology	Sensitivity of models to priors
-	12-Mar	<i>Spring break</i>		
9	19-Mar	Dangers of pseudoreplication	Structure of ecological data 1	Handling structured ecological data
10	26-Mar	Structure of ecological data 2	Spatial and temporal modeling	Structured abundance and survival data
11	2-Apr	Pooling information across hypotheses	Comparing multiple hypotheses	Quantifying & dealing with spatial structure
12	9-Apr	Bayesian model selection	Hierarchical Bayesian models in ecology	AIC model ranking & inference
13	16-Apr	Observer bias & error	Multiple sampling methods	Comparing modeling methodologies
14	23-Apr	Frontiers: emerging ecological models	Final project presentations	Final project presentations continued

COURSE ACTION REQUEST	
CAR ID	17-4701
Request Proposer	McGloin
Course Title	Presenting in the digital world
CAR Status	In Progress
Workflow History	Start > Communication > 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	COMM
School / College	College of Liberal Arts and Sciences
Department	Communication
Course Title	Presenting in the digital world
Course Number	2110
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Rory P McGloin
Initiator Department	Communication
Initiator NetId	rpm06001
Initiator Email	rory.mcglain@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	Summer 1
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	18
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Summer session 1. Five weeks- one module per week.

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	COMM 1000
Corequisites	none
Recommended Preparation	COMM 2100
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?	Yes
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	COMM 2110. Presenting in the digital world. Online. Fundamentals of applying computer mediated communication skills, with emphasis on best practices for producing a range of effective digital presentations.
Reason for the course action	There is a growing demand for skills that allow individuals to plan, design, and produce effective and engaging digital presentations. The course will fill a gap in both the department and college's curriculum, as it will allow students to learn the theory and best practices surrounding the digital technology being used to communicate vital information as well as facilitating a wide range of interactions and events. The course is being developed under the guidance of the UConn eCampus team, which will ensure its quality and effectiveness in delivering its primary learning objectives.
Specify effect on other departments and overlap with existing courses	It is likely this is a course that will be in high-demand amongst a wide range of students at UConn. The course is developed from a Communication perspective on effective (digital) message formation and production, utilizing a range of contemporary computer mediated communication theories to guide the instruction of best practices. Thus there is no overlap with any existing courses.
Please provide a brief description of course goals and learning objectives	Course Description Effective presentation skills have long been a skill in high-demand amongst employers. However, many of today's presentations and communication events are now taking place through computer mediated channels. The purpose of this course is to provide students with a set of fundamental skills for delivering effective digital presentations. The course will cover the basic foundations of CMC theory to provide students an applied understanding of how to delivery effective presentations. Students will learn how to analyze audiences and select the best channel for each type of message. The course will provide students with foundations of best practices for delivering different types of online and/or digital presentations with a focus on skills that can be applied in a variety of communication contexts. Upon completion of this course, students will become more competent in their ability to evaluate digital messages – and more confident in their ability to present via computer mediated channels. Course Objectives Upon successful completion of this course students should be able to: 1. Identify and classify the unique technological affordances associated with computer mediated communication (CMC) channels. 2. Select & utilize appropriate CMC channels based on specific criteria, including: presentation setting, audience, and message content/purpose. 3. Create a well-organized digital presentation outline. 4. Compose an engaging self-video presentation. 4. Plan and produce an effective video tutorial 5. Utilize best practices while conducting video based interviews. 6. Evaluate the effectiveness of a digital presentation.
Describe course assessments	The course will provide students with weekly modules that cover the fundamentals of digital presentation with an emphasis on best practices and tips for producing a variety of effective digital presentations. The primary means of assessing student learning will be carried out through the assessment of their four computer mediated communication presentation assignments. In an effort to prepare students for these primary summative assignments, each module will provide a formative assignment to help students prepare for the large summative assignment. The formative assignments will include assessments such as preparing detailed outlines of their presentations. In addition to this, at the end of each weekly module there will be a formative based LMS hosted multiple choice quiz to help students review the key best practices that should be implemented in their digital presentations. All of the assignments will be collected through the course LMS, and ideally with the help of eCampus, I would like to take advantage of a few pieces of built-in software such as Kaltura. Finally, in an effort to promote reflective learning, the course will also feature reflection and evaluation assessments that captures the student's ability to successfully review a digital presentation (self and other).

	These assessments seeks to determine how well students can assess and provide feedback on digital presentations as a means of helping them apply the best practices we are teaching in the course.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	COMM 2110 Syllabus-10-9-17 McGloin as uploaded to CAR.pdf	COMM 2110 Syllabus-10-9-17 McGloin as uploaded to CAR.pdf	Syllabus

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Rory P McGloin	10/10/2017 - 16:53	Submit		Course is being developed with the guidance and assistance of UConn eCampus.
	Communication	Stephen C Stifano	10/11/2017 - 16:07	Approve	October 11, 2017	Passed through COMM faculty and approved for submission to CLAS C&C 10/11/17.



COMM 2110
Presenting in the Digital World
Department of Communication

Syllabus

Course and Instructor Information

Course Title: Presenting in the Digital World

Credits: 3

Format: Online

Prerequisites: COMM 1000

Professor: Rory McGloin, PhD

Email: Rory.mcgloin@uconn.edu

Office Hours/Availability: Via email or by Skype appointment (Skype user name = rory.mcgloin1). Please allow up to 48 hours for an email response. Email sent to the above email address is the preferred method of contact. Skype appointments should be made no less than 48 hours in advance.

Course Description

Effective presentation skills have long been a skill in high-demand amongst employers. However, many of today's presentations and communication events are now taking place through computer mediated channels. The purpose of this course is to provide students with a set of fundamental skills for delivering effective digital presentations. The course will cover the basic foundations of CMC theory to provide students an applied understanding of how to delivery effective presentations. Students will learn how to analyze audiences and select the best channel for each type of message. The course will provide students with foundations of best practices for delivering different types of online and/or digital presentations with a focus on skills that can be applied in a variety of communication contexts. Upon completion of this course, students will become more competent in their ability to evaluate digital messages – and more confident in their ability to present via computer mediated channels.

Course Objectives

Upon successful completion of this course students should be able to:

1. Identify and classify the unique technological affordances associated with computer mediated communication (CMC) channels.
2. Select & utilize appropriate CMC channels based on specific criteria, including: presentation setting, audience, and message content/purpose.
3. Create a well-organized digital presentation outline.
4. Compose an engaging self-video presentation.
4. Plan and produce an effective video tutorial
5. Utilize best practices while conducting video based interviews.
6. Evaluate the effectiveness of a digital presentation.

Course Materials

Required materials should be obtained before the first day of class.

- Access to a personal computing device capable of recording audio-visual content.
- Access to high speed internet that will provide secure and consistent upload speeds for assignments to be submitted.
- Access to a YouTube account (which can be obtained or accessed through a Google account, such as Gmail).
- Access to HuskyCT to retrieve course readings and materials. *Note: All course readings and media will be made available through HuskyCT.*

Course Outline

Module 1: “Cue it up”! *Leaning* into the *rich* world of CMC communication: Examining the fundamental

affordances of computer mediated communication and their role in digital presentations.

Module 2: “Take it from the top!”: Digital presentation basics and best practices.

Module 3: “You talkin’ to me?” Asking the right questions, making the right choice: Analyzing the landscape of today’s communication technology.

Module 4: “Show me the money”: Using “show and tell” methods to efficiently inform and persuade via video.

Module 5: “Hi, it’s nice to (*virtually?*) meet you!": Honing your computer mediated interviewing skills.

Course Assignments and Grading

Summary of Course Grading:

Course Components	Points
Quizzes	4 @ 25 points each = 100 points total
Assignment 1	10 points
Assignment 2	20 points
Assignment 3	30 points
Assignment 4	40 points
Assignment 5	50 points
Contribution to discussion board (participation and feedback)	5 X 10 points a week = 50 points total
Total course points:	300

Graded Quizzes

Graded quizzes will consist of multiple choice and true and false questions. Modules 1-4 each contain a quiz worth 25 points. Students are given 60 minutes to complete each quiz. Quizzes will open at the beginning of each new module (Monday at 9 a.m.) and will close at the end of the week when the module is complete (Sunday at 9 p.m.). You must complete the quiz within this time frame. Given that quizzes are open for an entire week, no make-ups or extensions will be provided on course quizzes.

Assignments 1-5

Each module has a specific assignment associated with it. Assignment details, due dates, and scoring rubrics will be released via HuskyCT at the beginning of each new module. Assignments should be submitted on-time to avoid point deductions.

Discussion Board Participation

In an effort to create a community atmosphere for the online course, each module will have its own unique discussion board prompt in which students will be required to participate in. Each prompt will be distributed at the beginning of the module and students will be expected to participate in the discussion board throughout the duration of the module itself. Given that modules will be open for 1-week and each discussion board prompt is specific to the given module, no discussion board make-ups or alternatives will be allowed. Discussion board participation will be evaluated based on quality of content, writing, and contribution to the overall course mission. *Note: Any student who does not contribute to the discussion board in an appropriate manner may be subject to having their final course grade reduced.*

Course Grading Scale:

Course Points Total	Letter Grade	GPA
300 - 277	A	4.0

276 - 269	A-	3.7
268 - 260	B+	3.3
259 - 247	B	3.0
246 - 240	B-	2.7
239 - 231	C+	2.3
230 - 219	C	2.0
218 - 210	C-	1.7
209 - 201	D+	1.3
200 - 189	D	1.0
188 - 180	D-	0.7
179 or less	F	0.0

Course Policies

Email Correspondence:

You must **include your course number** in all emails. In addition, all student emails should come from their @uconn.edu address. Student emails that are sent from third-party email addresses such as @gmail, @yahoo, etc. are not verified by the university and will not be responded to.

Due Dates and Late Policy

All course due dates are identified in the course schedule provide on the first day of class. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submittal times accordingly. *In the event that the instructor needs to change dates as the semester progresses, all updates and changes will be communicated via the HuskyCT announcement tool.*

If an assignment is turned in with 48 hours of the deadline it will receive half-credit of the graded value. Any assignment turned in after 48 hours of a deadline will not be graded and will receive a 0. This late policy does not apply to module quizzes or discussion board participation. There are no exceptions to this policy, unless a student has made arrangements with the Office of Student Services & Advocacy AND has contacted the professor before the assignment was due.

In case of emergency, please email the instructor immediately and make an effort to handle all situations in a proactive manner.

Feedback and Grades

I will make every effort to provide feedback and grades within 5 days of the assignment due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

If you would like to gather further feedback on your assignment please submit your questions via email. Please include the following in your email:

1. Provide a demonstration that you have considered the feedback you received and why you have received it

2. Include only specific questions related to specific pieces of feedback provided.
3. Provide some explanation regarding the process that led to the development of your materials and/or your assignment. It is important that I have a clear understanding of how you attempted to complete the assignment and the thought process

Religious Holidays:

The following is the university's official policy for missing work due to religious holidays: "Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work."

In a student feels that a religious holiday is going to cause a conflict with their ability to complete course work on-time they should bring this to the instructor's attention at the beginning of the semester to identify an alternative course of action.

Copyright Policies:

Intentionally redistributing any material from our course for individual use is a violation of U.S. copyright laws. Any student who violates U.S. copyright laws will be held accountable.

All course lecture videos, notes, and assignment documents are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection.

Students may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

Students with Disabilities

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

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

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 amorous 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 amorous relationships, and such behavior

will be met with appropriate disciplinary action, up to and including dismissal from the university. Additionally, to protect the campus community, all non-confidential university employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. 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.

More information is available at equity.uconn.edu and titleix.uconn.edu.

Psychological Stress

If you are suffering from anxiety, depression, thinking about hurting yourself or others, or if you are thinking about committing suicide, please talk with a counselor or adviser who can help you. You are not alone and you can get help. If you feel that you are in crisis right now, please call the following number on campus: Counseling and Mental Health Services: 860-486-4705. Please see this link for more details: <http://counseling.uconn.edu/immediate-help/>

A personal note to all students:

If you are having any issues or concerns about the course, your performance, or your ability to perform effectively, please let your professor or discussion instructor know as soon as any concerns arise. Please be proactive.

Student Responsibilities and Resources

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

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

Software Requirements

The technical requirements for this course include:

1. HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
2. [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))

3. Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
4. Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

Minimum Technical Skills

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

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

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

Help

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

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

Evaluation of the Course

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

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

Course Module Week by Week Overview

Week 1

Course Orientation

WATCH

- Course Orientation Video Presentation

READ

- Course Syllabus
- Instructor's information
- Computer settings
- Course's organization and tools
- Academic policies
- How to utilize video presentations and weekly readings
- Weekly quizzes; policies and tips
- Discussion Board guidelines
- How to submit digital assignments (i.e. uploading Quicktime videos to YouTube and sharing link)

COMPLETE

- Course Orientation Quiz (ungraded) – This quiz must be passed prior to beginning Module 1.
- Discussion Board 1
 - Students will provide a summary of their short-term personal and professional goals. A set of questions will prompt the responses which will focus around their goals and aspirations over the next 12-36 months. For example: a particular skill they are hoping to develop or a career field they are pursuing, and how digital presentation skills will be utilized in each of these future situations.

Week 1

Module 1: “Cue it up”! *Leaning* into the rich world of CMC communication: Examining the fundamental affordances of computer mediated communication and their role in digital presentations.

WATCH

- Module 1 Video Presentation

COMPLETE

- Quiz 1 (Graded)
- Assignment 1: Preparing for action!
 - Complete preparation documents for assignments 2-5.

Week 2

Module 2: “Take it from the top!”: Digital presentation basics and best practices.

WATCH

- Module 2 Video Presentation

COMPLETE

- Quiz 2 (Graded)
- Assignment 2: “Nice to meet you (virtually)!” A digital introduction.
 - Students will produce a single shot video introduction with emphasis on effective delivery skills, as well as, the use of production best practices, including: sound, lighting, video quality, and environmental control.
 - Students will upload and then submit YouTube links as a means of submission.
- Discussion Board 2
 - Peer feedback on assignment 2.
 - Students will be assigned a set of their classmates introductory videos to watch and provide feedback to their peers.

Week 3

Module 3: “You talkin’ to me?” Asking the right questions, making the right choice: Analyzing the landscape of today’s communication technology.

WATCH

- Module 3 Video Presentation

COMPLETE

- Quiz 3
- Assignment 3: Mock Job Interview
 - Students will conduct a peer to peer exercise where they interview each other for a realistic job position they might apply for within the next 12-24 months.
 - Students will be paired together for the assignment.
 - Each student will conduct a short 5-7 minutes interview with their peer. One partner will begin first and when that interview is completed, the second one will start. Students may choose to take a break between the first and second interview to prepare.
 - Students will be responsible for coordinating with their partner to set-up the time and date of the interview
 - Students will be responsible for screen recording their own interview, the one in which they are being interviewed. This recording should be uploaded to YouTube and the link will be shared as part of the assignment requirements.
 - The students will share their prospective job with each other at the beginning of the week and then have time to put a list of questions together for the “job candidate”.
 - The job description should be clear and concise (no more than two pages). The description should be supplemented with other materials that might help the interviewee prepared questions.
 - The interviewee is expected to do some basic research on the company and job, in an effort to prepare appropriate questions for the interview.
- Discussion Board 3
 - Students will reflect upon their interview and post to the discussion board regarding their evaluation of their performance. A set of prompts and questions will be provided to help facilitate discussion.
 - Interviewers/interviewees will then comment on their partner’s post in response to their thoughts in an effort to provide feedback on the experience as well as offer some further feedback and evaluation on their partner’s performance.

Module 4: “Show me the money”: Using “show and tell” methods to efficiently inform and persuade via video.

WATCH

- Module 4 Video Presentation
 - This video will be done in the style of a screen capture video tutorial and showcase a variety of tips and best practices.

COMPLETE

- Quiz 4
- Assignment 4: “Capture It”! Video Tutorial Assignment
 - This digital presentation will utilize a screen capture/record function and students will produce a video tutorial on a specific topic- (think informative and/or persuasive speaking).
 - Students may opt to create a PowerPoint using multimedia and then present information on some specific topic/message. The presentation will feature the use of a voice over technique, along with the on-screen multimedia.
 - For example, a presentation could demonstrate how to use a piece of software or provide information on a particular subject; using on-screen movements and selections to demonstrate some action, skill, process, etc.
- Discussion Board 4
 - Identify examples of a video tutorial on YouTube.
 - Select a video on a topic you believe your classmates would find interesting or informative (audience analysis).
 - Share the link with classmates via discussion board and rationale for why you believe your classmates would find the video interesting or informative.
 - Include clear rationale based on your audience analysis.

Module 5: “Hi, it’s nice to (*virtually?*) meet you!: Honing your computer mediated interviewing skills.

WATCH

- Module 5 Video Presentation

COMPLETE

- Assignment 5: Interviewing through the digital lens.
 - Students will identify a highly credible person or figure of regard in an area of their interest.
 - Using skype or another video based interview software, students will conduct and screen record an interview with this individual.
 - Students will coordinate the time and setting of the interview.
 - Students will prepare a set of interview questions in advance of the interview as well as employ pre-interview techniques covered during the video presentation.
 - Students will share their interview with their classmates as well as a self-written evaluation of the interview (see below, discussion board 5).
- Discussion Board 5
 - Provide a written self-analysis of their assignment 5 interview.
 - Students will evaluate both their own and their interviewees’ use of delivery best practices.
 - Discussion will evaluate the quality of the dialogic interaction, (e.g. levels of dynamism, clarity of responses, naturalness of exchanges).

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 10/10/2017
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Fall of 2018 or Spring of 2019

[Final Catalog Listing](#)

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

5105. Seminar in Intraoperative Neuromonitoring

2 credits. Instructor consent required.

Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); and diversity in the workplace.

[Items Included in Catalog Listing](#)

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): PNB 5105
3. Course Title: **Seminar in Intraoperative Neuromonitoring**
4. [Number of Credits](#): 2
5. [Course Description](#) (second paragraph of catalog entry):

Presentations of clinical and nonclinical subjects affecting the intraoperative neuromonitoring clinician's daily job. Topics include the sterile field; infection control; needle, electrical, radiation and fire safety; patient privacy laws (HIPAA); and diversity in the workplace.

6. [Course Type](#), if appropriate:
Lecture

Optional Items

7. Prerequisite: None
8. [Recommended Preparation](#), if applicable: N/A
9. [Consent of Instructor](#), if applicable: yes
10. [Exclusions](#): None
11. [Repetition for credit](#), if applicable: N/A
12. [S/U grading](#): N/A

Justification

1. [Reasons for adding this course](#): As part of efforts to transition the graduate certificate in Intraoperative Neuromonitoring (IONM) to a professional Master's program, the students need to review a variety of topics related to IONM. This seminar series allows presentation of many relevant clinical and non-clinical subjects that have profound impact on the job performance of a clinician new to this field. The seminar format provides a perfect opportunity to bring together a variety of experts on different subject matters for a comprehensive course enriched with necessary information for a clinician new to the field of IONM.
2. [Academic merit](#): This course will provide students an opportunity to learn about many important topics that directly or in-directly impact the IONM profession. The academic environment will enable students to interact with many experts from the healthcare industry in the classroom, and learn firsthand about all the intricate aspects of their future career in the IONM field.
3. [Overlapping courses](#): None
4. Number of students expected: 10-15
5. Number and size of sections: 1
6. [Effects on other departments](#): There are no similar courses that exist in other departments
7. [Staffing](#): Dr. Payam Andalib and experts from the IONM and medical field
8. [Dates approved](#):
Department Curriculum Committee: 10/6/17
Department Faculty: 10/6/17
9. Name, Phone Number, and e-mail address of principal contact person:

Dr. Radmila Filipovic

Assistant Professor in Residence; Academic Program Director of
Graduate Certificate Program in Intraoperative Neuromonitoring
e-mail: radmila.filipovic@uconn.edu
phone: 1-860-486-5976

Dr. Payam Andalib
Adjunct Professor
Clinical Program Director of Graduate Certificate Program in
Intraoperative Neuromonitoring
e-mail: payam.andalib@uconn.edu
Phone: 1-860-933-4011

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

Seminar Topics will be as follow:

Lecture 1 - Sterile Field and Hand Hygiene

- Discussion of the principles of aseptic technique as applicable to the IONM field.
- Identifying the sterile field and sterile areas of the gown and glove.
- Describing the importance of hand hygiene and proper ways to achieve it.

Lecture 2 - Infection Control in IONM

- Overview of the infectious agents that pose a threat to the IONM clinician.
- Discussion of proper use of personal protective equipment in the OR environment.
- Recommendations on best practices in IONM to reduce the spread of infection.

Lecture 3 - Practical Guidelines to Reduce Needle Related Incidents in IONM

- Describing different types of needle related incidents in the IONM setting.
- Overview of the facts regarding needle related incidents.

- Discussion of the needle safety practices in IONM.

Lecture 4 - Patient Information Management and HIPAA

- Providing information regarding HIPAA (Health Insurance Portability and Accountability Act of 1996) and its importance.
- Discussion of safeguarding patient information in IONM.
- Overview of patient information compromise and its ramification accompanied by actual and hypothetical examples.

Lecture 5 - Radiation, Chemical, Electrical, Fire and Smoke Safety in the Hospital Setting

- Identifying the many safety risks in IONM.
- Recommendations on how to safeguard when exposed to any of these risks in the hospital environment.

Lecture 6 - Safe Environment of Care

- Overview the necessary steps for supporting safe patient care, workplace safety, and security.
- Discussion of proper behavior in the healthcare setting when encountered adversities.

Lecture 7 - Diversity at Workplace

- Identifying the benefits of diversity in the healthcare industry.
- Discussion of challenges faced due to diversity.
- Recommendations for building a successful career working with a diverse group of colleagues.

Lecture 8 - Professional Communication and Documentation in IONM

- Identifying characteristics of a professional.
- Discussion of different aspects of professionalism in IONM.
- Overview of proper communication in IONM.

Lecture 9 - A Supervising Neurologist Take on IONM

- Describing the role of a supervising neurologist in the IONM field.
- Overview of expectation of a supervising neurologist from an IONM clinician.

Lecture 10 - Orthopedic Surgeries and IONM Importance

- Overview of the most prevalent orthopedic surgeries that utilize IONM.
- Describing the role of IONM in assisting the surgical team.

Lecture 11 - Neurosurgical Surgeries and IONM Critical Role

- Overview of the most prevalent neurosurgeries that utilize IONM.
- Describing the role of IONM in assisting the surgical team.

Lecture 12 - Vascular Surgeries and the Need for IONM

- Overview of the most prevalent vascular surgeries that utilize IONM.
- Describing the role of IONM in assisting the surgical team.

***New Topics will be offered when the seminar series is repeated.**

Evaluation:

- In-class quizzes. At the end of each lecture, there will be a quiz (each is 7.5% of the final grade). Scores from in class quizzes will be cumulative. (90% of the final grade)
- Participation in the lectures. (10% of the final grade)

Grading:

A+	97-100%	C+	76-78%	F	0-58%
A	93-96%	C	73-75%		
A-	89-92%	C-	69-72%		
B+	86-88%	D+	66-68%		
B	83-85%	D	63-65%		
B-	79-82%	D-	59-62%		

Recommended reading:

Textbooks:

2017 Guidelines for Perioperative Practice, Author: AORN, 2017 by AORN, Inc.

Principles of Neurophysiological Assessment, Mapping, and Monitoring;
Authors: Alan David Kaye & Scott Francis Davis 2014 by Springer.

Additional Approval

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

2017-150 PNB 5106

Add Course (guest: Payam Andalib)

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COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 10/5/2017
2. Department requesting this course: Physiology and Neurobiology
3. Semester and year in which course will be first offered: Spring of 2019

[Final Catalog Listing](#)

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

5106. Advanced Modalities in Intraoperative Neuromonitoring

4 credits. Lecture/laboratory/online. Instructor consent required.

Comprehensive didactic and laboratory training on advanced neuromonitoring modalities (tests) such as Phase Reversal, Motor Mapping, D-Wave, Nerve Action Potential and H-Reflex.

[Items Included in Catalog Listing](#)

Obligatory Items

1. Standard [abbreviation](#) for Department, Program or [Subject Area](#): PNB
2. [Course Number](#): PNB 5106
3. Course Title: **Advanced Modalities in Intraoperative Neuromonitoring**
4. [Number of Credits](#): 4
5. [Course Description](#) (second paragraph of catalog entry):

Comprehensive didactic and laboratory training on advanced

neuromonitoring modalities (tests) such as Phase Reversal, Motor Mapping, D-Wave, Nerve Action Potential and H-Reflex.

6. [Course Type](#), if appropriate:
Lecture, Laboratory and On-line

Optional Items

7. Prerequisite: None
8. [Recommended Preparation](#), if applicable: N/A
9. [Consent of Instructor](#), if applicable: yes
10. [Exclusions](#): None
11. [Repetition for credit](#), if applicable: N/A
12. [S/U grading](#): N/A

Justification

1. [Reasons for adding this course](#): The students learn about the more prevalent and less complicated Intraoperative Neuromonitoring (IONM) modalities (tests) in the PNB5102 and PNB5103 courses at the start of their professional Master's in IONM program. Addition of this course will allow the students to gain familiarity with more complex IONM tests, and identify the basics underlying obtaining signals in these tests. Moreover, during the laboratory portion of this course, the students will be able to practice writing protocols for these tests with the IONM machines and place electrodes on the mannequins.
2. [Academic merit](#): This course will provide students an in-depth look at complex IONM tests, and provides them an opportunity to practice employing these tests in the laboratory setting. The students who successfully complete this course will be ready to enter the field of IONM with appropriate knowledge to not only perform the duties expected of an average clinician, but also to excel in their careers as they are able to monitor more complex spinal- and neurosurgeries. Clinicians that are able to monitor complex surgical procedures are highly sought after in the field of IONM.
3. [Overlapping courses](#): None
4. Number of students expected: 10-15
5. Number and size of sections: 1
6. [Effects on other departments](#): There are no similar courses that exist in other departments
7. [Staffing](#): Dr. Payam Andalib and experts from the IONM field
8. [Dates approved](#):

Department Curriculum Committee: 10/6/17

Department Faculty: 10/6/17

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

Dr. Radmila Filipovic

Assistant Professor in Residence; Academic Program Director of
Graduate Certificate Program in Intraoperative Neuromonitoring

e-mail: radmila.filipovic@uconn.edu

phone: 1-860-486-5976

Dr. Payam Andalib

Adjunct Professor

Clinical Program Director of Graduate Certificate Program in
Intraoperative Neuromonitoring

e-mail: payam.andalib@uconn.edu

Phone: 1-860-933-4011

Syllabus

A [syllabus](#) for the new course must be attached to your submission email.

This course will include 14 2-hour lectures, 14 2-hour laboratory sessions and 1.5 hours of on-line assignments per week. During the laboratory sessions, the students will have hands-on experience in writing neuromonitoring protocols for complex IONM modalities (tests) and will be able to practice placing electrodes on mannequins and using simulation programs to mimic signals comparable to those obtained in the operating room setting. On-line component will include reading assignments and watching video clips of topics related to the lectures, accompanied by on-line quizzes.

Class 1 - The H-Reflex: Methodologic Considerations and Applications

In-class:

- Description of the pathways involved in evoking the Hoffmann reflex (H-reflex).
- Discussion of the proper methods used to elicit the H-reflex.
- Interpretation and reporting of the obtained responses.

On-line:

- Reading assignments and review of in-class material.

- Preview of next day class including video clips of related topics.
- Quiz 1

Laboratory:

- Practice with writing protocols for H-reflex and use of simulation programs.
- Practice proper electrode placement on the mannequin for obtaining H-reflex.

Class 2 - Electrophysiology of Brachial and Lumbosacral Plexopathies and Basics of Peripheral Nerve Monitoring

In-class:

- Overview of the anatomy of the brachial and lumbosacral plexuses.
- Discussion of pathologic conditions involving brachial and lumbosacral plexuses.
- Basics Underlying Nerve Action Potentials (NAP) and other electrophysiological tests for assessing peripheral nerve integrity.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 2

Laboratory:

- Practice with writing protocols for NAP and other peripheral nerve electrophysiological tests and use of simulation programs.
- Practice proper electrode placement on the mannequin for different peripheral nerve electrophysiological tests.

Class 3 - Spinal Cord and Nerve Root Pathologies: Neurological Assessment and Correlation and Monitoring Considerations

In-class:

- Overview of pathologic conditions of the spinal cord and sensory and motor nerve roots and their clinical presentations.
- Special considerations and concerns when monitoring patients with these underlying pathologies.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 3

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 4 - Monitoring of complex Surgeries of the Spinal Cord and Cauda Equina

In-class:

- Discussion of challenges of monitoring of complex spinal surgeries.
- Overview of spinal cord advanced monitoring and mapping techniques including D-wave, Dorsal Column Mapping and Intramedullary Motor Mapping

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 4

Laboratory:

- Practice with writing protocols for complex spinal surgeries including proper protocol for obtaining D-Wave and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 5 – IONM in Traumatic Spine Injuries: Expectations and Challenges

In-class:

- Overview of different traumatic spine injuries and potential neurovascular compromise following them.
- Special consideration during monitoring of surgical procedures of traumatic spine incidents.

On-line:

- Reading assignments and review of in-class material.

- Preview of next day class including video clips of related topics.
- Quiz 5

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Utilization of mannequin to mimic challenges faced while monitoring patients with traumatic spine injuries.

Class 6 – Principles and Applications of Spinal Cord Stimulation

In-class:

- Indications for utilization of the Spinal Cord Stimulator.
- Discussion of IONM role during placement of the Spinal Cord Stimulator.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 6

Laboratory:

- Practice with writing appropriate protocols for spinal cord stimulator placement surgeries and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 7 - Evaluation of the Cranial Nerves Function in IONM

In-class:

- Overview of anatomy and functionality of cranial nerves.
- Discussion of appropriate monitoring techniques for surgeries that pose a potential risk to the cranial nerves.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 7

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 8 - Monitoring of Infratentorial Neurosurgeries: Basic Concepts, Indications, and Anesthesia Considerations

In-class:

- Overview of more prevalent pathologies in the infratentorial region of the brain that require surgery.
- Discussion of appropriate monitoring plans suitable for the type of neurosurgical procedure performed.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 8

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 9 – Monitoring of Supratentorial Neurosurgeries: Basic Concepts, Indications, and Anesthesia Considerations

In-class:

- Overview of more prevalent pathologies in the supratentorial region of the brain that require surgery.
- Discussion of appropriate monitoring plans suitable for the type of neurosurgical procedure performed.
- Advanced monitoring and mapping techniques including Phase Reversal, Motor Mapping and Direct Cortical Stimulation (DCS).

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 9

Laboratory:

- Practice with writing protocols for advanced monitoring and mapping techniques including proper protocol for Phase Reversal, Motor Mapping and Direct Cortical Stimulation (DCS) and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 10 - Microelectrode Recordings (MERs) in Deep Brain Stimulation (DBS)

In-class:

- Overview of Deep Brain Stimulation (DBS) and its indications.
- Discussion of Microelectrode Recordings (MERs) and interpretation of various firing patterns observed in discrete region of the brain for guiding the placement of electrodes for DBS.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 10

Laboratory:

- Observation the examples of MERs in the lab setting and discussion of appropriate monitoring protocol writings for them.

Class 11 - Interventional Neuroradiology (INR) and IONM Role

In-class:

- Discussion of Interventional Neuroradiology (INR) indications and its benefits.
- Discussion of Monitoring considerations for INR procedures.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 11

Laboratory:

- Practice with writing protocols and use of simulation programs.

- Practice proper electrode placement on the mannequin.

Class 12 – Monitoring of Carotid Endarterectomy and Other Vascular Surgeries

In-class:

- Overview of vascular surgeries that utilize IONM.
- Discussion of how monitoring findings can change the course of a vascular surgery.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 12

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 13 – Considerations and Appropriate Plan of Monitoring for ENT Surgeries

In-class:

- Overview of ENT surgeries that utilize IONM.
- Discussion of how monitoring findings can change the course of an ENT surgery.

On-line:

- Reading assignments and review of in-class material.
- Preview of next day class including video clips of related topics.
- Quiz 13

Laboratory:

- Practice with writing protocols and use of simulation programs.
- Practice proper electrode placement on the mannequin.

Class 14 - Future of Monitoring of the Nervous System

In-class:

- Overview of the new frontiers in IONM.
- Future of IONM as a profession.
- **Final Didactic Exam**

Laboratory:

- **Final Practical Exam**

Evaluation:

- Daily Quizzes. (52% of the final grade)
- Final Didactic Exam. (30% of the final grade)
- Final Practical Exam. (18% of the final grade)

Grading:

A+	97-100%	C+	76-78%	F	0-58%
A	93-96%	C	73-75%		
A-	89-92%	C-	69-72%		
B+	86-88%	D+	66-68%		
B	83-85%	D	63-65%		
B-	79-82%	D-	59-62%		

Recommended reading:

Textbooks:

Principles of Neurophysiological Assessment, Mapping, and Monitoring;

Authors: Alan David Kaye & Scott Francis Davis 2014 by Springer.

Monitoring the Nervous System for Anesthesiologists and Other Health Care Professionals, Authors: Antoun Koht, Tod B. Sloan and Richard J. Toleikis, 2017 by Springer.

The Clinical Neurophysiology Primer, Authors: Andrew S. Blum and Seward B. Rutkove, 2007 by Springer.

Additional Approval

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

COURSE ACTION REQUEST	
CAR ID	17-4225
Request Proposer	Darawsha
Course Title	Levantine Arabic
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	ARAB
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Levantine Arabic
Course Number	2170
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Nicola Carpentieri
Initiator Department	Lit, Cultures and Languages
Initiator NetId	nic17011
Initiator Email	nicola.carpentieri@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Darawsha
Proposer First Name	Maha
Select a Person	mad02005
Proposer NetId	mad02005
Proposer Phone	+1 860 486 3314
Proposer Email	maha.darawsha@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?	Yes
Specify Language	Levantine Arabic
Is this a General Education Course?	No
Number of Sections	1

Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture/Discussion

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Elementary Arabic or Instructor Consent
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	Arabic is only offered at Storrs
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	ARAB 2170. Levantine Arabic. Spring 2018. Three credits. Lecture/Discussion. Taught in Levantine Arabic and English. Prerequisite: One year of Arabic or Instructor's consent. Not repeatable for credit. Effective communication in Levantine colloquial Arabic. Introduction to words, expressions and structures used frequently in everyday life.	
Reason for the course action	We are preparing a Minor and Major in Arabic and this course will count towards both.	
Specify effect on other departments and overlap with existing courses	none.	
Please provide a brief description of course goals and learning objectives	By the end of this session, students should be able to: Use simple Arabic words for basic communication. Perform basic conjugations of Arabic colloquial verbs. Complete basic daily interactions using Levantine colloquial Arabic. Discuss weather, food, clothing, and cultural customs and traditions.	
Describe course assessments	Attendance and class participation: 10% Homework: 20% Oral Presentations: 20% Short Quizzes: 30% Final Exam: 20%	
Syllabus and other attachments	Attachment Link	File Name
	Levantine Arabic- Syllabus.docx	Levantine Arabic- Syllabus.docx
	File Type	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Nicola Carpentieri	09/11/2017 - 10:33	Submit		To be taught beginning Spring 2018
	Literatures, Cultures and Languages	Philip W Balma	09/26/2017 - 03:51	Approve	9/19/2017	approved by LCL dept committee on 9-19

**University of Connecticut
Department of Literatures, Cultures and Languages
Levantine Arabic**

Beginner I

Instructor: Maha Darawsha

Course Description

Please note that the following syllabus provides a general framework for the course of study for this class. Students will be provided with specific weekly syllabi detailing the finalized assignments and material that will be included in the course.

This course is designed for students to learn to communicate effectively in Levantine colloquial Arabic. Students will be introduced to words, expressions and structures used frequently in everyday life. They will also be introduced to various aspects of Levantine culture and society through their study of the language.

Learning Objectives

By the end of this session, students should be able to:

1. Use simple Arabic words for basic communication.
2. Perform basic conjugations of Arabic colloquial verbs.
3. Complete basic daily interactions using Levantine colloquial Arabic.
4. Discuss weather, food, clothing, and cultural customs and traditions.

Course Prerequisites

Beginner MSA Arabic or one year of Arabic.

Methods of Instruction

This course emphasizes a communication-based method of instruction. Students are expected to be active-learners, coming to class prepared to activate vocabulary and grammar through group activities. Instead of lecturing, instructors primarily facilitate these communication-based activities and guide student learning.

Assessment and Final Grade

1. Attendance and class participation: 10%
2. Homework: 20%
3. Oral Presentations: 20%
4. Short Quizzes: 30%
5. Final Exam: 20%

Grade Conversion Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59 or less

Course Requirements

Homework

You are expected to turn your homework in on-time on the day that it is due. If you do not, the instructor can refuse to accept your work or reduce your grade on the assignment.

Oral Presentations

Students will be asked to prepare and present various types of graded oral presentations, such as skits, dialogues, and formal presentations. The instructor will provide the students with clear guidelines and expectations for these oral presentations so that the students can prepare accordingly. Students may prepare scripts or outlines for these presentations but they should be prepared to deliver the presentations without reading from them verbatim.

Quizzes

There will be a number of minor quizzes throughout the semester to check that students have adequately prepared for class by learning new vocabulary or grammar lessons.

Final Exam

The final exam is comprehensive, testing student's mastery of all vocabulary and grammar covered in the course. While the exam requires students to respond to written questions, emphasis will be on listening comprehension and oral production.

Attendance and Class Participation

It is essential that you attend every class in order to not fall behind.

If you come to class late it will reduce your participation grade. If you are more than 10 minutes late for class it will be considered an absence.

In order to get the most out of each class, it is very important that you are prepared, alert, and engaged during class activities. In-class activities are designed with the assumption

that you already studied the vocabulary and grammar explanations at home and are prepared to activate that knowledge in class.

Tentative Syllabus

Week1: Personal and possessive pronouns.
Direct and indirect objects.

Week 2: Past, present, continuous and future tenses.

Week 3: Vocabulary for daily life situations such as expressing needs, getting to know someone
conducting basic conversation.

Week 4: family members. Extended family, Friends and neighbors

Week 5: Expressing wishes and desires

Week 6: Numerals (Ordinal numbers), Time and days

Week 7: My favorite hobby and weather.

Week 8: Question words and their answers as they relate to buying, selling and negotiating in the souq (vegetables, fruits, clothes, shoes, kitchen and household goods).

Week 9: Food discourse and restaurant etiquette.

Week 10: Travel concerns, including taxis, directions, hotels, airports and customs.

Week 11: Pharmacy and doctor visits, pain and body parts.

Week 12: Popular songs in the dialect with emphasis on expressions and grammar.

COURSE ACTION REQUEST	
CAR ID	17-4223
Request Proposer	Carpentieri
Course Title	Arabic Cinema
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	ARIS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Arabic Cinema
Course Number	2200
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Nicola Carpentieri
Initiator Department	Lit, Cultures and Languages
Initiator NetId	nic17011
Initiator Email	nicola.carpentieri@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	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures/Screenings/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	Arabic is only offered at Storrs
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	ARIS 2200. Arabic Cinema Three Credits. Taught in English. Arabic films from Morocco to the Levant. Explores issues such as identity, gender, war and displacement, the Islamic heritage, pluralism, decolonization, terrorism and the Arab-Israeli conflict.								
Reason for the course action	New course counting towards the upcoming Minor and Major in Arabic and Islamic Studies								
Specify effect on other departments and overlap with existing courses	None								
Please provide a brief description of course goals and learning objectives	Explores the complex mosaic of Arab society through films ranging from North Africa to the Levant. The course is designed to familiarize students with historical, social, religious and political phenomena that have shaped and affect in an ongoing manner contemporary Arabic cultural discourse. By the end of this course students should have: <ul style="list-style-type: none"> · Become familiar with fundamental social, political, and cultural issues in the Arab world, and capable of contextualising Arab films in a historically informed, coherent narrative. · Developed and implemented critical tools to carry out integrated analyses of visual materials both from an aesthetic perspective as well as social, political, and ideologically produced texts. · Gained an understanding of Arab society in its diverse, plural and often conflicting aspects. 								
Describe course assessments	Quizzes: Pop-up quizzes in class. Mid-term: Written Question and Answer and short essay. Final: Written Question and Answer and Short Essay.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>Arabic Cinema -Syllabus.docx</td> <td>Arabic Cinema -Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	Arabic Cinema -Syllabus.docx	Arabic Cinema -Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
Arabic Cinema -Syllabus.docx	Arabic Cinema -Syllabus.docx	Syllabus							

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Nicola Carpentieri	09/11/2017 - 10:02	Submit		Course to be taught in Spring 2018.
	Literatures, Cultures and Languages	Philip W Balma	09/26/2017 - 03:50	Approve	9/19/2017	approved by LCL dept committee on 9-19

ARIS 2200 : Arabic Cinema and Society

Th: 5-8.20

In this course, we will explore the complex mosaic of Arab society through films ranging from North Africa to the Levant. The course is designed to familiarize you with historical, social, religious and political phenomena that have shaped and affect in an ongoing manner contemporary Arabic cultural discourse. We will engage critically with both visual and textual materials, investigating how cinema is used to explore topical issues such as identity, gender, war and displacement, poverty and social reform, the Islamic heritage and modernisation, pluralism in Islamicate societies, decolonization, terrorism and the Arab-Israeli conflict. We will discuss the impact of Pop culture, the role of women filmmakers and the rise of Arabic cinema industry within contemporary Arab society and recent social and political movements.

Objectives:

By the end of this course students should have:

- Become familiar with fundamental social, political, and cultural issues in the Arab world, and capable of contextualising Arab films in a historically informed, coherent narrative.
- Developed and implemented critical tools to carry out integrated analyses of visual materials both from an aesthetic perspective as well as social, political, and ideologically produced texts.
- Gained an understanding of Arab society in its diverse, plural and often conflicting aspects.

Supportive Reading and Materials:

- HuskyCT
 - Film in the Middle East and North Africa, by J. Gurgler
 - Understanding Movies, by L. Gianetti
 - Visions of struggle in women's filmmaking in the Mediterranean, ed. by F. Laviosa
 - Pop culture Arab world! : media, arts, and lifestyle, by A. Hammond
 - Screens and Veils : Maghrebi Women's Cinema, by F. Martin
 - For Bread Alone, by M. Choukri
 - Men in the Sun, by Ghassan Kanafani
- supplementary readings will be available on HuskyCT

Viewer's advisory: Some of the films that you have to watch for this class might contain scenes that could be considered offensive or disturbing for some viewers. These scenes could include, but are not limited to, crude violent and sexual content, animal abuse, drug use, and others.

Plagiarism: Plagiarism is the theft of another's ideas, specific language, or other media, and the presentation –for the purposes of evaluation– of that material as one's own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. Any student who commits plagiarism will receive a grade of "F" for the course. The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

Grade Breakdown:

- 30% Performance, Participation: You will be expected to participate in discussions and to have carefully read, viewed, and given thought to the material set for each class. For each class that you miss, you will lose the total points allotted to that day.
- 20% Quizzes: there will be several in-class pop-up quizzes covering both the readings and the assigned viewings.
- 25% Midterm. The midterm will be divided in two parts. The first part will include short-answer questions of any kind (multiple choice, True or False, short definitions, etc.), while in the second part students will have to write a short essay about a topic. The midterm will cover the materials studied until the midterm.
- 25% Final. The final exam has the same structure as the midterm. It will cover the materials seen between the midterm and the final.

Grade Conversion Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59 or less

Plan of classes:

*** This plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed in class by the instructor. The updated syllabus will always be available in HuskyCT.

Egypt

Week 1: M. Diab, *Cairo 678* (2010)

Week 2: Y. Chahine, *Cairo Station* (1958)

Week 3: Y. Chahine, *The Land* (1969)

Week 4: M. Hamed, *The Yacoubian Building* (2006)

The Lebanese Civil War (1975-1990)

Week 5: Z. Doueiri, *West Beirut* (1998)

Week 6: A. Folman, *Waltz with Bashir* (2008)

Palestine & Israel

Week 6: M. Bakri, *Jenin, Jenin* (2002)

Week 7: E. Riklis, *The Syrian Bride* (2004)

Week 8: H. Abu-Assad, *Paradise Now* (2005)

Tunis

Week 9: F. Boughedir, *Halfaouine, Boy of the Terraces* (1990)

Week 10: L. Bouzid, *As I open my Eyes* (2015)

Algeria

Week 11: G. Pontecorvo, *The Battle of Algiers* (1966)

Week 12: R. Bouchareb, *Days of Glory* (2006)

Morocco

Week 12: H. Benani, *Wechma (Traces)* (1970)

Week 13: N. Ayouch, *Horses of God* (2014)

War, Displacement, Identity

Week 14: C. Dillon Quinn, *God Grew Tired of Us* (2006)

COURSE ACTION REQUEST	
CAR ID	17-4203
Request Proposer	Carpentieri
Course Title	Classical Arabic
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	ARIS
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Arabic Grammar through Qur'an and Literature
Course Number	3000
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Nicola Carpentieri
Initiator Department	Lit, Cultures and Languages
Initiator NetId	nic17011
Initiator Email	nicola.carpentieri@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?	Yes
Specify Language	Arabic
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture/Discussion

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Intermediate Arabic II or intermediate proficiency in formal Arabic
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	No Arabic outside 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	ARIS 3000. Classical Arabic. Spring 2018. Three Credits. In English and Arabic. Prerequisites: Intermediate Arabic II or instructor's consent. Thorough review of Arabic grammar through Qur'an and literary texts. Methodical practice in translation and composition leading to command of idioms and vocabulary.		
Reason for the course action	We are creating a Minor and Major in Arabic and this course will be the first requisite for both. 3000 course as it counts towards both Minor and Major, advanced intermediate level.		
Specify effect on other departments and overlap with existing courses	No overlap with existing courses, as Arabic is presently taught as modern standard without emphasis on grammar. This course, instead, covers all Arabic grammar with a focus on literary Arabic. It is needed for all serious studies of Arabic. No effect on other Dept.s		
Please provide a brief description of course goals and learning objectives	The course is designed to enable students who currently have an intermediate level of Arabic to move towards an advanced level. Students will develop skills in literary translation and expand their vocabulary as they engage with and discuss challenging Arabic texts. They will learn independent research skills in Arabic & Islamic Studies, such as scientific transliteration, dictionary use and knowledge of fundamental bibliographical resources. They will become acquainted with different types of writing and periods of Arabic literary history and will be encouraged to reflect upon possible approaches to the translation of Classical Arabic both in poetry and in prose.		
Describe course assessments	Assignments: Weekly exercises for grammatical review and weekly reading from Classical literary texts for reading and translation practice. Quizzes: there will be several in-class pop-up quizzes covering both the readings and the grammar covered. Midterm. The midterm will be divided in two parts. The first part will include short-answer questions of any kind (multiple choice, True or False, short definitions, etc.), while in the second part students will have to write a short essay about a given topic. The midterm will cover the materials studied until the midterm. Final. The final exam has the same structure as the midterm. It will cover the materials seen between the midterm and the final.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	ARIS 3000. Classical Arabic -Syllabus.pages	ARIS 3000. Classical Arabic -Syllabus.pages	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Start	Nicola Carpentieri	09/10/2017 - 15:40	Submit		This course will be a requirement for the Minor and Major in Arabic & Islamic Studies. Time is of the essence as we hope to start offering the course next Spring.
	Literatures, Cultures and Languages	Philip W Balma	09/26/2017 - 03:49	Approve	9/19/2017	approved by LCL dept committee on 9-19

ARIS 3000 - CLASSICAL ARABIC

Spring 2018

Instructor: Nicola Carpentieri

Description:

This course covers the fundamental grammatical structures of Classical Arabic, and a selection from the most beautiful pages of Arabic literature ranging from pre-Islamic poetry, to the Qur' ān, the Umayyad and the Abbasid periods. The course is designed to enable students who currently have an intermediate level of Arabic to move towards an advanced level. Students will develop skills in literary translation and expand their vocabulary as they engage with and discuss challenging Arabic texts. They will learn independent research skills in Arabic & Islamic Studies, such as scientific transliteration, dictionary use and knowledge of fundamental bibliographical resources. They will become acquainted with different types of writing and periods of Arabic literary history and will be encouraged to reflect upon possible approaches to the translation of Classical Arabic both in poetry and in prose.

Requirements: Elementary and Intermediate Arabic I&II (4 semesters, or demonstrable intermediate proficiency in Arabic). The course is required for both the Minor and the Major in Arabic & Islamic Studies.

Supportive Readings and Materials:

Arabic - English Dictionary, by Hans Wehr

Oxford Essential Arabic Dictionary

An Introduction to Koranic Arabic, by Wheeler M. Thackston.

Night and Horses and the Desert, by Robert Irwin

Objectives

By the end of the course of you should:

- have acquired a thorough understanding of fundamental grammatical and syntactical structures of Classical Arabic
- have expanded your vocabulary and be able to talk and write about advanced topics in Arabic
- be able to understand and translate, with the help of a dictionary, challenging texts ranging from Qur' ān, poetry, *Adab (belles-lettres)* and more
- be familiar with the major literary strands and authors of the Arabic canon from the 7th to the 9th century.
- have an understanding of the development of Arabic culture throughout its formational era and its 'golden age'.
- have developed familiarity with scholarly conventions in research papers/reviews/bibliography and footnoting.

Assignments

- A. Four grammatical quizzes (in class)
- B. One midterm (Oral exam and translation from the Arabic)
- C. Two 5 minute presentations (in Arabic)
- D. A final exam (Oral exam, Grammar test, short Research Paper)

Grade Breakdown

- 20% Performance, Participation. You will be expected to participate in discussions and to have carefully read and given thought to the material set for each class. For each class that you miss, you will lose the total points allotted to that day.
- 10% Oral Presentations (10% each)
- 20% Homework: you will be expected to turn-in written homework for every class.
- 20% Quizzes (5% each)
- 10% Midterm Test.
- 20% Final Exam (10% Oral, 10% Grammar, 10% Research Paper)

Plagiarism: Plagiarism is the theft of another's ideas or specific language, and the presentation of that material as one's own. In translation, plagiarism is copying out or following another translator's word choices without an acknowledgment. Any student who commits plagiarism will receive a grade of "F" for the course. The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

PLAN OF CLASSES:

*** This plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed in class by the instructor. The updated syllabus will always be available in HuskyCT.

WEEK 1

Class1

Language: Using the Arabic Dictionary. The Arabic Noun and its declension. Thackston 1, 2, 3.
HW: Thackston 1, 2, 3 - exercises.

Class2

Language: Duals and Plurals, The Five Nouns - Thackston, 4, 13
Literature: Introduction to Pre-Islamic Poetry
HW: Thackston 4, 13 exercises. Read Irwin, Ch. 1

WEEK 2

Class 3

Language: Adjectives and Agreement - Thackston, 5

Lit: Discussion: pre-Islamic poetry.
HW: Thackston 5, exercises. Translation of pre-Islamic poetry.

Class 4

Language: The Verb - Perfect Tense - Thackston 6
Lit: Selected readings from pre-Islamic poetry in class.
HW: Thackston 6 - exercises. Read Irwin, Ch. 2, pt. 1

WEEK 3

Class 5

Quiz 1

Language: Enclitic pronouns and demonstratives - Thackston 7, 8
HW: Thackston 7, 8 - exercises. Read Irwin, Ch. 2, pt. 2

Class 6

Language: Weak-*Lam* verbs - Thackston 9.
Lit: Discussion: Islam and the Qur'ān. Reading of selected *Ayas*. Come to class having read Irwin, Ch.2.
HW: Thackston 9 - exercises.

WEEK 4

Class 7

Language: Geminate verbs - Thackston 10
Literature: Selected readings from the Qur'ān.
HW: Thackston 10, exercises. Translations from the Qur'ān.

Class 8

Language: the Participle - Thackston 11
Lit: Introducing the Umayyad period
HW: Thackston 11 - exercises, read Irwin ch. 3.

WEEK 5

Class 9

Quiz 2

Language: The Imperfect Tense - Thackston 12
Literature: Discussion: The Umayyads - come to class having read Irwin, Chapter 3
HW: Thackston 12 - exercises.

Class 10

Language: Imperfect of Doubled Verbs - Thackston 14
Lit: Umayyad poetry, translation
HW: Thackston 14 - exercises - Poem translation

WEEK 6

Class 11

Oral Presentations 1st round [Past and present, nouns, adjectives]

Literature: Selected readings from Umayyad poets
Review Session. HW: Recapitulation exercises.

Class 12
Language: The Hollow Verb - Thackston 15 - practice in class
HW: Thackston 15 - exercises

WEEK 7

Class 13
Language: Weak-*Lam* Verb - Thackston 16
Lit: Introducing the Abbasid world
HW: Thackston 16

Class 14
Quiz 3
Language: Defective Verbs, Thackston 17
Lit: Abbasid Belles-Lettres.
HW: Thackston 17 - exercises. Read Irwin pp. 68-84 [Ibn al-Muqaffa]

WEEK 8

Class 15
Come to class having read Irwin pp. 68-84 [Ibn al-Muqaffa].
Language: The Subjunctive - Thackston 18
Lit: Discussion: Abbasid Belles- Lettres. Translation in class.
HW: Thackston 18 - exercises

Class 16
Midterm Test
Language: The Jussive - Thackston 19
Lit: Abbasid Texts, translation in class.
HW: Thackston 19 - exercises

WEEK 9 **SPRING RECESS**

WEEK 10

Class 17
Review Session
HW: read Irwin pp. 84-101 [Jahiz]

Class 18
Language: Hollow and Weak-*Lam* verbs - the Jussive, Thackston 20
Lit: Discussion: al-Jahiz and Abbasid Prose. Translation practice.
HW: Thackston 20 - exercises

WEEK 11

Class 19
Language: The Passive Voice, Thackston 21, 22. Grammar Review: The Verb
Homework: Thackston 21, 22- exercises. Recapitulation exercises and review.
Class 20

Language: the 10 Verbal forms. Thackston 23
HW: Thackston 23, exercises. Read Irwin, pp. 101-115.

WEEK 12

Class 21

Language: Form VII and VIII - Thackston 24, 25

Literature: Discussion: Abbasid prose: Come to Class Having read Irwin, pp. 101-115 [Ibn Qutayba].
Selected Readings from *Adab*.

HW: Thackston 24, 25 - exercises

Class 22

Language: Form II - Thackston 27-28

Literature: introduction to Abbasid poetry

HW: Thackston 27-28 exercises. Read Irwin, 115-147 [Abbasid Poets]

WEEK 13

Class 23

Quiz 4

Language: Form V, Thackston 29-30

Literature: Discussion: Muḥdath poetry: Come to class having read pp. 115-147 [Abbasid Poets]

HW: Thackston 29-30

Class 24

Language: Form IV, Thackston 32-33

Review Session

HW: Thackston 32-33 exercises.

WEEK 14

Class 25

Language: Form X, Thackston 34

Literature: Introducing: "The Wandering Scholars"

HW: Thackston 34 exercises

Class 26

Oral Presentations, 2nd round

Language: Form III, Thackston 35

Literature: introducing "al-Andalus"

HW: Thackston 35 exercises

WEEK 15

Class 27

Language: Optative Constructions - Thackston 26

Lit: Review and Discussion

HW: Thackston 26 - preparing the Research Paper

Class 28

Review Session

COURSE ACTION REQUEST	
CAR ID	17-4700
Request Proposer	Smith
Course Title	Quantitative Archaeobotany
CAR Status	In Progress
Workflow History	Start > Anthropology > 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	ANTH
School / College	College of Liberal Arts and Sciences
Department	Anthropology
Course Title	Quantitative Archaeobotany
Course Number	5707
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Alexia Smith
Initiator Department	Anthropology
Initiator NetId	als05010
Initiator Email	alexia.smith@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	12
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Classes will be taught once a week. Meetings begin with a lecture followed by practical exercises.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	None
Corequisites	None
Recommended Preparation	Anth 5706
Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Senior, Graduate
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	This is a very specialized graduate course for archaeobotany students. There are no faculty teaching archaeobotany at the branch campuses.
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	Anth 5707 Quantitative Archaeobotany Three credits. Instructor consent required. Archaeological problem solving using archaeobotanical data; formation of archaeobotanical assemblages; generation, analysis, interpretation, and evaluation of archaeobotanical data; subsistence economies and plant domestication
Reason for the course action	Currently, the Old World Archaeology program within the Department of Anthropology offers a variety of courses in archaeological methods and theory. Students are introduced to Archaeobotanical Method and Theory through Anth 5706. In Anth 5706, students learn to identify archaeological plant remains and answer a range of questions relating to plant-based economies. This course builds upon Anth 5706 by providing students with applied quantitative skills required to generate, analyze, and interpret archaeobotanical data. The techniques used are very specific to the nature of the remains being studied. Graduate students studying archaeobotany require this course in order to complete their research. Anth 5609 Quantitative Zooarchaeology
Specify effect on other departments and overlap with existing courses	None. Currently the Department of Anthropology offers ANTH 5609 Quantitative Zooarchaeology. The course content of ANTH 5707 Quantitative Archaeobotany does not overlap at all with ANTH 5706 given that different approaches are required to generate, analyze, and interpret data.
Please provide a brief description of course goals and learning objectives	This course surveys the wide range of quantitative methods currently used to quantify archaeobotanical remains and analyze and interpret the data, paying particular attention to multivariate statistics and associated statistical software developed for ecological data. The ability to adequately analyze and present quantitative archaeobotanical data is an integral part of archaeobotanical studies. Archaeobotanical data present a number of challenges specific to this discipline. Knowledge of these techniques provides students with a firm foundation for continuing research in archaeobotany.

Describe course assessments	Please see syllabus attached. Each week students are generally assigned 4 articles to read that are pertinent to the topic under consideration. Ten assignments are given throughout the course that allow students to develop and hone their quantitative skills. These independent assignments build upon presentations and exercises given in class.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Quantitative Archaeobotany syllabus.pdf	C:\Users\als05010\Documents\Old World Archaeology Program\New Courses\Grad\Quantitative Archaeobotany syllabus.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Alexia Smith	10/10/2017 - 16:31	Submit		Thank you for considering this course. Would it be possible to let me know when the course is being considered? If possible, I will do my best to attend the meeting.
	Anthropology	Jocelyn S Linnekin	10/11/2017 - 15:02	Approve	10/11/2017	The department has approved this course.

ANTH 5707: Quantitative Archaeobotany

Class hours: one 3 hour meeting

Place: Beach 453

Instructor: Dr. Alexia Smith

Office: Beach Hall 406

Tel: (860) 486-4264

e-mail: alexia.smith@uconn.edu

Office hours: By appointment

Course Description:

Archaeobotany, the study of the use of plants by humans in antiquity, uses plant remains recovered from archaeological sites to address a broad range of topics. Archaeobotanical data can be used to investigate social, economic, and environmental issues including the shift from hunting and gathering to farming, adaptations to climate shift, the development of state-level societies, and social hierarchies. Data can also be used to examine the nature and timing of plant domestication.

This course provides an introduction to the range of quantitative techniques used to describe, display, explore, and interpret archaeological data. Methods covered range from simple counts, proportion and ubiquity measures to more complex multivariate techniques such as Correspondence Analysis and Monte Carlo permutations testing. Instruction in the use of Excel, Access, Illustrator, Canoco5, D-Plot, Minitab, and NIS-Elements software is provided. Each class begins with a lecture or discussion (approximately one hour), followed by a hands-on computer-based exercise.

Course objectives:

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

- i. identify the key questions relevant to a particular archaeological assemblage
- ii. choose appropriate quantitative techniques to address specific archaeological questions
- iii. effectively implement a range of simple and multivariate analyses

- iv. interpret quantitative results with reference to specific archaeological questions

Readings:

The readings for this course have been chosen from a wide range of sources including books, manuals, and journal articles. Many of the articles can be accessed as pdfs through HuskyCT. It is essential that you complete the required readings and assignments prior to class since the seminar builds heavily upon these materials. Additional resources for future reference are also provided.

Required Materials:

1. Lepš, Jan and Petr Šmilauer (2003) *Multivariate Analysis of Ecological Data using CANOCO*. Cambridge University Press: Cambridge. ISBN-10: 0521891086; ISBN-13: 978-0521891080.
2. Christine A. Hastorf and Virginia S. Popper, eds., (1988) *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press.
3. Šmilauer, Petr and Cajo J. F. ter Braak (2012) *Canoco Reference Manual and User's Guide: Software for Ordination (Version 5.0)*. Microcomputer Power: Ithaca, NY. This manual is provided with purchase of the Canoco 5 software license. Copies of the manual are available in the lab.
4. Lab notebook. Any bound/lined notebook will be fine.

Useful websites and references (all available for consultation in the Archaeobotany Lab):

1. Palmer, Mike. Ordination methods for Ecologists (provides a glossary, summary of methods and list of useful resources). <http://ordination.okstate.edu/>
2. Catalog for ordering Canoco5 software:
<http://www.microcomputerpower.com/catalog/default.html>
3. Canoco5 Support Site: <http://www.canoco5.com/index.php/canoco5-overview>
4. ORDNEWS Listserve: <http://ordination.okstate.edu/ordnews.htm>
This is a useful resource for posting questions relating to analysis of multivariate and spatial data. Do your homework before posting a question though!
5. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers.
6. Baxter, M. J. (1994) *Exploratory Multivariate Analysis in Archaeology*. Edinburgh: Edinburgh University Press.
7. Shennan, Stephen (1997) *Quantifying Archaeology*. Iowa City: University of Iowa Press.
8. Drennan, Robert D. (1996) *Statistics for Archaeologists. A Commonsense Approach*. New York: Plenum Press.
9. Aldenderfer, Mark S. and Roger K. Blashfield (1984) *Cluster Analysis*. London: Sage Publications.
10. Aldenderfer, Mark S., ed. (1987) *Quantitative Research in Archaeology. Progress and Prospects*. London: Sage Publications.
11. Gauch, Hugh G. (1982) *Multivariate Analysis in Community Ecology*. Cambridge: Cambridge University Press.
12. Jongman, R. H. G., C. J. F. ter Braak, and O. F. R. van Tongeren, eds. (1995) *Data Analysis in Community and Landscape Ecology*. Cambridge University Press: Cambridge.
13. Torsten Madsen, ed. (1988) *Multivariate Archaeology. Numerical Approaches in Scandinavian Archaeology*. Jutland Archaeological Society Publications XXI. Aarhus University Press: Aarhus.

Course requirements:

1. Formal write-up of in-class assignments: Computer-based assignments will be provided in class. Upon completion of each assignment, you will be required to write up a short (approximately) 2-page paper. All papers should include a description of your methods and results, including

graphs, tables, charts, or plots where necessary, as well as your overall interpretations of the data. Guidelines will be provided in class.

2. Discussion of assigned readings: The course also includes discussion of assigned readings. Please make sure to read the assigned readings before class so that you are prepared to participate in thoughtful discussions of the readings.

Course Website:

Information regarding the course, including syllabus, course assignments, readings etc., will be posted on HuskyCT. You are encouraged to check this frequently. You will need your NetID and password to access HuskyCT. Help with HuskyCT and other digital resources can be found at the Learning Resource Center (<http://www.lrc.uconn.edu/>).

Grade breakdown and deadlines:

Deadlines should be strictly adhered to. If you are experiencing any difficulties with an assignment, make sure to talk to me as early as possible.

Assignment	Topic	Date due	Grade Breakdown
1	Density and Ubiquity measures		10%
2	Proportions, Pie-chart, Bar charts, and Triangle Plots		10%
3	Ratio measures		10%
4	Measuring seeds and scatterplots		10%
5	Data cleaning methods		5%
6	Cluster analysis		10%
7	Discriminant analysis		10%
8	Correspondence analysis		10%
9	Canonical correspondence analysis and Monte Carlo permutations test		10%
10	Producing publishable data images		5%
–	Participation in Discussion	Each week	10%

A Note on Ethics and Academic Integrity:

All students are expected to follow the student code for academic integrity in Graduate and Undergraduate Education and Research. In brief, the Student Code (http://www.dosa.uconn.edu/student_code.html) 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.

Copying from a book, article, website, or another student without proper citation of the source is not acceptable. Violators will be referred to the Dean of the College for a hearing on academic misconduct.

Class Schedule and Readings

Week 1. Course introduction

Week 2. Sampling, Data Storage, Data Management, and Database Design

1. Read summary of following book posted on HuskyCT. The entire book is available online through UConn Libraries: Hernandez, Michael J. (2003) *Database Design for Mere Mortals. A Hands-on Guide to Relational Database Design*. Boston: Addison-Wiley.
2. Lee, Gyoung-Ah (2012) "Taphonomy and sample size estimation in paleoethnobotany," *Journal of Archaeological Science* 39: 648–655.
3. Toll, Mollie S. (1988) "Flotation Sampling: Problems and Some Solutions, with Examples from the American Southwest," in Christine A. Hastorf and Virginia S. Popper, eds., *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press, 36–52.
4. Wagner Gail E. (1988) "Comparability among Recovery Techniques," in Christine A. Hastorf and Virginia S. Popper, eds., *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press, 17–35.

Additional reading:

1. Shennan, Stephen (1997) *Quantifying Archaeology*. Iowa City: University of Iowa Press, Chapter 14 (Probabilistic Sampling in Archaeology).
2. Drennan, Robert D. (1996) *Statistics for Archaeologists. A Commonsense Approach*. New York: Plenum Press, Part IV (Chapters 16–19: Special Topics in Sampling).
3. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers, Chapter 4 (Sampling).

Exercise: 1) Discussion of sampling strategies; 2) Entering data into an Access database, manipulating database organization, writing and running queries of datasets, exporting data as an Excel file.

Week 3. Seed counts, densities, ubiquity measures, and diversity indices

1. Pearsall, Deborah (2000) "Presenting and Interpreting Results," in *Paleoethnobotany. A Handbook of Procedures*. San Deigo: Academic Press, 188–227.
2. Popper, Virginia S. (1988) "Selective Quantitative Measurements in Paleoethnobotany," in Christine A. Hastorf and Virginia S. Popper, eds., *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press, 53–71.
3. Pearsall, Deborah M. (1988) "Interpreting the Meaning of Macroremain Abundance: The Impact of Source and Context," in Christine A. Hastorf and Virginia S. Popper, eds., *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press, 97–118.
4. Colledge, Sue (2001) "Sampling Retrieval and Analysis of the Plant Materials," in *Plant Exploitation on Epipalaeolithic and Early Neolithic Sites in the Levant*. BAR International Series 986. Oxford: British Archaeological Reports, 60–96 (read 60–68 closely, scan rest of chapter noting presentation of data and images of processing debris).

Exercise: 1) Examining methods of storing data solely within Excel; (**Assignment 1**); 2) Entering seed count data into Excel; 3) Calculating density and ubiquity measures; 4) Critically assessing results.

Week 4. Proportions, Triangle plots, and Crop Processing

1. Dennell, R. W. (1976) "The Economic Importance of Plant Resources Represented on Archaeological Sites," *Journal of Archaeological Science* 3: 229–247.
2. Hubbard, R. N. L. B. and A. Clapham (1992) "Quantifying Macroscopic Plant Remains," *Review of Palaeobotany and Palynology* 73: 117–132.
3. Stevens, Chris J. (2003) "An Investigation of Agricultural Consumption and Production Models for Prehistoric Roman Britain," *Environmental Archaeology* 8:61–76.
4. Charles, M. and A. Bogaard (2001) "Third Millennium BC Charred Plant Remains from Tell Brak. In D. Oates, J. Oates and H. McDonald, eds., *Excavations at Tell Brak Vol. 2. Nagar in the Third Millennium BC*. Cambridge: McDonald Institute for Archaeological Research and the British School of Archaeology in Iraq, 301–326 (Read pp. 301–311 only, the rest of the chapter will be read later on).
5. Review: Hillman, Gordon (1984) "Interpretation of Archaeological Plant Remains: The Application of Ethnographic Models from Turkey," in W. van Zeist and W. A. Casparie, eds., *Plants and Ancient Man: Studies in Palaeoethnobotany*. Rotterdam: Balkema, 1–41.

Exercise (Assignment 2): calculating percentage/proportion measures within Excel. Creating pie-charts and (proportion) bar-charts within Excel; creating triangle plots of cereal and chaff data using Excel and D-plot. Critically assessing and interpreting results.

Week 5. Ratios and Logistic Regression

1. Miller, Naomi F. (1988) "Ratios in Paleoethnobotanical Analysis," in Christine A. Hastorf and Virginia S. Popper, eds., *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. Chicago: The University of Chicago Press, 72–85.
2. Marston, John M. (in press) "Ratios and Simple Statistics in Paleoethnobotanical Analysis: Data Exploration and Hypothesis Testing," in Mac Marston, Jade d'Alpoim Guedes, and Tina Warinner, eds., *Current Methods in Paleoethnobotany*. Denver: University Press of Colorado.
3. Miller, N. F. and J. M. Marston (2012) "Archaeological fuel remains as indicators of ancient west Asian agropastoral and land-use systems," *Journal of Arid Environments* 86:97–103.
4. McCorrison, Joy and Sanford Weisburg (2002) "Spatial and Temporal Variation in Mesopotamian Agricultural Practices in the Khabur Basin, Syrian Jazira," *Journal of Archaeological Science* (2002) 29:485–498.

Additional reading:

1. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers, Chapter 5 (Regression and related models).

Exercise: Examining logistical regression applications. **Assignment 3:** Calculating ratios using Excel and critically assessing results.

Week 6. Seed Measurements and Image Analysis

1. Willcox, George (2004) “Measuring grain size and identifying Near Eastern cereal domestication: evidence from the Euphrates valley,” *Journal of Archaeological Science* 31 (2): 145–150.
2. Mangafa, M. and K. Kotsakis (1996) “A New Method for the identification of Wild and Cultivated Charred Grape Seeds,” *Journal of Archaeological Science* 23:409–418.
3. Wu, Yan and Changsui Wang (2009) “Extended depth of focus image for phytolith analysis,” *Journal of Archaeological Science* 36: 2253–2257.
4. Bradbaart, Freek and Pim F. van Bergen (2005) “Digital imaging analysis of size and shape of wheat and pea upon heating under anoxic conditions as a function of the temperature,” *Vegetation History and Archaeobotany* (2005) 14:67–75.

Exercise (Assignment 4): measuring seeds using a binocular microscope and NIS-Elements software. Conducting basic image analysis. Exporting data from NIS-Elements to Excel. Creating scatter diagrams within Excel.

Week 7. Introduction to Multivariate Analyses, Data Cleaning and Preparation

1. Smith, Alexia (in press) “The Use of Multivariate Statistics within Archaeobotany,” in Mac Marston, Jade d'Alpoim Guedes, and Tina Warinner, eds., *Current Methods in Paleoethnobotany*. Denver: University Press of Colorado.
2. Jones, Glynis (1991) “Numerical Analysis in Archaeobotany,” in W. van Zeist, K. Wasylikowa, and K.-E. Behre, eds., *Progress in Old World Palaeoethnobotany*. Rotterdam: A. A. Balkema, pp. 63–80.

Additional reading:

1. Madsen, T. (1988) “Multivariate Statistics and Archaeology,” In T. Madsen, ed., *Multivariate Archaeology. Numerical Approaches in Scandinavian Archaeology*. Aarhus: Jutland Archaeological Society Publications Aarhus University Press, 7–27.

Exercise: Exporting a dataset from Access, using pivot tables, and cleaning the dataset within Excel (removal of small samples, rare taxa, combining taxa, standardizing terminology). Creating abundance and presence/absence data files ready for use within Canoco. **Assignment 5:** Describe methods used to clean data and describe dataset before and after cleaning.

Week 8. Cluster Analysis

1. van der Veen, Marijke (1992) *Crop Husbandry Regimes. An Archaeobotanical Study of Farming in Northern England. 1000 BC–AD 500*. Sheffield Archaeological Monographs 3. Department of Archaeology and Prehistory, University of Sheffield, Sheffield, Chapters 1, 3, 10.
2. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers, Chapter 8 (Cluster analysis).

Additional reading:

1. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers, Chapter 6 (Multivariate methods—an introduction).

2. Baxter, M. J. (1994) *Exploratory Multivariate Analysis in Archaeology*. Edinburgh: Edinburgh University Press, Chapters 7 and 8 (Cluster Analysis).
3. Shennan, Stephen (1997) *Quantifying Archaeology*. Iowa City: University of Iowa Press, Chapter 11 (Classification and Cluster Analysis).
4. van Tongeren, O. F. R. (1995) "Cluster Analysis," In R. H. G. Jongman, C. J. F. ter Braak and O. F. R. van Tongeren, eds., *Data Analysis in Community and Landscape Ecology*. Cambridge: Cambridge University Press.
5. Aldenderfer, Mark S. and Roger K. Blashfield (1984) *Cluster Analysis*. London: Sage Publications.

Exercise (Assignment 6): Conduct cluster analysis using Minitab. Critically assess results.

Week 9. Discriminant analysis

1. Jones, G. E. M. (1984) "Interpretation of archaeological plant remains: Ethnographic models from Greece," in W. van Zeist and W. A. Casparie, eds., *Plants and Ancient Man: Studies in Palaeoethnobotany*. Rotterdam: Balkema, 43–61.
2. Jones, Glynis (1987) "A Statistical Approach to the Archaeological Identification of Crop Processing," *Journal of Archaeological Science* 14: 311–323.
3. Jones, G., M. Charles, A. Bogaard and J. Hodgson (2010) "Crops and weeds: the role of weed functional ecology in the identification of crop husbandry methods," *Journal of Archaeological Science* 37: 70–77.
4. Torrence, Robin, Richard Wright, and Rebecca Conway (2004) "Identification of starch granules using image analysis and multivariate techniques," *Journal of Archaeological Science* 31: 519–532.
5. Baxter, Michael (2003) *Statistics in Archaeology*. London: Arnold Publishers, Chapter 9 (Discrimination and classification).

Additional reading:

1. Baxter, M. J. (1994) *Exploratory Multivariate Analysis in Archaeology*. Edinburgh: Edinburgh University Press, Chapters 9 and 10 (Discriminant Analysis).

Exercise (Assignment 7): Conduct discriminant analysis using Minitab. Critically assess results.

Week 10. Correspondence Analysis

1. Lepš, Jan and Petr Šmilauer (2003) *Multivariate Analysis of Ecological Data using CANOCO*. Cambridge University Press: Cambridge, Chapters 1, 2, 3, 4 (sections 4.4–4.6 only), 10. Consult Appendix B (vocabulary) for unknown terms.
2. Gauch, Hugh G. (1982) *Multivariate Analysis in Community Ecology*. Cambridge: Cambridge University Press, Chapter 4 (Ordination).
3. Colledge, S. (1998) Identifying Pre-domestication Cultivation Using Multivariate Statistics. In A. B. Damania, J. Valkoun, G. Willcox and C. O. Qualset, eds., *The Origins of Agriculture and Crop Domestication. The Harlan Symposium*. Aleppo: ICARDA, 121–131.
4. Charles, M. and A. Bogaard (2001) "Third Millennium BC Charred Plant Remains from Tell Brak. In D. Oates, J. Oates and H. McDonald, eds., *Excavations at Tell Brak Vol. 2. Nagar in the Third Millennium BC*. Cambridge: McDonald Institute for Archaeological Research and the British School of Archaeology in Iraq, 301–326. (Review pp. 311–326 only).

Additional reading:

1. ter Braak, Cajo J. F. (1985) "Correspondence Analysis of Incidence and Abundance Data: Properties in Terms of a Unimodal Response Model," *Biometrics* 41:859–873.
2. Baxter, M. J. (1994) *Exploratory Multivariate Analysis in Archaeology*. Edinburgh: Edinburgh University Press, Chapters 5 and 6.
3. Shennan, Stephen (1997) *Quantifying Archaeology*. Iowa City: University of Iowa Press, Chapter 13 (Correspondence Analysis and Other Multivariate Techniques).
4. Colledge, S., J. Conolly and S. Shennan (2004) Archaeobotanical Evidence for the Spread of Farming in the Eastern Mediterranean. *Current Anthropology* 45(Supplement):S35-S58.

Exercise (Assignment 8): Conduct correspondence analysis of cleaned dataset using Canoco 5. Produce bi/triplot and critically assess results.

Week 11. Detrended Correspondence Analysis, Canonical Correspondence Analysis (CCA), partial CCA, and Monte Carlo Permutations Testing

1. Bogaard, A., C. Palmer, G. Jones and M. Charles (1999) "A FIBS Approach to the Use of Weed Ecology for the Archaeobotanical Recognition of Crop Rotation Regimes," *Journal of Archaeological Science* 26:1211–1224.
2. Lepš, Jan and Petr Šmilauer (2003) *Multivariate Analysis of Ecological Data using CANOCO*. Cambridge University Press: Cambridge, Chapters 5.
3. Šmilauer, Petr and Cajo J. F. ter Braak (2012) *Canoco Reference Manual and User's Guide: Software for Ordination (version 5.0)*. Microcomputer Power: Ithaca, NY. Scan Chapter 3.

Additional Reading

1. Hill, M. O. and H. G. Gauch (1980) "Detrended Correspondence Analysis: An Improved Ordination Technique," *Vegetatio* 42:47–58.
2. ter Braak, Cajo J. F. (1986) "Canonical Correspondence analysis: A New Eigenvector Technique for Multivariate Direct Gradient Analysis," *Ecology* 67(5):1167–1179.
3. ter Braak, Cajo J. F. (1987) "The Analysis of Vegetation-environment Relationships by Canonical Correspondence Analysis," *Vegetatio* 69:69–77.
4. ter Braak, Cajo J. F. (1988) "Partial Canonical Correspondence Analysis," in H. H. Bock, ed., *Classification and Related Methods of Data Analysis*. Amsterdam: North-Holland, 551–558.
5. ter Braak, Cajo J. F. (1994) "Canonical Community Ordination. Part I: Basic Theory and Linear Methods," *Ecoscience* 1(2): 127–140.
6. ter Braak, Cajo J. F., and Piet F. M. Verdonschot (1995) "Canonical Correspondence Analysis and Related Multivariate Methods in Aquatic Ecology," *Aquatic Sciences* 57(3): 255–289.

Exercise (Assignment 9): Conduct canonical correspondence analysis of cleaned dataset using Canoco 5. Assess significance of results using a Monte Carlo permutations test. Produce bi/triplot and critically assess results.

Week 12. Detrended Correspondence Analysis, Canonical Correspondence Analysis (CCA), partial CCA, and Monte Carlo Permutations Testing

1. See readings for Week 11

Exercise (Assignment 9): Continued work on canonical correspondence analysis of cleaned dataset using Canoco 5. Assess significance of results using a Monte Carlo permutations test. Produce bi/triplot and critically assess results.

Week 13. Presenting Data and Results

1. Kelleher, Christa and Thorsten Wagener (2011) “Ten guidelines for effective data visualization in scientific publications,” *Environmental Modelling and Software* 26: 822–827.
2. Rossner, Mike, and Kenneth M. Yamada (2004) “What’s in a picture? The temptation of image manipulation,” *The Journal of Cell Biology* 166(1): 11–15.
3. Wesolowsky, Al B. (2003) “Digital Graphics for the *Journal of Field Archaeology*,” <http://isites.harvard.edu/fs/docs/icb.topic1078017.files/JFA%20Digital%20Graphics%20guide.pdf>

Exercise (Assignment 10): Exporting biplots from Canoco to Illustrator. Using Illustrator to prepare biplots for publication and professional presentations. Creating clear pie-charts and bar charts.

Week 14. Integrating plant and animal data

1. Smith, Alexia and Naomi F. Miller (2009) “Integrating Plant and Animal Data. Delving Deeper into Subsistence,” *Current Anthropology* 50(6): 883–884.
2. Twiss, Kathryn C., Amy Bogaard, Michael Charles, Jennifer Henecke, Nerissa Russell, Louise Martin, and Glynis Jones (2009) “Plants and Animals Together. Interpreting Organic Remains from Building 52 at Çatalhöyük,” *Current Anthropology* 50(6): 885–895.
3. Miller, Naomi F., Melinda A. Zeder, and Susan R. Arter (2009) “From Food and Fuel to Farms and Flocks. The Integration of Plant and Animal Remains in the Study of the Agropastoral Economy at Gordion, Turkey,” *Current Anthropology* 50(6):915–914.
4. Smith, Alexia and Natalie D. Munro (2009) “A Holistic Approach to Examining Ancient Agriculture: A Case Study from the Bronze and Iron Age Near East,” *Current Anthropology* 50(6):925–936.
5. VanDerwarker, Amber M. (2010) “Simple Measures for Integration Plant and Animal Data,” in A. M. VanDerwarker and T. M. Peres, eds., *Integrating Zooarchaeology and Paleoethnobotany. A Consideration of Issues, Methods, and Cases*. New York: Springer, 65–74.

Exercise: Examination of a combined dataset. Discussion of applications and potential problems of integrating multiple datasets and data types (including microbotanical data).

Individualized Major in Data Science at UConn: A Proposal

1. Background Information on Individualized Majors

In 2003-04, the Individualized Major Program initiated “structured” individualized majors. A structured individualized major is a vehicle by which faculty with shared interdisciplinary interests can work with interested students to develop and test a curriculum for a potential new major.

The process for developing such a structured individualized major includes three steps: (1) an interdisciplinary group (from at least two departments) develops a framework for the major and this framework is approved by their departments; (2) the Individualized Major Advisory and Admissions Committee reviews the proposal; and (3) the relevant college's Courses and Curriculum Committee reviews and approves the proposal.

Students wishing to pursue such a “structured” individualized major follow a process that is similar to that of other individualized majors. They prepare a statement of purpose and plan of study and confer with and seek the approval of faculty advisors associated with the structured individualized major. The proposed plan of study must follow the guidelines outlined in the structured individualized major plan. The Individualized Major Committee reviews the proposal and meets with the student before making an admission decision.

The current Geoscience major was launched in this fashion. The Integrative Geoscience structured individualized major was in place from 2005-06 to 2008-09.

This proposal has been prepared by Guojun Gan (Mathematics), Jungbin Hwang (Economics), and Jun Yan (Statistics), with Professor Yan serving as chair of the committee. The committee was appointed by Ming-Hui Chen and Ambar Sengupta, the heads of the Departments of Statistics and Mathematics, respectively, and the proposal has the full support of both departments.

Input from various members of the UConn academic community have been used in preparing this document. The consultation and support from the Department of Economics and the Department of Computer Science and Engineering are greatly appreciated.

This proposal was reviewed and approved by the Individualized Major Advisory and Admissions Committee on Sept. 13, 2107

2. Background on Data Science

Data Science, the science of extracting meaningful and useful information from large data sets, is a field that is developing fast, both in fundamental research and in manifold applications. The subject is, by its inherent nature, highly interdisciplinary.

There is a rapidly growing demand for data scientists in many sectors. Examples include digital advertising, actuarial research, customized health/medical services, image/speech recognition, and online map/navigation services. Thus it is important to offer students a pathway to gaining expertise in this field.

An increasing number of institutions are offering Majors in data science. In the July and August issue of Amstat News in 2015, the directors of 10 new undergraduate data science programs in the US and the UK were interviewed, underlying the growing interest in developing such

programs. Universities with new data science focused programs include, for example, The Ohio State University, University of California Irvine, Princeton University, and the University of Michigan.

3. Three Pillars

We surveyed over 20 new data science programs in the US in October, 2016.

Some programs have more requirements than others. Nonetheless, two common features are found in most of these programs:

- Joint training between Statistics/Mathematics and Computer Science.
- A capstone requirement that focuses on practice in the curriculum.

The common features of existing undergraduate data science programs reflect the widely accepted *three pillars* of data science: computer science, mathematics and statistics, and domain knowledge. These “pillars” were noted by Bin Yu in her 2014 Presidential address at the Institute of Mathematical Statistics, where she also suggested the following view of data science:

$$\text{data science} = \text{SDCCC} = \text{SDC}^3$$

where S is statistics, D is domain/science knowledge, and the three C's represent computing, collaboration/teamwork, and communication to outsiders. Our proposal covers the three pillars and skills to integrate them.

Looking to the future we would also recommend that ways be found to incorporate a study of ethical issues, including but not limited to data confidentiality, that arise in applications of data science in medical, social, and political contexts.

4. Curriculum & Program Outline

A minimum of 36 credits above the level of 2000 are required for the individualized major in data science, and they consist of core courses, elective courses, a capstone, and a writing course.

4.1 Required Courses

The core courses required are from statistics, mathematics, and computer science.

9 credits from Mathematics/Statistics	<ul style="list-style-type: none"> ○ MATH 2210 Applied Linear Algebra ○ STAT 3025Q Statistical Methods (Calculus Level I) ○ STAT 3115Q Analysis of Experiments
6 credits from Computer Science	<ul style="list-style-type: none"> ○ CSE 2100 Data Structure and Introduction to Algorithms ○ CSE 2102 Introduction to Software Engineering

4.2 Electives

A minimum of 18 credits of electives should come from related disciplines. These should be planned to ensure that a minimum of 18 credits of the total 36 credits comes from CLAS.

The electives need to include 6 credits from a domain science subject to approval by the Individualized Major Advisory and Admissions Committee.

Here are two examples.

If Economics is chosen to be the domain science, then credits could be earned in:

- ECON 2311 Empirical Methods in Economics
- ECON 2211Q Quantitative Intermediate Microeconomics or 2212Q Quantitative Intermediate Macroeconomics

If Actuarial Science is chosen to be the domain science, then the courses could be:

- MATH 2610: Introduction to Actuarial Science
- MATH 3630: Actuarial Mathematics I

Other electives can be chosen as the faculty advisors approve. Examples are:

- MATH 3160 Probability
- MATH 3510 Numerical Analysis I
- MATH 3370 Differential Geometry
- STAT 3375Q Introduction to Mathematical Statistics I
- STAT 3445 Introduction to Mathematical Statistics II
- STAT 3515Q Design of Experiments
- STAT 4185 Special Topics (Introduction to Data Science)
- STAT 4825 Applied Time Series
- STAT 3675Q Statistical Computing
- CSE 2500 Introduction to Discrete Systems
- CSE 3100 Systems Programming
- CSE 3500 Algorithms and Complexity
- CSE 3666 Introduction to Computer Architecture
- CSE 3802 Numerical Methods in Scientific Computation
- CSE 4095 Special Topics in Computer Science and Engineering (Big Data Analytics)
- CSE 4095 Special Topics in Computer Science and Engineering (Machine Learning)
- CSE 4300 Operating Systems
- CSE4701 Principles of Databases
- ECON 3313 Elementary Economic Forecasting
- OPIM 3802 Data and Text Mining

4.3 Capstone Project

A major component of this program is the final year capstone 3-credit project, which is practice with real data science problems, requiring integration of statistics/mathematics, computing, domain knowledge, as well as soft skills such as collaboration and communication. The project proposal should be approved by the advisor.

Students complete this capstone using the Individualized Major Program's thesis course number: UNIV 4697W.

4.4 Writing

The same as required by IISP.

4.5 GPA and Credit Requirements

(Quote from the current CLAS catalog:)

In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

At the experimental stage, this major may be test run with honors students.

COURSE ACTION REQUEST	
CAR ID	17-4535
Request Proposer	Vials
Course Title	Introduction to Asian American Studies
CAR Status	In Progress
Workflow History	Start > Draft > AASI > American 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	2
Course Subject Area	AASI
School / College	College of Liberal Arts and Sciences
Department	AASI
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	American Studies is seeking to cross-list this course because Asian American Studies is a crucial component of American Studies nationally. Scholars from the two interdisciplines overlap considerably because they share interests in comparative ethnic studies, cultural studies, US empire studies, and human rights. In addition, this specific course is interdisciplinary in the materials it brings to the classroom, which range from literary texts, secondary historical sources, pop cultural artifacts, journalism, legal cases, and visual art.
Course Title	Introduction to Asian American Studies
Course Number	3201
Will this use an existing course number?	Yes
Please explain the use of existing course number	The only change being sought is the cross-listing.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@uconn.edu
Is this request for you or someone else?	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?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	Yes
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area E: World Culture
General Education Competency	
Number of Sections	1
Number of Students per Section	40
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 and higher.
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?	Hartford, Storrs, Waterbury
If not generally available at all campuses, please explain why	The faculty to teach this course are not available on all campuses.
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	AASI 3201. Introduction to Asian American Studies Three credits. Prerequisite: Open to juniors or higher. A multidisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community,
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	migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4.								
Provide proposed title and complete course catalog copy	AASI / AMST 3201. Introduction to Asian American Studies Three credits. Prerequisite: Open to juniors or higher. A multidisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4.								
Reason for the course action	American Studies is seeking to cross-list this course because Asian American Studies is a crucial component of American Studies nationally. Scholars from the two interdisciplines overlap considerably because they share interests in comparative ethnic studies, cultural studies, US empire studies, and human rights. In addition, this specific course is interdisciplinary in the materials it brings to the classroom, which range from literary texts, secondary historical sources, pop cultural artifacts, journalism, legal cases, and visual art.								
Specify effect on other departments and overlap with existing courses	None								
Please provide a brief description of course goals and learning objectives	This interdisciplinary course provides a general introduction to major themes in Asian American Studies through readings and class discussions, guest speakers, and video screenings. This course explores concepts of identity and community, as well as aspects of what constitutes "Asian American" contemporary culture. Issues covered include: Asian migration to the U.S., Asians and the law, representations of Asians in visual and popular culture, family and community formation, gender issues, interracial relations, and human rights issues. This course provides the foundation for the Minor in Asian American Studies. It is requisite for all students planning to minor in this area, providing a firm academic grounding for students wishing to pursue studies in the area of Asian American Studies, as well as for those who are new to the field. By offering a wide-ranging overview that touches on history, cultural studies, diaspora studies and globalization, film and media studies, gender studies, racial formations in the United States, and theories of social justice, it situates the study of Asian American histories, cultures, and communities in wider and overlapping social and intellectual currents.								
Describe course assessments	Assessments vary from instructor to instructor. As currently taught, these assessments range from term papers, weekly reading assignments of 20-30 pages, in-class presentations, and exams.								
General Education Goals	Introduction to Asian American Studies contributes to students' understanding of the diversity of human cultures by providing multi-faceted insights into the experiences and histories of various East Asian, Southeast Asian, and South Asian groups in the United States. It places particular emphasis on the immigrant and refugee experience, tracing different trajectories of Asian migration and settlement in North America from the nineteenth century to the present. Such an approach helps students to understand the era in which they live, as the globalized flow of people, goods, capital, images, and ideas between Asia and the West is ever more rapidly transforming the domestic U.S. sphere. Fundamentally interdisciplinary in character, Introduction to Asian American Studies draws on aspects of American history, sociology, film and media studies, visual culture studies, literary studies, legal studies, and gender studies in framing the Asian American experience. In so doing, the course provides an array of intellectual tools that allow students greater flexibility in making more critical and informed judgments about the nature of the social and political conditions facing Asians and other groups of non-European origin in this country.								
Content Area: Arts and Humanities	Comparative and cross-disciplinary in its investigation of human experience, this course considers how the historical and contemporary perception and treatment of Asians are both similar to and different from the treatment accorded to African Americans, Native Americans, and Latinos in the United States. In particular, it examines how ideas of difference (whether racialized or cultural) are constructed through highly elaborated systems of representation, that in turn draw on the long-established discourses of orientalism and primitivism in the West. Students will be exposed to a range of expressive media, including film, documentaries, literature, visual art, graphics, and performance art forms.								
Content Area: Diversity and Multiculturalism (non-International)	This course aims to develop the students' appreciation of the differences as well as commonalities among people by not only examining the experiences of specific groups, but also overarching questions of human rights, citizenship, race relations, and social justice. One important focus is the legacy of the civil rights movement of the 1950s for subsequent generations who likewise have sought to combat discrimination directed toward their groups, and to move the society toward fulfilling the democratic principles on which it was founded. The rise of the Asian American movement and the creation of ethnic studies by student leaders during the 1960s and 1970s offer an especially relevant model for students, in recognizing how their knowledges and vision can be applied to creating a more just and equitable society for all of its members.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AASI AMST 3201 Syllabus.docx</td> <td>AASI AMST 3201 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	AASI AMST 3201 Syllabus.docx	AASI AMST 3201 Syllabus.docx	Syllabus		
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Draft	Christopher R Vials	09/27/2017 - 08:48	Submit		I am now submitting this cross-list proposal to the representatives of AMST and AASI for approval.
	AASI	Cathy Schlund-Vials	09/27/2017 - 09:52	Approve	9/27/2017	This course is very much fixed to American Studies and will help strengthen our outreach at various campuses.
	American Studies	Matthew G McKenzie	09/27/2017 - 09:56	Approve	9/27/2017	American Studies is seeking to cross-list this course because Asian American Studies is a crucial component of American Studies nationally.

AASI / AMST 3201

Introduction to Asian American Studies

Spring 2017

Dr. Cathy J. Schlund-Vials

Office: Austin 138 / Beach Hall 417

cathy.schlund-vials@uconn.edu

Course Description:

We will, through the course of the semester, consider the many histories, experiences, and cultures that shape and define the ever-changing, ever-evolving field of Asian American Studies, an interdisciplinary space marked by multiple approaches, voices, issues, and themes. By no means will our explorations be exhaustive or comprehensive – given the immense diversity of Asian/Pacific Islander communities, such a goal is impossible. Instead, we will look at the field of Asian American Studies (with its many communities) through a variety of lenses – history, literature, film, and visual culture – and our discussions will be contextualized through these different perspectives. In particular, we will use popular culture as the basis for the course. We will cover the first wave of Asian immigration in the 19th century, the rise of anti-Asian movements, the experiences of Asian Americans during World War II, the emergence of the Asian American movement in the 1960s, and the new wave of post-1965 Asian immigration. We will also look at the ways in which Asian American communities transform and are transformed by their relationships to other groups of color. Racial formation, immigration, citizenship, transnationalism, gender, class, and war will serve as foundational topics in the course, and we will attempt to map some of the collisions that occur among these different thematic foci.

The syllabus that accompanies this course description is admittedly ambitious. And, depending on our discussions, I may adjust the syllabus so that we may delve deeper into particular texts.

Class Requirements:

Class Participation	20%
Prompts (3)	20%
Mid-term Project	30%
Final Project/Paper	30%

Grade Conversion Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
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93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59 or less
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Class Participation:

You will be required to actively participate in class discussions. Come to class prepared and be ready to discuss the material. **This means that you MUST bring your book. Moreover, you MUST be alert, which means that you should not be texting, checking email, or checking social network sites during class.** One of the strengths of the class is the opportunity you have to discuss the material in such depth, and I envision this class as one that depends on engaged discussion moments for its success. Class participation also includes attendance – in order for you to participate, you must be present. Not being prepared for class, habitual tardiness, and excessive absences (more than 2 through the course of the semester) WILL negatively impact your final grade.

Prompts

You will be asked to write a 2-3 page response to a particular question based on the readings. This assignment will give you an opportunity to collect your thoughts for class discussion. I will collect these assignments and assign a grade based on the content of your response. I will not accept late prompt assignments. To reiterate and expand, the prompt must be a MINIMUM of 2 pages, include direct quotes from the text (with correct MLA citation), and be free of typos, spelling errors, and grammatical issues.

Midterm Project: The purpose of this assignment is to give you some experience investigating “primary documents.” A primary document is any text or artifact produced by those living in the time you are researching (on the other hand, essays by historians or other scholars written after the fact are called “secondary sources”). For the purpose of this assignment, we will call primary documents “cultural artifacts.” Your cultural artifact can be a magazine, an article within a magazine, a newspaper, a short story, a novel, pop fiction, an object or set of objects, a space, an advertisement, a set of photographs or paintings, an old film, sheet music, songs, etc. You will be asked to answer a series of questions, and you will write an essay of 6-8 pages.

Final project: Your final project should compellingly engage the discipline of Asian American Studies and some of the themes we will cover through the course of the semester. You can write an ethnographic (which will require doing an interview) or autobiographical piece, and this piece should address some of the concerns revealed through our discussion of Asian American history, culture, identity, and politics. Or, you could significantly expand upon the midterm project. You could do a photographic essay (in which you take at least ten photographs) with a six-page analysis (telling the viewer what these photographs signify and why they were taken). You may choose to shoot a film. If you do a creative final project, you will have to write an analysis defining the scope of your project to the reader. If you choose to do a “traditional” paper, the piece should be 10 pages in length, in MLA format.

NOTE: All assignments must be typed, double-spaced, with one-inch margins. You must use a 12-point,

Times New Roman (or equivalent) font. Points will be deducted for deviations from this requirement

(e.g. use of a larger font, manipulation of margins, etc.). DO NOTE EMAIL PAPERS. Moreover, if you turn in a paper after the deadline, I will deduct ten points from the final grade for each day it is late.

If it is more than a week late, you will receive a “0” for the assignment.

Attendance: Your participation in class is most valued. You are allowed to miss a maximum of two classes through the course of the semester. It is strongly encouraged that you try to make it to each class – we are covering a lot of material. You will be responsible for obtaining class notes from days missed and completing assignments on time. Your grade will be affected if **you miss more than two classes** in the semester – on average, your grade will, for each absence, be lowered by ½ a letter grade. **If you miss six classes or more, you will fail the course.**

Grades: I consider a “B” a high grade. If you complete the work and participate regularly in class, you can expect a grade of “B.” An “A” will be given for excellent work, and these grades are reserved for those students who exhibit outstanding performances in attendance, discussion, responses, and projects. Plagiarism will not be tolerated. If you plagiarize an assignment, you will receive a failing grade for that assignment and risk failing the course.

If you are concerned about your grade, it is **highly advisable** that you speak with me well before the end of the semester. I will gladly discuss your progress in the course during my regularly scheduled office hours.

Office Hours: I will be holding office hours Tuesdays and Thursdays, from 1-2 PM, in Austin 138. I will also be available by appointment. I am very accessible via email as well.

Texts: I will be ordering texts from the UConn Bookstore. I will also provide supplementary texts in the form of handouts.

Books:

Asian America: A Primary Source Reader (edited by Cathy Schlund-Vials, K. Scott Wong, and Jason O. Chang)

Shadow Hero (Gene Luen Yang and Sonny Liew)

Vietnamerica (GB Tran)

Plagiarism Policy

According to the University of Connecticut web site on plagiarism:

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious

offense in any academic setting and it will not be condoned. "

--- University of Connecticut, Student Code, Section VI

IT IS YOUR RESPONSIBILITY to familiarize yourself with the University of Connecticut’s academic integrity statement and academic honesty policy. If you are caught plagiarizing an assignment, I will give you an automatic “0” for that assignment. I will also file a report documenting the instance of academic dishonesty. If you are caught a second time, I will automatically fail you for the course.

Syllabus

AA = Asian America: A Primary Source Reader

H = handout

<p>Tuesday, January 17, 2017</p>	<p>Contemplating Asian America (Introduction) Slide Lecture (Brief Overview) Assignment: “Introduction,” (AA)</p>
<p>Thursday, January 19, 2017</p> <p>(AA)</p>	<p>Immigration, Exclusion, and War Discussion of AA Introduction Assignment: “The Naturalization Act of 1790”</p> <p>Hearn, “Saint Malo” (AA) <i>People v. Hall</i> (AA) “Joining the Tracks...” (AA) Twain, <i>Roughing It</i> (AA)</p>
<p>Tuesday, January 24, 2017</p> <p>and Railroad</p> <p>Cartoons) (AA)</p> <p>(1898) (AA)</p> <p>Free” (AA)</p>	<p>Denaturalized Citizenships Discussion of Naturalization, Hearn, <i>People</i>, Twain,</p> <p>Assignment: The Page Act (AA) <i>In re Ah Yup</i> (AA) The Chinese Question (Political</p> <p>The Chinese Exclusion Act (AA) The Rock Springs Massacre (AA) <i>United States vs Wong Kim Ark</i></p> <p>Sui Sin Far, “In the Land of the</p>
<p>Thursday, January 26, 2017</p> <p>Exclusion, Riots,</p>	<p>The Seeds of Exclusion and Birthright Citizenship Discussion of The Page Act, <i>Ah Yup</i>, Chinese</p> <p>Political Cartoons, Far, and <i>Wong Kim Ark</i></p>

Assimilation” (AA)
(AA)

Protest (AA)

Tuesday, January 31, 2017
Pacific

Exclusion: Meat vs. Rice (AA)

Invasion” (AA)

Thursday, February 2, 2017

London

(AA)

(AA)

Tuesday, February 7, 2017
Formation

Coast” (AA)

Munson...” (AA)

Thursday, February 9, 2017
2017)

Assignment: McKinley, “Benevolent
Cartoons (Philippine Independence)

Bulosan, “Be American’ (AA)
“Watsonville Riots” (AA)
The Tydings-McDuffee Act (AA)
Queen Liliuokalani’s Letter of

PROMPT #1 DUE NEXT CLASS

“Benevolent Assimilation” and U.S. Colonialism
Discussion of Hawai’i, the Philippines, and the

Assignment: *Some Reasons for Chinese*

“Four Bids for Canal Labor” (AA)
Jack London, “Unparalleled

Labor, Competition, and the Yellow Peril
Discussion of *Meat vs. Rice*, Canal Labor, and

Assignment: *Ozawa v. United States* (AA)
United States v. Bhagat Singh Thind

The Johnson-Reed Immigration Act

“La Mestizacion” Cartoon (AA)

Eugenics, Immigration, and Asiatic Racial

Discussion of *Ozawa*, *Thind*, and Johnson-Reed

Assignment: CB Munson, “Japanese on the West

Carter, “Memorandum on C.B.

Executive Order 9066 (AA)
Gentleman’s Agreement (1907) (AA)
“Japs Keep Moving” (Photo) (AA)
Anti-Japan War Posters (AA)

Threat, Peril, and Japanese Americans

INTRO: Midterm Assignment (Due March 21,

Executive Order
 (AA)
 Citizens/Japanese” (AA)

Discussion of Munson, Carter, War Images, and
 Assignment: John Okada, *No-No Boy* (AA)
 “Declaration of Policy / JACL” (AA)
 Dorothea Lange, Internment Photos
 Leave Clearance Questions (AA)
 Statement of United States
Korematsu v. United States (1944)

NB: In addition to regular class meetings, students will schedule a meeting with the professor to discuss midterm topics.

Tuesday, February 14, 2017
Hero
 Jap” (AA)
 (AA)

A Closer Look at Internment
 Discussion of Okada, Policies, and *Korematsu*
 Assignment: Magnuson Act (1943) (AA)
 Begin reading Yang, *The Shadow*
 Dept. of U.S. Army, “How to Spot a
 “Rough on Rats” (Political Cartoon)

Thursday, February 16, 2017
Hero

Changing Fortunes: Chinese Americans and WWII
 Assignment: Finish reading Yang, *The Shadow*
 The War Brides Act (AA)

Tuesday, February 21, 2017

Chinese American Heroes and Villains
 Discussion of Yang and War Brides Act
 Assignment: The McCarran-Walter Act (AA)
 Dean Acheson, “Speech on the Far
 East” (AA)
 Korea” (AA)

Harry S. Truman, “Situation in

Thursday, February 23, 2017
 Truman
 Group” (AA)
 Power” (AA)

Cold War Orientalism and Asian America
 Discussion of McCarran-Walter, Acheson, and
 Assignment: The Hart-Celler Act (AA)
 “Success Story of One Minority
 Stokely Carmichael, “Basis of Black

PROMPT #2 DUE NEXT CLASS

Tuesday, February 28, 2017

Carmichael

Yellow Power” (AA)

(AA)

Civil Rights Movements and Immigration Reform
Discussion of Hart-Celler, “Success Story,” and

Assignment: Amy Uyematsu, “Emergence of

San Francisco State College Strike

Yuri Kochiyama Interview (AA)

Thursday, March 2, 2017

(AA)

Cong” (AA)

Yellow Power Activism and Multiracial Coalitions

Assignment: Gulf of Tonkin Resolution (AA)

My Lai Massacre (Testimony) (AA)

Nick Ut, “Terror of War” (Photo)

Eddie Adams, “Executing a Viet

Tuesday, March 7, 2017

Vietnamerica

The American War in Vietnam

Discussion of Resolutions and Actions

Assignment: Begin reading GB Tran’s

Thursday, March 9, 2017

2017

Indochina Wars

Discussion of Tran’s *Vietnamerica*

Assignment: Continue reading *Vietnamerica*

MIDTERM PAPER DUE March 21,

SPRING BREAK RECESS (March 13 – 18, 2017)

Tuesday, March 21, 2017

(AA)

Indochina Wars Continued

Discussion of *Vietnamerica*

Assignment: The Indochina Refugee Act” (AA)

The Refugee Act of 1980 (AA)

Bartletti, “Vietnamese Refugees”

Bao Phi Poems (AA)

Thursday, March 23, 2017

Refugees

Displaced Asian America: Southeast Asian

Discussion of *Vietnamerica* and Refugee Acts

Assignment: Finish reading *Vietnamerica*

Bryan Thao Worra Poems (AA)

Anida Yoeu Ali Poems (AA)

Tuesday, March 28, 2017
Southeast Asian America
Discussion of Worra, Ali, and Tran
Assignment: Frank Wu, "The Killing of Vincent
Chin" (AA)
U.A.W. Says, "If You Sell in
America" (AA)

Thursday, March 30, 2017
Movement
Vincent Chin and the New Asian American
Screening: *Vincent Who?* (Curtis Chin)
Assignment: Statement on Signing of American
Competitiveness
(AA)
Joel Stein, "My Own Private India"
(H)
Kal Penn, "Response to Stein" (H)
PROMPT #3 DUE NEXT CLASS

NB: In addition to regular class meetings, students will schedule a meeting with the professor to discuss final paper topics.

Tuesday, April 4, 2017
Americas
South Asian Diasporas and South Asian
Discussion of Stein, Penn, and Policy
Assignment: Jhumpa Lahiri, *The Namesake*
(excerpt) (H)
Jhumpa Lahiri, "Mrs. Sen" (H)

Thursday, April 6, 2017
The Children of 1965: South Asian Americans
Discussion of Lahiri
Assignment: Walker, "L.A. Riots" (AA)
The Civil Liberties Act of 1988 (AA)
"Japanese Latin
Americans/Compensation" (AA)
Liu, "Asian American Dilemma"
(AA)

Tuesday, April 11, 2017
NO CLASS (Instructor at Conference)

Thursday, April 13, 2017
NO CLASS (Instructor at Conference)

Tuesday, April 18, 2017
Redress, Compensation, Riots, and Happiness
Report
Discussion of JA Redress, LA Riots, and Pew

Assignment: “Abercrombie & Glitch” (AA)
“Battle Hymn of the Tiger Mother”

(AA)

Thursday, April 20, 2017

Contemporary Asian America
Discussion of Commodity and Model

Minoritization

Tuesday, April 25, 2017

TBA

Thursday, April 27, 2017

TBA

COURSE ACTION REQUEST	
CAR ID	17-3982
Request Proposer	Vials
Course Title	Colonial America: Native Americans, Slaves, and Settlers, 1492-1760
CAR Status	In Progress
Workflow History	Start > Draft > History > American 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	2
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	American Studies is seeking to cross-list this course because it brings together US history, US culture, a transnational orientation, and a comparative ethnic studies approach. This combination has become central to the interdiscipline of American Studies nationally.
Course Title	Colonial America: Native Americans, Slaves, and Settlers, 1492-1760
Course Number	3502
Will this use an existing course number?	Yes
Please explain the use of existing course number	The only proposed change is the cross-listing.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@uconn.edu
Is this request for you or someone else?	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?	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)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring
Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered	Fall
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	lecture, writing workshop, and discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ENGL 1010 or 1011 or 2011. Open to juniors or higher.
Corequisites	N/A
Recommended Preparation	N/A
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No
Is Consent Required for course?	No Consent Required

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?	Avery Point, Storrs
If not generally available at all campuses, please explain why	Faculty to teach this course are not available at all campuses
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	HIST 3502. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760 Three credits. The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system. HIST 3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760 Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
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Provide proposed title and complete course catalog copy	AMST/HIST 3502 Colonial America: Native Americans, Slaves, and Settlers, 1492-1760 Three credits. The legacy of Columbus, creative survival of Native Americans in the face of disease and warfare, religious utopianism and the profit motive in colonization. The growth of a distinctive Anglo-American political culture, gender and family relations, and the entrenchment of a racial caste system. AMST/HIST 3502W. Colonial America: Native Americans, Slaves, and Settlers, 1492-1760 Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.												
Reason for the course action	American Studies is seeking to cross-list this course because it brings together US history, US culture, a transnational orientation, and a comparative ethnic studies approach. This combination has become central to the interdiscipline of American Studies nationally.												
Specify effect on other departments and overlap with existing courses	As this proposal is merely to cross-list an existing course, it should have no impact on existing courses or other departments.												
Please provide a brief description of course goals and learning objectives	This course seeks to provide students the skills and materials to analyze and understand the interactions between Native Americans, European colonists, and enslaved and freed African and African-descended people in the development of colonial America. Assessments of student performance will require students to critically examine these interactions through written and/or oral examinations and papers.												
Describe course assessments	Assessments of student performance will require students to critically examine these interactions through short written assignments, essays, and exams.												
General Education Goals	See description of Skill Code W below.												
Skill Code W	Revision is mandatory in this class. No students will pass this class without passing the writing component. Students will write at least fifteen pages; all of this writing will be revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Writing will be addressed as a process and there will be substantial supervision of student writing. Instructors will offer either oral or written feedback to guide students in making needed revisions. The structure of revision and supervision may vary, and may include in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.												
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td></td> <td>Syllabus</td> <td>Syllabus</td> </tr> <tr> <td>HIST AMST 3502 Syllabus.docx</td> <td>HIST AMST 3502 Syllabus.docx</td> <td>Syllabus</td> </tr> <tr> <td>HIST AMST 3502W Syllabus.doc</td> <td>HIST AMST 3502W Syllabus.doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type		Syllabus	Syllabus	HIST AMST 3502 Syllabus.docx	HIST AMST 3502 Syllabus.docx	Syllabus	HIST AMST 3502W Syllabus.doc	HIST AMST 3502W Syllabus.doc	Syllabus
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HIST AMST 3502W Syllabus.doc	HIST AMST 3502W Syllabus.doc	Syllabus											

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	08/07/2017 - 11:34	Submit		I am now submitting this CAR to Melina (HIST) and Matt (AMST) for approval
	History	Melina A Pappademos	09/28/2017 - 23:16	Approve	9/28/2017	This course provides important foundational history related to American Studies.
	American Studies	Matthew G McKenzie	09/29/2017 - 07:28	Approve	9/29/2017	American Studies is seeking to cross-list this course because it brings together US history, US culture, a transnational orientation, and a comparative ethnic studies approach. This combination has become central to the interdiscipline of American Studies nationally.

HIST/AMST 3502: Colonial America: Native Americans, Slaves, and Settlers, 1492-1760

Matthew McKenzie

matthew.mckenzie@uconn.edu

860-405-9270

Introduction:

North American exploration, contact, and colonization has played powerful roles in shaping American identities, collective memories, political culture, and individual ambitions. Despite the importance of this period, few people have clear understanding of how, why and by whom American colonies were built. The course seeks to explore those questions, how what we know of the past relates to our current popular visions of colonial America, and the significance inconsistencies between historical and popular understandings play in contemporary consciousness.

This course explores the development of North American society, economy, culture, and environment during and after the advent of European colonization in the New World. To help make sense of such a tall task, this course will routinely refer back to the following themes that highlight important elements of this story.

1. Colonial America as a global construction. Often, scholars explore colonial America from an “internalist” perspective; that is, seeking explanations for change solely among the people and places found in colonial America. This course seeks to broaden that view but challenging students to explore how wider, global changes shaped relationships and developments among people in the New World. How do changes in other parts of the Old World affect the social, cultural, and economic development of the New World? How did the discovery of the New World, in turn, affect the social, cultural, and economic development of the Old?
2. Colonial America as the result of Old World expectations adapting to New World circumstances. A century ago, historians viewed colonial American history as the story of the inevitable development of American liberties, and the creation of the United States. We now know such a perspective obscures more about the past that it clarifies. Rather than use the past as merely a source of origins for the present, this course seeks to uncover how colonial America emerged from the combination, collision, and coalescence of European expectations and American social, ecological, and cultural conditions. It is out of those accommodations—who made them, how they made them, and what they gave up in making them—that colonial society emerged as both related to, but also distinct from, the colonial cultures that sent people to American shores.
3. Colonial America as a dialog between humans and nature. Perhaps unlike any other period in human history, and unlike any other place in human history, American lands, peoples, and communities (of both plants and animals) experienced unprecedented change as Europeans adapted New World lands to Old World market production. The environment was not a passive player in that development. Rather than see the lands and seas as merely the canvas on which colonial dreams were drawn and dashed, this course seeks to reveal how American environments adapted to human-induced change, and conversely, how humans adapted to environmentally-induced change. While the sole definer of human colonial societies, the environment played active roles in shaping social and cultural development.
4. Colonial America as reflection and refraction of its constituent cultures. Ultimately, this course seeks to uncover and explain how colonial societies emerged as distorted images of the colonizing and colonized cultures that went into the process by which Europeans, Africans, and Native Americans came to share—sometimes peacefully, oftentimes not—the same lands in western hemisphere. The emergent cultures resembled their original forebears, but they also manifested differences produced by the colonial experience.

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>.

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](#) under the [Sexual Assault Response Policy](#). 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. More information is available at <http://sexualviolence.uconn.edu/>.

Performance Policies:

Students are expected to prepare for, attend, and contribute to each class meeting. Given the amount of material covered in this course, absences will make your preparation for written assignments and exams unnecessarily difficult. Students are also expected to abide by the UConn's Student Code, *The Responsibilities of Student Life: The Student Code* (available at <http://community.uconn.edu/the-student-code-pdf/>), and should understand definitions of academic integrity, what constitutes a violation of academic integrity, and how to avoid making such mistakes ("See Appendix A, Academic Integrity in Undergraduate Education and Research).

Within the course, readings, written work, and other assignments are due at the beginning of class on the day listed in the course outline below. Late work will not be accepted. All written work is to be typed, double spaced, proof-read (not just spell-checked!). All papers should use a footnotes/bibliography format for source citations as outlined in the Chicago Manual of Style (Turabian) reference styles available through "Research Guides @ Homer Babbidge Library": (<http://www.lib.uconn.edu/instruction/citing.html>).

Finally, this syllabus represents a guide for dates, but due dates may be changed through the course of the semester.

Grading Policy:

Midterm I	20%
Paper I	20%
Paper II	20%
Final	20%
Participation	20%

Cellphones, Laptops and recording Devices:

Please, NO cell phones, text messaging, or newspapers in class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class--

and disrespectful to the instructor--to have students get up during class to receive phone calls or to have to lecture while they are text messaging. If you have a particular emergency, please inform me before class that you will be expecting a call. Should you need to use the restroom you must leave your phone visible on your desk, otherwise you will not be permitted to leave the classroom. Please remember to do so, so that your leaving the classroom does not cause an unnecessary interruption. (If you do not own a phone, you might want to let the instructor know at the beginning of the semester.)

Laptop Use:

While use of laptops is permitted in this class, it is restricted to note taking. Any student found to be surfing the internet, checking email, playing games or doing anything on the laptop that is not connected with note taking, will forfeit their right to use their laptop for the duration of the semester. If such behavior is found to be a problem in the classroom, the instructor has the right to prohibit the use of laptops in the classroom altogether. PLEASE DO NOT COMPROMISE YOUR FELLOW STUDENTS' PRIVILEGE OF USING LAPTOPS IN THE CLASSROOM BY ENGAGING IN ANY OF THE BEHAVIORS SPECIFIED ABOVE.

Recording:

Students who either need or wish to record the lectures are asked to submit a request in writing to the instructor via email, stating their reasons for doing so. This applies only to audio recording. Video recording will not be permitted under any circumstances.

Readings:

Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin, 2002).

Andrew Lipman, *The Saltwater Frontier: Indians and the Contest for the American Coast* (New Haven: Yale University Press, 2015).

John Smith, *A Description of New England* (London: Robert Clerke, 1616) (hand-out).

Walter Raleigh, *The Discoverie of the Large Rich Empire of Guiana* (London: Robert Robinson, 1596) (hand-out).

Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin Classics).

Richter, "War and Culture: The Iroquois Experience," in Daniel Richter, *Trade, Land, Power: The Struggle for Eastern North America* (Philadelphia: University of Pennsylvania Press, 2013) (hand out).

Course Outline:

Week 1:

Reading: Taylor, chapters 1 through 3.

29 August: Introductions, Contingencies, and Late Medieval Europe

31 August: Europe in the 13th Century Indian Ocean System

Week 2

Reading: Raleigh, *The Discoverie of the Large and Rich Empire of Guiana* (1596), to page 13

5 September: Native American World on Eve of Contact

7 September: People and Environment on Eve of Contact

Week 3

Reading: John Smith, *A Description of New England* (1616)

19 September: Medieval Men or “Modern” Mariners
21 September: Reading Day, no class, read Raleigh and Smith

Week 4

Reading: Taylor, chapters 4 through 7.
26 September: *After the Mayflower*
28 September: *The New World*

Week 5

Reading: finish Raleigh and Smith
3 October: Colonization’s 17th Century European Context
Paper I Due: What is the main idea of you see emerging in each, Raleigh, Smith, *The New World*, and *After the Mayflower*? Why do representations of the New World differ across these images? How does each creator use representations of the New World to support their main idea, and what conclusions can we draw about changing perceptions of people and nature in North America (7 pages).
5 October: Sugar, Slaves, and Sovereignty—“Court” Colonies south of Delmarva.

Week 6

Reading, Taylor, chapters 8 and 9.
10 October: Fish, Firs and Forests—“Company” Colonies of the Northwest Atlantic
12 October: **Midterm I**

Week 7

Reading, Lipman, *Saltwater Frontier* (complete)
17 October: Jamestown’s Mixed Identity: Colony or Forward Operating Base? Trade, Plunder, or Settlement?
19 October: Clearing the Land: Tobacco, Slaves, Native Americans and Soil Mining

Week 8

Reading, Lipman, *Saltwater Frontier* (complete)
24 October: The Freaks Find a Home: Pilgrim Plymouth
26 October: Discussion, Lipman, *Saltwater Frontier*

Week 9

Reading: Richter, “War and Culture: The Iroquois Experience.”
31 October: Disease, Mourning Wars, and the Disruption of Native American Life
2 November: Bacon’s Rebellion and King Philip’s War: European Population Growth and the Disruption of European Life

Week 10

Reading: Taylor, chapters 10 through 12
7 November: Slavery and the Creation of Provincial America
9 November: **Midterm II**

Week 11

Reading: Taylor, chapters 13-16
14 November: Finding a Niche in the 18th Century Atlantic System

16 November: Discussion, Equiano

Week 12

Reading: Equiano

21 November: Thanksgiving Break

23 November: Thanksgiving Break

Week 13

28 November: Discussion, Equiano

Paper II Due: Given Equiano's experiences and what we've learned about British and colonial society in the mid-eighteenth century, explain his framing of abolitionism.

According to Equiano, why should Britain end slavery? Why, in your analyses, did he present this particular argument?

30 November: Inevitability of Rebellion?

Week 14

Reading: Taylor, chapters 17-19.

5 December: *The War That Made America I*

7 December: *The War That Made America II*

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Graduate Course

Last revised: September 24, 2013

1. Date: 10/10/17
2. Department requesting this course: Africana Studies Institute
3. Semester and year in which course will be first offered: spring 2018

Final Catalog Listing

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

AFRA 5100. **Impacts of Race on Health Equity and Medical Research**

3 credits. Lecture/Seminar. Open to graduate students including the Medical and Dental School with permission of the instructor(s).

Impact of racism in medicine, healthcare, and health outcomes in the United States. Sociological, psychological, historical, and medical perspectives on the multiple health risks affecting racialized, non-white populations as well as how these disparities should be addressed.

Items Included in Catalog Listing

Obligatory Items

1. Abbreviation for Department, Program or Subject Area: AFRA
2. Course Number: 5100
3. Course Title: **Impacts of Race on Health Equity and Medical Research**
4. Number of Credits (use digits, "3" not "three"): 3
5. Course Description (second paragraph of catalog entry):

Impact of racism in medicine, healthcare, and health outcomes in the United States. Sociological, psychological, historical, and medical perspectives on the multiple health risks affecting racialized, non-white populations as well as how these disparities should be addressed.

.

6. Course Type, if appropriate:

Lecture Laboratory Seminar Practicum

Optional Items

7. Prerequisites, if applicable: n/a

8. Recommended Preparation, if applicable: n/a

9. Consent of Instructor, if applicable: yes

10. Exclusions, if applicable: n/a

11. Repetition for credit, if applicable: no

12. S/U grading: no

Justification

1. Reasons for adding this course: This course is the only graduate course that brings together the study of medicine, science, and society within an Africana framework. The course link between CLAS and the Medical School supports an area of academic emphasis within the Africana Studies Institute curricular offerings and topical emphases.

2. Academic merit: This course is important to consideration of the role of race in the health outcomes of vulnerable populations in the United States. Special attention is focused on the African descended. The course addresses burgeoning national interest in health disparities, placing UConn within and not external to these debates. Further, it does so from the perspective of the African descended and, seeks to support graduate research that examines health disparities and outcomes among racialized and other vulnerable populations in the United States.

3. Overlapping courses: none

4. Number of students expected: 19

5. Number and size of sections: 1

6. Effects on other departments: none

7. Staffing: Faculty in the Medical School and the Africana Studies Institute

8. Dates approved by

Department Curriculum Committee: May 5, 2017

Department Faculty: May 5, 2017

9. Name, Phone Number, and e-mail address of principal contact person: Melina Pappademos; 860-486-3630, melina.pappademos@uconn.edu

Syllabus

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

Additional Approval

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

AFRA 5100:

Impacts of Race on Health Equity and Medical Research Spring 2018

Melina Pappademos, Ph.D. (Email: melina.pappademos@uconn.edu)

David G. Embrick, Ph.D. (Email: david.embrick@uconn.edu)

V. Bede Agocha, Ph.D. (Email: v.bede.agocha@uconn.edu)

Cato T. Laurencin, M.D., Ph.D. (Email: laurencin@uchc.edu)

Course Significance

Racism has central importance in the health status of non-whites in the United States. Indeed, the highly regarded landmark study, *Unequal Treatment*, conducted and published by the National Institute of Medicine, Committee for Understanding and Eliminating Racial and Ethnic Disparities in Health Care Treatment, argues that strong evidence confirms the proliferation of racial and ethnic health disparities NOT due to access-related issues. The study suggests that racial discrimination by providers, within the nation's healthcare system is a major factor contributing to health disparities among vulnerable populations. Blacks who are conscious of racial discrimination, for example, regularly experience higher blood pressure than blacks who do not experience race related "vigilance", and the anticipation of racial discrimination is proven to affect sleep behavior. The study also finds evidence that well intentioned whites exhibit unconscious implicit negative racial attitudes and stereotypes that likewise impact the health and well-being of nonwhites. An individual's experience with racism, then, often results in poor outcomes in health and well-being. Confronting racism in medicine is of crucial importance to improvement of the health outcomes of vulnerable populations.

Course Description

This course examines the ideas, structures, and practices of racial ideas in the United States. The course pays particular attention to racial practices in science, medicine, and healthcare and their impacts on the health and wellbeing of racialized populations in the United States. As Dr. Camara Jones suggests, racism operates on many levels in society, including at the level of institutions, personally mediated racism, and internalized racism. By the end of this course students will better understand historical context of race and science in the early twentieth century, uses of racist ideas in science, racial structures in society, psychological factors that impact multiple health risks and healing, and race in the practice, non-white populations, and the practice of medicine in the United States. Literature will address race and health disparities in the U.S. as understood by sociologists, psychologists, medical and scientific researchers, historians, and practicing physicians among other professionals concerned with health and social policies. Assessing how, when, and why African descended, Latinx, immigrant, and marginalized populations in the United States suffer poor health outcomes and are disproportionately unwell is central to the course.

Course requirements

Assignments for this course include 2-page weekly response papers, consistent weekly participation in seminar discussion, and a final essay on students research. The paper should reflect each student's familiarity with research related to race and health disparities, medical/biomedical research and medical practices and practitioners. Students may write up a literature review, original research, or textual analysis. As one course goal is for students to prepare publication-ready scholarship, their final papers will be evaluated based on their readiness for submission to a peer reviewed journal in the student's field of research. To this end, students also will have to identify at least 3 professional journals (and their submission requirements) to which they can reasonably submit their work for consideration.

Week 1 January 17th

UNIT I Introduction: Race, Science, & Social Practices in History

(Dr. Melina Pappademos, Department of History & Interim Director, Africana Studies Institute)

1. Night Doctors: Race and Physical Anthropology in liberalism and neo-imperialism
2. Twentieth-century historical development of racist projects & science
3. Social control, state policies, and racial studies

Week 2 January 24

UNIT II Sociological Perspectives of Race & Racism

(Dr. David G. Embrick, Department of Sociology and Africana Studies Institute)

Contemporary Race Relations: Shifting How We Understand Race and Racism

How do sociologists understand race and racism?

- What are the ways in which individuals are impacted by identity?
- How can we use contemporary race theories to better understand the world in which we live?

WEEK 2 READINGS:

- Angier, N. 2000. "Do Races Differ? Not Really, Genes Show." *New York Times*, August 22.
- Rockquemore, K. A. 2005. "Forced to Pass and Other Sins Against Authenticity." *Women & Performance*, 29 (1): 17-31.
- Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York, NY: Routledge. ISBN: 0-415-90864-7.
- Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Analysis." *American Sociological Review*, 62: 465-480.

Week 3 January 31

Colorblind Racism

- What is the difference between new racism and Jim Crow Racism?
- What is colorblind racism?
- What is racial apathy?

WEEK 3 READINGS:

- Forman, Tyrone A., and Amanda E. Lewis. 2006. "Racial Apathy and Hurricane Katrina: The Social Anatomy of Prejudice in the Post-Civil Rights Era." *Du Bois Review*, 3 (1): 175-202.
- Bonilla-Silva Eduardo. 2017 (5th ed.). *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield.

Week 4 February 7

Medical/Institutional Racism

- How can we best understand how health/medicine is racialized?
- How do social movements impact health care?

WEEK 4 READINGS:

- Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*

Week 5 February 14

Sociological Research Particular to Racism and Medicine/Health

- What is cultural competency and why is popular and yet ineffective?
- What are the racial mechanisms within institutions that create or maintain the status quo?

WEEK 5 READINGS:

- Jonathan Metzl, *The Protest Psychosis: How Schizophrenia Became a Black Disease*
- Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. *Proceedings of the National Academy of Sciences*, 113(16), 4296–4301. <http://doi.org/10.1073/pnas.1516047113>

Week 6 February 21

Research for final essays (No Class)

Week 7 February 28

Unit III Science and Race from Psychological Perspective

(Dr. Bede Agocha, Department of Psychological Sciences & Africana Studies Institute)

Understanding Health in Context

- What is health/wellness and what factors most influence it?
 - How do opportunities for social integration, provision of safety, and ability to predict/control aspects of environment drive health?
- What is the biomedical model of health?
- How do African (e.g., Sahku Sheti, Utamawazo) and African American (e.g., Sankofa) epistemologies explain health/wellness?
- What is the Biopsychosocial model of health?
 - Case of Phenomenological Variant of Ecological Systems Theory

WEEK 7 READINGS:

§ Race, Ethnicity, and Health: A Public Health Reader (2nd Edition) by Thomas A. LaVeist and Lydia A. Isaac (Editors) (2013). San Francisco, CA: Josey-Bass.

§ LaVeist & Isaac: Introduction, Chaps. 4, 5, 18, & 26; Adler, N., Boyce, T., Chesney, M., Cohen, S., Folkman, S., et al. (1994). Socioeconomic status and health: the challenge of the gradient. *American Psychologist*, 9, 15–24. Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: Coming of age. *Annual Review of Public Health*, 32, 399–416.

Diez Roux, A. V. (2012). Conceptual approaches to the study of health disparities. *Annual Review of Public Health*, 33, 41–58.

Kim, H. S. & Sasaki, J. Y. (2014). Cultural neuroscience: Biology of the mind in cultural contexts. *Annual Review of Psychology*, 65, 487–514.

Obasi, E. M. & Smith, A. J. (2009). African psychology, or Sahku Sheti: An application of the art of spiritual liberation and illumination of African people. In H. A. Neville, B. M. Tynes, & S. O. Utsey (Eds.), *Handbook of African American Psychology* (pp. 47–60). Thousand Oaks, CA: Sage Publications, Inc.

Spencer, M. B. (2006). Phenomenology and ecological system theory: Development of diverse groups. In W. Damon & R. Lerner (Eds.), *Handbook of Child Psychology* (6th ed., Vol. 1, pp. 829–893).

Whitfield, K. E., Weidner, G., Clark, R., & Anderson, N. B. (2002). Sociodemographic diversity and behavioral medicine. *Journal of Consulting and Clinical Psychology*, 70, 463–481.

Week 8 March 7

The Shift From Health Focus to Health Disparities

- How do demographics and stratification influence health/wellness?
- What are the roles of distal factors?
 - Race/ethnicity intersectionality, gender-related processes, sexuality-related processes, and socioeconomic variables (incl. education, welfare, wages, taxation)
- What are the roles of sociostructural factors?
 - Regionalization & food insecurity, housing, recreation opportunities
- What are the roles of proximal factors?
 - Personality attributes, coping processes & self-regulation, interpersonal relations, and cognitive appraisals

WEEK 8 READINGS:

LaVeist & Isaac: Chaps. 1, 2, 3, 16, 17, & 19;

Conger, R. D. & Donnellan, M. B. (2007). An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology*, 58, 175-200.

Diez Roux, A. V. (2001). Investigating neighborhood and area effects on health. *American Journal of Public Health*, 91, 1783–1789.

Diez Roux, A. V. (2012). Conceptual approaches to the study of health disparities. *Annual Review of Public Health*, 33, 41–58.

Fiscella, K., & Williams, D. R. (2004). Health disparities based on socioeconomic inequities: Implications for urban health care. *Academic Medicine*, 79, 1139–1147.

Friedman, H. S. & Kern, M. L. (2014). Personality, well-being, and health. *Annual Review of Psychology*, 65, 719–742.

Hampson, S. E. (2012). Personality processes: Mechanisms by which personality traits “Get outside the skin.” *Annual Review of Psychology*, 63, 315–339.

Major, B., Mendes, W. B., & Dovidio, J. F. (2013). Intergroup relations and health disparities: A social psychological perspective. *Health Psychology*, 32, 514–524.

Mays, V. M., Cochran, S. D., & Barnes, N. W. (2007). Race, race-based discrimination, and health outcomes among African Americans. *Annual Review of Psychology*, 58, 201–225.

Week 9 March 14 Spring Break (no class)

Week 10 March 21

Applying Integrative Approaches to Health

- A. Contrast chronic disease explained by Health Belief Model and other integrations (e.g., Clark et al., 1999; Cutrona et al., 2000; Everson-Rose & Lewis, 2005; C.P. Jones, 2000; J. Jones, 1997; Kuh & Ben-Shlomo, 1997; Massey, 2004; Mays & Cochran, 1998; Williams et al., 1997, 2010)
- B. Obesity, Cardiovascular disease (including hypertension), Cancer, Diabetes, HIV/AIDS, Chronic inflammatory responses (including rheumatic disease), Culture-bound syndromes & emerging disorders, as explained by the “Health Belief Model” and other integrations.

WEEK 10 READINGS:

*LaVeist & Isaac: Chaps. 15, 20, 21, 22, 23, & 24; Cutrona, C. E., Russell, D. W., Hessling, R. M., Brown, P. A., & Murry, V. (2000). Direct and moderating effect of community context on the psychological well-being of African American women. *Journal of Personality and Social Psychology*, 79, 1088–101

*Everson-Rose, S. A., & Lewis, T. T. (2005). Psychosocial factors and cardiovascular disease. *Annual Review of Public Health*, 26, 469–500.

*Krantz, D. S. & McCeney, M. K. (2002). Effects of psychological and social factors on organic disease: A critical assessment of research on coronary heart disease. *Annual Review of Psychology*, 53, 341–369.

*Stanton, A. L., Revenson, T. A., & Tennen, H. (2007). Health psychology: Psychological adjustment to chronic disease. *Annual Review of Psychology*, 58, 565–592.

Week 11 March 28
Individual research (Class does not meet)

Week 12 April 4

Triangulation of Racism, Stress, and Health Risks

- What is stress and stress response?
 - How does race-based mistreatment function as a stressor?
- How did we go from historic racial mistrust to “Obamacare”/ACA?
 - Implications re: healthcare access & treatment by practitioners
- How do chronicity and magnitude of racial discrimination constitute allostatic load (or health-compromising) factor?
- How do intergenerational and life span effects of racial discrimination overpower the benefits of modernity/technological progress?
- How does use of alcohol, tobacco, or other maladaptive coping strategies hinder health/wellness?
- How do unhealthy social spaces and racial stratification/segregation maintain discrimination-strain on health?

WEEK 12 READINGS:

LaVeist & Isaac: Chaps. 6, 7, 8, 9, 10, 29, & 31;

Acevedo-Garcia, D. (2000). Residential segregation and the epidemiology of infectious diseases. *Social Science & Medicine*, 51, 1143–1161.

Cooper, M. L., Krull, J. L., Agocha, V. B., Flanagan, M. E., Orcutt, H. K., Grabe, S., Dermen, K. H., & Jackson, M. (2008) Motivational pathways to alcohol use and abuse in Black and White adolescents. *Journal of Abnormal Psychology*, 117, 485–501.

Dunkel Schetter, C. (2011). Psychological science on pregnancy: Stress processes, Biopsychosocial Models, and emerging research issues. *Annual Review of Psychology*, 62, 531–558.

Irwin, M. R. (2015). Why sleep is important for health: A psychoneuroimmunology perspective. *Annual Review of Psychology*, 66, 143–172.

Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: Psychological, behavioral, biological determinants. *Annual Review of Clinical Psychology*, 1, 607–628.

Taylor, S. E., Repetti, R. L., & Seeman, T. (1997). Health psychology: What is an unhealthy environment and how does it get under the skin? *Annual Review of Psychology*, 48, 411–447.

Tomaka, J., Morales-Monks, S., & Shamaley, A. G. (2013). Stress and coping mediate relationships between contingent and global self-esteem and alcohol-related problems among college drinkers. *Stress and Health*, 29, 205–213.

Vines, A. I., Baird, D. D., Stevens, J., Hertz-Picciotto, I., Light, K. C., & McNeilly, M. (2007). Associations of abdominal fat with perceived racism and passive emotional responses to racism in African American women. *American Journal of Public Health*, 97, 526–530.

Wagner, J., Lampert, R., Tennen, H., & Feinn, R. (2015). Exposure to discrimination and heart rate variability reactivity to acute stress among women with diabetes. *Stress and Health*, 31, 255–262.

Xaverius, P., Alman, C., Holtz, L., & Yarber, L. (2016). Risk factors associated with very low birth weight in large urban area, stratified by adequacy of prenatal care. *Maternal and Child Health Journal*, 20, 623–629.

Week 13 April 5

UNIT 4 Racism, Medical Practice, the Health Statuses of Non-Whites

(Professor Cato Laurencin, M.D., Ph.D; University Professor of Chemical and Biomolecular Engineering, of Materials Science and Engineering, and of Biomedical Engineering; Director, Raymond and Beverly Sackler Center for Biomedical, Biological, Physical, and Engineering Sciences as well as of Institute for Regenerative Engineering)

This unit will explore several topics in a 2-series lecture format. It examines:

1. Crucial discussions of race/racism in issues facing our nation.
2. Levels of racism in healthcare and precisely how they impact health and well-being.
3. How discrimination (overt and implicit) contributes to racial/ethnic health disparities.
4. Causal evidence of racial and ethnic health disparities in contemporary medicine.
5. Direct effects of racism on the health and wellbeing of racialized populations.

Week 12 April 11

Lecture, Part 1: Racism, Medical Practice, and the Health Statuses of Non-Whites

Week 13 April 18 Lecture Part 2

Lecture, Part 2: Racism, Medical Practice, and the Health Statuses of Non-Whites

Required reading:

1. Laurencin, C. Diversity 5.0 A Way Forward. J Racial and Ethnic Health Disparities, 1 67-68, 2014
2. Connecticut Racial Profiling Prohibition Project: State of Connecticut Traffic Stop and Data Analysis and Findings, 2014-2015, May, 2016
3. Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care, BD Smedley et al, editors, National Academies Press. You can download at <http://www.nap.edu/catalog/10260.html>
4. Jones, C.: Levels of Racism: A Theoretic Framework and a Gardener's Tale: Am J. Public Health, 90 1212-125, 2000
5. Brewer, L.C. et al.: Association of Race Consciousness with the Patient-Physician Relationship, Medication, Adherence, and Blood Patients in Urban Primary Care Patients. American Journal of Hypertension, 26, 1346-1352, 2013

Week 15 April 25

UNIT 5: Wrap Up & Conclusions

(Dr. Melina Pappademos, History and Interim Director Africana Studies Institute)

1. Brief discussion of topics addressed by students
2. Methodological strengths of Interdisciplinary course work
3. Impact of course on student research topics and analytical perspectives

2017-159 ALDS 5070

Add Course

COURSE ACTION REQUEST	
CAR ID	17-4022
Request Proposer	Urios-Aparisi
Course Title	Applied Cognitive Linguistics
CAR Status	In Progress
Workflow History	Start > Draft > Literature, Cultures and Languages > College of Liberal Arts and Sciences > Return > Literature, 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	Literature, Cultures and Languages
Course Title	Applied Cognitive Linguistics

Course Number	5070
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Eduardo Urios-Aparisi
Initiator Department	Lit, Cultures and Languages
Initiator NetId	edu04001
Initiator Email	<a href="mailto:eduardo.ursos-
aparisi@uconn.edu">eduardo.ursos- aparisi@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	10-20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Seminar

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	Our MA and PhD program is set in Storrs, but we may consider teaching it in other campuses such as Hartford if, for instance, a PhD or MA is developed in those campuses

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	ALDS 5070. Applied Cognitive Linguistics 3 credits. Open to LCL graduate students, others by permission. An introduction to Cognitive Linguistics with emphasis on its application to the creativity of multimodal texts and the teaching and learning of a second language.		
Reason for the course action	This course will be part of courses in the new MA and PhD program: Applied Linguistics and Discourse Studies (ALDS) in the Literatures, Cultures and Languages Department.		
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 purpose of this course is to explore and apply common cognitive resources by which we construe the world such as metaphor, metonymy and blending. We will explore a diversity of creative styles. Students will be able to apply the methods and concepts to their own fields of research. By the end of this seminar students will be able to 1. critically study and apply core concepts in Cognitive Linguistics 2. adapt research methods used in Cognitive linguistics to their own research projects 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.		
Describe course assessments	Final paper: A research paper on any topic related to the contents of one of the modules. The whole project should have the following sections: - Annotated Bibliography: choose 10 items on the topic you are going to study and write two paragraphs on each evaluating their contribution and identifying how they can work towards your paper (for some information about it, see http://classguides.lib.uconn.edu/LiteratureReview) - First draft: With the help of the "annotated bibliography" write a draft of your paper. It should include the topic, the thesis and at least an introduction, discussion and conclusions even if it is a provisional one. - Final version with Abstract, keywords and 15 pages (approximately) 2. Presentation: 10-15 min. presentation of your final paper in the style of a conference. 3. Short presentations on one of the additional films and on one of the topics about Picasso. 4. Although there are no quizzes or exams, the students may be expected to do exercises and bring them to class, to answer questions as homework or in class exercises on the basis of their readings or their viewing. Those exercises could be a kind of pop-quiz and will count for the participation grade.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	ALDS5070-AppliedCognitiveLinguistics-Syllabus-Spr19.docx	ALDS5070-AppliedCognitiveLinguistics-Syllabus-Spr19.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Eduardo Urios-Aparisi	08/29/2017 - 20:41	Submit		We expect to start formally offering our program in the 2018-9 academic year. This course should be one of the first courses we could offer in Fall 2019.
	Literature, Cultures and Languages	Philip W Balma	09/08/2017 - 16:24	Approve	9/8/2017	Approved by LCL dept c.tee on 9-8-2017
	Literature, Cultures and Languages	Philip W Balma	09/24/2017 - 17:59	Approve	9/19/2017	approved by LCL dept committee on 9-19-2017
	College of Liberal Arts and Sciences	Pamela Bedore	09/25/2017 - 09:49	Return		Please see email for detailed comments. Returning for clarification as to cross-list, consent required, and repeatability. Thanks! PB
	Return	Eduardo Urios-Aparisi	09/25/2017 - 11:28	Resubmit		Resubmission taking into account Pamela Bedore's comments. Thank you very much.

	Literature, Cultures and Languages	Philip W Balma	09/26/2017 - 18:46	Approve	09/19/2017	Approved by dept committee on 9-19-17
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ALDS 5070

Spring 2019

Applied Cognitive Linguistics

Department of Literatures, Cultures & Languages
University of Connecticut

Instructor:

Office:

Day and Time:

Classroom:

Correo electrónico: eduardo.urios-aparisi@uconn.edu

Office hours:

Texts:

- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, George and M. Turner (1989) *More than Cool Reason: A Field Guide to Poetic Metaphor*. Chicago: University of Chicago Press.
- Kövecses, Zoltan (2006) *Language, Mind, and Culture: A Practical Introduction*, Oxford: Oxford University Press
- Littlemore, Jeannette. (2009) *Applying cognitive linguistics to second language learning and teaching*, Basingstoke, Hampshire; New York : Palgrave Macmillan.
- Readings in HuskyCT

Course Description:

The purpose of this course is to introduce and apply cognitive linguistics as a discipline that studies human cognition and claims that our mind is essentially “literary.” Rhetorical figures are not just rhetorical strategies or ornaments of the text, but cognitive processes through which we can construe and understand what is around us. This view has been prevalent especially after the seminal work by George Lakoff and Mark Johnson *Metaphors We Live By*. It has spurred a great variety of research that spans from psychology and psycholinguistics to a new discipline Cognitive Poetics, a multidisciplinary study of artistic creativity. We will study how Cognitive Linguistics has shed light the study of the multimodal texts of cinema and comics and to the study of Second Language Learning and Teaching. Especial attention will be paid to metaphors in multimodal texts and to the understanding of cultural diversity.

Essays and other work (Short Description)

1. Final paper: A research paper on any topic related to the contents of one of the modules. The whole project should have the following sections:
 - Annotated Bibliography: choose 10 items on the topic you are going to study and write two paragraphs on each evaluating their contribution and identifying how

they can work towards your paper (for some information about it, see <http://classguides.lib.uconn.edu/LiteratureReview>)

- First draft: With the help of the “annotated bibliography” write a draft of your paper. It should include the topic, the thesis and at least an introduction, discussion and conclusions even if it is a provisional one.
 - Final version with Abstract, keywords and 15 pages (approximately)
2. Presentation: 10-15 min. presentation of your final paper in the style of a conference.
 3. Short presentations on one of the additional films and on one of the topics about Picasso.
 4. Although there are no quizzes or exams, the students may be expected to do exercises and bring them to class, to answer questions as homework or in class exercises on the basis of their readings or their viewing. Those exercises could be a kind of pop-quiz and will count for the participation grade.

Grading criteria:

Active Participation	15%	
Short Paper 1	15%	
Short Paper 2	15%	
Final paper	30%	
Participation in online discussion groups		10%
Presentation	15%	
	<hr/>	
	100%	

Notas:

A	94-100%
A-	90-93
B+	86-89
B	83-85
B-	79-82
C+	76-78
C	73-75
C-	69-72
D+	66-68
D	63-65
D-	60-62
F	0-59

GENERAL INFORMATION FOR STUDENTS

STUDENT'S RIGHTS: All students in the College have specific rights and responsibilities. You have the right to adjudication of any complaints you have about classroom activities or instructor actions. You also have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability.

STUDENT'S RESPONSIBILITIES: Your **responsibilities** to this class --and to your education as a whole-- include attendance and participation (see next). You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class--and to the instructor--to help create a classroom environment where all may learn. At the most basic level, this means that you will respect the other members of the class and the instructor, and treat them with the courtesy you hope to receive in turn.

ACTIVE PARTICIPATION:

Criteria for class participation are:

- Being present at every class session
- Reading and preparing the work for class as determined by the instructor.
- *Actively* participating in class activities by making comments, asking questions.

PUNCTUALITY: As participation is so important in language courses, chronic tardiness cannot be tolerated as it disturbs both your classmates and the instructor. Please inform the instructor if you have a problem arriving on time.

ACADEMIC HONESTY AND PLAGIARISM:

- Keep in mind that turning in another's work as your own is considered plagiarism and constitutes academic dishonesty. This inappropriate behavior will be considered especially in relation to texts copied from Internet.

According to *The Student Code* at the University of Connecticut, "presenting, as one's own, the ideas or words of another for academic evaluation" is a case of academic misconduct. "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" (see http://www.dosa.uconn.edu/student_code.html).

- Any student found copying during an exam or any other individual piece of work that is to receive a grade will receive a grade of "F" in the assignment. If other case of plagiarism occur, the student will be reported to the appropriate university authorities for whatever action is deemed necessary.

When an instructor believes there is sufficient information to demonstrate a clear case of academic misconduct, the instructor shall notify the accused student in writing (and orally if possible).

Normally, written notification shall occur within thirty (30) days of the discovery of the alleged misconduct. A copy of this notice is sent to the dean of the college or a designee and to the department head. Complaints regarding alleged misconduct by a student or student organization at a *regional campus* shall be directed to the Associate Vice Provost who shall determine the appropriate disposition of the case.

MAKE-UP WORK: No make-up quizzes or exams will be given for reasons other than **documented medical absences**. Unit Exams must be made up within one week of the scheduled date. Other

emergencies or situations will be considered on a case-by-case basis. In order to make up a Final Exam, the student must present a written authorization from the Dean of Students.

ALDS 5070: Provisional syllabus Spring

Day	Contents	Readings	Films and Comics	Paper due
25	Introduction: General view of semantics and metaphor			
1 Febr.	Metaphor	Language Mind and Culture 3-50 Lakoff and Johnson ch. 1-76 Readings 1	Pasolini, P.P. (1962) <i>Mamma Roma</i> <i>Comic selection 1</i>	
8	Metaphors 1: Image Schemas	Language Mind and Culture 51-226 Readings 2	Almodóvar, P. (1984) <i>What have I done to deserve this?</i> <i>Comic selection 2</i>	
15	Metaphors 2: Primary and Complex Metaphors	Lakoff and Johnson ch. 77-155 Lakoff and Turner Readings 3	Almodóvar, P. (1995) <i>The flower of my secret</i> <i>Comic selection 3</i>	Topic and outline
22	Metaphors 3: Idealized Conceptual Models Metaphor scenarios Metonymy	Readings 4	Kurosawa, Akira (1948) <i>Drunken Angel</i> <i>Comic selection 4</i>	
1 March	Metaphors 4: Metaphor and culture Color and synesthesia	Readings 5	Sirk, Douglas (1954) <i>Magnificent Obsession</i> <i>Comic selection 4</i>	Short paper 1
7-14	Spring Break			
15	Cognitive Linguistics, Language Acquisition, and Pedagogy	Littlemore 1 Achard and Niemeier		
22	Input Versus Transfer? Encyclopaedic Knowledge and Second Language Learning A Cognitive Linguistic View of Polysemy in English and its Implications for Teaching	Littlemore 2 Readings 7		

29	Metonymy and Second Language Learning Motivated Language and Second Language Learning	Littlemore 3 Cameron 1 Readings 8		Short paper 2
5 April	Linguistic and Cultural Relativity "Cultural Scripts": a New Medium for Ethnopragmatic Instruction	Littlemore 4 Cameron 2 Readings 9		1st draft of Final paper
12	Applying Cognitive Linguistics to Pedagogical Grammar	Cameron 3		
19	Presentations			
26	Presentations			
3 -9 May	Final paper			

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ALDS 5070
Applied Cognitive Linguistics

Name _____

Email: _____

Languages (besides English) _____

Experience in Linguistics

Favorite films and artists

From what we have learned in this first class do you find any connection to your own research

1) _____

2) _____

3) _____

4) _____

COURSE ACTION REQUEST	
CAR ID	17-4717
Request Proposer	Trumbull
Course Title	The Sea Around Us
CAR Status	In Progress
Workflow History	Start > Draft > Marine Sciences > Maritime 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	2
Course Subject Area	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Subject Area #2	MAST
School / College #2	College of Liberal Arts and Sciences
Department #2	Maritime Studies
Reason for Cross Listing	Content from this course always fulfills both MARN and MAST.
Course Title	The Sea Around Us
Course Number	1001
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are requesting a cross-listing of the existing course, MARN 1001. The new course to be cross-listed is MAST 1001.

CONTACT INFO	
Initiator Name	Nathaniel S Trumbull
Initiator Department	Geography
Initiator NetId	nst06001
Initiator Email	nathaniel.trumbull@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?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	Yes
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No

Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Number of Sections	1
Number of Students per Section	25
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	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?	Avery Point, Storrs
If not generally available at all campuses, please explain why	Instructors are based at Avery Point. One instructor is able to offer at Storrs, in addition to Avery Point campus.
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	MARN 1001. The Sea Around Us Three credits. The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.
Provide proposed title and complete course catalog copy	MARN/MAST 1001. The Sea Around Us Three credits. The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.
Reason for the course action	We are requesting a cross-listing of the existing course, MARN 1001. The new cross-listed course will be MAST 1001. Reasons for cross-listing this course: A. MARN 1001 is one of the required courses for MAST Program majors. MARN 1001 is the only MAST-required course that does not have the option of taking it as a course with a MAST course prefix. B. We wish to give the MAST Program as substantial a presence and identity as possible in the univ. course catalog (admittedly online these days) by way of having a full listing of MAST and MAST cross-listed courses in the catalog. We believe a cross-listed, but also discrete, listing of MAST-required courses is important to how the MAST Program appears to UConn students/faculty/advisors. C. We believe this cross-listing follows ongoing UConn efforts to pursue an interdisciplinary approach in UConn curricula and courses.
Specify effect on other departments and overlap with existing courses	The Department of Marine Sciences is impacted. The Department of Marine Sciences have reviewed this proposal for cross-listing and voted to approve.
Please provide a brief description of course goals and learning objectives	The overall goal of this course is to educate students about science through an analysis of several environmental issues pertaining to human interaction with the marine environment. Learning objectives include gaining an understanding of what science is and what it is not, including the ways scientific evidence and data distinguish credible science from undocumented ideas and opinions. Furthermore, the students will learn background information on a number of topics (for

	example: ecology – trophic relationships and biogeochemical cycling; coastal geology – waves action (including tsunamis) and sediment transport; climate - hurricanes and global heat/climate). The emphasis, however, is not on this background material itself, but its application and the relevance of scientific investigation to topics of environmental interest.						
Describe course assessments	Student exams (midterm and final) feature a mixture of multiple choice, fill in the blank, and short answer. There is a balance between simply remembering information and using that information to apply to questions not directly covered in class. Quizzes every 1-2 weeks encourage the students to keep up with what is presented in lecture. Some homework assignments are targeted at getting the students to think analytically both with and without numerical manipulation (units conversions and simple algebra). Other homework assignments encourage the students to obtain information on their own to contribute to class discussions on the major topics covered in class. There are only a few short writing assignments (no term paper), but students are expected to write coherently in their homework assignments and in answers to short answers (paragraph length) on exams. In addition to core reading assigned to the whole class (about 30 pages per week), each student is required to do additional reading in books and articles that have been screened by the instructor. Diverse material from these and other sources contribute to class discussion. This class participation is a non-trivial part of the student's final grade, in an attempt to help the students learn to educate themselves about topics.						
General Education Goals	The broad subject matter included in MARN135 makes it a course that meets the goals of General Education in several ways. Class discussion and written assignments encourage the students to become articulate about the contemporary environmental issues included in the course. Background information, required for each subsection of the course, provides a broad foundation within an applied context. Practice in analysis of relevant topics stimulates a sharpened awareness of how humans impact and are impacted by the marine environment. As a science class focused on environmental topics, MARN135 also educates students to think critically, distinguishing conclusions based on scientific data and credible evidence, from conclusions based on subjective opinions, economics and/or self interest.						
Content Area: Science and Technology (non-Lab)	1. In order for the students to be able to think and discuss intelligently about environmental issues, this course includes basic information pertaining to chemical, geological, physical and biological processes that relate to the various issues, including: how ecosystems function; eutrophication; shoreline processes and hazards; global climate and global carbon budget. A broad range of disciplines in the natural sciences are represented by these topics, but they are coherent in that they all pertain to environmentally relevant issues that are covered by the course. 2. Part of the course is specifically devoted to understanding what science is and what science is not. Students' answers to questions for homework, quizzes, and exams are scrutinized to make sure they are based on documented science, not speculation or personal opinion. Additionally, the historical review of various environmental issues shows how scientific investigations and data can be applied. For each of the topics, specific attention is paid to the contribution of science to increased understanding and amelioration environmental damage. 3. The interplay of human activities and the marine environment brings up a number of unresolved scientific questions. The applied nature of these questions gives the students real life examples that are concrete rather than theoretical. These are good case studies for learning to appreciate the scientific approach towards gaining knowledge. 4. At its core, the curriculum for this course is designed to stimulate student interest and continued learning. The course is intended to provide students with both a good foundation of background knowledge and familiarity with information resources. The relevance of the environmental issues covered in the course will (hopefully) give the students a special connection to these topics as they read and hear about them in the future. The theme of the marine environment is particularly appropriate to the students at the Avery Point campus.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>MARN 1001 syllabus fall 2017.pdf</td> <td>MARN 1001 syllabus fall 2017.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	MARN 1001 syllabus fall 2017.pdf	MARN 1001 syllabus fall 2017.pdf	Syllabus
Attachment Link	File Name	File Type					
MARN 1001 syllabus fall 2017.pdf	MARN 1001 syllabus fall 2017.pdf	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Nathaniel S Trumbull	10/12/2017 - 12:36	Submit		Submitting on behalf of MAST.
	Marine Sciences	Heidi M Dierssen	10/12/2017 - 15:05	Approve	10/6/2017	MARN approves of this cross-listing. The only question was regarding credit for the course enrollment for cross-listed courses. Do both Departments get credit or does the enrollment get divided between the two Departments based on the numbers in each course?
	Maritime Studies	Matthew G McKenzie	10/12/2017 - 15:06	Approve	10/12/2017	Content from this course always fulfills both MARN and MAST.

Fall 2017 MARN 1001
The Sea Around Us
Department of Marine Sciences

Lecture Schedule: T/TH 11:00 -12:15 PM
Class Location: MSB 122
Credits: Three

Instructor: Dr. Syma Ebbin
Contacts: Office: Marine Science Building Rm 301D
 Telephone: 860 405-9278
syma.ebbin@uconn.edu

Office Hours: By appointment

Teaching Assistant: Sarah Stevenson
Contacts: sarah.stevenson@uconn.edu
 Telephone: 231-409-0081

Textbooks: *The Oceans* by Ellen Prager, McGraw Hill (2000) [Oceans]
Guide to the Oceans by John Pernetta, Firefly Publishing (2004) [Guide]

Additional Resources: Additional readings are available on the MARN 1001 HuskyCT website (H) and Electronic Course Reserve (ECR).

Recommended: This course will also use i-clicker 2 technology. It is strongly suggested that students purchase, register on HuskyCT, and bring, their i-clicker 2 to each class; available at the campus bookstore.

Course Catalogue Description

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology and pollution on marine ecosystems. CA 3.

Course Goals, Objectives and Learning Outcomes

This course explores the relationship of humans and the sea and provides students with an introduction to the interdisciplinary field of marine science. The course will give students a basic understanding of the sea around us. Students will be able to identify its abiotic and biotic components and processes, and explain the ways in which humans interact with this ecosystem and the implications of these interactions. Overall, students should come away with an enhanced appreciation of the critical role the marine environment has and continues to play in creating and sustaining life on earth.

Course Outline

Date	Topic	Reading Assignment
8/29	Intro to the Sea Around Us	handouts
8/31	Ocean Jeopardy	(H) Oceans in Peril (H) Sound Health (handout)
9/5	Studying the oceans: Exploration and Science at Sea	Guide: 62-73 Oceans: 65-71
9/7	Mother Ocean: Origins	Guide: pp 4-7 Oceans: 3-61 (skim)
9/12	The Geological Ocean	Oceans: 141-165 Guide: 8-15; 26-29
9/14	The Geological Ocean Guest Julia LoPresti, SEA Lab: Sand Exploration	Oceans: 165-186 (H) Sand Grains from Around the World
9/19	No Class (Class moved to FRI/SAT 9/22-23)	
9/21	The Chemical Ocean	Guide: 30-35 Oceans: 73-78 Sand Lab Assignment due

9/22-23	Mystic Whaler 24 Hour Sail	Required 24 hour cruise in Long Island; meet at Avery Point at 9:30 AM 9/22 return to Avery Point 9:30 AM 9/23
9/26	Chemical and Physical Ocean	Oceans: 78-113 Mystic Whaler Assignment Due
9/28	The Physical Ocean Field Sampling: Salinity, temp and DO testing	Guide: 40-49
10/3	The Physical Ocean	Water Chemistry Assignment due
10/5	The Physical and Biological Ocean	Oceans: 187-265
10/10	The Biological Ocean	Guide: 100-138 Guide: 222-236 (optional for reference)
10/12	HOUR TEST 1	
10/17	Field Sampling: Plankton The Biological Ocean	(H) Plankton Keys
10/19	Project O Field Trip 11:45 PM-2:15 PM	Meet at Project O at 11:20 AM; return at 2PM Plankton Assignment due
10/24	Marine Macrophytes Field Sampling: Seaweed collection & pressing	(H) Seaweeds of LIS Project O Assignment Due
10/26	The Anthropogenic Ocean Marine Pollution	(H) Ecological, economic, & social importance of the oceans Seaweed Assignment due
10/31	Pine Island Field Trip	class meets at Dock behind MSB at 10:45AM (H) Pine Island
11/2	Marine Pollution Intro to Fisheries & Aquaculture	(H) Polymers are Forever (skim) Guide: 160-163; (H) PEW: Marine Pollution Pine Island Assignment Due
11/7	FishBanks Game	(H) Fish Banks Game Roles NOTE: class meets in MS 104 and runs thru lunch
11/9	Fish Banks wrap up The Sea Around Us movie	Guide: 142-149 Oceans: 267-283
11/14	Field Trip: Ornamental Fish Culture Guest Lecture Dr. Paul Anderson, Mystic Aquarium Class meets at Marine Science High School in Groton	Readings TBD
11/16	HOUR TEST 2	
11/21-11/23	Thanksgiving Break – No Class	
11/28	Fisheries/Aquaculture Energy and Oceans	(H) PEW Ecological Effects of Fishing Guide: 150-159
11/30	Energy and Oceans	Energy Debate: Research roles (H): Debate Supplemental Materials
12/5	Climate change and the oceans	Oceans: 130-140 Guide: 50-61
12/7	Marine Policies and Sustainability MPAs, CMSP, EBM	(H) Ecological Economics & Sustainable Governance (H) Interconnected Biosphere

	Ocean Frontiers	
12 TBD	Final Exam	

****This syllabus reflects a tentative schedule and should be treated as a flexible, living document that may be changed to reflect our actual progress.**

MARN 1001 Course Requirements:

1. Two hour exams and a comprehensive final exam.
2. Active, skilled and prepared participation in all class discussions, debates, field trips,
3. Successful completion of quizzes and i-clicker questions given throughout the semester
4. Satisfactory completion of all homework and in-class writing assignments

<u>MARN 1001 Evaluation</u>	<u>% of course grade</u>
Hour Exam I	15
Hour Exam II	15
Final exam	20
HW/in-class Assignments	30
Mystic Whaler Assignment	10
Participation (class/field trips/Quizzes/Debates)	10
Total	100%

Point distribution and grading:

≥94	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-71	D+
64-66	D
60-63	D-
≤59	F

Exams will cover material in the lectures, movies and required readings. Make-up exams will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences should be documented with a letter from your doctor or other appropriate authority.

Quizzes on assigned readings will be administered each class via i-clicker technology and via old school paper/pen throughout the semester.

Homework Assignments and In-class Assignments: Homework and in-class writing assignments will be given throughout the semester. HW assignments should be typed and double-spaced. If you choose to turn in handwritten assignment, please make sure they are neat and legible. They are due at the time of class and should be submitted in class. Assignments turned in or received after class will be subject to the late grading penalty (see below).

Successful class participation depends on attention to lecture material, completing the assigned readings and participating regularly in class discussions and debates and attending all field trips and out of class activities. Participation includes skilled research and active contribution to all class debates.

Teale Lecture Series is held on Thursday afternoons at 4PM at the Dodd Center on the Storrs campus. Lectures are streamed live in the Avery Pt. Auditorium and archived online for viewing (see: <http://doddcenter.uconn.edu/asc/events/teale/teale.htm>). Fall semester lectures:

- **21 Sept 2017** --- **Joel Berger**, "Extreme Conservation - A Planet without Glaciers"
- **19 Oct 2017** --- **Emily Bernhardt**, "Mining the mountains: the environmental legacies of coal mining in Appalachia"
- **9 Nov 2017** --- **Jeffrey S. Cramer**, "Thoreau as Activist: Writing to Save the World"

Avery Point Global Café will host discussions and activities throughout the spring semester related to the theme of "*Dialogue in Democracy*". Our first structured dialogue will address **Charlottesville and the Confederacy Controversy**, and will take place **Tuesday, September 12th, 1:30-2:30 in the Student Center Glass Room**. Additional "Dialogue in Democracy" forums will be:

Tuesday, October 10th, 1:30-2:30, Student Center Glass Room

Tuesday, November 7th, 1:30-2:30, Student Center Glass Room

Students are urged to take advantage of this opportunity. A complete schedule of events will be provided as they become available. As you move through the semester, please take a moment to look for connections and explore the social justice implications of the human impacts to the marine system that we'll discuss this semester.

Class Policies

Student Conduct Code: All students have the responsibility to uphold the University of Connecticut Student Conduct Code. Violations of the Student Conduct Code related to this course will be brought to the attention of the student and possibly the Dean of Students with appropriate actions. Copies of the Student Conduct Code can be obtained at the Dean of Students Office or at http://www.community.uconn.edu/student_code.html.

Academic Integrity: 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.

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 academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

In this class, I will prosecute all forms and instances of academic misconduct that occur, with consequences that include, but are not limited to, receiving a zero on the assignment or failure in the course. If you have questions about whether a particular behavior constitutes academic misconduct (cheating, plagiarism, etc.), please consult me, or one of the tutors/staff in the Academic Center. More information on the university's academic integrity policy can be found at: http://www.community.uconn.edu/academic_integrity.html.

Attendance: UConn does not require attendance at lectures. However you will NOT succeed in this course without active participation which is included as a part of your grade. You are expected to inform the instructor BEFORE class via e-mail or phone if you will not be in class. To receive full credit for assignments they must be turned in before or during the class period. Make-up exams and quizzes are given only for legitimate excused absences.

Absence of students due to religious beliefs: Students should inform their instructor about any potential conflicts with scheduled exams or other assignments and a religious holiday that they observe. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

Missed Exams and Quizzes: Make-up exams and quizzes will be given for excused absences only. Excused absences include, but are not limited to a) student sickness, b) university sanctioned activity. Excused absences must be documented with a letter from your doctor or other appropriate authority.

University Final Exam Policy: Final exams are scheduled by the university and students are required to be available for their exam during the scheduled time. If you have a conflict with this time you must contact Trudy Flannery or the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact Trudy Flannery or the Office of Student Services and Advocacy with any questions BEFORE April 24th.

Late Submissions: Late submissions of papers and homework assignments will have a grading penalty applied for lateness: a full grade decrease for each class period missed.

Student Conduct in Class: Students are expected to come to class on time and to conduct themselves in a respectful manner. Students that are repeatedly late for class will be barred from entering after the doors have closed.

Cell Phones, Pagers, iPods and other electronic equipment: The use of cell phones, text messaging equipment, iPods, MP3 players and other electronic equipment is prohibited unless authorized by a note from the Center for Students with Disabilities. Please turn off (or set to vibrate) all pagers and cell phones before entering the classroom. In extraordinary circumstances, if an emergency arises and you must use your cell phone, excuse yourself from the classroom before accessing your phone. Any student that has a cell phone at their desk that audibly rings or any student who uses a cell phone (or any electronic device) during an examination will receive a zero for the examination or quiz.

Laptops: The use of laptop computers is permitted in class for note-taking purposes ONLY. Any student found to be accessing e-mail, the internet, games, or engaging in activities that are identified by the instructor as distracting or disrespectful to the classroom will be prohibited from utilizing his/her laptop for the entire semester.

Recording Devices: The use of audio recording devices (eg, Smartpens) in class by students is prohibited unless authorized by a note from the Center for Students with Disabilities or accompanied by a written request (email is preferable) from the student stating their reasons for needing a recording. Such recordings are only intended for personal use of the student and may not be distributed in electronic formats or posted on the internet. Video recordings are not allowed under any circumstances.

Student-Teacher Conferencing: I expect to meet with you regularly throughout the semester to discuss items related to lectures or your work in the course.

Disability Policy: If you are a student with a disability and believe you'll need accommodations for this class, I am happy to accommodate your special needs. However, it is your responsibility to let me know of any special accommodations. And I cannot provide these accommodations until I've received an authorizing letter from the Center for Students with Disabilities. Please contact me 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.

UConn 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>.

UConn 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 under the Sexual Assault Response Policy. 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. More information is available at <http://sexualviolence.uconn.edu/>.

Some useful phone numbers and resources:

- Counseling and Mental Health Services: 860 486-4705(24 hours) www.cmhs.uconn.edu
- Alcohol and Other Drugs Services: 860 486-9431 www.aod.uconn.edu
- Dean of Students Office: 860 486-3426 www.dos.uconn.edu
- Avery Point Director of Student Affairs, Trudy Flannery: 860 405-9024
- Avery Point Academic Center: 860-405-9058
- Avery Point Student Counselor, Stephen Brewer, 860 405-2660
- Please register your phones at alert.uconn.edu to receive emergency information

Grading Rubric for HW assignments (10 points total possible)

Format

- 2 – on time (1 point lost for initial lateness, with 1 additional point off for each additional class it is not turned in by, up to a total of 5 points)
- 1 – professional in appearance: labeled with name, class, assignment; typed and double-spaced or neatly hand written
- 2 – following directions (2 – fully; 1 – adequately but needs work)

Content

- 5 – excellent, demonstrating mastery of the material
- 4 – good but short of excellent
- 3 – adequate but could use improvement
- 2 – reflects lack of mastery of the material
- 1 – reflects serious lack of understanding of the material

COURSE ACTION REQUEST	
CAR ID	17-4579
Request Proposer	Dierssen
Course Title	Introduction to Oceanography
CAR Status	In Progress
Workflow History	Start > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Introduction to Oceanography
Course Number	1002
Will this use an existing course number?	Yes
Please explain the use of existing course number	Keeping course number

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@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?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	Yes
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	

Number of Sections	1
Number of Students per Section	20-100
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	2 75 minutes lectures or 3 50 minute lectures

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?	Avery Point, Stamford, 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?	Yes

COURSE DETAILS

Provide existing title and complete course catalog copy	1002. Introduction to Oceanography Three credits. A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003. Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.
Provide proposed title and complete course catalog copy	1002. Introduction to Oceanography Three credits. A background in secondary school physics, chemistry or biology is recommended. Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 may request that MARN 1002 be converted to a CA 3 laboratory course. Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. CA 3.
Reason for the course action	Marine Sciences teaches Introduction to Oceanography without a lab as MARN 1002 (CA3 non-lab) or with a lab as MARN 1003 (CA3 lab). The lab only is taught as MARN 1004. Students who take MARN 1002 and 1004 should be allowed to count both of these as the CA3 laboratory course.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of	The course covers processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment.

course goals and learning objectives							
Describe course assessments	Written exams include definition of terminology, multiple choices, and essays. Reading of one textbook chapter per week on average (20 pages). Homework assignments include word problems, short essays, and calculations.						
General Education Goals	The proposed course will ensure that students acquire intellectual breadth and versatility by introducing current scientific understanding of the ocean through the four subdisciplines of oceanography: geological, chemical, physical, and biological oceanography. The intellectual versatility of a student is promoted through illustration of the scientific approaches to achieve current state of knowledge. The students will acquire an awareness of their era and society through the presentation of the history of oceanography, presentation of up-to-date scientific findings, and remaining scientific challenges, including problems encountered in managing the oceans as a resource.						
Content Area: Science and Technology (non-Lab)	Scientific and technical methods used within the sub-disciplines of oceanography are introduced. The interdisciplinary nature of scientific inquiry within oceanography is emphasized. Examples of hypotheses and problems are given, including clear demonstrations of the scientific method, data collection and analysis, and hypothesis testing. Important unresolved questions within oceanography and ongoing research programs addressing these issues are discussed, e.g. the role of the ocean in climate regulation in the planet and the main factors controlling global productivity of the ocean. By emphasizing the close connection between oceanographic issues and contemporary human society (e.g., El Nino and flooding; ocean circulation and climate; coastal eutrophication and environmental degradation), students are stimulated to continue learning about science and technology and the impact upon the world and human society.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>MARN1002_LECTURE_2017_SyllabusV2.docx</td> <td>MARN1002_LECTURE_2017_SyllabusV2.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	MARN1002_LECTURE_2017_SyllabusV2.docx	MARN1002_LECTURE_2017_SyllabusV2.docx	Syllabus
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MARN1002_LECTURE_2017_SyllabusV2.docx	MARN1002_LECTURE_2017_SyllabusV2.docx	Syllabus					

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	10/02/2017 - 14:18	Submit		I am also submitting changes to MARN 1004.
Marine Sciences	Heidi M Dierssen	10/02/2017 - 15:08	Approve	10/2/2017	Approved by DMS	

MARN 1002



Introduction to Oceanography Marine Sciences

Syllabus – Spring 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

Lectures: M,W,F 10:10-11 am MAR 123

Instructor: Dr. Annelie Skoog, Associate Professor, Marine Sciences

email: annelie.skoog@uconn.edu

Initial Instructor: Dr. Heidi Dierssen, Professor, Marine Sciences

Office hours: MAR 289 Wed. 2-4 pm.

email: heidi.dierssen@uconn.edu



Course Description

This general education course covers the processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis is placed on the interactions between physical, chemical, biological, and geological processes that contribute to both the stability and the variability of the marine environment. This is an overview class of the essential principles and fundamental concepts about the ocean.

Course Objectives

As an ocean-literate person, you should be able to communicate about the ocean in a meaningful way and make informed and responsible decisions regarding the ocean and its resources.

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

- the physical and chemical characteristics of seawater
 - the global patterns of phytoplankton biomass, salinity, temperature, and bathymetry
 - how oceans modify weather and climate on Earth
 - characteristics of marine life and controls on the marine trophic web
 - environmental issues concerning marine resources and ecosystems.
- the scientific method, scientific ethics, and critical thinking



Course Materials

We will be experimenting with an online text for the first time. This can be downloaded to a tablet for ease in reading or you can buy a hard copy. This is a bit briefer than many of the textbooks required in the past, but it has most of the major points and excellent figures that will be explained and described during lectures.

There will be a weekly updates on the HuskyCT.

Required Materials:

Item 1. *Introducing Oceanography*, David N. Thomas, David G. Bowers, Edinburgh: Dunedin Academic (2012), p. 151. Available hard copy or ebooks.com for tablet (\$19.95), Kindle on Amazon (\$11.99), Paperback (\$16.99)

This book is a concise overview of the essential physical, chemical and biological oceanography components of the course. The text is brief but all of the concepts will be covered in further detail in lectures and homeworks.

Item 2. *This Dynamic Earth: The Story of Plate Tectonics*. W.J. Kious and R. I Tilling. U.S. Geological Survey (USGS). Ver. 1.2. Free Online:
<http://pubs.usgs.gov/gip/dynamic/dynamic.html>

Item 3. Supplemental Readings put on HuskyCT as assigned weekly.

Marine Chemistry, Adina Payton
Bathymetry, Dierssen and Theberge 2015.
and others...

Optional Materials:

I will also put several larger oceanography textbooks on reserve in the library for those who wish to explore some of the concepts in further description and detail. These textbooks have more explanatory text that may work well with your learning style. Feel free to delve into these or any Introductory Oceanography text you may have to enhance your knowledge and fill in gaps.

Course Structure and Recommendations

I strongly recommend that you attend class regularly and participate actively by reading and doing homeworks. I will take sporadic attendance as part of the participation grade. Lectures will be broken up into several segments including: Chalk Time, Short Videos, In-class demonstrations and exercises. You will be responsible for all material presented, including in-class exercises, videos, and material discussed during class. A powerpoint outline will be provided on HuskyCT but much of the chalk and in class exercises will not be posted.

HuskyCT is required for readings, assignments, and due dates.

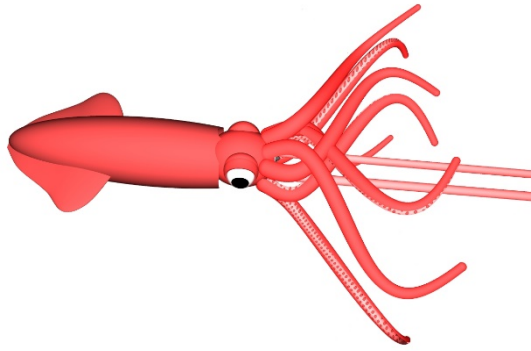
Cell phones are not allowed in class, but you can put them on vibrate and leave in a pocket or face down on the desk top.

Calculators are required for the exams.

Laptops are generally not permitted in class during our lecture time. Actively lit screens are distracting for those around you and are not required in class. If you do take notes on a laptop, please let me know on the first day of class and I will place you in seating that does not conflict with other students.

Course Outline (and Calendar if Applicable)

Week	Date	Topic	Reading (Chapter)	Online Homework due
1	Jan 18,20	Introduction/The water of the oceans	1	
2	Jan 23, 25,27	Salinity and Density	2	1
3	Jan 30, Feb 1, 3	Water masses	3	2
4	Feb 6,8,10	Changing Oceans: Climate Change Eutrophication	4	3
5	Feb 13,15,17	Winds, Coriolis, Gyres	5	4
6	Feb 20,22	Waves	5	4
	Feb 24	Midterm 1		
7	Feb 27 Mar 1,3	Tides, Light in the ocean, Chemistry	7	
8	Mar 6,8,10	Chemistry of Ocean	9, Payton	5
9	Mar 13,15,17	<i>Spring Break – NO CLASS</i>		
10	Mar 20,22,24	Primary production in the oceans	10	7
11	Mar 27,29,31	Food Webs	11	8
12	Apr 3,5, 7	Plate tectonics	USGS	8
13	Apr 10,12	Seafloor Bathymetry Sediments	Dierssen USGS	9
	Apr. 14	Midterm 2		
14	Apr 17,19,21	Human impacts, Ocean Acidification, Iron fertilization		
15	Apr. 24, 26,28	<i>Interdisciplinary discussions Review</i>	13	
Final	TBD	Final Exam		



S

Course Requirements and Grading

Course Components	Weight
Midterm 1	20%
Midterm 2	20%
Homeworks	20%
In Class Participation	5%
Final Exam	35%

Midterms

Midterms will be taken during class. A calculator is required. If you have a scheduling conflict, please let me know well in advance and we can make accommodations.

Homeworks

Weekly homeworks must be uploaded online before the start of class.

Final Exam

The final exam will be cumulative and will be based on the midterms and will also be a synthesis of the many components of the class.

Grading Scale:

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

Due Dates and Late Policy

All course due dates are identified on HuskyCT. 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.*

Late Policy. Homeworks can be submitted late, with a deduction of 10% per day up until the

homeworks are graded and returned to the other students.

Feedback and Grades

I will make every effort to provide feedback and grades in one week timeframe. 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 and policies on the following webpage:

<http://provost.uconn.edu/syllabi-references/>

- Absences from Final Examinations
- Class Attendance
- Credit Hour
- People with Disabilities, Policy Statement
- Discrimination, Harassment and Related Interpersonal Violence, Policy Against
- Sexual Assault Reporting Policy
- The Student Code
- Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Software Requirements

The technical requirements for this course include:

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

Help

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

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

Evaluation of the Course

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

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

COURSE ACTION REQUEST	
CAR ID	17-4580
Request Proposer	Dierssen
Course Title	Oceanography Laboratory
CAR Status	In Progress
Workflow History	Start > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Oceanography Laboratory
Course Number	1004
Will this use an existing course number?	Yes
Please explain the use of existing course number	Revising a course

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@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?	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)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	

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	1
Instructional Pattern	One 3 hour laboratory a week.

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	MARN 1002 or equivalent
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	Yes
List specific classes	Not open to students who have passed MARN 1003.
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Avery Point, Stamford, 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 existing title and complete course catalog copy	1004. Oceanography Laboratory First semester (Avery Point). Second semester (Storrs). One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003. Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical, and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.
Provide proposed title and complete course catalog copy	1004. Oceanography Laboratory One credit. One 3-hour laboratory per week. Prerequisite: MARN 1002 or equivalent. Not open to students who have passed MARN 1003. Students who complete both MARN 1002 and MARN 1004 may request MARN 1002 be converted from a CA3 Non-laboratory to a CA3 Laboratory course. Laboratory experiments, hands-on exercises, and field observations (including required cruise on research vessel) that teach fundamental oceanographic concepts emphasizing physical, chemical, and biological processes and their interaction in the marine environment. A fee of \$35 is charged for this course.

Reason for the course action	MARN 1004 is the laboratory component of the MARN 1003 (CA3 laboratory course). By taking the lecture component MARN 1002 and the laboratory component MARN 1004, the students have taken all of the MARN 1003 course and should receive CA3 laboratory credit.								
Specify effect on other departments and overlap with existing courses	none								
Please provide a brief description of course goals and learning objectives	The course covers processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations are used to illustrate important concepts about oceanography and the scientific method.								
Describe course assessments	Written lab assignments are required each week. In addition, laboratory exams or practicals are incorporated throughout the course.								
General Education Goals	The proposed course will ensure that students acquire intellectual breadth and versatility by introducing current scientific understanding of the ocean through the four subdisciplines of oceanography- geological, chemical, physical, and biological oceanography. The intellectual versatility of a student is promoted through illustration of the scientific approaches to achieve current state of knowledge. The students will acquire an awareness of their era and society through the presentation of the history of oceanography, presentation of up-to-date scientific findings, and remaining scientific challenges, including problems encountered in managing the oceans as a resource.								
Content Area: Science and Technology (Lab)	The laboratory for this course meets once a week for three hours. There are fourteen lab meetings during the semester that require data collection, analysis, and written assignments and lab reports. The lab offers hands-on, experiential learning during all lab periods. The labs focus on the fundamental concepts associated with the scientific method and oceanography in general.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>MARN1004_Syllabus.docx</td> <td>MARN1004_Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	MARN1004_Syllabus.docx	MARN1004_Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
MARN1004_Syllabus.docx	MARN1004_Syllabus.docx	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	10/02/2017 - 14:36	Submit		Submitted with changes to MARN 1002
Marine Sciences	Heidi M Dierssen	10/02/2017 - 15:07	Approve	10/2/2017	Approved by DMS	

MARN 1004



**Oceanography Laboratory
Marine Sciences**

Syllabus – Spring 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

Lectures: W 2:30-5:30 pm.

Instructor: Dr. Heidi Dierssen, Professor, Marine Sciences

Office hours: MAR 289 Thurs. 2-4 pm.

email: heidi.dierssen@uconn.edu

Course Description



This general education course covers the processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis is placed on the interactions between physical, chemical, biological, and geological processes that contribute to both the stability and the variability of the marine environment. This is an overview class of the essential principles and fundamental concepts about the ocean.

Course Objectives

As an ocean-literate person, you should be able to communicate about the ocean in a meaningful way and make informed and responsible decisions regarding the ocean and its resources.

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

- the physical and chemical characteristics of seawater
 - the global patterns of phytoplankton biomass, salinity, temperature, and bathymetry
 - how oceans modify weather and climate on Earth
 - characteristics of marine life and controls on the marine trophic web
 - environmental issues concerning marine resources and ecosystems.
- the scientific method, scientific ethics, and critical thinking

Students will conduct laboratory experiments, hands-on exercises, and field observations that teach fundamental oceanographic concepts emphasizing physical, chemical, biological, and geological processes and their interaction in the marine environment.



Course Materials

Course materials include the course lab manual and handouts available on HuskyCT.

Course Structure and Recommendations

You are required to attend all laboratories and participate actively by reading and doing assignments. If you cannot attend a laboratory, you need to contact the instructor and schedule a make-up laboratory.

Course Outline (and Calendar if Applicable)

Course Schedule

Date	Week	Lab Topic
8/31	1.	Explore Oceans
9/7	2.	Salinity: meaning and methods
9/14	3.	Density, pressure, isostasy, and stratification
9/21	4.	Waves
9/28	5.	Coriolis effect and currents affected by rotation
10/5	6.	Winds
10/12	7.	Light
10/19	8.	Photosynthesis and respiration
10/26	9.	Acids, Bases and Buffering
11/2	10.	The carbonate system
11/9	11.	<i>Field trip: Particle size distributions</i>
11/16	12.	Marine sediments
11/23	13.	No Lab – Thanksgiving Break
11/30	14.	Climate change
12/7	15.	Lab final

Grading and Absence Policies

The final grade will be calculated based on the scores obtained on the lab reports (60%), participation during laboratory exercises (30%), and group presentations (10%). MARN 1003 is a 4 credit course including the lecture and lab sections; the final grade is based 75% on the lecture component and 25% on the lab component. MARN 1004 is a 1 credit laboratory course; the final grade is based 100% on the lab component.

Group presentations will occur during the final week and will be based on a topic of the students' choosing. The topic need not be one that was covered in lecture or lab but it must be oceanographic in nature and take advantage of concepts learned in lecture/lab. Groups will consist of 3 or 4 students and each student will be responsible for approximately 5 minutes of the overall presentation. If your group is 3 students, the presentation should be 15 minutes. If it is four students, the length should be 20 minutes. Grading for the presentations will be based on scientific content, overall organization, and clarity.

The final grade in the course will not be curved based on the highest grade in the class. The final letter grade will be assigned based on each student's final score:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Late lab report

Students are expected to return completed lab reports by the end of each lab period. The following penalties will be assessed for late lab reports: 10% penalty within 1 week, 25% penalty within 2 weeks, 100% penalty (no credit) beyond 2 weeks after the due date. No assignments will be accepted for credit after the last day of classes for the semester.

Excused absences

Illnesses, religious observances, and other personal circumstances may be grounds for excused absences and relief from assignment deadlines. The student is expected to contact the instructor in advance of class in most situations or shortly thereafter in extreme circumstances. Make-up labs or alternative activities should be scheduled within 1 week of the student's return; the corresponding lab report will be due 1 week after completing the make-up lab. Deadlines for previously assigned lab reports due during absences will be extended by no more than 2 weeks beyond the student's return. Specific arrangements will be determined by the instructor on a case by case basis. The student is responsible for all material covered during the absence and the student is expected to keep up with any work assigned following an absence. The Director of Student Affairs at Avery Point (www.averypoint.uconn.edu/avery_point/student_affairs.htm) and the Dean of Students (www.dosa.uconn.edu/students.html) have additional information concerning absences.

Classroom Conduct and Academic Integrity

Students are expected to conduct themselves in a mature and professional manner while in the classroom. It is important to be attentive in class and be respectful of the instructor and other students. Students engaging in disruptive or unsafe behavior will be dealt with through disciplinary actions deemed appropriate by the instructor and the university. The Director of Student Affairs (www.averypoint.uconn.edu/avery_point/student_affairs.htm) has additional information concerning proper classroom conduct.

Group discussions for better understanding of the lab activities and results are encouraged, however lab reports should be written individually unless instructed otherwise by the instructor. The University Student Code (available at www.dosa.uconn.edu) regarding any cheating and plagiarism will be followed in this course:

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. 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;... presenting, as one's own, the ideas or words of another for academic evaluation; [and] doing unauthorized academic work for which another person will receive credit or be evaluated... 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.

Course Logistics

Preparation before coming to each lab: Each week you are expected to come to lab already having read the description and procedures for that day's lab. You should be prepared to participate in class discussions.

What to bring to lab: Designate a notebook for the lab and bring it to each class meeting along with pen and pencil and the lab description. You are strongly encouraged to take descriptive notes about all activities during the lab, especially observations you make as driven by your own curiosity, in addition to the data you collect as guided by the lab manual. Developing good observation and note-taking skills are fundamentally important for scientific research.

Participation: Active participation in lab includes: punctuality, regular attendance, attentiveness, and performance during laboratory exercises. You will work in lab groups and are expected to contribute to each of the assigned activities and to work on the corresponding calculations and questions. Working collaboratively with your group members is essential for successful completion of the course.

Lab reports: You will complete an individual lab report for each lab. Lab reports are due at the end of each lab period. The material expected to be included in each lab report is explained in the lab manual; the instructor may modify these expectations the day of the lab, in which case this will be clearly announced and it is your responsibility to make note of the changes. Be sure to staple your lab report materials together before submitting them.

Equipment care and sharing: Many equipment items you use in the lab will be shared with your fellow students. You are expected to treat the equipment with care, always leaving it in the same or better condition as you find it. If there is a problem with equipment, notify the instructor immediately. Clean up after yourself frequently. Be courteous if you should need to wait for equipment to become available to you.

Safety: In addition to adhering to typical classroom decorum, you must observe standard lab safety regulations at all times. This includes:

- Refrain from eating or drinking.
- Wear closed-toed shoes.
- Wear protective clothing (e.g. lab coats, safety glasses, and gloves) when directed.
- Do not pour chemicals down the drain (sea water and salt water are allowed).
- Discard broken glass only in designated broken glass boxes.
- Report accidents immediately to the teaching assistant or lab instructor.
- Follow written lab procedures and use equipment only for their intended uses.
- Only use the equipment designated for the lab activity being conducted.

COURSE ACTION REQUEST	
CAR ID	17-4411
Request Proposer	Herrnson
Course Title	Election Administration in the United States
CAR Status	In Progress
Workflow History	Start > Political Science > Return > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	Election Administration in the United States
Course Number	3606
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	paul.herrnson@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	45
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	Lecture, discussion, simulations, student presentations

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	POLS 1602
Corequisites	NONE
Recommended Preparation	POLS 1602 or AP course in American Politics
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No

GRADING

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

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Hartford, Storrs
If not generally available at all campuses, please explain why	Available where I teach. I could offer it at Hartford, as could other faculty.
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	Election Administration in the United States Three credits. Prerequisites: POLS 1602. The impact of federalism and state and federal laws on the electoral participation of candidates, political parties, and voters; the impact of convenience-voting options and new technologies on voter turnout and voter errors; claims of voter suppression and voter fraud; and the prospects for electoral reform.		
Reason for the course action	The new course would enhance the academic program by treating a body of material not previously treated in your department. It will not affect teaching loads or class sizes in other courses in the department change. Enrollment will be restricted to students who have completed POLS 1602 (Introduction to American Government) and students who have taken some English writing courses to ensure students taking the class have the background to complete it. These prerequisites were put in place when the course was taught successfully as POLS 2998.		
Specify effect on other departments and overlap with existing courses	There should be no effects.		
Please provide a brief description of course goals and learning objectives	The goals and objectives are to educate students about: 1) the reasons for the complexity of U.S. elections; 2) the evolution of electoral institutions, norms, and processes; 3) the rules governing the participation of candidates, political parties, and voters; 4) factors that affect voter turnout; 5) early in-person voting, permissive absentee voting, vote-by-mail ballots, and other convenience voting methods; 6) innovations in voting technologies and ballots; 7) claims of voter suppression, voter fraud, recounts, and the and other challenges to the conduct of elections; 8) the impact of election administration on campaign strategy; and 9) electoral reforms being publicly debate and their prospects for enactment.		
Describe course assessments	Students will be assessed using short answer and essay exams, research papers (approximately 10 pages), performance in election simulations, and participation in discussions.		
Syllabus and other attachments	Attachment Link	File Name	File Type

	Syll-Elec Admin-submission-2.doc	Syll-Elec Admin-submission-2.doc	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Paul Herrnson	09/19/2017 - 11:28	Submit		Thank you for considering this course.
	Political Science	Meina Cai	10/04/2017 - 14:28	Return	10/4/2017	Paul, please make the catalog shorter.
	Return	Paul Herrnson	10/04/2017 - 20:00	Resubmit		course catalog shortened. Prerequisites reduced. Title simplified.
	Political Science	Meina Cai	10/13/2017 - 09:31	Approve	10/13/2017	The course was approved by the department on 9/13.

How to Fix Elections: Election Administration in the United States

Fall 2018

Professor Paul Herrnson

Email: paul.herrnson@uconn.edu

Phone: 860.486.8336

Office Hours: : Oak Hall 422 (Storrs)

The truth of the matter is that the whole administration—organizations, laws, methods and procedures, and records—are, for most states, quite obsolete. The whole system, including the election laws, requires a thorough revision and improvement.

- Joseph Harris (1934)

The United States runs its elections unlike any other country in the world. Responsibility for elections is entrusted to local officials in approximately 8,000 different jurisdictions. In turn, they are subject to general oversight by officials most often chosen through a partisan appointment or election process. The point of contact for voters in the polling place is usually a temporary employee who has volunteered for one-day duty and has received only a few hours of training. These defining features of our electoral system, combined with the fact that Americans vote more frequently on more issues and offices than citizens anywhere else, present unique

challenges for the effective administration of elections that voters throughout the country expect and deserve.

- Presidential Commission on Election Administration (2014)

Course Overview

Democracies require elections where citizens have the opportunity to cast their ballots without fear of coercion and can be confident that their choices are recorded and counted properly. However, some U.S. elections fall short of that ideal. Media reports of voter fraud, voter intimidation, spoiled ballots, or stolen ballots are perhaps the most extreme signs that something has gone wrong in an election. Other problems also plague American elections, including those involving voting systems and ballot designs, inaccurate voter rolls, and polling places that fail to open on time. Some of these issues arise as a result of the unusual complexities of American elections that originate from the design of the political system. Others result from administrative decisions unrelated to partisan politics. Still others, such as which candidates are listed on the ballot and the ordering of their names, are often intended to advantage one or more candidates or parties.

This course focuses on election administration in the United States. It covers the impact of federalism on electoral institutions and processes; the evolution of institutions, norms, and processes; rules governing the participation of candidates, political parties, and voters; factors that affect voter turnout; early in-person voting, permissive absentee voting, vote-by-mail ballots, and other convenience voting methods; innovations in voting technologies and ballots; claims of voter suppression, voter fraud, recounts, and the and other challenges to the conduct of elections; and the impact of election administration on campaign strategy. Finally, the course assesses prospects for election reform.

Grades and Assignments

Midterm	30%
Paper	50%
Redistricting simulation	10%
Participation & quizzes	10%

Students are expected to complete the reading and other assignments prior to each class meeting. Assignments turned in late will be penalized half a letter grade per day.

Research Paper

Students will write a 2,500-3,000 word (10-12 pages) research paper on an approved topic. The paper prospectus and bibliography are due by March 1 at 5pm. Students are required to discuss their prospectus and bibliography with the professors. Copies of the final paper are to be emailed and handed in by the beginning of class on April 26.

Prerequisites

Introduction to American Politics (POLS 1602)
(or with permission of instructors)

Additional University Policies

Official university policies on class attendance, discrimination and harassment, students with disabilities, absences from final exams, scholarly integrity, and the student code of conduct can be found at <http://provost.uconn.edu/syllabi-references>.

Required Reading

- Matthew J. Streb, ed. *Law and Election Politics, 2nd ed.* Routledge 2013 (available at the UConn bookstore or online)
- Presidential Commission on Election Administration. *Report on the American Voting Experience.*
 - <https://www.supportthevoter.gov/files/2014/01/Amer-Voting-Exper-final-draft-01-09-14-508.pdf>
- Additional readings are posted on HuskyCT site or available online through the library.

Course Topics (some span more than one week)

1: Introduction

2: Elections in a Federal System

Required Readings:

- Presidential Commission on Election Administration, sections I and II
- U.S. Constitutional provisions related to voting/elections (on HuskyCT)
- Andre Blais and Louis Massicotte, “Electoral Systems,” in *Comparing Democracies 2* (Sage 2002) (on HuskyCT) XXREPLACE WITH SOMETHING EASIER
- Streb, “Judicial Elections” (Streb, ch. 12)
- Smith. “Direct Democracy” (Streb ch. 8)
- Posner, “In Defense of the Electoral College”
 - http://www.slate.com/articles/news_and_politics/view_from_chicago/2012/11/defending_the_electoral_college.html

Recommended Readings

- Chris W. Bonneau and Melinda Gann Hall. 2009. *In Defense of Judicial Elections*. Routledge [chapters 1, 5, & 6]
- Charles Gardner Geyh. 2003. “Why Judicial Elections Stink,” *Ohio State Law Journal*
- Alec W. Ewald. 2009. *The Way We Vote: The Local Dimension of American Suffrage*. Vanderbilt University Press [ch. 4 & 5]
- Caroline J. Tolbert. 2003. “Direct Democracy and Institutional Realignment in the American States.” *Political Science Quarterly*.
- Elaine C. Kamarck. 2009. *Primary Politics: How Presidential Candidates Have Shaped the Modern Nominating System*. Brookings Institution Press [ch. 3 & 4]
- Mark Baldassare. 2015. “The Role of Public Opinion on the California Governor’s Recall in 2003: Populism, Partisanship, and Direct Democracy,” *American Politics Research*
- John G. Matusaka. 2006. “Direct Democracy and Electoral Reform” in *The Marketplace of Democracy*, ed. Michael P. McDonald and John Samples. Brookings Institution Press
- Alicia Bannon. 2016. “Rethinking Judicial Selection in State Courts,” *Brennan Center Report*.
- Relevant judicial cases:
 - *Republican Party of Minnesota v. White* (2002) (invalidating state prohibition of judicial “announce clause”)
 - *Williams-Yulee v. Florida Bar* (2015) (upholding state prohibition on judicial solicitation)
 - *Pacific States Telephone & Telegraph Co. v. Oregon* (1912) (holding that the “Guaranty Clause” is a nonjusticiable political question)

- *Doe v. Reed* (2010) (upholding state requirement that petition signatures be publicly disclosed)

3: Reapportionment, Redistricting, Party Nominations, and Ballot Access

Required Readings:

- Kanthak and Loepp, “Political Parties and Primaries” (Streb, ch. 9)
- Hershey. “Third Parties” (Streb, ch. 10)
- Barry C. Burden. 2007. “Ballot Regulations and Multiparty Politics in the States,” *PS: Political Science & Politics*, pp. 669-773.
- Bullock, “Redistricting” (Streb, ch. 11)
- Excerpt from *Baker v. Carr*, 369 U.S. 186 (1962) (on HuskyCT)
- Excerpt from *Vieth v. Jubelirer*, 541 U.S. 267 (2004) (on HuskyCT)

Recommended Readings:

- Fougere, Ansolabehere & Persily. 2011. “Partisanship, Public Opinion, and Redistricting,” in Charles, Gerken, and Kang, *Race, Reform, and Regulation of the Political Process*. Cambridge University Press [ch. 11]
- Bruce E. Cain. 2012. “Redistricting Commissions: A Better Political Buffer?” *Yale Law Journal*
- Nathaniel Persily. 2001. “Candidates v. Parties: The Constitutional Constraints on Primary Ballot Access Laws,” *Georgetown Law Journal*
- Nicholas Stephanopoulos. 2013. “The Consequences of Consequentialist Criteria,” *U.C. Irvine Law Review*, vol. 3
- Stephanopoulos & McGhee. 2015. “Partisan Gerrymandering and the Efficiency Gap,” *The University of Chicago Law Review*
- Issacharoff & Pildes. 1998. “Politics as Markets: Partisan Lockups of the Democratic Process,” *Stanford Law Review*
- Nathaniel Persily. 2002. “In Defense of Foxes Guarding Henhouses: The Case for Judicial Acquiescence to Incumbent-Protecting Gerrymanders,” *Harvard Law Review*, vol. 116
- Relevant judicial cases:
 - *Shaw v. Reno* (1993) (race as predominant factor)
 - *Arizona State Legislature v. Arizona Independent Redistricting Commission* (2015) (“legislature” means political process)

4: Redistricting Simulation Presentations

- <http://www.redistrictinggame.org>

5: Voter Eligibility, Registration, and Suppression

Required Readings:

- **Presidential Commission on Election Administration, section III A,E,F**
- Lorraine Minnite, “Voter Identification Laws” (Streb, ch. 5)

- Richard L. Hasen. 2014. “Race or Party? How Courts Should Think About Republican Efforts to Make it Harder to Vote in North Carolina and Elsewhere,” *Harvard Law Review Forum*

Recommended Readings:

- Fisher, Garrett & Whitaker. 2016. “State Voter Identification Requirements: Analysis, Legal Issues, and Policy Considerations,” *Congressional Research Service Report R42806*
- Hajnal, Lajevardi, Nielson. 2016. “Voter Identification Laws and the Suppression of Minority Votes,” *Journal of Politics*
- Benjamin Highton. 2016. “Voter Identification Laws and Turnout in the United States,” *Annual Review of Political Science*
- Michael D. Gilbert. 2015. “The Problem of Voter Fraud,” *Columbia Law Review*
- Lorraine Minnite, 2010. *The Myth of Voter Fraud*. Cornell University Press
- Alexander Keyssar. 2009. *The Right to Vote: The Contested History of Democracy in the United States* [ch. 6]
- Nathaniel Persily. 2007. “The Promise and Pitfalls of the New Voting Rights Act,” *Yale Law Journal*
- Michael J. Pitts. 2008. “Empirically Assessing the Impact of Photo ID at the Polls Through an Examination of Provisional Balloting,” *Journal of Law & Politics*
- Cobb, Greiner & Quinn. 2012. “Can Voter ID Laws Be Administered in a Race-Neutral Manner? Evidence from the City of Boston in 2008,” *Quarterly Journal of Political Science*
- Ansolabehere & Persily. 2008. “Vote Fraud in the Eye of the Beholder: The Role of Public Opinion in the Challenge to Voter Identification Requirements,” *Harvard Law Review*
- Ahlquist, Mayer, and Jackman. 2014. “Alien Abduction and Voter Impersonation in the 2012 U.S. General Election: Evidence from a Survey List Experiment,” *Election Law Journal*

6: Convenience Voting

Required Readings:

- **Presidential Commission on Election Administration, sections IIIC, IIID**
- Herrnson, et al. 2015. “Message, Milieu, Technology, and Turnout among Military and Overseas Voters.” *Electoral Studies*, vol 39, pp. 142-152
- Gronke, “Early Voting” (Streb, ch. 6)
- Burden, Canon, Mayer & Moynihan. 2014. “Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform,” *American Journal of Political Science*
- Michael P. McDonald, Enrijeta Shino and Daniel A. Smith. “Early Voting and Participation: Reassessing Turnout Effects of Election Reforms”, American Political Science Association, San Francisco CA, Sep. 2015. (on HuskyCT)

Recommended Readings:

- Ashok, Feder & Hersh. 2016. “The Dynamic Election: Patterns of Early Voting Across Time, State, Party and Age,” *Election Law Journal*, vol. 15
- Elliott Fullmer. 2015. “Early Voting: Do More Sites Lead to Higher Turnout?” *Election Law Journal*, vol. 14
- Stein, Owens, and Leighley, “Electoral Reform, Mobilization, and Voter Turnout, “
- Jan Leighley, 2014. “Absentee Ballot Regimes: Easing Costs or Adding a Step?” in Alvarez & Grofman, *Election Administration in the United States: The State of Reform Ten Years After Bush v. Gore*, University of Chicago Press

7: Voting interfaces

Prospectus and Bibliography due

Required Readings:

- **Presidential Commission on Election Administration, sections III.E**
- Hall and Smoot, “Voting Machines” (Streb, ch. 4)
- Niemi and Herrnson. 2003. “Beyond the Butterfly: The Complexity of U.S. Ballots,” *Perspectives on Politics*, vol. 1
- Wand, et al. 2001. “The Butterfly Did It: The Aberrant Vote for Buchanan in Palm Beach County, Florida,” *American Political Science Review*, vol. 95
- Pasek et al. 2014. “Prevalence and Moderators of the Candidate Name-Order Effect: Evidence from Statewide General Elections in California,” *Public Opinion Quarterly*, vol. 78
- John Myers, “California’s very long November ballot is now official – and it might get even longer,” L.A. Times, June 30, 2016
 - <http://www.latimes.com/politics/la-pol-ca-november-ballot-propositions-certified-20160630-snap-story.html>

Recommended Readings

- Herrnson, et al. 2007. *Voting Technology: The Not-So-Simple Act of Casting a Ballot*, Brookings Institution Press [chs. 3-6]
- Alvarez & Hall. 2010. *Electronic Elections: The Perils and Promises of Digital Democracy*, Princeton University Press [chs. 2-3, 6-7]
- Alvarez & Hall. 2003. *Point, Click, & Vote: The Future of Internet Voting*, Brookings Institution Press [chs. 4-5]
- Ansolabehere & Stewart. 2001. “Residual Votes Attributable to Technology,” *CalTech/MIT Voting Technology Project Report*
- Stein et al. 2008. “Voting Technology, Election Administration, and Voter Performance,” *Election Law Journal*, vol. 7
- Elmendorf & Spencer. 2013. “Are Ballot Titles Biased? Partisanship in California’s Supervision of Direct Democracy,” *U.C. Irvine Law Review*, vol. 3

8: MIDTERM EXAM

9: Student papers

10: Election Administration

Required Readings:

- **Presidential Commission on Election Administration, section III.B**
- Hall et al. 2009. “The Human Dimension of Elections,” *Political Research Quarterly*, vol. 62, pp. 507-522
- Democracy Fund, “Progress Report on the Presidential Commission on Election Administration” (2016).
- Spencer & Markovits. 2010. “Long Lines at Polling Stations? Observations from an Election Day Field Study,” *Election Law Journal*, vol. 9

Recommended Readings:

- Charles Stewart, “2016 Survey of the Performance of American Elections”
- Pew Charitable Trusts. 2016. “Assessing the 2014 Election: The Election Performance Index,” *Issue Brief*
- Toby James. 2010. “Electoral Administration and Voter Turnout: Towards and International Public Policy Continuum,” *Representation* vol. 46

11: Impact of Election Administration on Campaign Strategy

Required Readings:

- Eitan Hersh. 2015. *Hacking the Electorate*, Cambridge University Press [ch. 1]
- “Running Scared,” *Atlantic Monthly*
 - <http://www.theatlantic.com/magazine/archive/1997/01/running-scared/376754/>

Recommended Readings:

- Foley, “Recounts” (Streb, ch. 7)
- Daron R. Shaw. 2006. *The Race to 270: The Electoral College and the Campaign Strategies of 2000 and 2004* [ch. 4]
- Costas Panagopoulos. 2016. *Political Campaigns: Concepts, Context, and Consequences* [ch. 5]
- Eitan Hersh. 2015. *Hacking the Electorate*, Cambridge University Press [chs. 2-4,7]
- Archon Fung. 2012. “Popular Election Monitoring: How Technology Can Enable Citizen Participation in Election Administration” in *Race, Reform, and Regulation of the Electoral Process: Recurring Puzzles in American Democracy*, Cambridge University Press

12: Reform

Required Readings:

- Democracy Fund. 2016. “Progress Report on the Presidential Commission on Election Administration”
- Charles Stewart & Stephen Pettigrew, “The United States is Getting Better at Running Elections,” *Washington Post Monkey Cage Post* (Aug. 9, 2016)
 - <https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/09/the-united-states-is-getting-better-at-running-elections/>

Recommended Readings:

- Burden & Stewart. 2014. *The Measure of American Elections*, Cambridge University Press
- Issacharoff & Pildes. 2014. “Bush v. Gore and the Constitutional Right to Vote,” in *Election Administration in the United States: The State of Reform after Bush v. Gore*, Cambridge University Press
- Alvarez et al. 2011. “Voter Opinions about Election Reform,” *Election Law Journal*, vol. 10
- Pew Charitable Trusts. 2016. “Assessing the 2014 Election: The Election Performance Index,” *Issue Brief*

COURSE ACTION REQUEST	
CAR ID	17-4389
Request Proposer	Herrnson
Course Title	The Art, Science, and Business of Political Campaigns
CAR Status	In Progress
Workflow History	Start > Political Science > Return > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	The Art, Science, and Business of Political Campaigns
Course Number	3608
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	paul.herrnson@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	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	lecture and discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	Yes
Prerequisites	POLS 1602
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	I do not know of any faculty who would teach it other than myself. I would be happy to teach it at the Hartford 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	The Art, Science, and Business of Political Campaigns Three credits. Prerequisites: POLS 1602. The impact of knowledge developed in fields ranging from political science, psychology, communication, statistics, computer science, marketing, and the fine arts on the conduct of modern political campaigns.		
Reason for the course action	The course treats a body of material not previously treated in my department. The course should not affect teaching loads or class sizes in other courses in the department. The course is not appropriate for listing at the 1000 or 2000 levels. The course is restricted to students who have taken POLS 1602 because it covers advanced subjects that require knowledge of basic aspect of American politics covered in POLS 1602 (Introduction to American Politics). Students that have earned AP credit for an Introductory American politics course should be able to take the course with permission of the instructor.		
Specify effect on other departments and overlap with existing courses	The course content is unique and does not resemble that taught in Political Science or other departments. It should not affect majors in other departments.		
Please provide a brief description of course goals and learning objectives	The goals of the course are to inform students about the development and conduct of election campaigns. It demonstrates how campaigns draw from knowledge developed across many disciplines. Through simulations and other exercises, it provides students with opportunities to experience aspects of campaign planning and decision making, including targeting, message development, communications, and fundraising. Students also explore the normative implications of various campaign activities; these may be used to develop ideas for political reform. The overall learning objectives are for students to develop a comprehensive understanding of campaigns and elections, how they affect the governmental process, and consider ways in which they can be improved.		
Describe course assessments	Student assessments include three short papers (5-10 pages) and a final paper (25-30 pages) that draw from campaigns in one election; performance in campaign simulations; in-class presentations; and participation in classroom discussions. Weekly reading assignments include some classic and some cutting edge studies. Students also collect campaign-specific information by routinely monitoring newspapers, blogs, and campaign websites.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Herrnson, Syl.ArtSciBusPoliCamps-1.docx	Herrnson, Syllabus, Art, Science, Business of Political Campaigns	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Paul Herrnson	09/18/2017 - 20:33	Submit		Thank you for reviewing this proposal. Please contact me at paul.herrnson@uconn.edu should you have any questions.
	Political Science	Meina Cai	10/04/2017 - 14:28	Return	10/4/2017	Paul, please make the catalog shorter.
	Return	Paul Herrnson	10/04/2017 - 20:20	Resubmit		Course catalog shortened.
	Political Science	Meina Cai	10/13/2017 - 09:31	Approve	10/13/2017	The course was approved by the department on 9/13.

THE ART, SCIENCE, AND BUSINESS OF POLITICAL CAMPAIGNS

POLS 3608

Prof.: Paul S. Herrnson
 Office: 422 Oak Hall
 Tel.: 860-486-8336
 Email: paul.herrnson@uconn.edu

During a political campaign everyone is concerned with what a candidate will do on this or that question if he is elected except the candidate; he's too busy wondering what he'll do if he isn't elected.

--Everett Dirksen, Minority Leader, U.S. Senate, 1959-1969

There are so many similarities between a startup venture and a political campaign - the rhythm, the tempo, the hours, the intensity.

--Mike McCurry, Press Secretary for President Obama from 1994 1998

Every great political campaign rewrites the rules; devising a new way to win is what gives campaigns a comparative advantage against their foes.

--John Podhoretz, editor, *Commentary*

My first meeting as a senator, my first day, they were already talking about the next election. Part of that's the permanent campaign, part of that's a word I've been using more frequently, 'tribal.' Our politics has become tribal: It's us versus them.

--Evan Bayh, U.S. Senator, 1993- 2011

Of course it's political. I made a political campaign pledge on the political campaign trail to a politically interested group about a politically sensitive subject. It's good politics to fulfill a campaign pledge, and I fulfilled it ... the first chance I got."

-- George Gekas, member of the U.S. House of Representatives, 1983-2003

Elections in the United States have come a long way since the days when party bosses and their political machines sent patronage workers out to canvass their neighborhoods and mobilize the vote. Although volunteers and party leaders remain involved in campaigns, political many candidates now rely on the creative ability, scientific knowledge, and business acumen of experts from an array of fields, including those not always associated with politics. Virtually all campaigns for federal and state-level offices, and many for local office, use polls, consumer and other “big” data, and statistical analyses to define and target their winning coalition. Polls, focus groups, and marketing techniques are used to develop and refine messages. Writers, producers, public relations experts produce television ads and the other content campaigns communicate. Website designers develop platforms to disseminate and collect information from voters and potential volunteers. Similar data and techniques are used to raise campaign funds. Most challengers’ campaigns are short-lived organizations. However, many incumbents for federal, statewide, some local offices possess organizations that resemble small businesses in that they are continuously in operation.

The objective of this seminar is to provide students from a variety of fields with the opportunity to learn how contemporary election campaigns are conducted. Students will learn how campaigns draw on utilize expertise developed in a variety of fields. They will have opportunities to apply their own expertise through simulations and other exercises. They also will examine the factors that separate winners from losers. Other subjects include the impact of elections on governance and election reform.

The seminar will draw on the expertise of prominent political consultants. Some classes may be scheduled outside of the normal classroom.

Prerequisites

Enrollment in the honors program, POLS 1602 or an equivalent introductory or advanced placement course on American Politics, or permission of the instructor.

University Policies

Official university policies on class attendance, discrimination and harassment, students with disabilities, absences from class and exams, scholarly integrity, and the student code of conduct can be found at <http://provost.uconn.edu/syllabi-references>.

Course Requirements

Students will become learn the literature on campaigns and elections. Each student also will become an expert on a single election and one aspect of campaigning. Weekly seminar

meetings will include discussions of the assigned topics, including the reading assignments, current events, and relevant information pertaining to the election each student is studying.

Students will write three short case study reports (5-10 pages) and a final paper on their election. The first report will discuss the candidates and analyze the outcomes of the nomination contests. The second report will focus on campaign organization and financing. Campaign strategies and communications are the subject of the third report. The final paper (approximately 25-30 double-spaced pages) will pull together information from the reports and interpret the general election outcome.

Simulations involving teams of students will enable them to demonstrate their knowledge of an aspect of campaigning.

Grades and Assignments

Case study reports: 5% each (15% total)

Simulations: 20%

Final case study paper: 40%

Class presentations, discussions, and miscellaneous assignments: 15%

Students are expected to complete the reading and other assignments prior to each class meeting. Assignments turned in late will be penalized half a letter grade per day.

Possible Textbooks (*These will vary with presidential and congressional election years.)

Costas Panagopoulos, *Political Campaigns*, Oxford University Press, 2016.

Stephen J. Wayne, *Road to the White House*, 10th ed, Cengage 2016.

Paul S. Herrnson, *Congressional Elections*, 7th ed. CQ Press, 2016

William H. Flanigan, Nancy H. Zingale, Elizabeth Theiss-Morse, and Michael Wagner, *Political Behavior*

of the American Electorate, 13th ed., CQ Press, 2015

Darrell West, *Patrick Kennedy: The Rise to Power*, Prentice Hall, 2001

Optional Textbooks

Peter L. Francia, et al. *The Financiers of Congressional Elections*, Columbia University Press, 2003

Randall Atkins and David Dulio, eds., *Cases in Congressional Campaigns: Riding the Wave*,
Routledge 2011

Paul S. Herrnson, et al., *Interest Groups Unleashed*, CQ Press, 2012

Gary Jacobson, *The Politics of Congressional Elections*, any edition

Kim Fridkin Kahn and Patrick Kenney, *The Spectacle of U.S. Senate Campaigns*, Princeton,
1999

Additional Reading Assignments

Some reading assignments will be posted on HuskyCT or available at the library, including through online access. Students are expected to follow the events connected to the upcoming elections as they unfold by reading a major newspaper and consulting one or more specialized publications, such as *CQ Weekly*, *National Journal*, *The Cook Political Report*, *The Rothenberg and Gonzalez Political Report*, *Politico*, or *Roll Call*, or *FiveThirtyEight*. Most of these sources are available through the library or online.

Course Outline (*Readings will vary somewhat with presidential and congressional election years.)

1. Overview of the Strategic Environment and Class Projects

- Panagopoulos, ch. 2
- Herrnson, Introduction and ch. 1
- [Wayne, ch. 1](#)

2. Political Candidates

- [Wayne, chs. 4-6](#)
- [Herrnson, ch. 2](#)
- Richard L. Fox and Jennifer L. Lawless, "Reconciling Family Roles with Political Ambition," *Journal of Politics* 76 (2014): 398–414.
- Richard L. Fox and Jennifer L. Lawless, "To Run or Not to Run for Office," *American Journal of Political Science* 49 (2005): 642–59.
- Monica C. Schneider and Angela L. Bos, "An Exploration of the Content of Stereotypes of Black Politicians" *Political Psychology*, 32 (2011): 205-233. Published by: International Society of Political Psychology Stable URL: <http://www.jstor.org/stable/41262893xxx>
- West, *Patrick Kennedy: The Rise to Power*, entire book

3. Campaign Organization

- Panagopoulos, ch. 2
- [Herrnson, ch. 3](#)

4. Political Parties and Interest Groups

- Herrnson, chs. 4, 5
- Panagopoulos, ch. 3
- Garrett, "Seriously Funny: Understanding Campaign Finance Policy Through the Colbert Super PAC," *Saint Louis University Law Journal* 56: 711-723 (on HuskyCT)
- Herrnson et al., *Interest Groups Unleashed* (selections on HuskyCT)
- First short case study report due

5. Simulations

6. Campaign Fundraising

- Francia et al., *The Financiers of Congressional Elections* (selections on HuskyCT)
- Thomas Stratmann and J. W. Verret, “How Does Corporate Political Activity Allowed by Citizens United v. Federal Election Commission Affect Shareholder Wealth?,” *Journal of Law and Economics* (2015): 545–559.
- Harrison Hong and Leonard Kostovetsky, “Red and Blue Investing,” *Journal of Financial Economics* 103 (2012): 1- 19.xxlooks at donors.
- Clawson, Dan and Alan Neustadt. 1989. “Interlocks, PACs, and Corporate Contributions.” *American Journal of Sociology*, Vol. 94, No. 4 (January): 749-73.
- Herrnson, ch. 6
- Practitioner Briefing on Campaign Fundraising

7. Voting Behavior

- Flanigan and Zingale, *Political Behavior of the American Electorate*, entire book
- Panagopoulos, ch. 8.
- Gian Vittorio Caprara, Claudio Barbaranelli, Philip G. Zimbardo, “When Parsimony Subdues Distinctiveness: Simplified Public Perceptions of Politicians’ Personality,” *Political Psychology* 23 (2002), 77-95.
- Second short case study report due

8. Campaign Strategy and Communications

- Downs, *An Economic Theory of Democracy*, chs. 1 and 3
ftp://ftp.icesi.edu.co/jpmilanese/Sistemas/Clase%202/Downs,%20Anthony_Introduction_and_The_Basic_logic_of_Voting.pdf
- Panagopoulos, chs. 5-7
- Wayne, ch. 7
- Herrnson, chs. 7 and 8

9. Practitioner Briefing on Campaign Strategy and Communications

10. Simulations

11. Election Outcomes

- [Herrnson, ch. 9](#)
- Thomas Stratmann, “How Prices Matter in Politics: The Returns to Campaign Advertising” *Public Choice* 140 (2009): 357–377.
- Third short case study report due

12. Elections, Governance, and Reform

- Panagopoulos, ch. 10
- Wayne, ch. 9
- Herrnson, chs. 10, 11

13. Presentations

14. Papers and Presentations

A printed copy of final research paper, and all media clippings, internet-based information, and the interview notes used in the case project are due in class. An electronic copy of final paper is also to be submitted via email.

COURSE ACTION REQUEST	
CAR ID	17-4476
Request Proposer	Herrnson
Course Title	American Politics in the Movies
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > Return > Political Science > 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	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	American Politics in the Movies
Course Number	3610W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	paul.herrnson@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?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Fall, Spring

Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered	Fall, Spring
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	Lecture, discussion, presentations, substantial amount of writing

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	pols 1602 and English 1010, 1011, or 2011
Corequisites	none
Recommended Preparation	pols 1602 or AP American government
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No
Is Consent Required for course?	No Consent Required

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	I teach at the Storrs campus. I could teach this at the Hartford campus. I know of no others who teach it.
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	POLS 3610. American Politics in the Movies Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011. An exploration of how movies perpetuate certain myths and underscore some realities of American politics. POLS 3610W. American Politics in the Movies Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.
Reason for the course action	The new course would enhance the academic program by treating a body of material not previously treated in my department. It will not affect teaching loads or class sizes in other courses in the department change. Enrollment will be restricted to students who have completed POLS 1602 (Introduction to American Government) and students who have taken some English writing courses to ensure students taking the class have the background to complete it.
Specify effect on other departments and overlap with existing courses	This course should have no effect on other departments and it has no overlap with courses currently being taught.
Please provide a brief description of course	The goals of this course are two-fold. Substantively, it will show how movies perpetuate certain myths and underscore some realities of American politics It will contrast those myths and realities with the knowledge

goals and learning objectives	developed by scholars. The W version of the course will teach students about writing in the social sciences and help them improve their writing skills in general.								
Describe course assessments	Students reading assignments will complement to the subject matter presented in the movies, including historical and contemporary works on American politics. Students will write two drafts of two papers. Each will be between 8 and 10 pages in length. The papers will use the reading material, class discussion and other sources to assess the movies. Assessments also will include student presentations and participation in discussions.								
General Education Goals	The course will introduce students to theories and concepts of the social sciences, including some of the methods used to assess political history, political culture, and political institutions and processes. It will help students understand the reasons why popular conceptions of American politics and society, as depicted in the movies, may not be completely accurate. The course also will help students to develop the tools to critically analyze human behavior, governmental institutions and processes, various socioeconomic and political groups and issues, and how these are depicted in popular culture. Social issues include gender, race, social class, political power, and economic power.								
Content Area: Social Sciences	The course will examine how individuals, groups, organizations, and political institutions behave and influence one another, and their behavior and interactions are depicted in popular culture. The course presents theories, techniques, tools, and findings from the social sciences to help students understand individual behavior and societal institutions, processes, and their biases. It will help students develop critical thought about historical and current social issues and problems.								
Skill Code W	This course is designed to ensure that students continue to improve their writing skills after they complete their freshman English writing courses. It will help them learn to better construct and communicate the substantive knowledge they develop in the course and the social sciences more generally. This will be accomplished by having the students write two separate papers (8-10 pages each). The papers will require them to use the reading assignments and other information to critically analyze the material presented in the movies. Each paper will receive written commentary from the professor, be discussed by the student and the professor in at least one individual conference, be revised by the student, and then resubmitted by the student to the professor. Students will receive formal instruction on writing in the class and during individual meetings with the professor. First drafts of each paper will be turned in two weeks after a student analyzes a movie, the student will receive feedback on their paper within one week of its being submitted, students will discuss this written feedback during the professor's office hours and class periods devoted to this purpose. Students will submit the final draft of their first paper during the middle of the semester and on the same day. Students will submit the final draft of their second paper at the end of the semester and on the same day. Fifty percent of the grade for each paper will be based on the quality of the writing.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AmPolAtTheMovies Syllabus Course Submission.doc</td> <td>AmPolAtTheMovies Syllabus Course Submission.doc</td> <td>Syllabus</td> </tr> </tbody> </table>			Attachment Link	File Name	File Type	AmPolAtTheMovies Syllabus Course Submission.doc	AmPolAtTheMovies Syllabus Course Submission.doc	Syllabus
Attachment Link	File Name	File Type							
AmPolAtTheMovies Syllabus Course Submission.doc	AmPolAtTheMovies Syllabus Course Submission.doc	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Paul Herrnson	09/22/2017 - 12:25	Submit		I am currently teaching a version of this course as POLS 2998W. It is going very well.
	Political Science	Meina Cai	10/04/2017 - 14:25	Return	10/4/2017	Paul, please make the course catalog shorter.
	Return	Paul Herrnson	10/04/2017 - 20:23	Resubmit		Catalog entry shortened. Non-W version added to the request.
	Political Science	Meina Cai	10/13/2017 - 09:32	Approve	10/13/2017	The course was approved by the department on 9/13.

AMERICAN POLITICS IN THE MOVIES: MYTHS AND REALITIES THAT INFLUENCE THE UNDERSTANDING OF A NATION

POLS 3610W

Prof. P. Herrnson
Office: 422 Oak Hall
Tel.: 860.486.8336
Email: paul.herrnson@uconn.edu

Movies can and do have tremendous influence in shaping young lives in the realm of entertainment towards the ideals and objectives of normal adulthood.--Walt Disney

I think it's always a good time to be in a political film in America because there's so much material for comedy.--Jason Bateman

The politics of the United States are often misunderstood by American citizens and others. Some of that misunderstanding stems from a lack of knowledge about of the philosophical underpinnings and historical development of the political system. Some results from a lack of knowledge about the functioning of American political institutions and processes. An additional source of misunderstanding is the portrayal of America politics in literature, and especially in the movies. Unlike books, which allow an individual the opportunity to ponder, discuss, and research what has just been read, movies present an uninterrupted stream of information that is meant to entertain but also can result in learning and opinion formation.

The goals of this course are to show how movies perpetuate certain myths and underscore some realities of American politics and to contrast those myths and realities with the knowledge developed by scholars. The first part of the course covers the following historical periods: the Revolution, the Civil War, the Wild West era, the Great Depression, and the 1960s. The second part focuses on the institutions and processes that are central to contemporary American politics: campaigns and elections, the Presidency, Congress, lobbyists and interest groups, and the news media. Course materials have been selected to contrast theatrical portrayals with the thinking of politicians, social commentators, and the analyses of scholars.

Course Requirements

This course has a substantive component and a skills component. Students are responsible for both. The weekly assignments for all students are to watch a movie, read the assigned materials, and participate in the discussion. In addition, each student will write a paper and make a presentation for each of two movies (a total of two papers and two presentations). Students are to turn in the first draft of each paper prior to their presentation. Students will receive feedback on the first draft of the papers and incorporate it into their final papers.

According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

1. Participation

The class will involve more discussion than lecture. Students are expected to do the reading assignments and watch the movies outside of the formal class meetings. They should come to class prepared to discuss these materials on the assigned dates.

2. Presentations

Each student will make a 5-7 minute presentation for each of two movies and reading assignments. The student should provide a brief overview of the materials and highlight areas of interest.

3. First draft of the papers

Students will write an 8-10 page paper for each of two movies and the associated reading materials. They also may draw from outside sources. The papers should discuss some of the following subjects: the movie's portrayal of the politics and history of the era; its content, assumptions, and purposes; the accuracy of the information presented; the perspective from which it is presented; perspectives that are not included; the roles of the main characters; and the importance of the immediate setting. The paper's must discuss a movie's relevance for understanding contemporary politics. A paper copy and emailed electronic copy are to be turned in two week after a student's presentation.

4. Final papers

Students will revise the initial draft of each paper in response to the feedback they receive. A paper copy and an emailed electronic copy are to be turned in on the dates specified below.

Grades

1. First draft of the first paper: 10%
2. Final draft of the first paper: 30%.
3. First draft of the second paper: 10%
4. Final draft of the first paper: 30%.
5. Presentations: 10%
6. Class participation, quizzes, and additional assignments: 10%

Assignments turned in late will be penalized half a letter grade per day.

Required Assignments

Books

Horatio Alger, *Ragged Dick* (any publisher, available online)

Saul Alinsky, *Rules for Radicals* (Vintage, available online)

Robert G. Kaiser, *An Act of Congress* (Vintage Books, 2014, selected pages)

Additional Reading Assignments

Available in Babbidge Library (including online access) or posted on HuskyCT.

Movies

Available on Amazon Prime, Hulu, IMDb, Movies123, Netflix, Youtube, or other online sources. Some are available at Babbidge Library. Students are encouraged to watch the movies together to facilitate discussion and save money.

Recommended Reading

The appropriate chapters in any introductory American government or American history textbook for topics which you do not feel you have sufficient knowledge.

Stephen J. Wayne, *The Road to the White House* (Cengage Learning, 2015)

Prerequisites

English 1010, 1011, or 2011

Additional University Policies

The University invites all students to visit the University Writing Center for individualized tutorials. Information can be found at <http://writingcenter.uconn.edu/>.

Official university policies on class attendance, discrimination and harassment, students with disabilities, absences from final exams, scholarly integrity, and the student code of conduct can be found at <http://provost.uconn.edu/syllabi-references>.

Course Schedule

1: Introduction

2: The American Revolution

Movie: *The Patriot* (2000)

3: The American Revolution (continued)

Readings: Niall Ferguson, *Empire* (selected excerpts on HuskyCT)

4: The American Revolution (continued)

Readings: The Declaration of Independence,

https://en.wikipedia.org/wiki/United_States_Declaration_of_Independence#Influences_and_legal_status

5: The American Revolution (continued)

Class discussion of the reading material and movie

6: The Civil War

Readings:

John C. Calhoun, South Carolina Exposition and Protest

<https://clockworkconservative.wordpress.com/freedom/primary-documents/south-carolina-exposition-and-protest/>

John C. Calhoun, Fort Hill Address

<http://teachingamericanhistory.org/library/document/fort-hill-address/>

Abraham Lincoln, A House Divided

<https://www.nps.gov/liho/learn/historyculture/housedivided.htm>

Abraham Lincoln, Address at Cooper Institute

<https://web.archive.org/web/20000817130915/http://showcase.netins.net/web/creative/lincoln/speeches/cooper.htm>

Frederick Douglass, Lecture on Slavery No. 1

<http://etc.usf.edu/lit2go/45/my-bondage-and-my-freedom/1512/the-nature-of-slavery-extract-from-a-lecture-on-slavery-at-rochester-december-1-1850/>

Frederick Douglass, The Future of the Colored Race,

<http://teachingamericanhistory.org/library/document/the-future-of-the-colored-race/>

Frederick Douglass, Oration in Memory of Abraham Lincoln

<http://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>

7: The Civil War (continued)

Movie: *Glory* (1989), Babbidge Library: PN1997 .U5412 2010

8: The Civil War (continued)

Class discussion of the reading material and movie, student presentations

9: The Wild West

Readings:

Allen Barra, *Inventing Wyatt Earp* (selected excerpts on HuskyCT)

Michael Wallis, *The Real Wild West* (selected excerpts on HuskyCT)

10: The Wild West (continued)

Movie: *The Unforgiven* (1960)

11: The Wild West (continued)

Class discussion of the reading material and movie, student presentations

12: The Depression

Readings:

Horatio Alger, *Ragged Dick*

http://www.pagebypagebooks.com/Horatio_Alger/Ragged_Dick/

Franklin D. Roosevelt, Address to Young Democrats of America

<http://www.presidency.ucsb.edu/ws/?pid=14925>

Franklin D. Roosevelt, Fireside Chat on Reorganization of the Judiciary

http://xroads.virginia.edu/~ma02/volpe/newdeal/court_fireside_text.html

Franklin D. Roosevelt, Fireside Chat on Party Primaries

<https://catalog.archives.gov/id/197314>

Franklin D. Roosevelt, State of the Union Address, January 6, 1941

<http://www.presidency.ucsb.edu/ws/?pid=16092>

13: The Depression (continued)

Movie: *Cinderella Man* (2005)

14: The Depression (continued)

Class discussion of the reading material and movie, student presentations

15: The 1960s

Readings:

Saul Alinsky, *Rules for Radicals* (entire book)

<https://archive.org/details/RulesForRadicals>

James Davies, "Toward a Theory of Revolution, *American Sociological Review*, 27 (1962): 5-19.

16: The 1960s (continued)

Movie: *The Strawberry Statement* (1970), https://www.youtube.com/watch?v=ErO_wla8_o8

17: The 1960s (continued)

Class discussion and student presentations

18: Campaigns and Elections

Readings: Costas Panagopoulos, *Political Campaigns* (selected excerpts on HuskyCT)

19: Campaigns and Elections (continued)

Movie: *The Candidate* (1972)

20: Campaigns and Elections (continued)

Class discussion of the reading material and movie, student presentations

21: Writing exercises

22: The Presidency

Readings:

Richard Neustadt, *Presidential Power*

<http://www.cybersisman.com/civicshonors/unit2/neustadt.pdf>

Samuel Kernell, *Going Public*, chs. 1, 4

<http://www.uvm.edu/~dguber/POLS293/articles/kernell.pdf>

James David Barber, *Presidential Character*

http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber_presidential_character_4types.pdf

23: The Presidency (continued)

Movie: *Thirteen Days* (2000)

24: The Presidency (continued)

Class discussion of the reading material and movie, student presentations

*Final draft of first paper due at the beginning of class

25: Congress

Robert Kaiser, *An Act of Congress*, pp. 1-26, 55-77, 371-386 required (remainder recommended)

26: Congress (continued)

Movie: *Charlie Wilson's War* (2007)

27: Congress (continued)

Class discussion of the reading material and movie, student presentations

28: Interest Groups and Lobbying

Readings:

E.E. Schattschneider, *The Scope and Bias of the Pressure System*

<http://faculty.smu.edu/jmwilson/schattschneider.pdf>

Jonathon Rauch, *The Hyperpluralism Trap*

<https://malcolmapgovernment.wikispaces.com/file/view/hyperpluralism+trap.pdf>

Herrnson, Shaiko, and Wilcox, *Interest Group Connections in Changing Political Environments*
(HuskyCT)

29: Interest Groups and Lobbying (continued)

Movie: *Thank You for Smoking* (2005)

30: Interest Groups and Lobbying (continued)

Class discussion of the reading material and movie, student presentations

31: News Media

Readings:

James Hamilton, *The Market and the Media* (HuskyCT)

32: News Media (continued)

Movie: *Broadcast News* (1987)

33: News Media (continued)

Class discussion of the reading material and movie, student presentations

34: Writing exercises

35: *Final draft of second paper due in class

COURSE ACTION REQUEST	
CAR ID	17-4596
Request Proposer	Friesen
Course Title	Research Methods in Audiology
CAR Status	In Progress
Workflow History	Start > 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	Research Methods in Audiology
Course Number	5401
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
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	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	this is a graduate level course and is only offered at Storrs
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	Research Methods in Audiology Three credits. Open to AuD students, others with permission. Vocabulary and foundational concepts for research; conceptual framework to design research, critically evaluate research, write research proposal, participate in peer review process, and complete IRB application.		
Reason for the course action	This course is currently being taught as a special topics class. There is a need for the research methods class in the AuD program.		
Specify effect on other departments and overlap with existing courses	There is a little overlap with the current course entitled Introduction to Research - SLHS 5377; however, the 5377 class is for the SLHS masters level students and is more of an introductory class specifically for SLHS speech language pathology masters students. This current proposed course for the AuD students in SLHS is designed for individuals who are going to be carrying out an actual research project and prepares them all the way through to submitting an IRB.		
Please provide a brief description of course goals and learning objectives	1.Students will complete the Human subject's research modules in the Social-Behavioral-Educational (SBE) track, on the Collaborative Institutional Training initiative at the University of Miami (CITI) website prior to the end of the semester. https://www.citiprogram.org/ 2.Students will learn vocabulary and foundational concepts for research, including how basic statistical concepts relate to commonly used research designs 3. Students will learn the framework to allow them to design research 4.Students will be able to critically evaluate research (includes knowledge of terminology, identifying study design, variables, whether it's peer-reviewed or not, etc). 5. Students will learn how to write a research proposal in APA format. 6. Students will learn about the Peer Review process. 7. Students will be able to complete an IRB proposal application at UCONN.		
Describe course assessments	There will be two exams where there will be both long answer and short answer questions, as well as excerpts from articles to critique. There will be an article of research to critique There will be a research proposal to write in APA format; different sections every few weeks; peer review will be provided until the final version is handed in. An IRB application will be completed.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	SLHS 6367 RESEARCH METHODS syllabus_2017.docx	SLHS 6367 RESEARCH METHODS syllabus_2017.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Start	Lendra Friesen	10/03/2017 - 08:46	Submit		submitted Oct. 3, 2017
	Speech Language and Hearing Services	Lendra Friesen	10/03/2017 - 12:23	Approve	10/3/2017	approved Oct. 3, 2017

SLHS 6367 RESEARCH METHODS
 (*everything is subject to change*)
Thursdays 5:00 pm to 8:00 pm, Gent 221
Professor Friesen –Fall 2017
Email address: Lendra.friesen@uconn.edu
Office hours Tuesday: 11:00pm to 12:30pm,
1:30 pm to 3:00 pm

Course Requirements and Grading:

CITI certificate	5 %
Mid-Term	20%
Critical Review of Research	10 %
Proposal	20%
Peer Review	5%
IRB	15%
Final exam	20%

Texts: No formal text

Resources: Selected readings will be supplied.

You will be responsible for obtaining some articles from the library or online from the library.

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	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

Center for Students with Disabilities (CSD)

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. Detailed information regarding the accommodations process is also available on their website at 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](#) under the [Sexual Assault Response Policy](#). 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 complete the Human subject’s research modules in the Social-Behavioral-Educational (SBE) track, on the Collaborative Institutional Training initiative at the University of Miami (CITI) website prior to the end of the semester.
<https://www.citiprogram.org/>
2. Students will learn vocabulary and foundational concepts for research, including how basic statistical concepts relate to commonly used research designs
3. Students will learn the conceptual framework to allow them to design research
4. Students will be able to critically evaluate research.
5. Students will learn how to write a research proposal in APA format.
6. Students will learn about the Peer Review process.
7. Students will be able to complete an IRB proposal application at UCONN.

AGENDA:

08/31	Overview of the course Intro to Research Methods,
09/07	Library tutorial – (if they have time to take us) Research Strategies, components of research paper,
09/14	Research strategies continued
09/21	Research design – Literature Review with 10 refs due (3 paper copies)
09/28	Research design continued
10/5	Method section - Introduction with Title is due (3 paper copies) go over IRB forms
10/12	Mid-term Exam –
10/19	method section cont'd - Method - Participants due (3 paper copies)
10/26	Results section –
11/2	Results cont'd – go over IRB forms again, Method –Materials and Procedures (3 copies)
11/09	Discussion and conclusion sections –
11/16	? Possible guest speaker, Discussion and conclusion sections, Abstract for Proposal is Due - only bring 1 copy for instructor, and staple intro, title, participants, and materials/procedures with abstract submission – final submission - IRB forms due – can be emailed to me
11/23	Thanksgiving – No class
11/30	Review of Research due – in class presentations – short review for final exam
12/7	Final Exam

Critical Review of Research

This review will include a presentation towards the end of the semester. It will be completed on a peer-reviewed journal article. I will provide a list of possible articles or, you can choose one with the agreement of the professor. During the semester, you will obtain experience and learn how to conduct a critical review of research on different types of articles.

Proposal

One of the assignments in the class will be a written report of research that you hypothetically completed. Therefore, the topic should be an area that you are interested in exploring further or are currently exploring. It cannot be research that you have previously completed. Permission of the instructor must be granted for research that is currently in progress. The written research report will include an abstract, an introduction, a method, and references section of a manuscript prepared as if it was to be published in a professional journal in our field. To prepare you for this report, you will be writing a literature review, part of which will be integrated in some form in your introduction section. It is my intention that the usefulness of this assignment will extend outside of this course. All students are encouraged to hand in any section of the research paper or the final research paper before the due date. The writing of this research paper must be the students' OWN writing. For example, writing will not be pulled from grants or journal articles written by faculty or faculty advisers. Writing will take place in stages throughout the semester, and the course will be structured to provide information on each section required of the research paper. With the exception of the abstract submission and the final paper submission, students are required to bring in three copies of each research paper/proposal section to class. One paper copy of the section due that day will go to each of two classmates for a peer review. The final third paper copy of the section will go to the instructor for grading and revision suggestions. The submissions will be returned with feedback to the author. Proper formatting (APA-style) is required. Please refer to the publication manual of the American Psychological Association (APA).

Research Paper/Proposal Section Due Dates: Submit electronic version, and bring three paper copies to class (one for instructor and two for peer reviewers)

Literature Review with at least 10 references: September 21st (3 copies)

Introduction with Title (stems from lit review): October 5th (3 copies)

Method-Participants: October 19th (staple Intro and Title onto your 3 copies)

Method-Materials & Procedures: November 2nd (staple Intro and Title and participants onto your 3 copies)

Abstract: November 16th (only bring 1 copy for instructor, and staple intro, title, participants, and materials/procedures with abstract submission – final submission)

Peer Review Return Dates:

***Literature Review:* One week after Lit Review submission**

***Introduction with Title:* One week after Intro submission**

***Methods-Participants:* One week after Participants submission**

***Methods-Materials & Procedures:* One week after Submission**

IRB

IRBs will be completed based on the proposal drafted above, printed out and handed in to the professor.

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.**

ASHA Standards of Clinical Competence Met by this Course:

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Create a Major

Last revised: September 24, 2013

1. Date: 9 October 2015
2. Department or Program: ECON
3. Title of Major: Bachelor of Science in Economics
4. [Effective](#) Date (semester, year): Fall 2016
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Major

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

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

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

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

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

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

B.S. students must take one of the following science sequences in Biology, Chemistry, or Physics:

- **Biology: BIOL 1107 and either BIOL 1108 or BIOL 1110.**
- **Chemistry: CHEM 1124Q, 1125Q, 1126Q; or CHEM 1127Q, 1128Q; or CHEM 1137Q, 1138Q; or CHEM 1147Q, 1148Q.**
- **Physics: PHYS 1201Q, 1202Q; or PHYS 1401Q, 1402Q; or PHYS 1501Q, 1502Q; or PHYS 1601Q, 1602Q.**

One of these course may be used to fulfill the CA3 (Lab) requirement of General Education. In addition, students must take one other CA3 course from a different subject area, but it need not be a lab course.

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

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

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

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

Justification

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

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

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

The BS major differs from the BA in several respects

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

We believe that this new BS attains the same level of rigor and depth as other CLAS BS degrees, provides the necessary breadth appropriate to the field, and achieves

sufficient diversity in courses covering theory, experimental methods and quantitative analysis. Moreover, the structure of the proposed BS is very much in keeping with the standard for BS programs around the country and at our peer and aspirant peer institutions.

3. [Dates approved](#) by

Department Curriculum Committee:

Department Faculty:

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

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

Plan of Study

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

Name of Student: _____

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

(signed) _____ Dept. of <insert name>

Major Advisor

Department of Economics
Bachelor of Science Plan of Study

Preliminary Final

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

Group I (14 credits) All of the following:

ECON 2211Q (Quantitative Intermediate Microeconomics) 4 credits (grade) _____

ECON 2212Q (Quantitative Intermediate Macroeconomics) 4 credits (grade) _____

ECON 2311 (Empirical Methods in Economics I) 3 credits (grade) _____

ECON 2312 (Empirical Methods in Economics II) 3 credits (grade) _____

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

ECON 2301 (Mathematical Economics) 3 credits (grade) _____

ECON 2326 (Operations Research) 3 credits (grade) _____

ECON 2327 (Information Technology for Economics) 3 credits (grade) _____

ECON 3208 (Game Theory) 3 credits (grade) _____

ECON 3313 (Elementary Economic Forecasting) 3 credits (grade) _____

ECON 4206 (Mechanism Design) 3 credits (grade) _____

Group III (9 credits):

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

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

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

Second Language: Check completion of A, B, or C.

- A. 3 years high school level
- B. 2 years high school level PLUS the 2nd year (Intermediate) UConn level
- C. 1st year (Elementary) AND 2nd year (Intermediate) UConn levels

Writing:

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

_____ English _____ Major 2000-level W _____ 2nd W course

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

Content Area One – Arts & Humanities:

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

_____ Area A _____ Area B _____ Area C _____ Area D

Content Area Two – Social Sciences:

>Two courses from two different subject areas _____ 1st course _____ 2nd course

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

- Biology:** BIOL 1107 **and** either BIOL 1108 or BIOL 1110.
- Chemistry:** CHEM 1124Q, 1125Q, 1126Q; **or** CHEM 1127Q, 1128Q; **or** CHEM 1137Q, 1138Q; **or** CHEM 1147Q, 1148Q.
- Physics:** PHYS 1201Q, 1202Q; **or** PHYS 1401Q, 1402Q; **or** PHYS 1501Q, 1502Q; **or** PHYS 1601Q, 1602Q.

>One other course from a different subject area _____

Content Area Four – Diversity and Multiculturalism: NOTE: One course can also be used to fulfill another course in Content Areas One, Two or Three.

>Two courses from two different subject areas _____

>One course must cover an international field of study _____ International _____ 2nd course

Name of Student: _____

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

(signed) _____ Department of Economics
Major Advisor