Pam Bedore, Chair  
November 28th, 2017

A. Approvals by the Chair

2017-169  ARIS 3295  Add Special Topics (factotum course)  
2017-170  ARIS 3295  Add Variable Topics (factotum course)  
2017-171  ARIS 3299  Add Independent Study (factotum course)  
2017-172  HRTS 5499  Add Independent Study (factotum course)  
2017-173  ARIS 3295  Add Special Topic: Arabic Cinema  
2017-174  ARAB 3295  Add Special Topic: Leviathan Arabic  
2017-175  COMM 5895  Add Special Topic: Digital Media and Political Communication 
2017-176  Econ 3495  Add Special Topic: Fed Challenge  
2017-177  MARN 5995  Add Special Topic: Benthic Processes  
2017-178  MARN 5995  Add Special Topic: Marine Genomics  
2017-179  MCB 5896  Add Special Topic: The Footprints of Natural Selection in the Genome  
2017-213  COMM 4995: Add Special Topics: Food Marketing to Children

B. New Proposals

2017-180  EEB 2222  Add Course (G) (S) (guest: Pam Diggle)  
2017-181  Logic  Add Grad Certificate (guests: Magda Kaufmann and Marcus Rossberg)  
2017-182  MATH 3620  Add Course (guest: Jim Trimble)  
2017-183  MATH 3630  Revise Course (guest: Jim Trimble)  
2017-184  MATH 3631  Revise Course (guest: Jim Trimble)  
2017-185  MATH 3636  Add Course (guest: Jim Trimble)  
2017-186  MATH 3637  Add Course (guest: Jim Trimble)  
2017-187  MATH 3639  Add Course (guest: Jim Trimble)  
2017-188  MATH 3640  Add Course (guest: Jim Trimble)  
2017-189  MATH 3641  Add Course (guest: Jim Trimble)  
2017-190  MATH Actuarial Science  Revise Major (guest: Jim Trimble)  
2017-191  MATH Actuarial Science Finance  Revise Major (guest: Jim Trimble)  
2017-192  PHYS 4710  Add Course (guest: Jonathan Trump)  
2017-193  PHYS 4720  Add Course (guest: Kate Whitaker)  
2017-194  Astrophysics  Add Minor (guest: Cara Battersby)  
2017-195  AMST/URBN 2400  Revise Course (S) (guest: Christopher Vials)  
2017-196  AMST/ENGL 2274W  Revise Course (G) (S) (guest: Christopher Vials)  
2017-197  AMST/ENGL 3265W  Revise Course (G) (S) (guest: Christopher Vials)  
2017-213  AMST/ENGL/HIST 2207  Add Course (G) (S) (guest: Christopher Vials)  
2017-163  POLS 3606  Add Course (guest: Paul Herrnson)
NEW PROPOSALS

2017-180  EEB 2222  Add Course (G) (S) (guest: Pam Diggle)

Proposed Catalog Copy:

Three credits. Fall.
The central role of plants in mediating impending environmental changes. Topics include rising CO2, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, invasive species. CA3.

2017-181  Logic  Add Grad Certificate (guests: Magda Kaufmann and Marcus Rossberg)

Proposed Curriculum:

Curriculum information
Total number of credits required: 12

Required courses
No particular course is required for the certificate

Elective courses
In order to accommodate students from a range of disciplines, students will create a plan of study (subject to the approval of the Certificate Directors). The plan should include four of the following courses, including at least two courses from distinct subject areas.

CSE 5102, 5506; LING 5410, 5420, 6410, 6420; MATH 5026, 5260; PHIL 5307, 5311, 5344
Courses that do not appear here may be included in the plan by approval of the Certificate Directors. Some courses may have different contents in different years (in particular, MATH 5026, LING 6410, LING 6420, and PHIL 5344). By approval of the Certificate Directors, such a course may count towards the certificate credit multiple times, provided the content was indeed sufficiently different.

2017-182 MATH 3620 Add Course (guest: Jim Trimble)

*Proposed Catalog Copy:*

Math 3620. Foundations of Actuarial Science  
Three Credits. Prerequisite: Math 2620. Not open to students who have passed Math 2610 or FNCE 3221 or HCFM 3221.  
The foundations of actuarial science, the role of the actuary, external forces that influence actuarial work, and the framework and processes actuaries use to perform actuarial work.

2017-183 MATH 3630 Revise Course (guest: Jim Trimble)

*Current Catalog Copy:*

Math 3630 Actuarial Mathematics I  
(Also offered as MATH 5630.)  
Three credits. Prerequisite: MATH 3160 or STAT 3375Q; and MATH 2620. MATH 3630 is not open to students who have passed MATH 5630.  
Provides the mathematical foundations of life contingencies and their applications to quantifying risks in other actuarial contexts. Topics include survival and life table models, actuarial present value calculations in annuities and insurances, and premium and reserve calculations based on a single life.

*Proposed Catalog Copy:*

Math 3630 Long-Term Actuarial Mathematics I  
(May be taught with MATH 5630.)  
Four credits. Prerequisite: MATH 3160 or Math 3165 or STAT 3375Q; and MATH 2620. Not open to students who have passed MATH 5630.  
Provides the mathematical foundations of life contingencies and their applications to quantifying risks in other actuarial contexts. Topics include long-term insurance products, survival and longevity models, life tables, life insurance, life annuities, premium calculations, reserves.

2017-184 MATH 3631 Revise Course (guest: Jim Trimble)

*Current Catalog Copy:*

Math 3631 Actuarial Mathematics II  
(Also offered as MATH 5631.) Three credits.  
Prerequisite: MATH 3630. MATH 3631 is not open to students who have passed MATH 5631. A continuation of Actuarial Mathematics I. Topics include calculations of premiums and reserves.
based on multiple lives, multiple decrement and multiple state models. This course, along with MATH 3630, helps students prepare for the actuarial examination on models for quantifying risk.

Proposed Catalog Copy:

Math 3631 Long-Term Actuarial Mathematics II
(May be taught with MATH 5631.) Three credits. Prerequisite: MATH 3630. Not open to students who have passed MATH 5631.
A continuation of Long-Term Actuarial Mathematics I. Topics include multiple state models, multiple decrements, multiple lives, profit and loss analysis, pension plans and funding, retirement benefits, long-term health and disability. This course, along with MATH 3630, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics).

2017-185 MATH 3636 Add Course (guest: Jim Trimble)

Proposed Catalog Copy:

Math 3636 Actuarial Statistical Modeling I
Three credits. Prerequisite: MATH 3160 or Math 3165; and STAT 3375Q.
Introduction to the R programming language, linear regression models, generalized linear models, and time series models. Underlying theories are covered and case studies are used to demonstrate applications.

2017-186 MATH 3637 Add Course (guest: Jim Trimble)

Proposed Catalog Copy:

Math 3637 Actuarial Statistical Modeling II
Three credits. Prerequisite MATH 3636 or MATH 3621.
Introduction to principal component analysis, decision tree models, and cluster analysis. The underlying theories are covered and case studies are used to demonstrate the applications.

2017-187 MATH 3639 Add Course (guest: Jim Trimble)

Proposed Catalog Copy:

MATH 3639 Actuarial Loss Models
Three credits. Prerequisites: MATH 3620 or MATH 2610; and MATH 3160 or MATH 3165 or STAT 3375
 Covers loss distribution models for claim frequency and severity, aggregate risk models, coverage modifications, risk measures, construction and selection of parametric models, introduction to simulation.

2017-188 MATH 3640 Add Course (guest: Jim Trimble)

Proposed Catalog Copy:
Math 3640. Short-Term Insurance Ratemaking
Three credits. Prerequisite: MATH 3632 or Math 3639. Not open to students who have passed Math 5640.
Credibility theory, pricing for short term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics.

2017-189 MATH 3641 Add Course (guest: Jim Trimble)

Proposed Catalog Copy:

Math 3641. Short-Term Insurance Reserving
Three credits. Prerequisite: MATH 3640. Not open to students who have passed Math 5641.
Techniques for estimating unpaid claims, use of claims triangles, underlying statistical theory behind the techniques, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.

2017-190 MATH Actuarial Science Revise Major (guest: Jim Trimble)

Current Catalog Copy:

Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q).

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165) 3630–3631; STAT 3375Q–3445; either MATH 3632 or 3634; and either MATH 2610, HCMI 3221 or 4325.

Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2720W, 2794W, 3670W, or 3796W. (Note: Though not indicated in the catalog, MATH 2710W will also satisfy the requirement--per Carl Rivers).

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.
Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.

Proposed Catalog Copy:

Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q).

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165) 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445.

Students should include ECON 1201 and 1202 or, alternatively, ECON 1200. ACCT 2001 should also be in the program of study as early as possible. Students should attain a B- or better in all such courses.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, MATH 2720W, 2794W, 3670W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.
The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance.

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3630, 3631, 3650, 3660; STAT 3375Q, 3445, ACCT 2001, FNCE 3302, 4209, 4302, 4305, either MATH 3632 or 3634; either MATH 2610, HCMI 3221 or 4325, and either FNCE 4306 or 4895. Students should include ECON 1201 and 1202, and a Computer Science course in their program of study as early as possible.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance.

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445; ACCT 2001; FNCE 3302, 4209, 4302, 4305, and either FNCE 4306 or 4895.

Students should include ECON 1201 and 1202 or, alternatively, ECON 1200 in the program of study as early as possible. Students should attain a B- or better in all such courses.
To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

1. completed MATH 1126Q or 1131Q with a grade of at least B;
2. successfully completed an honors calculus course with a grade of at least C;
3. received AP credit for MATH 1131Q; or
4. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

2017-192 PHYS 4710 Add Course (guest: Jonathan Trump)

Proposed Catalog Copy:
PHYS 4710. Stars and Compact Objects.
Three credits. Prerequisites: PHYS 2701 and PHYS 2702; MATH 2410.
The structure and evolution of stars. Gravitational collapse, hydrostatic equilibrium, novae and shocks, and compact objects with degenerate matter.

2017-193 PHYS 4720 Add Course (guest: Kate Whitaker)

Proposed Catalog Copy:
PHYS 4720. Galaxies and the Interstellar Medium.
Three credits. Prerequisites: PHYS 2701 and 2702. MATH 2410. Recommended preparation: proficiency in calculus.
Galaxy formation and evolution in a hierarchical expanding Universe. Properties of the interstellar medium, including star formation and the basics of radiative transfer, and the stellar populations, structure, kinematics and dynamics of galaxies.

2017-194 Astrophysics Add Minor (guest: Cara Battersby)

Proposed Catalog Copy:
The astrophysics minor provides instruction on the core concepts underpinning our modern understanding of the universe. It is well-suited to complement a major in physics or other science and engineering disciplines.

The minor requires the completion of 15 credits as follows:

a. Required: PHYS 2701; PHYS 2702.

b. Select 3 of: PHYS 2200; PHYS 4096W; PHYS 4130; PHYS 4150; PHYS 4710;
No more than 6 credits of these courses can be used to count for both the astrophysics minor and a physics major. Up to 3 credits of 3000-level and above courses from other programs may be used to fulfill requirements of the minor, but only in exceptional circumstances and with the written pre-approval of the coordinator of the minor.

The minor is offered by the Physics Department

2017-195 AMST/URBN 2400 Revise Course (S) (guest: Christopher Vials)

Current Catalog Copy:

URBN 2400. City and Community in Film
Three credits.
Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.

Proposed Catalog Copy:

AMST/URBN 2400. City and Community in Film
Three credits.
Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.

2017-196 AMST/ENGL 2274W Revise Course (G) (S) (guest: Christopher Vials)

Current Catalog Copy:

ENGL 2274W. Disability in American Literature and Culture.
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles. CA 1. CA 4.

Proposed Catalog Copy:

AMST / ENGL 2274W. Disability in American Literature and Culture.
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles. CA 1. CA 4.
**Current Catalog Copy:**

AMST/ENGL 3265W. Seminar in American Studies
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.
An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.

**Proposed Catalog Copy:**

AMST/ENGL 3265W. American Studies Methods
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit.
Interdisciplinary research and writing instruction centered on a specific topic in U.S. culture. An introduction and overview of research methods in American Studies.

2017-213 AMST/ENGL/HIST 2207 Add Course (G) (S) (guest: Christopher Vials)

**Proposed Catalog Copy:**

AMST/ENGL/HIST 2207. Empire and U.S. Culture
Prerequisite: ENGL 1010 or 1011 or 2011
The U.S. has long had the footprints of an imperial power. But does it possess an imperial culture? How have the frontier and overseas ambitions shaped U.S. institutions? And what has been the impact of U.S. expansion on people outside its borders? The course explores these questions through literary narratives and historical documents.

2017-163 POLS 3606 Add Course (guest: Paul Herrnson)

**Proposed Catalog Copy:**

POLS 3606. The Politics of Election Administration
Three credits. Prerequisites: POLS 1602
An analysis of the politics of election administration. Topics may include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; voter suppression and voter fraud; and prospects for reform.

2017-164 POLS 3608 Add Course (guest: Paul Herrnson)

**Proposed Catalog Copy:**

POLS 3608. The Art, Science, and Business of Political Campaigns
Three credits. Prerequisites: POLS 1602.
An analysis of strategy, communications, fundraising, and voter mobilization in contemporary political campaigns.
POLS 3610. American Politics in Film
Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.
An examination of films that describe the development of American political institutions, norms, and values; portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or interpret perennial clashes in American politics.

POLS 3610W. American Politics in Film
Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.

HIST 2020: Pyramids, Pirates, and the Pōlis: The Ancient Mediterranean
Three credits.
Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and mutual influences.

AFRA/HIST/LLAS 3619 W. History of the Caribbean
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1. CA 4-INT.

AMST/ENGL 2276. American Utopias and Dystopias
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
Interdisciplinary approaches to American utopian and dystopian literature of the 19th, 20th, and 21st centuries. CA1 (B).

AMST / ENGL 2276W. American Utopias and Dystopias
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
**Proposed Catalog Copy:**

ENGL 2013W. Introduction to Writing Studies.  
Three credits. Prerequisites: ENGL 1010 or 1011 or 2011.  
An introduction to writing as a field of inquiry that includes rhetorical analysis, as well as the study of writing’s social and ethical implications across diverse traditions, contexts, and technologies.

**2017-202 MARN 3801W Revise Course (G) (S)**

**Current Catalog Copy:**

MARN 3801W. Marine Sciences and Society  
Second semester (Avery Point). Three credits. Prerequisite: MARN 2002 and 3001 or instructor consent; ENGL 1010 or 1011 or 2011. Vaudrey  
Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

**Proposed Catalog Copy:**

MARN 2801W. Marine Sciences and Society  
Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003 ; ENGL 1010 or 1011 or 2011.  
Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

**2017-203 MARN Revise Major**

**Current Catalog Copy:**

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field-intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. 1000-Level Courses
BIOL 1107 and 1108; either CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q; MATH 1131Q, and 1132Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

• Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.
• Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q, and 1126Q, or CHEM 1127Q and 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements
Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University’s General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular MARN 3001, 3801W, and 4002. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

Proposed Catalog Copy:

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field-intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

- BIOL 1107 and 1108;
- CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
- MATH 1131Q, and 1132Q;
- PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q.
- STAT 1100Q or another course approved by the Department Head.
II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2002, 2801W, 3001, 3003Q, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

- Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.
- Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in Basic Sciences and Math

- BIOL 1107 and 1108;
- CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
- MATH 1060Q and MATH 1071Q or 1131Q;
- PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q.
- STAT 1100Q or another course approved by the Department Head.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2002, 2801W, 3001, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area
In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

2017-204 MCB 2612 Add Course (G) (S)

Proposed Catalog Copy:

MCB 2612. Honors Core: Microbe Hunters—Crowdsourcing Antibiotic Discovery
Four credits. Two 50-minute lecture periods and two 2-hour lab periods.
Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society.

2017-205 HRTS Revise Grad Certificate

Current Catalog Copy:

The Graduate Certificate in Human Rights requires a minimum total of 12 credits, consisting of 1 core course and 3 electives, as detailed below. It is recommended that students take core courses first before moving on to elective courses. Core courses cover the main historical, philosophical and legal questions in human rights. Elective courses allow students to branch out into the various subfields of human rights such as indigenous and cultural rights, economic rights, and human rights in Latin America and Europe. Certificate courses do not require pre-requisites, except for ‘Advanced Constitutional Law’ as indicated.

Core Courses
(One required)
College of Liberal Arts and Sciences-Storrs Campus
  o HRTS 5301: Contemporary Debates in Human Rights
UConn Law School-Hartford
  o LAW 7878: International Human Rights
School of Social Work-Hartford
  o SWEL 5385: Human Right and Social Work

Electives
(Approved courses for certificate)
CLAS Storrs Campus
Anthropology
  o ANTH 5305: Health and Human Rights (Special Topics Course)
  o ANTH 5305: Dignity and Health (Special Topics Course)
ANTH 5315: Gender and Culture
ANTH 5377/PH 5497: Anthropology and International Health
ANTH 5390: Cultural Rights
ANTH 5391: Human Rights in a Diverse World

School of Business
BLAW/BADM 5254: Managing the Future of Social Enterprise

Comparative Literary and Cultural Studies
CLCS 5317: Classical Rhetoric & the Institution of Slavery (Special Topics Course)
CLCS 5317/GERM 5314: War and Literature 1914-2014 (Special Topics Course)
CLCS 5317/GERM 5345: Theater and Human Rights

Economics
ECON 5128: Economic Rights
ECON 5473: Economic Development
ECON 6473: Economic Development [Prereq: ECON 5311: Econometrics I]

English
ENGL 6540: Seminar in Literature and Human Rights

German Studies
GERM 6480/CLCS 5317: Literature and Human Rights
GERM 6480 German-African Connections (Special Topics)
GERM 5314/CLCS 5317: War and Literature 1914-2014
GERM 5345/CLCS 5317: Theater and Human Rights

History
HIST 5195: The Origins and Evolution of the Genocide Debate
HIST 5622: Historical Literature of Latin America: Human Rights in the late Twentieth Century

Human Rights
HRTS 5095: Teaching Human Rights
HRTS 5899: Seminar in Variable Topics in Human Rights

Philosophy
PHIL 5315: Seminar in Moral Philosophy

Political Science
POLS 5010: Gender Inequalities, Gender Policies, and Gender Rights
POLS 5115: Theories of Human Rights
POLS 5322: Assessing Human Security
POLS 5010: The Politics of Torture

Sociology
SOCI 5515: Sociology of Immigration
SOCI 5801 Political Sociology
SOCI 5806: Theories of the State
SOCI5895: Human Rights
SOCI 5896: Sexual Citizenship

Spanish
SPAN 6402: Literary and Cultural Theory and the Hispanic Tradition: War and Modernity in Latin American Literature and Culture

School of Social Work
SWEL 5317 Women, Children, and Families: Policies and Programs
SWEL 5345 International Development
The Graduate Certificate in Human Rights requires a minimum total of 12 credits, consisting of 1 core course and 3 electives, as detailed below. It is recommended that students take core courses first before moving on to elective courses. Core courses cover the main historical, philosophical and legal questions in human rights. Elective courses allow students to branch out into the various subfields of human rights such as indigenous and cultural rights, economic rights, and human rights in Latin America and Europe. Certificate courses do not require pre-requisites, except for ‘Advanced Constitutional Law’ as indicated.

**Core Courses**
(One required)

College of Liberal Arts and Sciences-Storrs Campus
- HRTS 5301: Contemporary Debates in Human Rights

UConn Law School-Hartford
- LAW 7878: International Human Rights

School of Social Work-Hartford
- SWEL 5385: Human Right and Social Work

**Electives**
(Approved courses for certificate)

CLAS Storrs Campus
Anthropology
- ANTH 5305: Health and Human Rights (Special Topics Course)
- ANTH 5305: Dignity and Health (Special Topics Course)
- ANTH 5315: Gender and Culture
- ANTH 5377/PH 5497: Anthropology and International Health
- ANTH 5390: Cultural Rights
- ANTH 5391: Human Rights in a Diverse World

School of Business
- BLAW/BADM 5254: Managing the Future of Social Enterprise

Comparative Literary and Cultural Studies
- CLCS 5317: Classical Rhetoric & the Institution of Slavery (Special Topics Course)
- CLCS 5317/GERM 5314: War and Literature 1914-2014 (Special Topics Course)
- CLCS 5317/GERM 5345: Theater and Human Rights

Economics
- ECON 5128: Economic Rights
- ECON 5473: Economic Development
- ECON 6473: Economic Development [Prereq: ECON 5311: Econometrics I]

English
- ENGL 6540: Seminar in Literature and Human Rights

German Studies
- GERM 6480/CLCS 5317: Literature and Human Rights
- GERM 6480 German-African Connections (Special Topics)
- GERM 5314/CLCS 5317: War and Literature 1914-2014
- GERM 5345/CLCS 5317: Theater and Human Rights

History
- HIST 5195: The Origins and Evolution of the Genocide Debate
- HIST 5622: Historical Literature of Latin America: Human Rights in the late Twentieth Century

Human Rights
- HRTS 5095: Teaching Human Rights
- HRTS 5499: Independent Study
- HRTS 5899: Seminar in Variable Topics in Human Rights

Philosophy
- PHIL 5315: Seminar in Moral Philosophy

Political Science
- POLS 5010: Gender Inequalities, Gender Policies, and Gender Rights
- POLS 5115: Theories of Human Rights
- POLS 5322: Assessing Human Security
- POLS 5010: The Politics of Torture

Sociology
- SOCI 5515: Sociology of Immigration
- SOCI 5801 Political Sociology
- SOCI 5806: Theories of the State
- SOCI 5895: Human Rights
- SOCI 5896: Sexual Citizenship

Spanish
- SPAN 6402: Literary and Cultural Theory and the Hispanic Tradition: War and Modernity in Latin American Literature and Culture

School of Social Work
- SWEL 5317 Women, Children, and Families: Policies and Programs
- SWEL 5345 International Development
- SWEL 5348 International Social Work Global Issues
- SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2nd World
- SWEL 5360 Economic Justice: Labor and Social Work
- SWEL 5318 Child Adolescent Trauma & Mental Health

UConn Law School
- LAW 7558: Human Rights and Intellectual Property
- LAW 7592 Health and Human Rights (cross listed with PUBH 5497)
- LAW 7609: Asylum & Human Rights Clinic [open only to Law School students. only 3 credit classroom component counts towards Certificate]
- LAW 7653: European Human Rights
- LAW 7655: Employment Discrimination Law
- LAW 7672: Immigration Law
- LAW 7679: International Law
- LAW 7695: Philosophy of Human Rights
- LAW 7755: Accountability and Compliance in Criminal and International Law
- LAW 7759: The Nuremberg Trials
- LAW 7814: Refugee Law
- LAW 7815: Worker’s Rights in a Global Economy
- LAW 7831: Comparative Constitutional Law
- LAW 7872: Latin American Law
- LAW 7883: Human Rights and Post Conflict Justice
- LAW 7927-01: Law and the Welfare State

[Note: The most suitable courses at the Law School for students from CLAS at Storrs are LAW 7653, LAW 7679, LAW 7872, LAW 7759, and LAW 7883.]

**2017-206 EEB 5899 Revise Course**

**Current Catalog Copy:**
EEB 5899. Independent Study
One credit. Prerequisite: instructor consent. May be repeated for credit.
A reading course for those wishing to pursue special work in biology. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction.

**Proposed Catalog Copy:**
EEB 5899. Independent Study
Credits and hours by arrangement, not to exceed three in any semester. Prerequisite: instructor consent. May be repeated with a change of topic for up to six total credits.
A reading course for those wishing to pursue special work in biology. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction.

2017-207  MATH 5160  Revise Course

Current Catalog Copy:

MATH 5160. Probability Theory and Stochastic Processes I
Three credits. Prerequisite: MATH 5111.
Convergence of random variables and their probability laws, maximal inequalities, series of independent random variables and laws of large numbers, central limit theorems, martingales, Brownian motion.

Proposed Catalog Copy:

MATH 5160. Probability Theory and Stochastic Processes I
Three credits.
Convergence of random variables and their probability laws, maximal inequalities, series of independent random variables and laws of large numbers, central limit theorems, martingales, Brownian motion.

2017-208  MCB 3220  Add Course

Proposed Catalog Copy:

MCB 3220. Developmental Biology Laboratory
Four credits. Two three-hour laboratory periods, with additional follow-up time available based on experimental need. Prerequisite: MCB 2210 and MCB 2400 or 2410. Recommended preparation: MCB 3219. Instructor permission required.
Zebrafish used as an experimental model system to investigate molecular mechanisms of vertebrate development. Self-Directed experiments will utilize cellular, genetic, pharmacological and microscopic techniques to recreate established findings and pursue new knowledge.

2017-209  AASI AFRA LLAS WGSS 4100  Add Course

Proposed Catalog Copy:

AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship
Three credits. Interdisciplinary examination of the history of social justice organizing in the US; includes theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice. Internship portion includes practice in community organizing and political advocacy.

2017-210  Social Justice Organizing  Add Minor

Proposed Catalog Copy:
Minor in Social Justice Organizing

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn about valuable experiences and practical skills in social justice community organizing through a supervised internship. Fifteen credits at the 2000-level or above are required from the following groups.

- 3 credits must be taken from **Group A: Identities, Intersections, and Analytical Frames**;
- 3 credits must be taken from **Group B: State Structure and Systems of Inequality and Control**;
- 6 credits must be taken from **Group C: Creating Social Justice, Equity and Freedom**;
- 3 credits must be taken from **Group D: Service Learning/Internship**

*Please note that no more than six credits may either be taken in any one department or overlap with the plan of study of any one other major or minor.

**Group A: Identities, Intersections, and Analytical Frames**

- AASI 3201 Introduction to Asian American Studies
- AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US
- AASI/SOCI 3221 Sociological Perspectives on Asian American Women
- AASI 3473 Asian-Pacific American Families
- AFRA 2211 Introduction to Africana Studies
- AFRA 3106 Black Psychology
- AFRA 3152 Race, Ethnicity, and Nationalism
- HIST 3554 Immigrants and the Shaping of U.S. History
- HDFS 3110 Social and Community Influence on Children in the United States
- HDFS 3250 Disabilities: A Lifespan Perspective
- HDFS 3261 Men and Masculinity: A Social Psychological Perspective
- HDFS 3277 Issues in Human Sexuality
- HRTS 3042 Theories of Human Rights
- HRTS 3212 Comparative Perspectives on Human Rights
- HRTS 3220 (W) Philosophical Foundations of Human Rights
- LLAS 3210 Contemporary Issues in Latino Studies
- LLAS/ANTH 3241 Latin American Minorities in the U.S.
- LLAS 3251 Latinos: Sexuality and Gender
- LLAS/POLS 3667 Puerto Rican Politics and Culture
- POLS 3012 (W) Modern Political Theory
- POLS 3017 Contemporary Political Theory
- POLS 3032 American Political Thought and Ideology
- POLS 3062 (W) Democratic Theory
- POLS 3072 Political Protest and Ideology
- POLS 3082 Critical Race Theory as Political Theory
- SOCI 2503 (W) Prejudice and Discrimination
- SOCI 2509 (W) Sociology of Anti-Semitism
- SOCI/HEJS 3511 W American Jewry
WGSS 2250 Critical Approaches to Women’s, Gender & Sexuality Studies
WGSS 3102/PSYC 3102 Psychology of Women
WGSS 3257 (W) Feminist Disability Studies
WGSS 3270 (W) Masculinities

Group B: State Structure and Systems of Inequality and Control
AASI 3531 Japanese Americans and WWII
AASI 3578 Asian American Experience Since 1850
AASI/LLAS 3875 Asian Diasporas in the Americas
AFRA 2211 Introduction to Africana Studies
AFRA 3033 Race and Policy
AFRA/SOCI 3501 Ethnicity and Race
AFRA 3505/SOCI/HRTS White Racism
AFRA 3563 African American History to 1865
AFRA 3564 African American History Since 1865
AFRA 3618 Comparative Slavery in the Americas
AMST/ENGL 2XXX: Capitalism, Literature, and Culture
ANTH 3027 Contemporary Native Americans
HDFS 3420 Abuse and Violence in Families
HDFS 3421 Low Income Families
HDFS 3520 Legal Aspects of Family Life
HDFS 3530 Public Policy and the Family
HDFS 3540 (W) Child Welfare, Law and Social Policy
HDFS 3550 Comparative Family Policy
HRTS 3201 The History of Human Rights
HRTS/SOCI 3421 Class, Power, and Inequality
LLAS 3220/HIST 3674 History of Latinos/as in the United States
LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights
LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media
LLAS/POLS 3271 Immigration and Transborder Politics
LLAS 3525 Latino Sociology
LLAS/ HIST 3660W History of Migration in Las Americas
POLS 2622 State and Local Government
POLS 2998 (W) Political Issues
POLS 3202 (W) Comparative Political Parties and Electoral Systems
POLS 3203 Environmental Policy and Institutions
POLS 3612 Electoral Behavior
POLS 3613 (W) Congressional Elections
POLS 3615 (W) Electoral Realignment
POLS 3617 American Political Economy
POLS 3618 Politics of Inequality
POLS 3622 American Political Leadership
POLS 3625 Public Opinion
POLS 3627 Connecticut State and Municipal Politics
POLS/URBN 3632 (W) Urban Politics
POLS 3822 W Law and Popular Culture
POLS 3827 Politics of Crime and Justice
POLS 3842 Public Administration
POLS 3847 The Policy-making Process
POLS 3850 Politics and Ethics
POLS 3857 Politics, Society, and Education Policy
SOCI 2310 Introduction to Criminal Justice
SOCI 2501 (W) Sociology of Intolerance and Injustice
SOCI 2701 Sustainable Societies
SOCI 2709 (W) Society and Climate Change
SOCI 2841 (W) Public Opinion and Mass Communication
SOCI 3307 (W) Drugs and Society
SOCI 3315 (W) Juvenile Delinquency
SOCI 3425 Social Welfare and Social Work
SOCI 3429 (W) Sociological Perspectives on Poverty
SOCI 3451 Sociology of Health
SOCI 3457 (W) Sociology of Mental Illness
SOCI 3471 (W) Sociology of Education
SOCI 3507 Race and Reproduction
URBN 2000 (W) Introduction to Urban and Community Studies
URBN 3276 (W) Urban Problems
URBN 3632 (W) Urban Politics
WGSS 2263/HRTS 2263 Women, Gender & Violence
WGSS 2267 Women and Poverty
WGSS 3052/ POLS 3672 Women in Politics
WGSS 3247/POLS 3247 Gender & War
WGSS 3249/POLS 3249 Gender, Politics and Islam
WGSS 3254/ASLN 3254 Women and Gender in the Deaf World
WGSS 3255 (W) Sexual Citizenship
WGSS 3264 Gender in the Workplace
WGSS 3268/COMM 3450 Gender and Communication
WGSS 3317/SOCI 3317 Women and Crime
WGSS 3453/SOCI 3453 Women in Health
WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850
WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3621/SOCI 3621 Sociology of Sexualities
WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**
AASI 3220 Asian American Art and Visual Culture
AASI 3212 Asian American Literature
AFRA 3206 Black Experience in the Americas
AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature
AFRA 3215 Twentieth- and Twenty-First Century African American Literature
AFRA 3050 (W) African American Art
AFRA 3131 African-American Theatre
AFRA 3217 (W) Studies in African American Literature and Culture
AFRA 3568 Hip-Hop, Politics and Youth Culture in America
AFRA 3569 Slavery in Film
AFRA 3642 African-American Politics
AFRA 3647 Black Leadership and Civil Rights
AFRA/SOCI/HRTS 3825 African Americans and Social Protest
HRTS 3252 Corporate Social Impact and Responsibility
HRTS 3254 Business Solutions for Societal Challenges
HRTS 3256 (W) Politics and Human Rights in Global Supply Chains
HRTS 3257 Assessment for Human Rights and Sustainability
HRTS 3326 Global Health and Human Rights
HRTS 3430 Evaluating Human Rights Practices of Countries
HRTS 3475 Economic Development and Human Rights
HRTS 3575 Human Rights and Visual Culture
HRTS 3807 Constitutional Rights and Liberties
HRTS/SOCI 3831 Human Rights in the United States
HRTS/SOCI 3835 (W) Refugees and Humanitarianism
LLAS 2011W Introduction to Latino American Writing and Research
LLAS 2012 Latinos in CT: Writing for the Community
LLAS 3230/WGSS 3258 Latina Narrative
LLAS 3270/POLS 2662 Latino Political Behavior
POLS 3203 Environmental Policy and Institutions
POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective
POLS 3218 (W) Indigenous Peoples’ Politics and Rights
POLS 3426 Politics, Propaganda, and Cinema
POLS 3429 (W) Political Violence
POLS 3837 W Civil Rights and Legal Mobilization
SOCI 3821 (W) Social Movements and Social Change
WGSS 2255 (W) Sexualities, Activism, and Globalization
WGSS 3216/POLS 3216 Women in Political Development
WGSS 3269 Women’s Movements
WGSS 3609/ENGL 3069 Women’s Literature
WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present
WGSS 3613/ENGL 3613 Introduction to LGBT Literature
WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales
WGSS 3998/MUSI 4995 Women in Music

Group D: Service Learning/Internship
AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship
In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.
**Recommended Courses** (do not count toward minor)
- AFRA 1100 Afrocentric Perspectives in the Arts
- AMST 1201 Introduction to American Studies
- HRTS 1007 Introduction to Human Rights
- LLAS 1000 Introduction to Latina/o Studies
- LLAS 1009 (W) Latino Literature, Culture and Society
- LLAS 1190/HIST 1600 (W) Introduction to Latin America and the Caribbean
- LLAS 1000 Introduction to Latina/o Studies
- LLAS 1570 Migrant Workers in Connecticut
- POLS 1002 Introduction to Political Theory
- POLS 1602 (W) Introduction to American Politics
- SOCI 1251(W) Social Problems
- SOCI 1501 (W) Race, Class and Gender
- URBN 1300 (W) Exploring Your Community
- WGSS 1104 Feminisms and the Arts
- WGSS 1105 Gender and Sexuality in Everyday Life
- WGSS 1121 Women in History

2017-211     PHIL     Revise Minor

*Current Catalog Copy:*

A student must take at least 15 credits of philosophy, at the 2000 level or higher, including one course from at least three of the following categories:

- **Category I:** History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- **Category II:** Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250
- **Category III:** Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241
- **Category IV:** Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220).

The minor is offered by the [Philosophy Department](#).

*Proposed Catalog Copy:*

A student must take at least 15 credits of philosophy, at the 2000 level or higher, including one course from at least three of the following categories:

- **Category I:** History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261, 3263, 3264
- **Category II:** Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250
- **Category III:** Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241
- **Category IV:** Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220).

The minor is offered by the [Philosophy Department](#).

2017-212     SPAN     Revise Major

*Current Catalog Copy:*

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.
Group 1 (Literature)


Group 2 (Culture)

SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W

Group 3 (Language and Communication)

SPAN 3170, 3177, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3178, 3293, 4200W

Guidelines

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. One composition course (SPAN 3178, 3240W or 3293).  
B. One introductory or literary survey course (SPAN 3230, 3231, 3232, 3233, 3234, 3242).  
C. Two courses from Group 1 (not used to satisfy requirement B).  
D. Two courses from Group 2.  
E. Two courses from Group 3 (not used to satisfy requirements A or B).  
F. All majors must take at least one W course as part of the previous 24 required Spanish credits.  
G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor’s prior consent.  
H. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the United States Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by SPAN 3293. Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3240W or 4200W.

A minor in Spanish is described in the Minors section.

Proposed Catalog Copy:

Spanish courses comprise three main groups:

Group 1 (Literature):  
Group 2 (Culture):
SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W

Group 3 (Language and Communication):
SPAN 3170, 3171, 3172, 3177, 3178, 3178W, 3179, 3204, 3241, 3240W, 3242, 3261, 3267W, 3291, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. One composition course (Span 3178, 3240W or 3293)

B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242)

C. Two courses from Group 1 (not used to satisfy requirement B)

D. Two courses from Group 2

E. Two courses from Group 3 (not used to satisfy requirements A or B)

F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include internships and appropriate Education Abroad courses (ARTH 3993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor’s prior consent.

H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3240W, 3267W or 4200W. No more than 3 credits of Span 3291 can be used toward the major.

A minor in Spanish is described in the Minors section.
ADDITIONAL MATERIALS

2017-169  ARIS 3295  Add Special Topics (factotum course)
2017-170  ARIS 3295  Add Variable Topics (factotum course)
2017-171  ARIS 3299  Add Independent Study (factotum course)

Proposal to Add a Factotum Course
Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.
All 1000- and 2000-level courses require additional approval by Senate C&C.

I. Special Topics course
A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area:  ARIS
2. Course Number (must be ‘xx85’ or ‘xx95’): 3295
3. Course Title: Special Topics
4. Credits:  ___X_ : Credits by arrangement
   (choose one)  ___ : ___ credits
   ___ : From _1__ to _4__ credits
5. Prerequisites:  ___ : By arrangement
   (check all that apply)  ___ : Open only with consent of instructor
   ___ : Open to sophomores/juniors of higher (choose one)
   ___X_ : Prerequisites and recommended preparation vary
   ___ : Course list: 
6. Repeatability:  ___X_ : With a change in content, may be repeated for credit.
   (check all that apply)  ___ : Up to a maximum of _12__ credits

II. Variable Topics course
A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.
Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area: ARIS
2. Course Number (must be ‘xx88’ or ‘xx98’): 3298
3. Course Title: Variable Topics
4. Credits: 3 credits
5. Prerequisites: X Prerequisites and recommended preparation vary
   (check all that apply) ___ : Open to sophomores/juniors of higher (choose one)
   ___ : Course list: ____________________
6. Repeatability: With a change in content, may be repeated for credit.
   ___ : Up to a maximum of ___ credits

IV. Independent Study course

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area: ARIS
2. Course Number (must be ‘xx99’): 3299
3. Course Title: Independent Study
4. Credits: X Credits and hours by arrangement
   ___ : Up to a maximum of _4_
5. Prerequisites: X Open only with consent of instructor
   (check all that apply) ___ : Open to sophomores/juniors of higher (choose one)
   ___ : Course list: ____________________
6. Repeatability: With a change in content, may be repeated for credit.
   ___ : Up to a maximum of _8_ credits

Proposer Information

1. Dates approved by
   Department Curriculum Committee: 10/25/2017
   Department Faculty: 10/25/2017
2. Name, Phone Number, and e-mail address of principal contact person:

   Jennifer Terni, X63186, Jennifer.terni@uconn.edu
Proposal to Add a Factotum Course
Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote. All 1000- and 2000-level courses require additional approval by Senate C&C.

I. Special Topics course
A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be ‘xx85’ or ‘xx95’):
3. Course Title: Special Topics
4. Credits: ___ : Credits by arrangement
   (choose one) ___ : ___ credits
   ___ : From ___ to ___ credits
5. Prerequisites: ___ : By arrangement
   (check all that apply) ___ : Open only with consent of instructor
   ___ : Open to sophomores/juniors of higher (choose one)
   ___ : Prerequisites and recommended preparation vary
   ___ : Course list: 
6. Repeatability: ___ : With a change in content, may be repeated for credit.
   (check all that apply) ___ : Up to a maximum of ___ credits

II. Variable Topics course
A variable topics number provides a stable framework for content that changes. A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be ‘xx88’ or ‘xx98’):
3. Course Title: Variable Topics
4. Credits: 3 credits
5. Prerequisites: Prerequisites and recommended preparation vary
   (check all that apply) ___ : Open to sophomores/juniors of higher (choose one)
   ___ : Course list: ________________________________
6. Repeatability: With a change in content, may be repeated for credit.
   ___ : Up to a maximum of ___ credits

III. Foreign Study course

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area:
2. Course Number (must be ‘xx83’ or ‘xx93’):
3. Course Title: Foreign Study
4. Credits: Credits and hours by arrangement
   ___ : Up to a maximum of ___ credits
5. Prerequisites: Consent of Department Head required, normally to be
   (check all that apply) granted before the student’s departure.
   ___ : Open to sophomores/juniors of higher (choose one)
   ___ : Course list: ________________________________
6. Repeatability: May be repeated for credit.
   ___ : Up to a maximum of ___ credits
7. Major: May count toward major with consent of ____________
   (For 2000-level and above; choose one of: advisor, director of undergraduate studies, department head)

IV. Independent Study course

Items Included in Catalog Listing
1. Standard abbreviation for Department, Program or Subject Area: HRTS
2. Course Number (must be ‘xx99’): 5499
3. Course Title: Independent Study
4. Credits: Credits and hours by arrangement
   ___ : Up to a maximum of ___ credits
5. Prerequisites: Open only with consent of instructor
   (check all that apply) ___ : Open to graduate students (choose one)
   ___ : Course list: ________________________________
6. Repeatability: With a change in content, may be repeated for credit.
   ___ : Up to a maximum of ___ credits
Proposer Information

1. Dates approved by
   Department Curriculum Committee: 9/28/17
   Department Faculty: 10/12/17
2. Name, Phone Number, and e-mail address of principal contact person:
   Glenn Mitoma
   6-5186
   glenn.mitoma@uconn.edu
Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)
Last revised: September 24, 2013

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

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

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

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

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

1. Date of this proposal: 10/25/2017

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

3. Department: LCL

4. Course number and title proposed: ARIS 3295: Arabic Cinema
5. Number of Credits: 3

6. Instructor: Nicola Carpentieri

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

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

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

10. Short description:
    Speaking practice of Levantine Arabic. Informal Arabic spoken in Lebanon, Syria, Jordan, Palestine and Israel.

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

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.

**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)


**The Lebanese Civil War (1975-1990)**


**Palestine & Israel**


**Tunis**


**Algeria**


**Morocco**


**War, Displacement, Identity**


12. Comments, if comment is called for:

13. Dates approved by:
   Department Curriculum Committee:
   Department Faculty:

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

Nicola Carpentieri
nicola.carpentieri@uconn.edu
860.486. 3313

Assistant Professor and Chair | Arabic & Islamic Studies
Department of Literatures, Cultures & Languages
Oak Hall, 238 | University of Connecticut
365 Fairfield Way U-1057 | Storrs, CT 06269

**Supporting Documents**
If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.
Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)
Last revised: September 24, 2013

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

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

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

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

1. Date of this proposal: 10/25/2017
2. Semester and year this xx95 course will be offered: Spring 2018
3. Department: LCL
4. Course number and title proposed: ARAB 3295: Levantine Arabic
5. Number of Credits: 3

6. Instructor: Hazza Abu Rabia

7. Instructor's position: Adjunct Lecturer.
Prof. Abu Rabia has been chosen for this course for being a native speaker of Levantine Arabic. This course, which is held entirely in Arabic, demands a native speaker of Levantine, which can be considered a dialect of Arabic, but is effectively spoken outside formal registers throughout the Levant.

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

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

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

10. Short description:
Speaking practice of Levantine Arabic. Informal Arabic spoken in Lebanon, Syria, Jordan, Palestine and Israel.

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

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%
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 except 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**

Week 1: 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.

12. Comments, if comment is called for:

13. Dates approved by:
   Department Curriculum Committee:
   Department Faculty:

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

   Nicola Carpentieri
   nicola.carpentieri@uconn.edu
   860.486. 3313

   Assistant Professor and Chair | Arabic & Islamic Studies
   Department of Literatures, Cultures & Languages
   Oak Hall, 238 | University of Connecticut
   365 Fairfield Way U-1057 | Storrs, CT 06269

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

2017-175 COMM 5895 Add Special Topic: Digital Media and Political Communication
Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

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

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

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

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

1. Date of this proposal: October 28, 2017
2. Semester and year this xx95 course will be offered: Spring, 2018
3. Department: Communication
4. Course number and title proposed: Com 5895: Digital Media and Political Communication
5. Number of Credits: 3
6. Instructor: David Atkin
7. Instructor's position: Professor

(Note: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant qualifications.)
8. Has this topic been offered before? This 5895 has not been offered. If yes, when?

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

10. Short description: **COMM 5895: Digital Media and Political Communication**

Examines theory and research underpinning the study of digital political communication. The course provides students with an examination of theory and research in the domain of digital communication technology and politics, particularly their influence on socio-political change. Topics include the relationships among the digital media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; and the role of the media in elections and international crises. The course will focus on the scholarly literature, addressing the content, adoption, uses and effects of digital media in political communication.

*Background:* In an interview last May, Hillary Clinton laments that the 2016 election was marked by the “weaponization” emerging online communication channels (e.g., “Fake News”). Donald Trump is heralded as the first candidate to master the Twitter medium, following in the footsteps of Kennedy (Television) and FDR (Radio) in decades past. Sunstein writes about digital “information silos” that contribute to a coarsening of public discourse, which Susan Herbst terms “rude democracy.” These and other balkanizing trends are now seen as a threat to democracy. This course examines the theory and research underpinning the study of digital political communication. In particular, we address political implications of emerging digital “echo chambers” on the content and effects of political communication. The class encompasses contexts ranging from ongoing policy debates to empirical surveys of technology influence in the realm of politics, journalism and public opinion.

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

12. Comments, if comment is called for:

13. Dates approved by:
   - Department Curriculum Committee:
   - Department Faculty:

14. Name, Phone Number, and e-mail address of principal contact person:
    David Atkin, 6-3090, david.atkin@uconn.edu

**Supporting Documents**

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

UNIVERSITY OF CONNECTICUT
Department of Communication
Course Description
Com 5895 examines theory and research underpinning the study of digital political communication. The course provides students with an examination of theory and research in the domain of digital communication technology and politics, particularly their influence on socio-political change. Topics include the relationships among the digital media, major political institutions, and citizenry; the interplay of the media, interest groups, and policymaking process; and the role of the media in elections and international crises. The course will focus on the scholarly literature, addressing the content, adoption, uses and effects of digital media in political communication.

Background: In an interview last May, Hillary Clinton laments that the 2016 election was marked by the “weaponization” emerging online communication channels (e.g., “Fake News”). Donald Trump is heralded as the first candidate to master the Twitter medium, following in the footsteps of Kennedy (Television) and FDR (Radio) in decades past. Sunstein writes about digital “information silos” that contribute to a coarsening of public discourse, which Susan Herbst terms “rude democracy.” These and other balkanizing trends are now seen as a threat to democracy. This course examines the theory and research underpinning the study of digital political communication. In particular, we address political implications of emerging digital “echo chambers” on the content and effects of political communication. The class encompasses contexts ranging from ongoing policy debates to empirical surveys of technology influence in the realm of politics, journalism and public opinion.

Course materials will be presented through lecture and reading (roughly three articles/week, drawn from assigned texts and pdfs). These materials are copyrighted and may not be reproduced without permission. Class participation is also encouraged and may be a determining factor in final grading.

Required texts


Recommended (i.e., as possible sources in your research):


Tremayne Ed.). *Blogging, citizenship and the future of media*. Excerpted


Note: Additional readings may be issued as web links or handouts. Students are also encouraged to consult books and journals in which course readings originally appeared.
Evaluation
Grading will be based on the following components.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Research Presentations</td>
<td>35</td>
<td>12%</td>
</tr>
<tr>
<td>Reading Presentation</td>
<td>35</td>
<td>12%</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
<td>10%</td>
</tr>
</tbody>
</table>

Exams will largely be comprised of essay questions. THERE WILL BE NO MAKE-UPS FOR EXAMS, aside from those seeking an INC. Additional information on the class presentations—which may encompass written, oral and web-based modalities—will be provided in handouts.

Academic Honesty:
The Student Conduct code states that “A fundamental tenet of all educational institutions is academic honest; 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](http://www.dosa.uconn.edu/Code2.html) for more information on the University’s student code.

Classroom Etiquette
- The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
- Silence all electronic equipment. It is distracting to the entire class.

Accommodations for Disabilities:
If you are a student with a disability, who requires accommodations, please notify me and I will do my best to provide the necessary accommodations at your request.

Useful Phone Numbers:
Counseling & Mental Health Services: 486-4705  
  (after hours: 486-3427) www.cmhs.uconn.edu  
Career Services: 486-3013  www.career.uconn.edu  
Alcohol & Other Drug Services: 486-9431  www.aod.uconn.edu  
Dean of Students Office: 486-3426  www.dos.uconn.edu

TENTATIVE COURSE OUTLINE

The schedule below includes reading assignments to correspond with each class meeting. With the exception of week 1, students are expected to complete readings prior to the week for which they are listed. Numbers included with readings refer to chapters from those respective titles (e.g.,
Salwen, 1 refers to Chapter 1 of Salwen et al.). CTSC refers to Communication Technology and Social Change (recommended for those with less background in the area).

Syllabus elements are subject to change as course needs and progress dictate. Information on further readings is subject to library availability, and will be provided in subsequent handouts.

TENTATIVE COURSE OUTLINE (week of)

1. (8/31): Introduction and Overview
   .Review of basic theories
   .Essentials of Political Com

2. (9/7): When old media were new
   .Newspapers and civic involvement
   .Radio, talk and the public sphere
   .Framing political utopian views in film

3. (9/14): Visions of Political Diversity via Cable
   .Demassification of media

4. (9/21): Digital Journalism and Cyberpolitics

5. (9/28): Studies of Online News Audiences and Content

6. (10/5): Theories of Online Political News Exposure & Influence
   .Uses and Gratifications, 3rd Person Effect, etc.

7. (10/12): Interpersonal channels
   .Online Media Use and Political Involvement

8. (10/19): Interpersonal channels - II
   .Social Networking & Chat: Defining Gender & Race

9. (10/26): Terrorism, Cyberthreats and Global Activism

10. (11/2): The Digital Divide and Knowledge Gaps
    .Wiring-up Inequality and Conflict?

11. (11/9): Electronic government

12. (11/16): Regulatory Influences
    .Ownership and political diversity
    .Theories of privacy

13. (11/23): Thanksgiving Break

14. (11/30): Com Revolution: Political Implications
    .Politics of the knowledge economy

15. (12/7): Future of Cyberpolitics

16. (12/14, week of): Final (per schedule)
*Student research presentations possible 11/2-12/2

TENTATIVE COURSE READING LIST (to be supplemented by handouts)

1. (8/31, week of): Introduction and Overview
   .Review of basic theories, the essentials of Political Com
   *Elmer, I
   *Handout: Summary of media effects

   Recommended

   *http://pewresearch.org/pubs/1328/online-political-civic-engagement-activity

2. (9/7): When old media were new
   .Newspapers and civic involvement
   .Radio, talk and the public sphere
   .Framing political utopian views in film, etc.

   *Salwen et al., 10, 11


   Recommended


3. (9/14): Visions of Political Diversity via Cable and Internet: Demassification of media


Recommended

*CTSC, Chapter 7 (pdf available)


4. (9/21): Digital Journalism and Cyberpolitics
*Salwen et al., 8


Recommended
*CTSC, 8

*Jeffres & Lin, Metro websites as urban communication, J of Computer Mediated Com, 11 (4) http://jcmc.indiana.edu/vol11

5. (9/28): Measuring New Media News Audiences and Content
*Salwen et al., 2,4


Recommended

6. (10/5): Theories of Online Political News Exposure & Influence
--Uses and Gratifications, 3rd Person Effect, etc.
*Salwen et al., 7


Recommended

*http://www.publiceye.org/conspire/toxic2democracy/Tox2Dem-exec.pdf


7. (10/12): Interpersonal Communication Influences
   Online Media Use and Political Involvement

*Elmer et al., Chapter 2, 3.


Recommended:


*CTSC, 3

8. (10/19): Interpersonal Channels - II
   Political Discussion: Social Networking & Chat - Defining Gender & Ethnicity


*Elmer et al., Ch.5.

Recommended:
*Elmer et al., Ch. 6.


*Salwen et al., Ch. 12, 13.

9. (10/26): Terrorism, Cyberthreats and Global Activism

*Salwen et al., 6


Recommended:
*CTSC, 2
* [http://blog.foreignpolicy.com/posts/2006/12/21/thursday_videos_the_youtube_effect](http://blog.foreignpolicy.com/posts/2006/12/21/thursday_videos_the_youtube_effect)
* Subject: Tech-savvy Iranian youth take aim at Ahmadinejad

10. (11/2): The Digital Divide and Knowledge Gaps
.Wiring-up Inequality and Conflict?


Jeffres et al. (2012). Acquiring knowledge from the media in the Internet age. *Communication Quarterly.*

Recommended


Recommended


12. (11/16): Regulatory Influences
Ownership and political diversity; theories of privacy, etc.
*Salwen et al., 3.


Recommended


13. (11/23): THANKSGIVING BREAK

14. (11/30): Com Revolution: Political Implications
Politics of the knowledge economy

Recommended
15. (12/7): Future of Cyberpolitics

*Elmer et al. 7.
*Mossberger, K., Tolbert, C.J., McNeal, R.S. Digital citizenship (2008), Chapter 3.


Recommended:

*Elmer, Chapter 7.


*CTSC, 13-15

16. (12/14, week of): Final (per schedule)
@Student research presentations possible 10/26-12/2
Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of *special topics* courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of *variable topics* (xx98) courses.

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

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

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

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

1. Date of this proposal: October 18, 2017
2. Semester and year this 3495 course will be offered: Spring 2018
3. Department: Economics
4. Course number and title proposed: Econ 3495 Fed Challenge
5. Number of Credits: 2
6. Instructor: Oskar Harmon
7. Instructor’s position: Associate Professor

**Note:** in the rare case where the instructor is not a regular member of the department’s faculty, please attach a statement listing the instructor’s qualifications for teaching the course and any relevant...
experience).
8. Has this topic been offered before? No If yes, when?
9. Is this a ( X ) 1st-time, ( ) 2nd-time, ( ) 3rd-time request to offer this topic?
10. Short description:
   This course will expose selected students to a rigorous exploration of macroeconomic
   and monetary economics concepts with a special emphasis on the conduct of monetary
   policy by the Federal Reserve. The course will prepare students to participate in the Fed
   Challenge competition. The Fed Challenge is a prestigious competition sponsored by the
   Federal Reserve System. Teams from area colleges make presentations to a panel of
   judges made up of economists from the Federal Reserve.
11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by:
   Department Curriculum Committee:  18 October 2017
   Department Faculty:  18 October 2017

14. Name, Phone Number, and e-mail address of principal contact person:
    Oskar Harmon, 518-859-8099, oskar.harmon@uconn.edu

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

Course Title: Fed Challenge ECON 3495  
Credits: 2  
Location: Enrollment from Stamford and Storrs Campus, Distance Learning classroom on each campus  
Prerequisites: ECON 1200 and 1201  
Instructors: Oskar Harmon, Owen Svalstad, Kanda Naknoi, Steven Lanza, Derek Johnson

Email: oskar.harmon@uconn.edu, owen.svalstad@uconn.edu, Kanda.Naknoi@uconn.edu, Steven.Lanza@uconn.edu, Derek.Johnson@uconn.edu  

Office Hours/Availability: TBA

Course Materials

Required Textbook: Croushore, Dean, *Money and Banking, 3rd edition*. Croushore will act as a basic reference text. However, the vast majority of readings will be from other sources, such as recent policy papers and financial news articles.

Course Description

This course will expose selected students to a rigorous exploration of macroeconomic and monetary economics concepts with a special emphasis on the conduct of monetary policy by the Federal Reserve. The course will prepare students to participate in the FED Challenge competition. The FED Challenge is a prestigious competition sponsored by the Federal Reserve System. Teams from area colleges make presentations to a panel of judges made up of economists from the Federal Reserve.

Course Objectives

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

- Explain the mechanisms for the transmission of monetary
- Explain the pros and cons of monetary ease
- Explain the pros and cons monetary tightening
- Create charts relevant for analysis of economic conditions

Course Requirements and Grading
**Written Monetary Policy Briefs (20%)**
Students will write several 5 page policy briefs that analyze economic conditions, and discuss the pros and cons of alternative monetary policy recommendations.

The intent of the written briefings is to have students research, analyze, and write up policy recommendations on a variety of monetary policy issues. Written briefings are limited to five pages in length. Tables, figures, and references are not counted against this limit. Subjects of briefings will be determined during the semester as dictated by current economic events relevant to monetary policy. For example, possible topics related to current policy issues may include:
- Now that the federal funds rate is approximately 1 percent, how can the Fed influence the economy?
- Should the Fed adopt an explicit inflation target?
- What risks does the Fed face because of the changes in the size and composition of its balance sheet?
- How can the Fed improve communication of its policy objectives?
- How should the Fed respond to the possibility of deflation?
- Under what circumstances should the Fed begin to scale back use of its newly developed policy tools?
- What factors are affecting long term interest rates? How do these limit the Fed’s ability to impact the economy?
- Is the Fed’s independence being compromised given it is now working arm in arm with the Treasury?
- Has the Fed’s credibility been damaged in any way?
- How have other central banks responded to the current economic and financial problems?
- What are the major factors affecting GDP and inflation?
- How have the new tools worked?
- How are the transmission channels working? Or not working, as the case may be?

All briefings are graded on content and presentation, so proper grammar and professional looking work is expected.

**Oral Monetary Policy Presentations (25%)**
Students will make policy presentations that analyze economic conditions, and explain the pros and cons of alternative monetary policy recommendations.

The intent of the oral briefings is to prepare students to discuss and defend their recommendations in front of a knowledgeable audience. On the basis of the written briefing, students will make 10 minute presentations that summarize their findings. Students will be graded based on the quality of the presentation as well as how they respond to unscripted questions from the instructors and classmates.

**Class Participation (25%)**
Given the nature of the course, class participation is expected and mandatory. Absences other than for valid reasons (illness, college sponsored event, for example) will be penalized. Additional time for research and team preparation outside of the formal class meetings is expected.

**Team FED Challenge Presentation (25%)**
As the intent of the course is to prepare students for participation in the FED Challenge Competition. Students at each campus will work as a team to make and present the slides the FED Challenge Competition. Students will choose a presentation theme, do research on current economic and financial market issues, become "experts" in several areas relevant to current policy issues, prepare a PowerPoint presentation, conduct rehearsals, and answer practice questions. Presentations are limited to a maximum of 15 minutes, during which time the team is expected to:
● analyze current economic conditions as of the day of the competition;
● provide a near-term forecast for economic and financial conditions (e.g., inflation, unemployment, real GDP, and other variables.) critical to the development of monetary policy;
● explain timely issues and risks that should receive special attention in formulating monetary policy; and
● make a real-time policy recommendation for the target fed funds rate. Include recommendations for other monetary policy tools and temporary liquidity measures, as warranted. Judges will expect the team to justify its recommendations.

The end of the semester presentation will be scored by judges. The score is the score for the team as determined by the judges at the using the rubric that judges use in the actual competition.

Final Reflection Paper (25%)
The intent of the Final Reflection Paper is to have the team members summarize as a group their experience in Econ 3495. The paper should be no more than 15 pages in length and answer the following questions:
● What have you learned from Econ 3495 and from participating in preparing for the 2018 FED Challenge?
● What areas of your preparations and presentation went well?
● What recommendations do you have for next year's team members in terms of preparation and presentation?
● What would you have done differently as far as your preparations and presentation are concerned?
● Did you face any particular challenges as a team? How were these overcome?
● What do you think it takes to win the CFC?
● Is there anything else that you wish to convey to your successors?

The paper will be graded based on content and presentation, so proper grammar and professional looking work is expected.
Grading Scale:

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<tr>
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<tr>
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<td>&lt;60</td>
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</tbody>
</table>

Due Dates and Late Policy

You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.

Late assignments
The penalty for late submission of an assignment is 15% of the total possible points for the assignment.

Missed Deadlines
Assignments must be submitted on time, except in case of documented emergency or scheduling conflict. If you have a scheduling conflict, please inform me ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented you from timely submission of these activities the deadline may be extended. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues.

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. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your
responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

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 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. Refer to the Policy against Discrimination, Harassment and Inappropriate Romantic Relationships for more information.

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. Refer to the Sexual Assault Reporting Policy for more information.

Software Requirements and Technical Help

- Word processing software, Excel
- Adobe Acrobat Reader
- Internet access

The component of the course is facilitated using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

Minimum Technical Skills

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

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

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.
Proposal to offer a new or continuing ‘Special Topics’ course (5995; formerly 298)
Last revised: September 24, 2013

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

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

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

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

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

1. Date of this proposal:  10/25/17
2. Semester and year this xx95 course will be offered:   Spring 2018
3. Department:   Marine Sciences
5. Number of Credits:   3
6. Instructor:   Catherine Matassa and J. Evan Ward
7. Instructor’s position:   Assistant Professor and Professor, respectively
(Note: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

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

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

10. Short description: Designed to complement MARN 6010 (Advanced Biological Oceanography: Pelagic Processes), MARN 5995 (Advanced Biological Oceanography: Benthic Processes) covers classic and contemporary topics in benthic marine ecology. Topics are covered through active discussion of key papers from the primary literature, including benthic-pelagic coupling, community assembly, biodiversity and ecosystem functioning relationships, invertebrate microbiomes, emerging contaminants and human impacts, and species interactions.

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

12. Comments, if comment is called for:

13. Dates approved by:
   Department Curriculum Committee: 10/31/2017
   Department Faculty:

14. Name, Phone Number, and e-mail address of principal contact person:
   Catherine Matassa, 516-250-5799, catherine.matassa@uconn.edu

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

MARN 5995 Advanced Biological Oceanography: Benthic Processes

Course Syllabus

Spring 2018

INSTRUCTORS
Dr. Catherine Matassa (catherine.matassa@uconn.edu) and Dr. Evan Ward (evan.ward@uconn.edu)

CLASS HOURS AND LOCATION
TBD
TBD

COURSE INFORMATION
This course covers classic and contemporary concepts in benthic marine ecology for students who have already taken Biological Oceanography, Marine Ecology, or equivalent coursework. Topics are covered through active discussion of key papers from the primary literature, including: benthic-pelagic coupling, community assembly,
biodiversity and ecosystem functioning relationships, invertebrate microbiomes, emerging contaminants and human impacts, and species interactions. Instructors provide an overview of each topic through a brief lecture then offer guidelines for student-led discussions on each topic.

**COURSE GOALS**
Upon completion of the course, students should be able to (1) identify classic paradigms in benthic ecology and their influence on contemporary questions, (2) critically analyze the primary literature, and (3) apply concepts or questions studied in one ecosystem to another, likely their own study system.

**EXPECTATIONS AND ASSESSMENT**
*Students are expected to prepare for and actively participate in class dialogue. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study’s design or interpretation, discussing possible solutions to those problems, proposing new research questions related to one or more of the topics at hand, etc.*

*Student progress toward course goals is evaluated by quality of participation in active discussions (30%), an annotated bibliography of key papers on a topic of interest (20%), and a 2-page research proposal integrating one or more of the course concepts with personal research goals (50%).*

*Students are expected to adhere to UCONN’s [Community Standards and The Student Code](#).*

**COURSE MATERIALS**
Papers from the primary literature provided via HuskyCT.

**COURSE SCHEDULE**
TBD
Proposal to offer a new or continuing ‘Special Topics’ course (xx95; formerly 298)
Last revised: September 24, 2013

Understanding the unique character of special topics courses: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

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

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

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

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

1. Date of this proposal:  October 24, 2017
2. Semester and year this xx95 course will be offered:  Spring 2018
3. Department:  Marine Sciences
4. Course number and title proposed:  MARN 5995 Marine Genomics
5. Number of Credits:  3
6. Instructor:  Senjie Lin
7. Instructor's position:  

(Note: in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant
experience).
8. Has this topic been offered before? Yes If yes, when? Spring 2009
9. Is this a ( ) 1st-time, (x) 2nd-time, ( ) 3rd-time request to offer this topic?
10. Short description: Introduction of omics' concepts, principles, technologies, and resources; surveys of advances of genomics in marine organisms and biogeochemical processes
11. Please attach a sample/draft syllabus to first-time proposals.
12. Comments, if comment is called for:
13. Dates approved by:
   Department Curriculum Committee: 10/31/2017
   Department Faculty:
14. Name, Phone Number, and e-mail address of principal contact person:

Senjie Lin
860-405-9168
senjie.lin@uconn.edu

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

MARN5898 Spring 2015
Marine Genomics
3 credit

Instructor: Senjie Lin
Phone 860-405-9168.
Email: senjie.lin@uconn.edu

Class hours and location
Lecture: Wed 1:30-2:45, room 123; Fri 9:30-10:45, Room 124

Textbook: no textbook. The class will heavily rely on papers which will be handed out to the class.


Grading method: Final grade will be composed of the mid exam (30%), final exam (30%), and a project report.
Syllabus

Week 1: Introduction to Genomics and other –omics
- Why –omics is so hot today
- What –omics can do and cannot do

Week 2: Structure and function of genomes
- DNA molecules and genes
- Gene transcription and RNA
- Gene translation and protein
- Epigenetics

Week 3: Genome analysis
- Sequencing technologies
- Major bioinformatic analysis

Week 3: Omics resources and data mining
- NCBI, EMBL, DDBJ
- JGI, CAMERA, GOS, MMETSP
- Software for data mining

Week 5: Microbial genomes and elemental cycles in the ocean I
- Diversity of marine microbes
- Cyanobacterial genomes adapted layered and mixed oceans

Week 6: Microbial genomes and elemental cycles in the ocean II
- Genomic perspective of nitrogen fixation
- Genomics of N cycle

Week 7: Microbial genomes and elemental cycles in the ocean III
- Genomics of C cycle
- Genomic basis of photoheterotrophy

Week 8: Spring recess

Week 9: Phytoplankton genomes and primary production I
- Diatom genomes and Si metabolism
- Urea cycle
- N2 fixation by cyanobacterial symbiont

Week 10: Phytoplankton genomes and primary production II
- Dinoflagellate genomes and ecological success
- Rhodopsin and “dual-engine” energy acquisition
Week 11: Phytoplankton genomes and primary production III
  • Green algal genomes and diversity
  • Why have the ocean “turned red”?

Week 12: Phytoplankton genomes and primary production IV
  • ‘Harmful algal blooms and ‘omics’

Week 13: Zooplankton ‘omics’ and molecular ecology
  • Current status of zooplankton genomics
  • Ecological questions that have benefited from genomics

Week 14: Major ocean expeditions in the genomic era
  • J. Craig Venter’s Sorcerer II expedition
  • TARA Ocean

Week 15: Genomics and biogeochemistry in the ocean
  • Single-cell genomics
  • Community genomics
  • Metabolic machines

Week 16: Final exam
2017-179 MCB 5896   Add Special Topic: The Footprints of Natural Selection in the Genome

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<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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### Course Details

| Provide proposed title and complete course catalog copy | MCB 2612. Honors Core: Microbe Hunters—Crowdsourcing Antibiotic Discovery Four credits. Two 50-minute lecture periods and two 2-hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society. |

### Content Areas

| 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: 2
- Number of Students per Section: 14
- Is this a Variable Credits Course?: No
- Is this a Multi-Semester Course?: No
- Credits: 4
- Instructional Pattern: Lecture/laboratory or Studio depending on space and number registered

### Course Restrictions

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

### Grading

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

### Special Instructional Features

- Do you anticipate the course will be offered at all campuses?: No
- At which campuses do you anticipate this course will be offered?: Storrs
- If not generally available at all campuses, please explain why
- Will this course be taught off campus?: No
- Will this course be offered online?: No
| Reason for the course action | 1. Reasons for adding this course: -To use application based learning as a means to invest students more fully in their learning -To use active learning as means to increase retention and comprehension of subject matter -To increase opportunities for student research |
| Specifity effect on other departments and overlap with existing courses | none |
| Please provide a brief description of course goals and learning objectives | The purpose of this course is to provide underclassmen and non-science majors with an opportunity to undertake real-world scientific research in a fun, supportive, and immersive environment. As part of the Small World Initiative, UConn students will join college students around the globe to crowdsource antibiotic drug discovery. Guided independent research projects will involve taking soil samples, isolating bacteria within them, and testing them for antibiotic activity, and there is the opportunity for further pursuit of any promising findings. We have access to the database generated by students at other Small World sites, allowing us to explore issues of biodiversity, effective use of those data sets in the sciences, and the effectiveness of the scientific research. At the end of the semester, student results will contribute their data to that database and present their research to the UConn community. As part of the Honors Core, UConn’s Small World course adds an interdisciplinary emphasis on the social aspects of disease: its definition, what it means to be “diseased,” how those definitions have changed over time, and the pivotal role of antibiotics in the evolution of those definitions. We will use both fiction and non-fiction in this exploration, and we will end up in the modern era to consider antibiotics, philanthropy, and ethical and policy issues we may face if antibiotics cease to be effective in treating many common diseases. |
| Describe course assessments | Weekly quizzes, two in-class presentations a final oral presentation and a public poster session. One in class exam, one take home exam and one final exam. Students will keep a laboratory notebook and complete Student Lab Manual worksheets. Students are also required to upload information about their soil sample, cultivating conditions, antibiotic frequency, and antibiotic-producing bacteria into the Small World Initiative global database. Instructors will periodically check the data repository website to ensure students in MCB 3895 are continuously uploading their data. |
| General Education Goals | Microbe Hunters: Crowdsourcing Antibiotic Discovery is the UConn partnership to The Small World Initiative (http://www.smallworldinitiative.org), a novel introductory science research course taught in over 180 institutions across 14 countries. The objective of the course is for students to isolate and characterize antibiotic-producing microbes from soil environments while learning core biology concepts. Students learn how to conduct research through inquiry and discovery-based learning, principles of general biology and microbiology, and critical thinking skills. This course integrates two critical elements with the aim of transforming undergraduate education. First, it provides an early authentic (discovery-based) research experience for undergraduate students. Empirical evidence has shown that early research experience provides both academic and personal benefits to students, particularly those students from underrepresented groups. Second, the course has the potential to positively impact human health by increasing education and awareness about antibiotic usage and the rise of antimicrobial resistant microbes. The students are empowered by becoming part of an international collective crowdsource the discovery of new antibiotics from soil microbes. Thus, this unique class approach harnesses the power of active learning to achieve both educational and scientific goals. We are seeking to have the course listed as a GenEd Group 3 as the course content and goals satisfy the criteria and requirements for GenEd courses. Microbe Hunters trains students to think critically and develop hypotheses and design experiments to test their questions. The international scope of the course allows students to see firsthand the global importance of the topic and also connect with other students through social media platforms. Through class presentations and a public poster session, students build presentation skills and learn to communicate their research. Microbiology’s importance is only growing and touches all aspects of life, including some of the most pressing problems facing humanity. Thus, we use the subject to touch on broad issues related to society and discuss topics such as energy and nutrient cycling, food safety and security, the spread and treatment of disease. Antibiotic resistant microbes and antibiotic discovery is also very relevant and touches on many important scientific and social issues. The grim statistics regarding our dwindling supply of effective antibiotics and the continuing rise of antibiotic resistant microbes provides a real-world context for the course and we use current news as well as historical pandemics to emphasize the relevance of these topics to every student as a member of the global community. As an Honors Core course, we also incorporate books, art, and poetry to highlight the impact of infectious disease and role of microbes in society. For example, we have the class read the book ‘Typhoid Mary: A Captive of the Public’s Health’, which aids discussion of disease transmission and asymptomatic carriers. It also lets us talk about the role of gender and economic status, among other factors, on treatment of individuals in our health care system. It also lets us relate it to recent events, such as the recent Ebola epidemic and the quarantine of health care workers who had tested negative for disease. |
| Content Area: Science and Technology (Lab) | As a non-majors authentic research laboratory, our course satisfies the requirements for the Group 3, Science and Technology, content area specifically. The lecture portion of the course utilizes partner and small group work to learn the biological concepts underlying the experiments they conduct in lab. In the laboratory portion of the class, students learn the art of observation, perform experiments, develop and refine hypotheses, analyze data, and present their results to the greater UConn community in a poster session. The last two years, 1-2 students have also been invited to present their research poster at the Small World Initiative Annual Symposium, held in conjunction with the American Society for Microbiology’s Annual Meeting (ASM Microbe). This provides an additional opportunity to present their work, see presentations on cutting edge research, and be exposed to diverse career opportunities in microbiology and related fields. |

| Syllabus and other attachments | Attachment Link | File Name | File Type |
MCB 3895

Class Syllabus

Semester: Fall 2016

Instructors: Dr. Nichole Broderick
BPB 304
Phone: 6-4254
e-mail: nichole.broderick@uconn.edu
Office hours: Tues 2:00-3:30 PM

Dr. Patricia Rossi
TLS 402
Phone: 6-0426
e-mail: patricia.rossi@uconn.edu
Office hours: Wed and Fri. 12:45 pm -2:45 pm

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

Open Lab: Fri. 8-10 AM
During the open lab period you can find Emily in TLS 201. You may ask her questions, discuss lecture material, or you may use the time to practice lab techniques or perhaps repeat a plating that you feel could have gone better.
You **MAY NOT** show up unannounced, please e-mail EMILY by Thursday (5:00 pm) if you want to take advantage of the open time so that she may plan her day accordingly. Emily is happy to be in the lab during the open lab time (so don’t feel as if you are imposing), however if no students need the time during a given week she does have other work she can be doing.

**Class Time:** Tues./Thurs. 9:30 am – 12:15 pm; TLS 201  
**Credits:** 4  
**Required Texts:** SWI Student Research Guide and Research Protocols (you can purchase printed copies at the bookstore, we will also make pdfs available)  
*Typhoid Mary: Captive to the Public’s Health* by Judith Leavitt  
*The Andromeda Strain* by Michael Crichton

**Required Lab Supplies:**  
Lab coat (disposable preferred, white cloth acceptable; coats must be kept in lab for the semester, re-usable coats will be sterilized and returned at the end of the semester). Goggles (we will also have supply available for you to use in class)

**Course description and rationale**

The purpose of this course is to provide you an engaging and immersive real-life laboratory experience. This course allows you to perform independent microbial research projects under our guidance in an effort to aid in the discovery of novel antibiotics. Using a “crowdsourcing” approach, your data will be compiled with data from ~100 other institutions worldwide (12 countries) in an effort to combine teaching with a novel approach to antibiotic drug discovery. This class is geared to involve you in isolating novel soil bacteria and testing their potential antibiotic capabilities against safe relatives of the ESKAPE pathogen group. “ESKAPE” pathogens (*Enterococcus faecium*, *Staphylococcus aureus*, *Klebsiella* species, *Acinetobacter baumannii*, *Pseudomonas aeruginosa*, and *Enterobacter* species) are the six most troublesome bacteria as currently defined within our global antibiotic crisis. These antibiotic resistant bacteria are responsible for over 40% of healthcare associated infections, and the Infectious Diseases Society of America has issued a “Call to Action” for proposed solutions[^1]. Over the course of the semester you will learn to isolate and identify bacteria through biochemical and molecular means, test these isolates for bioactivity, extract their bioactive compounds and ultimately test the effects of these extracts on both eukaryotic and prokaryotic organisms. The opportunity exists for further characterization and pursuit of any promising isolated antibiotics. This course is being taught in parallel with ~100 other institutions worldwide, and at the end of the semester all students will contribute their data to the [student discovered repository](http://www.studentrepository.com) of potential antibiotic producing bacteria, and their varied environmental origins! The laboratory research ends up becoming widely self-driven with you choosing your soil, how to isolate the microbes, choosing your tester strains, identifying your bacteria and then designing and testing antibiotic activity in eukaryotes with our guidance.

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

**The learning goals for this course are as follows:**
*Through the process of doing research-based learning you will obtain:*
- An appreciation for self-motivated, curiosity-driven learning
- The ability to approach novel problems with flexibility, creativity, and confidence
- An appreciation for the interconnectedness of knowledge
- An appreciation that science can be exciting, fun and fulfilling
- The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science
- An appreciation of the intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health and the ability to relate concepts to other disciplines

*Specifically, by the end of the course it is our hope that you will:*
- Observe and describe nature accurately
- Communicate ideas and arguments effectively both orally and in writing
- Engage scientific inquiry and become proficient in the ability to:
  - Appropriately design and perform experiments in order to test scientific hypotheses
  - Recognize possible outcomes and results
  - Collect, organize, and analyze relevant data
  - Draw conclusions and evaluate their relative quality
  - Plan further experiments
- Construct and interpret visual representations of quantitative data
- Construct, interpret, and critique logical arguments in biological sciences
- Appreciate and participate in a scientific community as a forum for scientific thinking, research, debate and progress
- Work collaboratively with others to obtain independent research goals

**Assignment Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Sunday by 5pm</td>
<td>Quiz (online)</td>
</tr>
<tr>
<td>Every Friday by 5pm</td>
<td>Lab manual review</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>ESKAPE pathogen presentations</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Exam 1 (in-class)</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Expert technique presentations</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Exam 2 (take home due)</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Poster draft due</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>In-class data presentations based on poster</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Public poster symposium</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Final SW1 database upload</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMS AND QUIZZES</strong></td>
<td>Exam 1</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Exam 2</th>
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<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td>Quizzes</td>
<td>5</td>
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<tr>
<td><strong>PRESENTATIONS</strong></td>
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</tr>
<tr>
<td>ESKAPE pathogen presentation</td>
<td>5</td>
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<tr>
<td>Expert technique presentation</td>
<td>5</td>
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<tr>
<td>Poster</td>
<td>15</td>
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<tr>
<td>Lab Notebook</td>
<td>20</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>5</td>
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<tr>
<td>Database</td>
<td>5</td>
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<tr>
<td><strong>Final Grade Total</strong></td>
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### Grade Scale

<table>
<thead>
<tr>
<th>Grade %</th>
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<tbody>
<tr>
<td>&gt;92</td>
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<td>90-92</td>
<td>A-</td>
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<td>88-90</td>
<td>B+</td>
</tr>
<tr>
<td>82-88</td>
<td>B</td>
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<tr>
<td>80-82</td>
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<tr>
<td>78-80</td>
<td>C+</td>
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<td>72-78</td>
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<td>C-</td>
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<tr>
<td>68-70</td>
<td>D+</td>
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<tr>
<td>62-68</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

### Classroom Etiquette

**Cell Phones:** Cell phone use is only permitted during the lab portion of class for data recording (pictures, notes, etc) and is never permitted for texting, calls, apps, or email. If a student is observed using the phone inappropriately he/she will be asked to turn in their phone and may lose privileges for the remainder of the semester.

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

### Our Philosophy

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

### Academic Honesty

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

### Disabilities:

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# Final Exam 20

# Quizzes 5

# Presentations

<table>
<thead>
<tr>
<th>Pathogen</th>
<th>5</th>
</tr>
</thead>
</table>

# Expert Technique Presentation | 5 |

# Poster | 15 |

# Lab Notebook | 20 |

# Participation and Attendance | 5 |

# Database | 5 |

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lab Activities</th>
<th>Lecture Topic</th>
<th>Materials needed</th>
</tr>
</thead>
</table>
| 1    | Aug. 29, Aug. 31 | Becoming a scientist Lab safety  
T: Explore initial soil sample  
R: Bring soil sample, culture from student sample on LB. | Antibiotic Crisis  
Requirements for life; soil;  
why antibiotics kill bacteria and not us | T: 3 LB plates per student  
R: 4-5 LB plates per petri dish  
Sterile water, beads or spreaders  
Beads or spreaders  
Toothpicks |
| 2    | Sept. 5, 7  | T: Design own culture Conditions  
R: Quantify microbes & pick diverse colonies | The β-lactams: proteins, carbohydrates and cell wall chemistry | T: 4-5 plates media per student; couple L of each should be stored and can be used.  
For both: Sterile water, beads/spreaders  
R: Count & Patch student, sterile toothpicks |
| 3    | Sept. 12, 14 | T: Quantify selective media & pick diverse colonies  
R: Choose ESKAPE pathogen & discuss safe ESKAPE relatives | Gramicidin: lipids and membrane chemistry  
**Sept. 14: ESKAPE Pathogen presentation** | T: Count & Patch media per student  
R: Tester strains, sterile toothpicks, each tester strain and 1 G- each. |
| 4    | Sept. 19, 21 | T: Design antibiotic screens and start screening  
R: Try another antibiotic test. Calculate frequency of antibiotic producers | The sulfonamides: enzymes, energy, equilibrium and metabolism | T: Score LB plates  
Sel media plates (toothpicks, liquid culture tester strain). Students will use G- each.  
R: Score Sel media plates |
| 5    | Sept. 26, 28 | 1. Isolate single colonies  
2. Re-test isolates for activity | Energy (cont’d)  
Intro to scientific literature  
**Sept 28: Exam 1 (In class)** | T: Isolate single colony for activity from LB and plate on LB  
R: Exam; Re-streak needed. Test positive tester strains. |
| 6    | Oct. 3, 5   | 1. 16S rRNA gene PCR  
2. Gel electrophoresis  
R: Run gel (student and materials for G- plates) |
| 7    | Oct. 10, 12 | BLAST tutorial  
Analyze DNA sequence  
Assess antibiotic resistance of isolates | Violacein production: Regulation of gene expression  
Scientific literature discussion | T: BLAST discussion  
Testing (plates and materials for G- plates)  
R: antibiotic disks (student and dispenser) |
| 8    | Oct. 17, 19 | Biochemical characterization  
Plates for extraction | Tetracycline: Genetic mutations and ribosome structure  
Scientific literature discussion | T: Set up tests (see notes)  
R: record results on plates for extraction swabs |
| 9    | Oct. 24, 26 | Organic extraction  
Apply extract to tester strain | Evolutionary relationships: molecular phylogeny, endosymbiosis  
**Oct 26: Expert techniques presentation** | T: freeze agar and acetate, 2-butanol  
W: students will come to scintillation vials |
<p>| | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>Oct. 31, Nov 2</td>
<td>Test isolates/extracts on Fast Plants and against oomycetes, yeast/fungi, drosophila (Nichole will provide)</td>
<td>Antibiotic resistance: Genetic variation Scientific literature discussion</td>
</tr>
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<tr>
<td>11</td>
<td>Nov. 7, 9</td>
<td>Cont. Experiments to assess activity</td>
<td>Nov. 9: Exam 2 due (take home)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>12</td>
<td>Nov. 14, 16</td>
<td>Cont. Experiments to assess activity Finalize characterization</td>
<td>Bacterial communities and interactions: the gut microbiome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanksgiving recess</td>
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<tr>
<td>13</td>
<td>Nov. 28, 30</td>
<td></td>
<td>Nov. 30: Poster draft discussion</td>
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<tr>
<td>14</td>
<td>Dec. 5, 7</td>
<td>Dec 5: wrap-up, lab clean-up Dec 7: Public Poster presentation</td>
<td>No lab</td>
</tr>
</tbody>
</table>
2017-213 COMM 4995: Add Special Topics: Food Marketing to Children

Proposal for a new ‘Special Topics’ course

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

3. Department: Communication Department

4. Course number and title proposed: COMM 4995: Food Marketing to Children

5. Number of Credits: 3

6. Instructor: Svetlana Kalnova

7. Instructor's position: Visiting Assistant Professor

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

Svetlana Kalnova has been teaching in the Communication Department for three years prior to her current position as a Research Assistant Professor at the Rudd Center of Food Policy & Obesity, University of Connecticut. Her research interests include food marketing; food and beverage advertising effects on children and teens, attitudes to food advertising. During her two-year collaboration with the marketing team of the Rudd Center she co-authored two major reports and publications in the area of food marketing to children.

8. Has this topic been offered before? This topic hasn’t been offered before, but topics on marketing have been offered by the department, such as integrated marketing campaigns and marketing communication.

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

10. Short description: Theories and findings of communication research on food and beverage marketing. Topics include concerns about food marketing; food marketing effects on children; strategies and techniques of food companies, research implications on food policy; reaching youth via social media, race and ethnicity in food marketing, legal aspects, ethics in marketing to children. Students will apply communication and marketing theories to analyze and critique past approaches and identify new ways to improve food marketing environment.

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

12. Comments, if comment is called for:

13. Dates approved by:

   Department Curriculum Committee:

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

Supporting Documents:

See attached:

1. Tentative syllabus for Comm 4995
2. Instructor’s CV.
### COURSE ACTION REQUEST

<table>
<thead>
<tr>
<th>CAR ID</th>
<th>17-4856</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request Proposer</td>
<td>Diggle</td>
</tr>
<tr>
<td>Course Title</td>
<td>Plants in a Changing World</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; Ecology and Evolutionary Biology &gt; College of Liberal Arts and Sciences</td>
</tr>
</tbody>
</table>

### COURSE INFO

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Add Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
</tr>
<tr>
<td>Number of Subject Areas</td>
<td>1</td>
</tr>
<tr>
<td>Course Subject Area</td>
<td>EEB</td>
</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department</td>
<td>Ecology and Evolutionary Biology</td>
</tr>
<tr>
<td>Course Title</td>
<td>Plants in a Changing World</td>
</tr>
<tr>
<td>Course Number</td>
<td>2222</td>
</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>No</td>
</tr>
</tbody>
</table>

### CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Pamela Diggle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Ecology and Evolutionary Biology</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>pad06001</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:pamela.diggle@uconn.edu">pamela.diggle@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

<table>
<thead>
<tr>
<th>Proposed Term</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Year</td>
<td>2018</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>Yes</td>
</tr>
<tr>
<td>Content Area 1 Arts and Humanities</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 2 Social Sciences</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 3 Science and Technology (non-Lab)</td>
<td>Yes</td>
</tr>
<tr>
<td>Content Area 3 Science and Technology (Lab)</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 4 Diversity and Multiculturalism (non-International)</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 4 Diversity and Multiculturalism (International)</td>
<td>No</td>
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<tr>
<td>General Education Competency</td>
<td></td>
</tr>
<tr>
<td>Number of Sections</td>
<td>1</td>
</tr>
<tr>
<td>Number of Students per Section</td>
<td>50</td>
</tr>
<tr>
<td>Is this a Variable Credits Course?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a Multi-Semester Course?</td>
<td>No</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Pattern</td>
<td>two 75 minute lectures per week</td>
</tr>
</tbody>
</table>
**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Catalog Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEB 2222. Plants in a Changing World. Three credits.</td>
<td>Fall. The central role of plants in mediating impending environmental changes. Topics include rising CO2, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, invasive species. CA3.</td>
<td></td>
</tr>
</tbody>
</table>

**Reason for the course action**

1. Reason for adding the course. In what ways would the new course enhance the academic program of your department? For instance, does the course treat a body of material not previously treated in your department, or does it take a new point of view toward material already in the curriculum? Does the new course replace a course that is being dropped or will it alternate with an existing course, and if so, which course? Will teaching loads or class sizes in other courses in the department change with the addition of this course? Plants sustain our current ecosystems and our economy. Understanding plants is key to meeting and solving global challenges such as food security, energy, climate change, and environmental degradation. This course is intended as a General Education course for content area three, non-laboratory courses. Currently there are no courses that offer a thorough understanding of plant function within the context of the global climate crisis to non-science majors. This course would provide an introduction to multiple issues facing our society while teaching basic principles of plant biology. This material is not currently treated by the Department of Ecology and Evolutionary Biology at the introductory level. While it is intended for non-majors it may attract some students to the EEB major. Teaching loads and the sizes of other classes will not be affected by this course. 2. Why the course is appropriate for listing at the 1000 or 2000 level. Justification could include that the course is introductory and/or has no prerequisites. The course has no prerequisites and is designed for the 2000 level. 3. Justification for enrollment restrictions. Explain why enrollment will be restricted to certain classes of student, as indicated in Permissions and Exclusions above. NA 4. If the course is to be cross-listed, provide justification for listing under another subject area. NA

**Specify effect on other departments and overlap with existing courses**

The focus on plant biology within the context of global change is not present in any other course at UConn. Courses with potential overlap include NRE 1000 and GEOG 2300. I contacted Dr. Ortega about NRE 1000 and Dr. Foote about GEOG 2300 and both expressed support for this proposal and said that there was no overlap in contact with courses in their departments.

**Please provide a brief description of course goals and learning objectives**

The primary goal of this course is to explore the biology of plants through the lens of student concern for global change. Each topic begins with an overview of a particular global issue and then examines the role of plants in understanding that issue. An equally important goal is to foster an understanding of science. Students will read and discuss research from the primary literature with an emphasis on understanding data presentation (for example, how to read and evaluate graphs and tables) and how to evaluate the results of scientific research. Topics will be determined by student interest but include a subset of the list below. Under each heading I have listed one or more facets of basic plant biology that the students will encounter as each topic is explored. Increasing CO2 levels Learning objectives: Understand photosynthesis, nutrient limitation, and carbon storage in standing biomass and evaluate the effect of CO2 concentration on these processes. Changing temperature and rainfall patterns Learning objectives: Explain the mechanism of water transport and controls on transpiration and how these will be affected by increasing temperatures and drought. Extinction risk Learning objectives: Examine the biotic and abiotic factors that determine species distributions and how these are used to predict future distribution. Advancing Phenology learning objectives: Students will be able to explain the physiological cues that trigger reproduction, and why phenology is changing so dramatically. Pollinator decline learning objectives: Examine the intimate relationship between plants and animal pollinators, the causes of pollinator decline, and predict the impact on plants. Food security/sustainability Learning objectives: Understand the process of natural and artificial selection and how conventional agriculture has addressed the limits to

**COURSE RESTRICTIONS**

<table>
<thead>
<tr>
<th>Restriction</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the course or any sections of the course be taught as Honors?</td>
<td>No</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>none</td>
</tr>
<tr>
<td>Corequisites</td>
<td>none</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>none</td>
</tr>
<tr>
<td>Is Consent Required?</td>
<td>No Consent Required</td>
</tr>
<tr>
<td>Is enrollment in this course restricted?</td>
<td>No</td>
</tr>
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</table>

**GRADING**

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>Repeatable for credit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded</td>
<td>No</td>
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**SPECIAL INSTRUCTIONAL FEATURES**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>There are no faculty at the regional faculty with the botanical expertise necessary to teach this course.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Provide proposed title and complete course catalog copy**

EEB 2222. Plants in a Changing World. Three credits. Fall. The central role of plants in mediating impending environmental changes. Topics include rising CO2, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, invasive species. CA3.
Plants have sustained all of human evolution and sustain our current ecosystems and economy. Understanding plants is key to meeting and solving global challenges such as food security, energy, climate change, and environmental degradation. This course will encompass information from multiple disciplines to understand the effects of deforestation. Extinction/seed banks learning objectives: Understand the structure and development of seeds and fruits in the context of efforts to conserve threatened species in seed banks.

Describe course assessments
Students will be evaluated on the basis of weekly quizzes, a midterm, and final exam, that cover reading and lecture, participation in online discussions, submission of summaries of news items that feature plants in the context of global change and summary of a departmental or university seminar. Students will have weekly reading assignments that are drawn from a variety of sources and will be supplied via HuskyCT. These will include chapters from plant biology textbooks that explain the processes we are covering, articles from newspapers, and book chapters from the popular press. I will employ "directed" reading and discussion of articles from the primary literature meaning that I will supply a narrative and questions designed to assist students in understanding the papers.

General Education Goals
This course will build intellectual breadth and versatility by challenging students to integrate information from across different fields of study to understand how ecosystems work. Students will acquire moral sensitivity and awareness of their era and society by examining the multiple impacts of human civilization on their own future as well as that of the planet. Students will acquire critical judgement and a working understanding of the process of gaining and using knowledge by learning to understand how research is done and how to evaluate evidence. The course will be accessible to non-science majors and has no college-level prerequisites.

Content Area: Science and Technology (non-Lab)
Courses appropriate to this category should: 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods; Students will learn general concepts of biology ranging from physiology, development, genetics, evolution, biotic and abiotic interactions. 2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge; This course will focus on the nature of scientific investigation, emphasizing how hypotheses are formulated, tested, and refined. The students will be challenged to interpret real data and guided to read papers from the primary literature. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; and By its very nature, global change is one of the major unresolved challenges of today. Each topic covered will delve into what is known (and how), what is unknown, and what research is being done in this area. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society. Readings for the course will come from many sources, including the press and "popular" articles that focus on the immediate impact of global change on the students themselves and on the world and human society more generally. Laboratory courses in this category must teach fundamental principles of the biological and/or physical sciences through hands-on participation. NA

Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEB 2222 Plants in a Changing World.docx</td>
<td>EEB 2222 Plants in a Changing World.docx</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>

EEB 2222 Plants in a Changing World

Professor: Pamela Diggle
Office: BioPharmacy Building 500A
Office hours: Email: pamela.diggle@uconn.edu
central role of plants in sustaining all of life, including human life. We will engage in a variety of activities including lectures, discussions, and close reading and interpretation of scientific papers.

Course goals:
- Build critical analysis, communication and teamwork skills through discussion, presentation and peer instruction
- Develop an understanding of the the critical role of research on plant development, physiology, ecology (and more) in addressing many of today’s pressing environmental issues

Reading and other course materials will be available at HuskyCT

Each week I will provide reading from a variety of sources that provides background information about the topic. You will be responsible for this information in weekly quizzes. Updates to the course schedule, readings and assignments will be posted on HuskyCT. Modifications to the syllabus and readings will take place over the semester, so it is important that you check HuskyCT regularly for course announcements and updated course information. I am a proponent of democracy in the educational process; if you have any suggested readings or additional related topics that you would like covered, please let me know and we can adjust the syllabus accordingly.

Expectations: You are expected to attend class, complete reading and other assignments, and actively engage in the course. Your grade will be based on the following:
- Quizzes (12). Every Tuesday there will be a 10 minute quiz that covers the previous week's lectures and reading.
- Answers to directed reading (6). You will read papers from the scientific literature and answer questions that are intended to direct your reading and understanding of the papers. You will submit the answers prior to class. You will discuss the papers and answers in small groups during class, and then we will discuss those answers with the entire class. You may resubmit your answers following the discussion.
- Summary of a departmental or university seminar that addresses issues related to the course. One of the many great benefits of attending a research university is that many eminent scholars from other institutions regularly visit and share their research in public talk. These are announced each week in the Daily Digest. You will attend one lecture and submit a one page summary of that lecture.
- Participation in Discussion Board on Husky CT. Each student will be required to contribute meaningful input on 6 discussion threads over the course of the semester.
- Mid-term and final (non-cumulative) exams. A combination of short answer and multiple choice. Short answer questions are intended to be synthetic. A list of potential questions will be distributed in advance and a subset will be on the exam.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>points per assignment</th>
<th>points total</th>
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</thead>
<tbody>
<tr>
<td>10 Quizzes</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>6 Answers to directed reading</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>1 Seminar Summary</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3 Contributions to Discussion</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>1 Mid-term examination</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>1 Final examination</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

490

At the end of the semester all of the points accumulated by each student will be totaled and expressed as a percentage of the total points possible (490). Grading will then be on an absolute scale: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 59 and lower = F.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday topic</th>
<th>Thursday topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>Basic Plant Structure</td>
</tr>
<tr>
<td>2</td>
<td>Increasing CO2 levels: What do plants need to grow? CO2 and the carbon cycle, photosynthesis, limitations on C uptake</td>
<td>Reading and Discussion of effects of rising CO2 on plants</td>
</tr>
<tr>
<td>3</td>
<td>Forests and carbon storage, wood structure and function</td>
<td>Forest health</td>
</tr>
<tr>
<td>4</td>
<td>Changing temperature and rainfall patterns: Transpiration, water uptake, xylem structure, stomatal control</td>
<td>Reading and Discussion of how plants die: cavitation vs. starvation</td>
</tr>
<tr>
<td>5</td>
<td>Extinction risk: biotic factors that determine species distributions, dispersal, tolerance limits</td>
<td>Extinction risk: biotic factors that determine species distributions, dispersal, tolerance limits</td>
</tr>
<tr>
<td>6</td>
<td>Reading and Discussion: using herbarium data to predict species distributions</td>
<td>Biodiversity</td>
</tr>
<tr>
<td>7</td>
<td>Changing temperatures: phenology, leaf development</td>
<td>Changing temperatures: flowering phenology</td>
</tr>
<tr>
<td>8</td>
<td>Reading and discussion: Evidence of changing phenology</td>
<td>Pollination and Pollinator Decline</td>
</tr>
<tr>
<td>9</td>
<td>Pollination and Pollinator Decline</td>
<td>Food security/sustainability</td>
</tr>
<tr>
<td>10</td>
<td>History of Ag/ Conventional breeding</td>
<td>Genetic engineering</td>
</tr>
<tr>
<td>11</td>
<td>Potential ecological effects of GMOs</td>
<td>Reading discussion of GMOs</td>
</tr>
<tr>
<td>12</td>
<td>Biofuels</td>
<td>Changing land use</td>
</tr>
<tr>
<td>13</td>
<td>Plant Chemistry</td>
<td>Herbivory</td>
</tr>
</tbody>
</table>
We are all responsible for maintaining an appropriate, safe learning environment. Students are expected to conduct themselves in accordance with UConn’s **Student Code of Conduct**: [http://community.uconn.edu/the-student-code/](http://community.uconn.edu/the-student-code/)

All students are expected to act in accordance with the **Guidelines for Academic Integrity** at the University of Connecticut: [http://community.uconn.edu/the-student-code-appendix-a/](http://community.uconn.edu/the-student-code-appendix-a/)

We will follow the guidelines of the First-Year Writing Program’s **Statement on Plagiarism**. Please read this statement and notify your instructor if you have any concerns about your ability to conform to these guidelines. Also see the UConn Library’s **Research 101** ([http://www.lib.uconn.edu/instruction/tutorials/research/](http://www.lib.uconn.edu/instruction/tutorials/research/)) tutorial for details.

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](http://www.csd.uconn.edu).

**Conflicts due to religious observances and other extenuating circumstances:** If you have conflicts with scheduled assignments please let me know by the end of the second week of classes (September 8). Check your calendars now!!
Request for New/Modified UConn Certificate Program

Program information
Name of certificate program¹: GRADUATE CERTIFICATE IN LOGIC
Name of sponsoring department(s): Philosophy, Linguistics, Mathematics
Name of Department Head: Mitchell Green (Philosophy),
                           Jon Gajewski (Linguistics),
                           Ambar Sengupta (Mathematics)
Name of sponsoring School(s) and/or College(s): College of Liberal Arts and Sciences,
Department head signatures: ___________________________________________ Date
 __________________________ Date
 __________________________ Date
 __________________________ Date
Dean signature: ___________________________________________ Date

Co-directors of certificate program (appointment status² in parentheses):
Magdalena Kaufmann (Associate Professor)
Marcus Rossberg (Associate Professor)
Damir Dzhafarov (Assistant Professor)
E-mail addresses: magdalena.kaufmann@uconn.edu
                 marcus.rossberg@uconn.edu
                 damir.dzhafarov@uconn.edu
Phone numbers: (860) 486-5769
              (860) 486-6420
              (860) 486-3120
Type of certificate (check all that apply)
☐ Post-baccalaureate (includes 1 or more courses numbered 1000-4999)

¹ If solely a Name Change, indicate old and new name
² e.g., Assistant Professor, Associate Professor, Professor, Assistant Professor in Residence
The UConn Logic Group is an active research cluster, involving faculty from the proposed disciplines and more. The Logic Group hosts biweekly Logic colloquia, a public Annual Logic Lecture, and workshops, and an annual major conference. Over the last years, the Group has gained national and international recognition as an active center of interdisciplinary research in logic. There is already considerable interaction among interested graduate students; many take classes in multiple departments participating in the Logic Group, routinely attend interdisciplinary talks, and work on research together. The purpose of this certificate is twofold: to recognize and organize the interdisciplinary expertise our students are already developing, and to encourage more students to take advantage of the opportunities the Logic Group provides. As such, our target audience is currently enrolled and prospective UConn graduate students, in any of the involved disciplines. Graduate programs at other institutions with comparable strengths in logic (discussed below) already offer logic-specific certificates or degrees; the UConn logic certificate will help our students show comparable credentials to those provided by these other programs, and so help them to move on successfully in their careers. Because of this, we expect that the certificate can also help us attract more well-qualified graduate students to UConn.

Describe the educational prerequisites (and professional prerequisites, if appropriate) required of students for admission to this program.

Students come to logical research from a very wide variety of backgrounds, for a wide variety of reasons. Because of this, other than the restriction to UConn graduate students (in any program), we do not plan to impose prerequisites, educational or professional, for this certificate.

Describe similar programs nationally, regionally, or in CT.

Carnegie-Mellon University, the University of California at Berkeley, the University of Amsterdam (Netherlands) offer interdisciplinary graduate programs in logic. Amsterdam is running an extremely popular “Year in Logic”, which in many respects is functionally similar to the Graduate Certificate we are proposing. Berkeley and Amsterdam offer interdisciplinary logic Master and PhD programs that attract the most promising incoming graduate students. These institutions give their students credentials for their interdisciplinary studies in logic by way of these programs, which can help them further their careers in logic.

Describe the program learning outcomes (upon successful completion of the program, students will be able to…)

---

3 e.g. Offsite, International, Corporate
4 Annual Enrollments (e.g. 4 courses in academic year with 15 students per course = 60)
Upon successful completion of the program, students will have acquired:

1. fundamental skills in formal logic as a background for disciplinary and interdisciplinary research;
2. competency in logic as practiced in at least two of the participating disciplines;
3. competency in interdisciplinary research in logic;
4. the ability to use logic to transfer information from one discipline to another.

Curriculum information

Total number of credits required: 12

Required courses

List the course number, title, and number of credits for each required course in the program.

No particular course is required for the certificate

Elective courses

List the course number, title, and number of credits for each elective course in the program. Describe any limitations on how electives may be chosen (e.g., 1 course from group 1 and 1 course from group 2).

In order to accommodate students from a range of disciplines, students will create a plan of study (subject to the approval of the Certificate Directors). The plan should include four of the following courses, including at least two courses from distinct subject areas.

CSE 5102, 5506; LING 5410, 5420, 6410, 6420; MATH 5026, 5260; PHIL 5307, 5311, 5344

Courses that do not appear here may be included in the plan by approval of the Certificate Directors. Some courses may have different contents in different years (in particular, MATH 5026, LING 6410, LING 6420, and PHIL 5344). By approval of the Certificate Directors, such a course may count towards the certificate credit multiple times, provided the content was indeed sufficiently different.

Detailed course information

For each of the required and elective courses identified above (1) identify the instructor and her/his appointment status, (2) specify the expected frequency of offering (e.g., every semester, once a year), and (3) approval status (existing course or new course: submit minutes of school/college curriculum and courses committee showing approval of new courses).

CSE 5102 – Advances Programming Languages
   Instructor: Varies (last taught by Prof. Laurent Michel)
   Frequency: Varies (last taught Spring ’13)
   Status: Existing

CSE 5506 – Computational Complexity
   Instructor: Varies (last taught by Prof. Alexander Russell)
   Frequency: Varies (last taught Spring ’14)
   Status: Existing

LING 5410 – Semantics I
   Instructor: Varies (last taught by Prof. Jon Gajewski)
   Frequency: Every year (already required for Linguistics graduate students)
   Status: Existing

LING 5420 – Semantics II
   Instructor: Varies (last taught by Prof. Magdalena Kaufmann)
   Frequency: Every year (already required for Linguistics graduate students)

For each new course that is not already in the Graduate Catalog, complete the Graduate School New Course Creation Form located at:
http://grad.uconn.edu/Graduate-Course-Transmittal.pdf

Certificates generally require 12-15 credits of coursework. In a small number of cases where detailed justification has been provided, a certificate program may require only 9 credits. Non-credit = N/A
Program evaluation
Describe how the program will be evaluated, e.g., placement of certificate recipients, exit interviews, student evaluations of teaching, total enrollment.

Three years after initiation of the program an internal review will be conducted, taking into account placement of certificate recipients, research productivity of certificate recipients, and total enrollment. Recommendations from that review will be used to make improvements in the program. In addition, every six to seven years the program will be reviewed as part of the University-wide assessment.

Resources available to support the program

Financial resources
Describe how the program will be funded. Attach a 3 year pro forma budget.
No funding required

Facilities/Equipment/Library/Special resources
Indicate any additional or unique resources necessary for program success.
No additional resources required
Received in the Provost’s Office:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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**COURSE ACTION REQUEST**

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<tbody>
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<td>Trimble</td>
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<tr>
<td>Course Title</td>
<td>Foundations of Actuarial Science</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Mathematics &gt; College of Liberal Arts and Sciences</td>
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</table>

**COURSE INFO**

<table>
<thead>
<tr>
<th>Type of Action</th>
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<tbody>
<tr>
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<tr>
<td>Course Subject Area</td>
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</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Course Title</td>
<td>Foundations of Actuarial Science</td>
</tr>
<tr>
<td>Course Number</td>
<td>3620</td>
</tr>
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<td>Will this use an existing course number?</td>
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**CONTACT INFO**

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>James Trimble</th>
</tr>
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<tbody>
<tr>
<td>Initiator Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>jet09007</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:james.trimble@uconn.edu">james.trimble@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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**COURSE FEATURES**

<table>
<thead>
<tr>
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<td>Proposed Year</td>
<td>2018</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
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<td>Is this a General Education Course?</td>
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<td>Number of Sections</td>
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<td>Number of Students per Section</td>
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<td>Is this a Variable Credits Course?</td>
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<tr>
<td>Is this a Multi-Semester Course?</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<td>Instructional Pattern</td>
<td>3 hours of lecture per week.</td>
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**COURSE RESTRICTIONS**

<table>
<thead>
<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Math 2620</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>None</td>
</tr>
<tr>
<td>Is Consent Required?</td>
<td>No Consent Required</td>
</tr>
</tbody>
</table>
**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 Math 2610 or FNCE 3221 or HCMI 3221

**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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is this course repeatable for credit?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>What is the Grading Basis for this course?</strong></td>
<td>Graded</td>
</tr>
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**SPECIAL INSTRUCTIONAL FEATURES**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td><strong>Do you anticipate the course will be offered at all campuses?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>At which campuses do you anticipate this course will be offered?</strong></td>
<td>Storrs</td>
</tr>
<tr>
<td><strong>If not generally available at all campuses, please explain why</strong></td>
<td>This is a high level course in actuarial science which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs.</td>
</tr>
<tr>
<td><strong>Will this course be taught off campus?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Will this course be offered online?</strong></td>
<td>No</td>
</tr>
</tbody>
</table>

---

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide proposed title and complete course catalog copy</strong></td>
<td>Math 3620. Foundations of Actuarial Science Three Credits. Prerequisite: Math 2620. Not open to students who have passed Math 2610 or FNCE 3221 or HCMI 3221. The foundations of actuarial science, the role of the actuary, external forces that influence actuarial work, and the framework and processes actuaries use to perform actuarial work.</td>
</tr>
<tr>
<td><strong>Reason for the course action</strong></td>
<td>This course replaces Math 2610: Introduction to Actuarial Science. This revision will result in a more rigorous curriculum, with validation at a higher cognitive level. Students who have successfully completed Math 2610 will not be eligible to enroll in this class. Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students’ education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course will provide students with an understanding of the foundations of actuarial science, the role of the actuary, external forces that influence actuarial work, and the framework and processes actuaries use to perform actuarial work. This course will enable students to relate to potential employers using the terminology and methods observed in the business environment.</td>
</tr>
<tr>
<td><strong>Specify effect on other departments and overlap with existing courses</strong></td>
<td>No impact. The course is not open to students who have passed Math 2610, the course it is replacing at a higher cognitive level and with additional material. As is currently true for Math 2610, the course will not be open to students who have passed FNCE 3221 or HCMI 3221 due to the overlap with significant portions of those courses syllabi.</td>
</tr>
<tr>
<td><strong>Please provide a brief description of course goals and learning objectives</strong></td>
<td>The objective of this class is to provide students with a fundamental understanding of risk and insurance, key terms used by insurers and risk managers, and the varied roles that actuaries play in support of insurance companies and corporate buyers of insurance. The concepts covered include: • The nature and types of risk • The role of insurance in corporate risk management programs. • The concepts of diversification and pooling, the basic functions of insurance companies, including how insurance companies add value for their owners and customers. • Other non-insurance risk management techniques, including loss control, hedging and alternative risk transfer, and their role in corporate risk management programs. • The importance of surplus to insurance companies, and factors that govern the amount of surplus a company aims to hold. • What reserves are, why they are of vital importance to insurers, and how actuaries determine the appropriate level of reserves. • How insurance products are priced and the role of the actuary in this process. • Basic features of and issues involved with various types of insurance, including life, health, pensions, and property/casualty coverages. • Basic features of and issues involved with Social Security, Medicare, and healthcare reform.</td>
</tr>
<tr>
<td><strong>Describe course assessments</strong></td>
<td>A total of three exams will be given over the course of the semester; the mid-term exams will cover incremental topics covered since the prior exam, while the final exam will be comprehensive in nature. Each exam will have three parts: a multiple-choice section, a calculations section, and an essay section. In addition to the exams, students will be assigned mini-case studies that apply the concepts discussed in class to a particular real-life situation; approximately ten such assignments will be due over the course of the assessment. In addition to these mini-case studies, students will complete a company risk analysis based on a company of their choice, posting several discussions of how their company assesses and manages its risks, thereby reinforcing the concepts that are being covered in class. Students will be expected to read a chapter from the course text and materials prior to each class and complete assigned homework from that lecture (although not all homework problems will be graded).</td>
</tr>
</tbody>
</table>
Math 3620  Foundations of Actuarial Science


### Course Outline (Subject to Change)

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic and Chapters</th>
<th>Material Due</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Introduction</td>
<td>Introductions, syllabus and intro to Chapter 1</td>
</tr>
<tr>
<td>Class 2</td>
<td>Chapter 1- Risk &amp; Its Mgmt; Chapter 2 – Objective of Risk Management</td>
<td>Turn in Getting to Know You Questionnaire&lt;br&gt;Chapters 1 and 2</td>
</tr>
<tr>
<td>Class 3</td>
<td>Chapter 3 – Risk Identification &amp; Measurement</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Class 4</td>
<td>Chapter 4 – Pooling Arrangements</td>
<td>Turn in Mini-Case Study 1 Answers&lt;br&gt;Chapter 4</td>
</tr>
<tr>
<td>Class 5</td>
<td>Chapter 5 – Insurer Ownership</td>
<td>1st Company Risk Analysis Posting is Due Quiz, Chapters 1-4&lt;br&gt;Chapter 5</td>
</tr>
<tr>
<td>Class 6</td>
<td>Chapter 6 – Insurance Regulation</td>
<td>Turn in Mini-Case Study 2 Answers&lt;br&gt;Chapter 6</td>
</tr>
<tr>
<td>Feb. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>Insurance Accounting</td>
<td>No Text Materials – See HuskyCT for Articles&lt;br&gt;• NMIC financial statements</td>
</tr>
<tr>
<td>Class 8</td>
<td>Chapter 7 – Insolvencies, Ratings</td>
<td><strong>Turn in Mini-Case Study 3 Answers</strong>&lt;br&gt;Chapter 7 and Appendix 7A</td>
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<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------</td>
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<tr>
<td>Class 9</td>
<td>Chapter 8 – Insurance Pricing</td>
<td><strong>Quiz, Chapters 5-7 and Accounting Basics</strong>&lt;br&gt;Chapter 8</td>
</tr>
<tr>
<td>Class 10</td>
<td>Insurance Pricing – Cont’d</td>
<td><strong>Chapter 8 – Continued</strong>&lt;br&gt;Market Simulation</td>
</tr>
<tr>
<td>Class 11</td>
<td>RECAP of Materials to date</td>
<td>2nd Company Risk Analysis Posting is Due&lt;br&gt;(Chapters 1-8, Basic Accounting Concepts, and related materials)</td>
</tr>
<tr>
<td>Class 12</td>
<td>1st <strong>mid-term</strong></td>
<td>(Chapters 1-8, Basic Accounting Concepts, and related materials)</td>
</tr>
<tr>
<td>Class 13</td>
<td>Chapter 9: Risk Aversion &amp; Risk Management</td>
<td><strong>Turn in Mini-Case Study 4 Answers</strong>&lt;br&gt;Chapter 9, including 9A</td>
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<tr>
<td>Class 14</td>
<td>Chapter 10 – Insurability of Risk</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Class 15</td>
<td>Loss Reserving</td>
<td><strong>Turn in Deductibles &amp; Policy Limit Homework</strong>&lt;br&gt;No Text Materials – See HuskyCT for Articles&lt;br&gt;• “Claims Reserving Practice &amp; Procedure”&lt;br&gt;• ”Setting Realistic Reserves”&lt;br&gt;Excerpt from Health Annual Statement Instructions</td>
</tr>
<tr>
<td>Class 16</td>
<td>Loss Reserving (Continued)</td>
<td></td>
</tr>
<tr>
<td>Class 17</td>
<td>Surplus, Capital Management and ERM</td>
<td><strong>Turn in Loss Reserving Homework</strong>&lt;br&gt;No Text Materials – See HuskyCT for Articles</td>
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<tr>
<td>Class 18</td>
<td>Chapter 12 – Legal Liability for Injuries</td>
<td><strong>3rd Company Risk Analysis Posting is Due Chapter 12</strong></td>
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<tr>
<td>Class 20</td>
<td>2\textsuperscript{nd} mid-term</td>
<td>(Primarily Chapters 8 - 10 and 19, as well as materials re reserves and surplus)</td>
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<tr>
<td>Class 21</td>
<td>Chapter 13 – Automobile Insurance</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Class 22</td>
<td>Chapter 14 – Homeowners</td>
<td>Chapter 14</td>
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<tr>
<td>Class 23</td>
<td>Chapters 18, 23 – Commercial Insurance, including WC</td>
<td>Chapter 18 Chapter 23</td>
</tr>
<tr>
<td>Class 24</td>
<td>Chapter 16 – Employee Benefits &amp; Health Ins</td>
<td><strong>4th Company Risk Analysis Posting is Due Quiz –Property/Casualty Coverages Chapter 16</strong></td>
</tr>
<tr>
<td>Class 25</td>
<td>Chapter 15 – Life Insurance &amp; Annuities</td>
<td>Turn in Mini-Case Study 5 Answers Chapter 15</td>
</tr>
<tr>
<td>Class 26</td>
<td>Life Insurance &amp; Annuities (continued)</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Class 27</td>
<td>Chapter 19 - Social Security and Medicare</td>
<td>Turn in Life Insurance Homework Chapter 19 and Assigned Readings</td>
</tr>
<tr>
<td>Class 28</td>
<td>Review of materials for Final Exam</td>
<td>Comprehensive review of key topics covered in the course</td>
</tr>
<tr>
<td>Class 29</td>
<td><strong>Final Exam</strong></td>
<td>Chapters 1-10, 12-16, 18-19, 23, 27, Accounting Basics, Reserves, RBC</td>
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<tr>
<td>COURSE ACTION REQUEST</td>
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<td></td>
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<td><strong>CAR Status</strong></td>
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<td><strong>Workflow History</strong></td>
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<table>
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<td><strong>Type of Action</strong></td>
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<td><strong>Number of Subject Areas</strong></td>
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<td><strong>Course Subject Area</strong></td>
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<td><strong>School / College</strong></td>
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<td><strong>Department</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td><strong>Will this use an existing course number?</strong></td>
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<tr>
<td><strong>Please explain the use of existing course number</strong></td>
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<table>
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<tr>
<th>CONTACT INFO</th>
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<tbody>
<tr>
<td><strong>Initiator Name</strong></td>
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<tr>
<td><strong>Initiator Department</strong></td>
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<tr>
<td><strong>Initiator NetId</strong></td>
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<tr>
<td><strong>Initiator Email</strong></td>
</tr>
<tr>
<td><strong>Is this request for you or someone else?</strong></td>
</tr>
<tr>
<td><strong>Does the department/school/program currently have resources to offer the course as proposed?</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE FEATURES</th>
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</thead>
<tbody>
<tr>
<td><strong>Proposed Term</strong></td>
</tr>
<tr>
<td><strong>Proposed Year</strong></td>
</tr>
<tr>
<td><strong>Will this course be taught in a language other than English?</strong></td>
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<tr>
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<tr>
<td><strong>Number of Students per Section</strong></td>
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</tr>
<tr>
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<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Instructional Pattern</strong></td>
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</table>
**COURSE RESTRICTIONS**

<table>
<thead>
<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Prerequisite: MATH 3160 or Math 3165 or STAT 3375Q; and MATH 2620.</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>None</td>
</tr>
<tr>
<td>Is Consent Required?</td>
<td>No Consent Required</td>
</tr>
<tr>
<td>Is enrollment in this course restricted?</td>
<td>No</td>
</tr>
</tbody>
</table>

**GRADING**

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
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**SPECIAL INSTRUCTIONAL FEATURES**

<table>
<thead>
<tr>
<th>Do you anticipate the course will be offered at all campuses?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Provide existing title and complete course catalog copy</th>
<th>Math 3630 Actuarial Mathematics I (Also offered as MATH 5630.) Three credits. Prerequisite: MATH 3160 or STAT 3375Q; and MATH 2620. MATH 3630 is not open to students who have passed MATH 5630. Provides the mathematical foundations of life contingencies and their applications to quantifying risks in other actuarial contexts. Topics include survival and life table models, actuarial present value calculations in annuities and insurances, and premium and reserve calculations based on a single life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>Math 3630 Long-Term Actuarial Mathematics I (Also offered as MATH 5630.) Four credits. Prerequisite: MATH 3160 or Math 3165 or STAT 3375Q; and MATH 2620. MATH 3630 is not open to students who have passed MATH 5630. Provides the mathematical foundations of life contingencies and their applications to quantifying risks in other actuarial contexts. Topics include long-term insurance products, survival and longevity models, life tables, life insurance, life annuities, premium calculations, reserves.</td>
</tr>
<tr>
<td>Reason for the course action</td>
<td>Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course, together with Math 3631, will provide students the fundamental mathematical foundations needed in preparing for the Society of Actuaries new Long Term Actuarial Mathematics (LTAM) exam and the tools and techniques to practice as an actuary in life and health insurance as well as pensions. To meet the enhanced learning objectives of the course, we will be teaching all of the materials previously covered in Math 3630, in some cases more deeply, and we are adding significant additional material on this topic. Therefore, we need to add an additional 50 minutes of class time per week, and to increase the number of credits from 3 to 4. This will continue to be a required course for all mathematics-actuarial science and mathematics-actuarial science-finance majors.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>No impact on other departments and no overlap with other undergraduate courses.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>The primary goal is to provide students the fundamental tools of the mathematics of life-contingent risks. In particular, the students will understand important concepts of mathematical and statistical models as well as techniques to price and reserve for long-term insurance and annuities.</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>For this course, the assessments will include short quizzes, two mid-term class exams, and a final exam. The students are expected to read the textbook materials and lecture slides posted on the course website. To reinforce the materials learned in class, they are highly encouraged to do the recommended problems from the textbook and any past exams posted on the website.</td>
</tr>
<tr>
<td>Syllabus and other attachments</td>
<td><img src="attachment" alt="Attachment Link" />  <img src="file" alt="File Name" />  <img src="type" alt="File Type" /></td>
</tr>
</tbody>
</table>
MATH 3630
Long Term Actuarial Mathematics I

Prerequisites
Math 3160 (Probability) or Stat 3375 (Mathematical Statistics I); and Math 2620 (Financial Mathematics I)

Additional details about the course including several links related to the SOA Exam MLC will be found in our course website.

Required readings
Lectures and exercises in the class will be heavily based on the materials covered from the following textbook:


Solutions manual to the 2nd edition can also be ordered here: amazon.com. In addition, the Cambridge University Press site may provide additional resources here: Cambridge University Press. Any possible errata on the book can usually be found here too.

Details of a tentative class lecture program are attached as appendix.

Additional suggested reference
The following textbook may also be helpful for those preparing for Exam LTAM:

Course assessments
The following table gives the relative weights of the assessment components for the course:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weights</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test 1</td>
<td>20%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Class Test 2</td>
<td>25%</td>
<td>to be announced</td>
</tr>
<tr>
<td>(Unannounced) Quizzes</td>
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<td>random</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Final examination
Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, 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 the Dean of Students Office with any questions. Thank you in advance for your cooperation.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

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.

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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.

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Tentative class schedule

Chapter 1 on "Introduction to Life Insurance" is a highly recommended background reading.

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Week Beginning</th>
<th>Topics Covered</th>
<th>Assessment</th>
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<tr>
<td>1</td>
<td>Aug 27</td>
<td>Course Intro, Survival models Dickson, et al. (Chapter 2)</td>
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</tr>
<tr>
<td>2</td>
<td>Sep 3</td>
<td>- continued</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep 10</td>
<td>Life tables and selection Dickson, et al. (Chapter 3)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep 17</td>
<td>- continued</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sep 24</td>
<td>Insurance benefits Dickson, et al. (Chapter 4)</td>
<td>Class Test 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(details to be announced)</td>
</tr>
<tr>
<td>6</td>
<td>Oct 1</td>
<td>- continued</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct 8</td>
<td>Annuities Dickson, et al. (Chapter 5)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 15</td>
<td>- continued</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 22</td>
<td>Premium calculation Dickson, et al. (Chapter 6)</td>
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<tr>
<td>10</td>
<td>Oct 29</td>
<td>- continued</td>
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<tr>
<td>11</td>
<td>Nov 5</td>
<td>- continued</td>
<td>Class Test 2</td>
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<td></td>
<td></td>
<td></td>
<td>(details to be announced)</td>
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<tr>
<td>12</td>
<td>Nov 12</td>
<td>Policy values Dickson, et al. (Chapter 7)</td>
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<td>Thanksgiving Recess: Nov 18-24</td>
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<td>13</td>
<td>Nov 26</td>
<td>- continued</td>
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<td>14</td>
<td>Dec 3</td>
<td>Policy values - continued Final exam review</td>
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### COURSE INFO

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<td>Mathematics</td>
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<td>Course Title</td>
<td>Long Term Actuarial Mathematics II</td>
</tr>
<tr>
<td>Course Number</td>
<td>3631</td>
</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please explain the use of existing course number</td>
<td>We will be teaching much of the same material covered in the current Math 3631, with revisions that reflect the new curriculum for the Society of Actuaries examination on this topic.</td>
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</table>

### CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>James Trimble</th>
</tr>
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<tbody>
<tr>
<td>Initiator Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>jet09007</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:james.trimble@uconn.edu">james.trimble@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

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<tr>
<th>Proposed Term</th>
<th>Spring</th>
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<td>Proposed Year</td>
<td>2019</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
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<tr>
<td>Is this a General Education Course?</td>
<td>No</td>
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<td>Number of Sections</td>
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<td>Is this a Variable Credits Course?</td>
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<tr>
<td>Is this a Multi-Semester Course?</td>
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</tr>
<tr>
<td>Credits</td>
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<tr>
<td>Instructional Pattern</td>
<td>There will be three academic hours of lecture and discussion each week. Students will be provided lecture slides accessible from the course website which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in detail during class.</td>
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### COURSE RESTRICTIONS

<table>
<thead>
<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>No</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Math 3630</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Currently this course is only offered in Storrs.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
</tr>
</tbody>
</table>

### COURSE DETAILS

| Provide existing title and complete course catalog copy                  | Math 3631 Actuarial Mathematics II (Also offered as MATH 5631.) Three credits. Prerequisite: MATH 3630. MATH 3631 is not open to students who have passed MATH 5631. A continuation of Actuarial Mathematics I. Topics include calculations of premiums and reserves based on multiple lives, multiple decrement and multiple state models. This course, along with MATH 3630, helps students prepare for the actuarial examination on models for quantifying risk. |
| Provide proposed title and complete course catalog copy                  | Math 3631 Long-Term Actuarial Mathematics II (Also offered as MATH 5631.) Three credits. Prerequisite: MATH 3630. MATH 3631 is not open to students who have passed MATH 5631. A continuation of Long-Term Actuarial Mathematics I. Topics include multiple state models, multiple decrements, multiple lives, profit and loss analysis, pension plans and funding, retirement benefits, long-term health and disability. This course, along with MATH 3630, helps students prepare for the actuarial examination LTAM (Long-Term Actuarial Mathematics). |
| Reason for the course action                                             | Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn's reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modelling capabilities. This particular course, together with Math 3630, will provide students the fundamental mathematical foundations needed in preparing for the Society of Actuaries new Long Term Actuarial Mathematics (LTAM) exam and the tools and techniques to practice as an actuary in life and health insurance as well as pensions. To meet the revised learning objectives of the SOA Exam LTAM and to accommodate the enhanced learning objectives of the new Math 3630, we will be teaching much of the material previously covered in the current Math 3631, but will also include additional significant topics. |
| Specify effect on other departments and overlap with existing courses     | None                                                                   |
| Please provide a brief description of course goals and learning objectives | This is a continuation of a two-semester sequence on the mathematics of life-contingent risks. In particular, the students will understand advanced concepts of tools and techniques to price and reserve for long-term insurance and annuities. In addition, the students will be taught how these models can be used to solve actuarial problems related to pension plans and retirement benefits. |
| Describe course assessments                                              | For this course, the assessments will include short quizzes, two mid-term class exams, and a final exam. The students are expected to read the textbook materials and lecture slides posted on the course website. To reinforce the materials learned in class, they are highly encouraged to do the recommended problems from the textbook and any past exams posted on the website. |

**Syllabus and other attachments**

<table>
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<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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<tr>
<td>Syllabus-Math3631.docx</td>
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### COMMENTS / APPROVALS

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<th>Stage</th>
<th>Name</th>
<th>Time Stamp</th>
<th>Status</th>
<th>Committee Sign-Off</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Start</td>
<td>James Trimble</td>
<td>09/29/2017 - 17:08</td>
<td>Submit</td>
<td></td>
<td>This change was approved by the mathematics department on March 7, 2017.</td>
</tr>
</tbody>
</table>
MATH 3631
Long Term Actuarial Mathematics II

Prerequisite
Math 3630 (Long Term Actuarial Mathematics I)

Required readings
Lectures and exercises in the class will be heavily based on the materials covered from the following textbook:


Solutions manual to the 2nd edition can also be ordered here: amazon.com. In addition, the Cambridge University Press site may provide additional resources here: Cambridge University Press. Any possible errata on the book can usually be found here too.

Two study notes (can be downloaded from the Society of Actuaries website): LTAM 22-18 Supplementary Note on Long Term Actuarial Mathematics and LTAM-22-18 Chapters 10-12 from Loss Models, From Data to Decisions, 5th edition. Details of a tentative class lecture program are attached as appendix.

Additional suggested reference

Course assessments
The following table gives the relative weights of the assessment components for the course:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weights</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Class Test 1</td>
<td>20%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Class Test 2</td>
<td>25%</td>
<td>to be announced</td>
</tr>
<tr>
<td>(Unannounced) Quizzes</td>
<td>20%</td>
<td>random</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Final examination
Final examination week for Spring 2019 semester takes place from Monday, May 6, through Saturday, May 11. Students are required to be available for their exam during the stated time. If you have a conflict with this time you must visit the Office of Student Services and Advocacy (OSSA) to discuss the possibility of rescheduling this exam.

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## Tentative Class Schedule

Review materials covered in Math 3630: Chapters 2-7.

<table>
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<th>Week Number</th>
<th>Week Beginning</th>
<th>Topics Covered</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 22</td>
<td>Review - Premiums and policy values Dickson, et al. (Chapter 6 and 7)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 28</td>
<td>Multiple state models Dickson, et al. (Chapter 8: 8.1-8.7; 8.13)</td>
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</tr>
<tr>
<td>3</td>
<td>Feb 4</td>
<td>- continued</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 11</td>
<td>- continued</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 18</td>
<td>Multiple decrement models Dickson, et al. (Chapter 8: 8.8-8.11)</td>
<td>Class Test 1 (details to be announced)</td>
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<td>6</td>
<td>Feb 25</td>
<td>- continued</td>
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<td>7</td>
<td>Mar 4</td>
<td>Multiple life models Dickson, et al. (Chapter 9)</td>
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<td>8</td>
<td>Mar 11</td>
<td>- continued</td>
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<td><strong>Spring Recess: Mar 17-23</strong></td>
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<td>9</td>
<td>Mar 25</td>
<td>Pension mathematics Dickson, et al. (Chapter 10)</td>
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<td>10</td>
<td>Apr 1</td>
<td>- continued</td>
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<tr>
<td>11</td>
<td>Apr 8</td>
<td>Profit testing Dickson, et al. (Chapter 12)</td>
<td>Class Test 2 (details to be announced)</td>
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<td>12</td>
<td>Apr 15</td>
<td>- continued</td>
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<tr>
<td>13</td>
<td>Apr 22</td>
<td>Estimation - Survival Models SOA LTAM-22-18 Study Notes</td>
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<td>- continued/Review</td>
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**Final Examination Period: May 6-11**
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<td><strong>Course Title</strong></td>
<td>Actuarial Statistical Modeling I</td>
</tr>
<tr>
<td><strong>CAR Status</strong></td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Workflow History</strong></td>
<td>Start &gt; Mathematics &gt; College of Liberal Arts and Sciences</td>
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<tr>
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<td><strong>Course Subject Area</strong></td>
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<td>College of Liberal Arts and Sciences</td>
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<tr>
<td><strong>Department</strong></td>
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<td><strong>Will this use an existing course number?</strong></td>
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<tbody>
<tr>
<td><strong>Initiator Name</strong></td>
<td>James Trimble</td>
</tr>
<tr>
<td><strong>Initiator Department</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Initiator NetId</strong></td>
<td>jet09007</td>
</tr>
<tr>
<td><strong>Initiator Email</strong></td>
<td><a href="mailto:james.trimble@uconn.edu">james.trimble@uconn.edu</a></td>
</tr>
<tr>
<td><strong>Is this request for you or someone else?</strong></td>
<td>Myself</td>
</tr>
<tr>
<td><strong>Does the department/school/program currently have resources to offer the course as proposed?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COURSE FEATURES</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposed Term</strong></td>
<td>Spring</td>
</tr>
<tr>
<td><strong>Proposed Year</strong></td>
<td>2019</td>
</tr>
<tr>
<td><strong>Will this course be taught in a language other than English?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Is this a General Education Course?</strong></td>
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</tr>
<tr>
<td><strong>Number of Sections</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Number of Students per Section</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Is this a Variable Credits Course?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Is this a Multi-Semester Course?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Instructional Pattern</strong></td>
<td>The course will be taught through lectures. The length of the lectures in each week will be 3 hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COURSE RESTRICTIONS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Will the course or any sections of the course be taught as Honors?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Math 3160 or Math 3165; and Stat 3375Q</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Recommended Preparation</strong></td>
<td>None</td>
</tr>
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</table>
### Is Consent Required?
No Consent Required

### Is enrollment in this course restricted?
No

### GRADING

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this course repeatable for credit?</td>
<td>No</td>
</tr>
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### What is the Grading Basis for this course?
Graded

### SPECIAL INSTRUCTIONAL FEATURES

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. This course will replace Math 3621 which is currently only offered in Storrs.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
</tr>
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### COURSE DETAILS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>Math 3636 Actuarial Statistical Modeling I Three credits. Prerequisite: MATH 3160 or Math 3165; and STAT 3375Q. Introduction to the R programming language, linear regression models, generalized linear models, and time series models. Underlying theories are covered and case studies are used to demonstrate applications.</td>
</tr>
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</table>

#### Reason for the course action
Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course focuses on improving our student’s statistical modeling capabilities. This course will be the first of a two course sequence that covers the learning objectives of Society of Actuaries exam SRM (Statistics for Risk Modeling). Many of these learning objectives are also covered by actuarial examinations MAS I and MAS II (Modern Actuarial Statistics I and II) administered by the Casualty Actuarial Society. The two course sequence Math 3636 and Math 3637 will replace Math 3621, Actuarial Statistics. The two course sequence covers the topics covered in Math 3621 in more rigor, and covers additional learning objectives. The existing course Math 3621 covers linear models, time series models, and some generalized linear models with case studies. The new course Math 3636 will cover linear models and time series models with theory and case studies. The new course Math 3637 will cover generalized linear models, cluster analysis, principal component analysis (PCA) and tree based models. Theory and applications of these models will also be covered. |

#### Specify effect on other departments and overlap with existing courses
The two course sequence Math 3636 and Math 3637 will replace Math 3621. The two course sequence covers the topics covered in Math 3621 in more rigor, and covers additional learning objectives. The existing course Math 3621 covers linear models, time series models, and some generalized linear models with case studies. The new course Math 3636 will cover linear models and time series models with theory and case studies. The new course Math 3637 will cover generalized linear models, cluster analysis, principal component analysis (PCA) and tree based models. Theory and applications of these models will also be covered.

#### Please provide a brief description of course goals and learning objectives
Introduce R programming language, linear models, and time series models. The underlying theories are covered and case studies are used to demonstrate the applications. Learning objectives: • build single and multiple linear regression models to analyze data • use the method of least square to estimate parameters • conduct hypothesis testing and estimate confidence intervals in linear regression models • test and select models • build linear time series models to analyze data • estimate and forecast with time series models • calculate forecast errors and confidence intervals • write technical reports and communicate results

#### Describe course assessments
The course will be assessed according to the following items: • Homework: 25% • Midterm exam 1: 20% • Midterm exam 2: 20% • Project: 35% (Proposal: 5%; Presentation: 5%; Paper: 25%) Homework will be assigned approximately every two weeks. The midterm exams are in-class exams. There will be no final exam for this course. However, a final project paper will be due in the final week.

### Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>syllabus3636.doc</td>
<td>syllabus3636.doc</td>
<td>Syllabus</td>
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### COMMENTS / APPROVALS

<table>
<thead>
<tr>
<th>Comments &amp; Approvals Log</th>
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<tbody>
<tr>
<td>Stage</td>
</tr>
<tr>
<td>Start</td>
</tr>
</tbody>
</table>
Math 3636
Actuarial Statistical Modeling I

Course Instructor
Guojun Gan, PhD, ASA
Office: MONT 438
Email: Guojun.Gan@uconn.edu

Course Description
Introduce R programming language, linear models, and time series models. The underlying theories are covered and case studies are used to demonstrate the applications.

Learning Outcomes
Upon completion of this course, students will be able to:

- build single and multiple linear regression models to analyze data
- use the method of least square to estimate parameters
- conduct hypothesis testing and estimate confidence intervals in linear regression models
- test and select models
- build linear time series models to analyze data
- estimate and forecast with time series models
- calculate forecast errors and confidence intervals
- write technical reports and communicate results

Prerequisites
Math3160 (Probability)
Stat3375 (Introduction to Mathematical Statistics)
Not open to students who have passed MATH 5637

Textbooks
Reference: An Introduction to Statistical Learning, with Applications in R by James, Witten and Hastie, Tibshirani, 2013, New York: Springer. Preprint freely available at http://www-bcf.usc.edu/~Egareth/ISL/

Software

R, which is an open source software for statistical computing and graphics, will be used for this course. You can download and install R from http://www.r-project.org/.

Homework

You will get approximately biweekly homework, which will be posted to HuskyCT on an ongoing basis. You will submit your homework via email the due date. Late homework will not be accepted.

Exams

We will have two midterm exams. There is no final exam for this course, but your written project will be due when our final exam is scheduled. You can prepare a piece of paper (letter size) with notes on both sides and bring the notes to exams.

Project

The project is a very exciting and important portion of this course. In this project, you will analyze a dataset using the techniques covered in this course. You can work in teams of two or three. Everyone on the team will receive the same grade on the project paper. I expect the whole project to take around 40 hours per team member. If you have any questions or need guidance, please feel free to contact me. There are two parts of this project: the final report and the project presentation.

Data: The data set should contain at least 8 explanatory variables and at least 40 observations. More data is definitely better and your results are also likely to be more significant. You can find datasets in the following websites:

http://archive.ics.uci.edu/ml/

http://www.kaggle.com

Project Proposal: Around the 10th week of the semester, you need to form a team and submit a project proposal, which contains the dataset you will use, a problem you want to solve, and your plan for solving the problem.

Final paper: Your report must be no more than 15 pages long (including all figures, tables, and appendices, 11 point font, spacing of at least 1.15, and 1” margins). The paper should be written for an intelligent client with moderate statistical expertise. Focus your report on the results and how the client can apply what you have discovered. Overly technical justification should be put in the appendix. Remember that there is no unique solution to the problems you will be solving. I am interested not only in the final result, but your justification and process. I would expect a sufficient project to start with at least 8 explanatory variables and
at least 40 observations. More data is definitely better and your results are also likely to be more significant. Please follow the structure provided below. Your paper should include the following sections:

1. Title and Abstract.
2. Introduction.
3. Data Characteristics
4. Model Selection and Interpretation
5. Summary and Concluding Remarks
6. References and Appendix

Your final paper will be evaluated according to the following rubrics:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Grammar/Spelling/General Flow</td>
<td>10%</td>
</tr>
<tr>
<td>Title/Abstract</td>
<td>5%</td>
</tr>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Data Characteristics</td>
<td>25%</td>
</tr>
<tr>
<td>Model Selection and Interpretation</td>
<td>50%</td>
</tr>
<tr>
<td>Summary and Conclusion</td>
<td>5%</td>
</tr>
</tbody>
</table>

Presentation: You will also give a 15 minute presentation on your findings to the entire class at the end of the semester. Make sure you finish your presentation within the time slot.

Expectations
Class attendance is required from all students. Please email me if you need to miss a class. You also need to spend enough out-of-class time on studying this course. This will significantly influence your progress during this course. Attendance at the project presentations for the other members of the class will factor heavily into your personal project grade.

Course Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>35%</td>
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</tbody>
</table>

Your final grade is determined as follows:
Department of Mathematics  
University of Connecticut

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<td>[90, 93)</td>
<td>[87,90)</td>
<td>[83,87)</td>
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<table>
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<th>Grade</th>
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<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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<td>[70,73)</td>
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<td>[63,67)</td>
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**Tentative Schedule**

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<td>R Introduction</td>
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<tr>
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<td>2</td>
<td>6-Sep-18</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>11-Sep-18</td>
<td>R Introduction</td>
<td>HW #1</td>
</tr>
<tr>
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<td>13-Sep-18</td>
<td>R Introduction</td>
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</tr>
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<td>18-Sep-18</td>
<td>Basic Linear Model</td>
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<td>5</td>
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<td>Case Study 1 Group</td>
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<td>5</td>
<td>27-Sep-18</td>
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<td>6</td>
<td>2-Oct-18</td>
<td>Case Study 1</td>
<td>HW #2</td>
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<td>4-Oct-18</td>
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<td>30-Oct-18</td>
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<td>10</td>
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<td>Case Study 2</td>
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<td>1-Nov-18</td>
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<td>15-Nov-18</td>
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<td>18</td>
<td>Presentation</td>
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</table>
Policy Against Discrimination, Harassment and Related Interpersonal Violence

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 free of discrimination and harassment.

August 6, 2017
environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can under-mine the Universitys 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-con dential 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 O ce 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 con dential and will be shared with University o cials who can help.

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

Sexual Assault Reporting Policy
To protect the campus community, all non-con dential University employees (including faculty) are required to report assaults they witness or are told about to the O ce 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 con dential and will be shared with University o cials who can help.

More information is available at sexualviolence.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities
Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, sup-port their scholarly development, and bene t the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University o cial. Such accommo-dations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a con ict should inform their instructor in writing within the rst 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. For con icts with nal examinations, students should contact the O ce of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the coun-selors to give our students appropriate advice.
<table>
<thead>
<tr>
<th>COURSE ACTION REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAR ID</strong></td>
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<tr>
<td><strong>Request Proposer</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td><strong>CAR Status</strong></td>
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<tr>
<td><strong>Workflow History</strong></td>
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<table>
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<tbody>
<tr>
<td><strong>Type of Action</strong></td>
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<tr>
<td><strong>Is this a UNIV or INTD course?</strong></td>
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<tr>
<td><strong>Number of Subject Areas</strong></td>
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<td><strong>School / College</strong></td>
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<td><strong>Department</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
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<tr>
<td><strong>Will this use an existing course number?</strong></td>
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<tbody>
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<td><strong>Credits</strong></td>
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<tr>
<td><strong>Instructional Pattern</strong></td>
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</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
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</table>
Corequisites: None  
Recommended Preparation: None  
Is Consent Required?: No Consent Required  
Is enrollment in this course restricted?: No

**GRADING**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this course repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
</tr>
</tbody>
</table>

**SPECIAL INSTRUCTIONAL FEATURES**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>This is a high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. The pre-req for this course, Math 3636 will only be offered in Storrs.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
</tr>
</tbody>
</table>

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>Math 3637 Actuarial Statistical Modeling II Three credits. Prerequisite MATH 3636 or MATH 3621. Introduction to principal component analysis, decision tree models, and cluster analysis. The underlying theories are covered and case studies are used to demonstrate the applications.</td>
</tr>
<tr>
<td>Reason for the course action</td>
<td>Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our student’s education in life, health and property and casualty topics, and to improve their statistical modelling capabilities. This particular course focuses on improving our student’s statistical modeling capabilities. This course will be the second of a two course sequence that covers the learning objectives of Society of Actuaries exam SRM (Statistics for Risk Modeling). Many of these learning objectives are also covered by actuarial examinations MAS I and MAS II (Modern Actuarial Statistics I and II) administered by the Casualty Actuarial Society. The two course sequence Math 3636 and Math 3637 will replace Math 3621, Actuarial Statistics. The two course sequence covers the topics covered in Math 3621 in more rigor, and covers additional learning objectives. The existing course Math 3621 covers linear models, time series models, and some generalized linear models with case studies. The new course Math 3636 will cover linear models and time series models with theory and case studies. The new course Math 3637 will cover generalized linear models, cluster analysis, principal component analysis (PCA) and tree based models. Theory and applications of these models will also be covered.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>The two course sequence Math 3636 and Math 3637 will replace Math 3621, Actuarial Statistics. The two course sequence covers the topics covered in Math 3621 in more rigor, and covers additional learning objectives. The existing course Math 3621 covers linear models, time series models, and some generalized linear models with case studies. The new course Math 3636 will cover linear models and time series models with theory and case studies. The new course Math 3637 will cover generalized linear models, cluster analysis, principal component analysis (PCA) and tree based models. Theory and applications of these models will also be covered.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>Introduce generalized linear models, principal component analysis, decision tree models, and cluster analysis. The underlying theories are covered and case studies are used to demonstrate the applications. Learning Outcomes: • build generalized linear models to analyze data • use the method of maximum likelihood to estimate parameters • test and select models • conduct principal component analysis • build tree based models • use different algorithms to conduct cluster analysis • write technical reports and communicate results</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>The course will be assessed according to the following items: • Homework: 25% • Midterm exam 1: 20% • Midterm exam 2: 20% • Project: 35% (Proposal: 5%; Presentation: 5%; Paper: 25%) Homework will be assigned approximately every two weeks. The midterm exams are in-class exams. There will be no final exam for this course. However, a final project paper will be due in the final week.</td>
</tr>
</tbody>
</table>

**Syllabus and other attachments**

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>syllabus 3637.docx</td>
<td>syllabus 3637.docx</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>
Math 3637
Actuarial Statistical Modeling II

Course Instructor
Guojun Gan, PhD, ASA
Office: MONT 438
Email: Guojun.Gan@uconn.edu

Course Description
Introduce generalized linear models, principal component analysis, decision tree models, and cluster analysis. The underlying theories are covered and case studies are used to demonstrate the applications.

Learning Outcomes
Upon completion of this course, students will be able to:

- build generalized linear models to analyze data
- use the method of maximum likelihood to estimate parameters test and select models
- conduct principal component analysis build tree based models
- use different algorithms to conduct cluster analysis
- write technical reports and communicate results

Prerequisites
Math3636 (Actuarial Statistical Modeling I)
Not open to students who have passed MATH 5637

Textbooks
Reference: Regression Modeling with Actuarial and Financial Applications by Edward W.
Software

R, which is an open source software for statistical computing and graphics, will be used for this course. You can download and install R from http://www.r-project.org/.

Homework

You will get approximately biweekly homework, which will be posted to HuskyCT on an ongoing basis. You will submit your homework via email the due date. Late homework will not be accepted.

Exams

We will have two midterm exams. There is no final exam for this course, but your written project will be due when our final exam is scheduled. You can prepare a piece of paper (letter size) with notes on both sides and bring the notes to exams.

Project

The project is a very exciting and important portion of this course. In this project, you will analyze a dataset using the techniques covered in this course. You can work in teams of two or three. Everyone on the team will receive the same grade on the project paper. I expect the whole project to take around 40 hours per team member. If you have any questions or need guidance, please feel free to contact me. There are two parts of this project: the final report and the project presentation.

Data: The data set should contain at least 8 explanatory variables and at least 40 observations. More data is definitely better and your results are also likely to be more significant. You can find datasets in the following websites:

http://archive.ics.uci.edu/ml/
http://www.kaggle.com

Project Proposal: Around the 10th week of the semester, you need to form a team and submit a project proposal, which contains the dataset you will use, a problem you want to solve, and your plan for solving the problem.

Final paper: Your report must be no more than 15 pages long (including all figures, tables, and appendices, 11 point font, spacing of at least 1.15, and 1” margins). The paper should be written for an intelligent client with moderate statistical expertise. Focus your report on the results and how the client can apply what you have discovered. Overly technical justification should be put in the appendix. Remember that there is no unique solution to the problems you will be solving. I am interested not only in the final result, but your justification and process. I would expect a sufficient project to start with at least 8 explanatory variables and at least 40 observations. More data is definitely
better and your results are also likely to be more significant. Please follow the structure provided below. Your paper should include the following sections:

1. Title and Abstract.

7. Introduction.

8. Data Characteristics

9. Model Selection and Interpretation

10. Summary and Concluding Remarks

11. References and Appendix

Your final paper will be evaluated according to the following rubrics:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/Spelling/General Flow</td>
<td>10%</td>
</tr>
<tr>
<td>Title/Abstract</td>
<td>5%</td>
</tr>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Data Characteristics</td>
<td>25%</td>
</tr>
<tr>
<td>Model Selection and Interpretation</td>
<td>50%</td>
</tr>
<tr>
<td>Summary and Conclusion</td>
<td>5%</td>
</tr>
</tbody>
</table>

Presentation: You will also give a 15 minute presentation on your findings to the entire class at the end of the semester. Make sure you finish your presentation within the time slot.

Expectations

Class attendance is required from all students. Please email me if you need to miss a class. You also need to spend enough out-of-class time on studying this course. This will significantly influence your progress during this course. Attendance at the project presentations for the other members of the class will factor heavily into your personal project grade.
Course Assessment

Homework 25%
Midterm exam 1 20%
Midterm exam 2 20%
Project 35% (Proposal: 5%; Presentation: 5%; Paper: 25%)

Your final grade is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<tbody>
<tr>
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<td>[90, 93)</td>
<td>[87, 90)</td>
<td>[83, 87)</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>C</th>
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<th>D+</th>
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<th>D-</th>
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<tr>
<td>Points</td>
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<td>[70, 73)</td>
<td>[67, 70)</td>
<td>[63, 67)</td>
<td>[60, 63)</td>
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Tentative Schedule

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>22-Jan-19</td>
<td>Generalized Linear Model</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24-Jan-19</td>
<td>Generalized Linear Model</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>29-Jan-19</td>
<td>Generalized Linear Model</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>31-Jan-19</td>
<td>Generalized Linear Model</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5-Feb-19</td>
<td>Case Study 4</td>
<td>HW #1</td>
</tr>
<tr>
<td>3</td>
<td>7-Feb-19</td>
<td>Case Study 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12-Feb-19</td>
<td>Case Study 5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>14-Feb-19</td>
<td>Case Study 5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19-Feb-19</td>
<td>Principal Component Analysis</td>
<td>HW #2</td>
</tr>
<tr>
<td>5</td>
<td>21-Feb-19</td>
<td>Principal Component Analysis</td>
<td>Project</td>
</tr>
<tr>
<td>5</td>
<td>19-Feb-19</td>
<td>Principal Component Analysis</td>
<td>Group</td>
</tr>
<tr>
<td>6</td>
<td>19-Feb-19</td>
<td>Exam 1</td>
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<td>6</td>
<td>28-Feb-19</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>19-Feb-19</td>
<td>Case Study 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5-Mar-19</td>
<td>Case Study 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7-Mar-19</td>
<td>Decision Trees</td>
<td>HW #3</td>
</tr>
<tr>
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<td>12-Mar-19</td>
<td>Decision Trees</td>
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<tr>
<td>8</td>
<td>14-Mar-19</td>
<td>Decision Trees</td>
<td>Project Proposal</td>
</tr>
<tr>
<td>14</td>
<td>19-Mar-19</td>
<td>Spring break</td>
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<tr>
<td>15</td>
<td>21-Mar-19</td>
<td>Spring break</td>
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<td>15</td>
<td>26-Mar-19</td>
<td>Spring break</td>
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<tr>
<td>10</td>
<td>19-Feb-19</td>
<td>Case Study 7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>28-Feb-19</td>
<td>Case Study 7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2-Apr-19</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>
Policy Against Discrimination, Harassment and Related Interpersonal Violence

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.

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 sexualviolence.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities
Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. 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. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.
### COURSE ACTION REQUEST

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Request Proposer</td>
<td>Trimble</td>
</tr>
<tr>
<td>Course Title</td>
<td>Actuarial Loss Models</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Mathematics &gt; Return &gt; Mathematics &gt; College of Liberal Arts and Sciences</td>
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### COURSE INFO

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<tbody>
<tr>
<td>Type of Action</td>
<td>Add Course</td>
</tr>
<tr>
<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
</tr>
<tr>
<td>Number of Subject Areas</td>
<td>1</td>
</tr>
<tr>
<td>Course Subject Area</td>
<td>MATH</td>
</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Course Title</td>
<td>Actuarial Loss Models</td>
</tr>
<tr>
<td>Course Number</td>
<td>3639</td>
</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>No</td>
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### CONTACT INFO

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<tr>
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<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Name</td>
<td>James Trimble</td>
</tr>
<tr>
<td>Initiator Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>jet09007</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:james.trimble@uconn.edu">james.trimble@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### COURSE FEATURES

<table>
<thead>
<tr>
<th>Parameter</th>
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</thead>
<tbody>
<tr>
<td>Proposed Term</td>
<td>Fall</td>
</tr>
<tr>
<td>Proposed Year</td>
<td>2018</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>No</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>1</td>
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<td>Number of Students per Section</td>
<td>35</td>
</tr>
<tr>
<td>Is this a Variable Credits Course?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a Multi-Semester Course?</td>
<td>No</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Pattern</td>
<td>There will be three academic hours of lectures and discussion each week. Students will be provided lecture slides accessible from the course website which they can read in preparation for class discussion. The lecture materials will be reinforced with plenty of exercises and problems with solutions discussed in detail during class.</td>
</tr>
</tbody>
</table>

### COURSE RESTRICTIONS
**Will the course or any sections of the course be taught as Honors?**
No

**Prerequisites**
Math 3620 or Math 2610; and Math 3160 or Math 3165 or Stat 3375

**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 high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than Storrs. Note that one of the pre-reqs for this course is only offered in 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**
MATH 3639 Actuarial Loss Models Three credits. Prerequisites: MATH 3620 or MATH 2610; and MATH 3160 or MATH 3165 or STAT 3375 Covers loss distribution models for claim frequency and severity, aggregate risk models, coverage modifications, risk measures, construction and selection of parametric models, introduction to simulation.

**Reason for the course action**
Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modeling capabilities. This particular course, together with Math 3640 and Math 3641, will provide students the fundamental mathematical foundations needed in preparing for the Society of Actuaries new Short Term Actuarial Mathematics (STAM) exam and Casualty Actuarial Society Exam 5, and the tools and techniques to practice as an actuary in property and casualty insurance. This course covers much of the material previously taught in Math 3632 (Loss Models) and Math 3634 (Actuarial Models). Some of the material taught previously in those two courses is being added to the curriculum in Math 3630 and Math 3631.

**Specify effect on other departments and overlap with existing courses**
None

**Please provide a brief description of course goals and learning objectives**
The students will understand important models and concepts for property and casualty insurance. In particular, they will learn how to perform mathematical and statistical calculations with frequency, severity and aggregate models suitable for short-term insurance coverages.

**Describe course assessments**
For this course, the assessments will include short quizzes, two mid-term class exams, and a final exam. The students are expected to read the textbook materials and other assigned readings that will be posted on the course website. To reinforce the materials learned in class, they are highly encouraged to do recommended problems from the textbook and any past exams posted on the website.

**Syllabus and other attachments**

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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</thead>
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<tr>
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### COMMENTS / APPROVALS

<table>
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<tr>
<th>Comments &amp; Approvals Log</th>
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<th>Name</th>
<th>Time Stamp</th>
<th>Status</th>
<th>Committee Sign-Off</th>
<th>Comments</th>
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</table>
MATH 3639  
Actuarial Loss Models

Prerequisites  
Math 3160 (Probability) or Stat 3375 (Mathematical Statistics I); and Math 3620 (Foundations of Actuarial Science) or Math 2610 (Introduction to Actuarial Science)

Course aim and learning objectives  
This course is an introduction to loss models which aims to cover parts of the “Learning Objectives” of the SOA Exam STAM and CAS Exam 5. Some general headings of topics covered include:

  Risk measures  
  Loss distribution models for frequency and severity  
  Coverage modifications
  Aggregate loss models
  Selection of parametric models  
  Introduction to simulation

Required readings  
Lectures and exercises in the class will be heavily based on the materials covered from the following textbook:


Details of a tentative class lecture program are attached as appendix.

Additional suggested reference  
The following textbook is also a very useful reference:


Course assessments  
The following table gives the relative weights of the assessment components for the course:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weights</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test 1</td>
<td>20%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Class Test 2</td>
<td>25%</td>
<td>to be announced</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
<td>random</td>
</tr>
</tbody>
</table>

Final examination

Final examination week for Fall 2018 semester takes place from Monday, December 10, through Sunday, December 16. Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the

<table>
<thead>
<tr>
<th>Final Examination</th>
<th>35%</th>
<th>to be announced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
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 the Office of Student Services and Advocacy with any questions. Thank you in advance for your cooperation.

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**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 [sexualviolence:uconn:edu](http://sexualviolence:uconn:edu).

**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.

**Code of Conduct for candidates**
This course prepares students for a professional examination administered by the Society of Actuaries (SOA) for which credit is also awarded by the Casualty Actuarial Society (CAS). Actuarial Candidates, as defined by these organizations, must adhere to the Code of Conduct for Candidates (SOA) and Code of Professional Ethics for Candidates (CAS). A copy of each is attached at the end of this syllabus and is a part of this syllabus.
Tentative class schedule

Chapters 1 and 4 are highly recommended background reading.

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Week Beginning</th>
<th>Topics Covered</th>
<th>Assessment</th>
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<tr>
<td>1</td>
<td>Aug 27</td>
<td>Review of random variables, etc. Klugman, et al. (Chapters 2-3)</td>
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<td>2</td>
<td>Sep 3</td>
<td>Claim frequency Klugman, et al. (Chapter 6)</td>
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<td>3</td>
<td>Sep 10</td>
<td>Claim severity Klugman, et al. (Chapter 5)</td>
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<td>4</td>
<td>Sep 17</td>
<td>- continued</td>
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<tr>
<td>5</td>
<td>Sep 24</td>
<td>Creating new distributions Klugman, et al. (Chapter 5: 5.2)</td>
<td>Class Test 1 (details to be announced)</td>
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<tr>
<td>6</td>
<td>Oct 1</td>
<td>Coverage modifications Klugman, et al. (Chapter 8)</td>
<td>Class Test 2 (details to be announced)</td>
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<tr>
<td>7</td>
<td>Oct 8</td>
<td>- continued</td>
<td>Class Test 2 (details to be announced)</td>
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<tr>
<td>8</td>
<td>Oct 15</td>
<td>Aggregate loss models Klugman, et al. (Chapter 9)</td>
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<td>9</td>
<td>Oct 22</td>
<td>- continued</td>
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<tr>
<td>10</td>
<td>Oct 29</td>
<td>Parametric methods - estimation Klugman, et al. (Chapter 14)</td>
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<tr>
<td>11</td>
<td>Nov 5</td>
<td>Parametric methods - model selection Klugman, et al. (Chapter 16)</td>
<td>Class Test 2 (details to be announced)</td>
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<td>12</td>
<td>Nov 12</td>
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Thanksgiving Recess: Nov 18-24

Final Examination Period: Dec 10-16
**COURSE ACTION REQUEST**

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**COURSE INFO**

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**CONTACT INFO**

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<th>James Trimble</th>
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<td>Initiator Department</td>
<td>Mathematics</td>
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<tr>
<td>Initiator NetId</td>
<td>jet09007</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:james.trimble@uconn.edu">james.trimble@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
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<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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**COURSE FEATURES**

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<td>Is this a Multi-Semester Course?</td>
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<td>Instructional Pattern</td>
<td>3 hours of lecture per week</td>
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**COURSE RESTRICTIONS**

| Will the course or any sections of the course be taught as Honors? | No |
| Prerequisites | Math 3639 or Math 3632 |
| 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 Math 5640
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 high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than 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 | Math 3640. Short Term Insurance Ratemaking Three credits. Prerequisite: MATH 3632 or Math 3639. Not open to students who have passed Math 5640. Credibility theory, pricing for short term insurance coverages, reinsurance, experience rating, risk classification, introduction to Bayesian statistics. |

Reason for the course action | Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn’s reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students’ education in life, health and property and casualty topics, and to improve their statistical modelling capabilities. This particular course is new to the UCONN Actuarial Science curriculum and provides our students with the knowledge and skills to apply basic ratemaking and pricing techniques for short-term insurance products. To be sure that students are exposed to actuarial techniques for both short-term and long-term products, this course will be required for all Math-Actuarial Science and Math-Actuarial Science-Finance majors. |

Specify effect on other departments and overlap with existing courses | None |

Please provide a brief description of course goals and learning objectives | The objective of this class is to provide students with a fundamental understanding of the basic techniques that actuaries use to price short-term insurance products. These techniques are used by insurance companies and also by non-insurance entities that retain risk. Upon successful completion of the course, students will be able to: • Describe, analyze and design the information requirements for ratemaking related to exposures and demonstrate the use of exposures in ratemaking • Describe, analyze and design the information requirements for ratemaking related to premiums and demonstrate the use of premiums in ratemaking • Describe, analyze and design the information requirements for ratemaking related to loss and loss adjustment expenses, demonstrate the use of loss and loss adjustment expenses in ratemaking, and validate the information requirements for estimating unpaid claims liabilities. • Calculate the underwriting expense provisions underlying the overall rate level indication using the pure premium and loss ratio methods and argue the merits of each • Describe, analyze and validate the considerations beyond the calculated cost-based estimate of the rate when selecting a final rate change to implement • Explain the purpose for segregating data into homogeneous groups and summarize the considerations for determining such groups • Develop rating differentials for classification and territory and relativities for deductibles and increased limits • Assess the considerations for implementing rates to achieve an organization’s goals • Calculate premium for policies with coinsurance provisions • Perform basic individual risk rating calculations |

Describe course assessments | There will be quizzes every week on the material covered in the previous week. The quizzes will comprise 40% of the final grade. In addition, there will be a midterm exam, covering Chapters 1-7, worth 30% of the final grade. The final exam, also worth 30% of the grade, will cover Chapters 8 – 14. |

Syllabus and other attachments | Attachment Link | File Name | File Type |
---|---|---|---|
Syllabus Math 3640.docx | Syllabus Math 3640.docx | Syllabus |

COMMENTS / APPROVALS
Math 3640  Short Term Insurance Ratemaking

Text:  Basic Ratemaking (Fifth edition, May 2016) by Geoff Werner and Claudine Modlin

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic and Chapters</th>
<th>Material to be Reviewed in Class</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Introduction</td>
<td>Introductions, syllabus and review of Actuarial Concepts</td>
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<tr>
<td>Class 2</td>
<td>Chapter 1-Introduction</td>
<td>Chapter 1</td>
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<tr>
<td>Class 3</td>
<td>Chapter 2 Rating Manuals</td>
<td>Chapter 2</td>
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<td>Class 4</td>
<td>Chapter 2 Rating Manuals-continued</td>
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<td>Class 5</td>
<td>Chapter 3 – Ratemaking Data</td>
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<td>Class 6</td>
<td>Chapter 3 – Ratemaking Data - continued</td>
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<td>Class 7</td>
<td>Chapter 4 – Exposures</td>
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<td>Class 8</td>
<td>Chapter 4 – Exposures - continued</td>
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<td>Class 9</td>
<td>Chapter 5 – Premium</td>
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<td>Class 10</td>
<td>Chapter 5 – Premium continued</td>
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<tr>
<td>Class 11</td>
<td>Chapter 6 – Losses and LAE</td>
<td>Chapter 6</td>
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<td>Class 12</td>
<td>Chapter 6 – Losses and LAE - continued</td>
<td>Chapter 6</td>
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<tr>
<td>Class 13</td>
<td>Chapter 7- Other Expenses and Profit</td>
<td>Chapter 7</td>
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<td>---------</td>
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<tr>
<td>Class 14</td>
<td>Chapter 7 - Other Expenses and Profit - Continued</td>
<td>Chapter 7</td>
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<td>Class 15</td>
<td>Mid-term exam</td>
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<td>Class 16</td>
<td>Chapter 8 Overall Indication</td>
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<td>Class 17</td>
<td>Chapter 9 – Traditional Risk Classification</td>
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<td>Class 18</td>
<td>Chapter 9 – Traditional Risk Classification- continued</td>
<td>Chapter 9</td>
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<td>Class 20</td>
<td>Chapter 10 – Multivariate Classification</td>
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<td>Chapter 10 – Multivariate Classification</td>
<td>Chapter 10</td>
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<td>Chapter 11 – Special Classification</td>
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<td>Class 23</td>
<td>Chapter 11 – Special Classification continued</td>
<td>Chapter 11</td>
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<td>Class 25</td>
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<td>Class 26</td>
<td>Chapter 13 Other Considerations</td>
<td>Chapter 13</td>
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<td>Class 27</td>
<td>Chapter 14 Implementation</td>
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<td>Class 28</td>
<td>Review</td>
<td>Comprehensive review of topics covered in the course</td>
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<td><strong>Final Exam</strong></td>
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<td>COURSE ACTION REQUEST</td>
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Is there a specific course prohibition? Yes

List specific classes Not open to students who have passed Math 5641

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 high level course in actuarial mathematics which requires specialized knowledge. We do not have the resources to offer this course on campuses other than 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 Math 3641. Short Term Insurance Reserving Three credits. Prerequisite: MATH 3640. Not open to students who have passed Math 5641. Techniques for estimating unpaid claims, use of claims triangles, underlying statistical theory behind the techniques, basic adjustments to data and estimation techniques to account for internal and external environments, estimating recoveries, model adequacy and reasonableness.

Reason for the course action Both the Society of Actuaries and Casualty Actuarial Society announced changes to their examinations effective in 2018. To maintain UConn's reputation as one of the premier actuarial science programs in the world, our actuarial science major needs to be responsive to those changes. In addition, we are taking this opportunity to further strengthen our curriculum with several course changes and additions that will better balance our students education in life, health and property and casualty topics, and to improve their statistical modelling capabilities. This particular course is new to the UCONN Actuarial Science curriculum and provides our students with the knowledge and skills to apply basic reserving techniques for short-term insurance products. The techniques can also be applied to estimate liabilities for non-insurance products such as frequent flyer/stayer programs as well as exposures self-insured by commercial entities.

Specify effect on other departments and overlap with existing courses None

Please provide a brief description of course goals and learning objectives The objective of this class is to provide students with a fundamental understanding of the basic techniques that actuaries use to estimate unpaid claim liabilities for short-term insurance. These techniques are used by insurance companies and also by non-insurance entities that retain risk. Upon successful completion of the course, students will be able to: • Describe, analyze and validate the information requirements for estimating unpaid claims liabilities. • Build and analyze claim development triangles • Construct and appraise unpaid claims estimates using standard actuarial techniques, including: o Development techniques, including the case outstanding technique o Bornhuetter-Ferguson technique o Cape Cod technique o Frequency-Severity techniques • Assess the influence of operating changes on the estimation of unpaid claims • Adjust data and/or estimation techniques for changes in the internal (changes in the adequacy of case outstanding amounts, shifts in settlement rates, changes in the mix of business, changes in rate level, etc.) and external environments (inflationary climate, legal and judicial conditions, etc.) • Estimate recoveries • Estimate unpaid claim adjustment expenses • Appraise and validate the results of the estimation process for adequacy and reasonableness.

Describe course assessments A total of three exams will be given over the course of the semester; the mid-term exams will cover incremental topics covered since the prior exam, while the final exam will be comprehensive in nature. In addition to the exams, students will complete various assignments in which they apply the concepts discussed in class to a particular real-life situation; approximately ten such assignments will be due over the course of the assessment. In addition to these assignments, students will complete an Actuarial Report project, similar to the regulatorily required Appointed Actuary report. Using data sets for several lines of business for a sample company, students will calculate estimates of the liability using several of the methods discussed in class and will then evaluate the strengths and weakness of each estimate, ultimately making a selection of their estimate of the claim liability. They will then draft an actuarial report to company management, its Board of Directors and the regulator supporting their findings.

Syllabus and other attachments

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### Course Outline

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<td>Chapter 2 – The Claims Process</td>
<td>Chapters 1 and 2</td>
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<td>Chapter 3</td>
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<td>Chapter 3 – Understanding the Types of Data Used in the</td>
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<td>Chapter 4 – Meeting with Management</td>
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<tr>
<td>Class 5</td>
<td>Chapter 5 – The Development Triangle</td>
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### Math 3641 Short Term Insurance Reserving

Materials for this class include:

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<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Class 6</td>
<td>Chapter 6 – The Development Triangle as a Diagnostic Tool</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Class 7</td>
<td>Introduction to Part 3 Chapter 7 – Development Technique</td>
<td>Quiz – Chapters 1 – 6 Chapter 7</td>
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<tr>
<td>Class 8</td>
<td>Development Techniques (continued)</td>
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<tr>
<td>Class 9</td>
<td>Chapter 8 – Expected Claims Technique</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Class 10</td>
<td>Chapter 9 – Bornhuetter Ferguson Technique</td>
<td>Chapter 9</td>
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<td>Class 11</td>
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<tr>
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<tr>
<td>Class 13</td>
<td>Chapter 10: Cape Cod Technique</td>
<td>Chapter 10</td>
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<tr>
<td>Class 14</td>
<td>Chapter 11 – Frequency-Severity Techniques</td>
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<td>Class 15</td>
<td>Frequency/Severity Techniques (continued)</td>
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<td>Class 16</td>
<td>Chapter 12 - Case Outstanding Development Technique</td>
<td>Quiz – Chapters 10 and 11 Chapter 12</td>
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<td>Class 17</td>
<td>Chapter 13 – Berquist Sherman Techniques</td>
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<td>Class 18</td>
<td>Chapter 15 – Evaluation of Techniques</td>
<td>Chapter 15</td>
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<td>Class 20</td>
<td>RECAP of materials since 1st mid-term</td>
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<tr>
<td>Class 21</td>
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| Class 22 | Statement of Principles and Actuarial Standards of Practice | CAS Statement of Principles Regarding Property and Casualty Claims Estimates  
ASOP 43, ASOP 41 and ASOP 36 |
| Class 23 | Statements of Actuarial Opinion on Property & Casualty Loss Reserves Practice Note | Quiz – Statement of Principles and Actuarial Standards of Practice  
COPLFR Practice Note |
| Class 24 | Working Session: The Actuarial Report | Actuarial Report Project Due |
| Class 25 | Chapter 14 – Recoveries: Salvage and Subrogation and Reinsurance | Chapter 14 |
| Class 26 | Introduction to Part 4: Estimating Unpaid Claims Expenses  
Chapter 16 – Estimating Unpaid Allocation Claims Adjustment Expenses  
Chapter 17 – Estimating Unpaid Unallocated Claim Adjustment Expenses | Part 4  
Chapters 15 and 16 |
| Class 27 | Advanced Topics in Claims Estimation | Quiz – Chapters 14 – 16  
- Stochastic Reserving Techniques  
- Estimating claims liabilities for mass tort exposures |
| Class 28 | Review of materials for Final Exam | Comprehensive review of topics covered in the course |
| Class 29 | Final Exam |
Proposal to Change a Major
Last revised: September 24, 2013

1. Date: August 15, 2017
2. Department or Program: Mathematics
3. Title of Major: Mathematics-Actuarial Science
4. Effective Date (semester, year): Fall, 2018
   (Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Modification of Coursework necessary for Major

Existing Catalog Description of Major

CURRENT Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q).

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165) 3630–3631; STAT 3375Q–3445; either MATH 3632 or 3634; and either MATH 2610, HCMI 3221 or 4325.

Students should include ECON 1201 and 1202, a Computer Science course, and ACCT 2001 and 2101 in their program of study as early as possible.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2720W, 2794W, 3670W, or 3796W. (Note: Though not indicated in the catalog, MATH 2710W will also satisfy the requirement--per Carl Rivers).

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

5. completed MATH 1126Q or 1131Q with a grade of at least B;
6. successfully completed an honors calculus course with a grade of at least C;
7. received AP credit for MATH 1131Q; or
8. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.
To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.

Proposed Catalog Description of Major

PROPOSED: Bachelor of Science or Arts in Mathematics-Actuarial Science

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q).

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165) 3620, 3630, 3639, 3640, 3650, 3660; STAT 3375Q, 3445.

Students should include ECON 1201 and 1202 or, alternatively, ECON 1200. ACCT 2001 should also be in the program of study as early as possible. Students should attain a B- or better in all such courses.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, MATH 2720W, 2794W, 3670W, or 3796W.

Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

5. completed MATH 1126Q or 1131Q with a grade of at least B;
6. successfully completed an honors calculus course with a grade of at least C;
7. received AP credit for MATH 1131Q; or
8. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is required to maintain a total grade point average of 3.2 or higher. Students who do not satisfy this requirement may remain in the major with the permission of the director of the Actuarial Science program or his/her designee. If the student is not continued in the program, but meets minimum University of Connecticut scholastic standards as outlined in the University Senate by-laws, the director or designee will work with the student to identify an appropriate alternative major.

Justification
1. Reasons for changing the major: To reflect the growing need for actuaries to apply their
statistical modeling capabilities, to better balance student education in both life and property and casualty topics, and to create permanent courses where we have, heretofore, been using Special Topics.

2. Effects on students:

Required courses for the major currently include 9 courses (Stat 3375 and Stat 3445, Math 2210, Math 2610, Math 2620, Math 3160, Math 3630, Math 3631, one of Math 3632 or Math 3634), plus 3 related.
With the new curriculum, the major will now include 11 courses (Stat 3375 and Stat 3445, Math 2210, Math 2620, Math 3620, Math 3160, Math 3630, Math 3639, Math 3640, Math 3650, Math 3660), plus 1 related.
The additional two required courses, Math 3650 and Math 3660, were typically taken already by virtually all students in the major.
For students who entered the major prior to the curriculum change, substitutions will be permitted for required courses where course offerings are discontinued. That is, Math 3620 will be substituted for Math 2610. Math 3639 will be substituted for (Math 3632 or Math 3634). And, while Math 3631 will continue to be offered, Math 3640 will be allowed as a substitute for that course to mirror the new curriculum for students who prefer it.

3. Effects on other departments: None
4. Effects on regional campuses: None
5. Dates approved by
   Department Curriculum Committee: March 7, 2017
   Department Faculty: April 27, 2017
6. Name, Phone Number, and e-mail address of principal contact person:

   James Trimble, 6-8392, james.trimble@uconn.edu
   Michael Braunstein 6-4236, braunstein@math.uconn.edu

Plan of Study
If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email. See Attached

Plan of Study: B.A. or B.S. in Mathematics–Actuarial Science, Catalog Year 2018-2019

This plan, approved and signed, must be filed with the Degree Auditor’s Office no later than the fourth week of classes of the semester in which the student expects to graduate. Changes in the plan may be made only with the consent of your advisor.

Student Information.

Name:_______________________________. Peoplesoft ID:___________________________.
Permanent Address:_______________________________. Permanent Address:_______________________________. Permanent Address:_______________________________. UConn Email:_______________________________.
Other Email:_______________________________. Phone Number:____. Signature:__________
All courses listed below must be completed for credit, not pass/fail.

**Requirement 1.**: Complete the following:

completed/anticipated (i) MATH 2110Q or 2130Q or 2143Q

.................................................................................................................. □

**Requirement 2.**: Complete all of the following courses.

completed/anticipated (i) MATH 2210Q or 2144Q

.................................................................................................................. □

(ii) MATH 2620

.................................................................................................................. □

(iii) MATH 3160 or 3165

.................................................................................................................. □

(iv) MATH 3620

.................................................................................................................. □

(v) MATH 3630

.................................................................................................................. □ (vi) MATH 3639

.................................................................................................................. □

(vii) MATH 3640

.................................................................................................................. □

(viii) MATH 3650

.................................................................................................................. □

(ix) MATH 3660

.................................................................................................................. □

(x) STAT 3375Q

.................................................................................................................. □

(xi) STAT 3445

.................................................................................................................. □

Note: Students should include ECON 1201 and 1202 or, alternatively, ECON 1200. ACCT 2001 should also be in the program of study as early as possible. Students should attain a B- or better in all such courses.
**Requirement 3. W course:** Complete at least one of Math 2710W, 2720W, 2794W, 3670W or 3796W.

**Requirement 4.** Complete at least 36 credits of 2000 or higher level course work in Mathematics, Statistics, Business and approved related areas including courses listed in requirement 2. May not include any of MATH 2010Q, 2011Q, 2110Q, 2130Q, 2143Q, 2194W, 2720W, 2784, 2794W, 3670W, or STAT 3484, STAT 3494W.

Total Eligible Credits from Requirement 2 above:

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Additional Eligible Credits:

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</tbody>
</table>

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**Approval Signatures.**

Mathematics Advisor: ________________.

Department Head or Associate Department Head: ____________.
CLAS General Education Audit Sheet 2016 - 2017
(Find the official list in the University Catalog at catalog.uconn.edu/directory-of-courses)
SECOND LANGUAGE
COMPETENCY
A) 3 years high school level or
B) 2 years high school level plus passing the 2nd year (Intermediate) UConn
level or
C) 1st (Elementary) and 2nd (Intermediate) UConn levels or
D) Successful completion of language equivalency exam
WRITING COMPETENCY: First-Year English + 2 W
courses
ENGL 1010 or 1011 or 2011 or 4 or more credits of ENGL 91002 &/or 91003 (transferred); 2000+ level W in [each] major:
level:
QUANTITATIVE COMPETENCY: 3 Q courses, at least one of which is MATH or
STAT
(MATH or STAT)

_Q

_Q

2ndW any

_Q

CONTENT AREA ONE: ARTS & HUMANITIES B A : 5 courses with at least one from each category A-D. 5th course can come from any area A-E
BS: 4 courses with at least one from each category A-D
Courses must be selected from at least 4 different academic units
D: PHILOSOPHY &
A: ARTS
B: LITERATURE
C: HISTORY
E: WORLD CULTUR
ETHICAL ANALYSIS
AFRA/FINA (AFAM) 1100
CAMS 1101; 1102; 1103
AASI/HIST 3531 AFRA/HIST
AASI 3201
GERM 1175 HRTS
AFRA/DRAM 3132 ART 1000
CLCS 1101; 1102 ENGL 1101/W;
3206; AFRA/HIST/LLAS 3619
ANTH1001W;340
3200/W; 3220/W;
ARTH 1128; 1137; 1138;
1103/W; 1503; 1616/W; 2100;
AMST 1700 ECON 2101/W;
3450W
1141; 1162 CHIN 3250W*;
2101; 2274W; 2401; 2405; 2407;
2102/W GEOG/URBN1200 HIST 3250/W HRTS/PHIL
ARAB 1121; 1122
3270* CLCS 1002; 1110; 3211 2408/W; 2409; 2411/W; 3320; 3629;
1100/W; 1201; 1206; 1300; 1400; 2170W; 3220 LING 1010 CHIN 1121; 1122
DRAM 1101; 1110 FREN 1171 3633/WFREN 1176; 3230; 3234*;
1501/W 1502/W; 1800; 1805; PHIL 1101; 1102; 1103;
CLCS 1103W; 220
2401/W; 2402/W; 3705 HIST/SCI 1104; 1105/W; 1106;
GERM 1171; 3261W; 3264W;
3261W*;3262W*; 3270WGERM
FREN 1169; 1176; 1
2206 HIST/LLAS
1107; 1175; 2410; POLS 3210* 3211*; 3218; 3
3264WILCS 1149; 3258W;
1140W;3252W; 3254W;
1570;1600/1190/W; 3607; 3609; 1002
3235; 3267*; 3268/W
3260W MUSI 1001; 1002; 1003; 3255/WHEJS 1103; 3279; 3301
3635; 3660W; 3674/3220
HEJS/ENGL 3401/W/3220/W
GERM 1169; 2400; 3
1004;1005; 1021; 1022; 1112
HIST/URBN 3650 HIST/WGSS
SPAN 1010; 3250 WGSS 1104 HIST/MAST 2210 ILCS 1101; 1158;
3258 ILCS 1160; 1
1203/1121 MAST 1200
3255W MAST 1200 SPAN 1007;
INTD 3260 NURS 2
3232* SPAN/LLAS (PRLS) 1009/W
SPAN1008; 1010

CONTENT AREA TWO: SOCIAL SCIENCES - 2 courses from 2 different academic units
ANTH 1000/W; 1006; 1010; 1500; 2000/W; 2400 ANTH/AFRA 3152 ARE 1110; 1150 COMM 1000 ECON 1000; 1107; 1108; 1179; 1200; 1201; 1202
EDCI
2100 ENVE 1000 EVST 1000 EPSY 2810 GEOG 1000; 1700; 2000; 2100; 2320; 2400 HDFS 1060; 1070; 3311/W; 3540/W HRTS (POLS) 1007
LLAS 1000 LING 1020; 1030; 2850; 3610W POLS 1202/W; 1207; 1402/W; 1602/W; 3208/W; 3237/W; 3615/W PP 1001 PSYC 1101 or 1103 PUBH
1001 SLHS 1150 SOCI 1001/W; 1251/W; 1501/W; 3823 URBN 1300/W WGSS 1105; 2124; 3253/W
CONTENT AREA THREE: SCIENCE & TECHNOLOGY: BA: 2 courses from 2 different academic units at least one of which must be a lab course
BS: 1 Biology course and 1 sequence each of CHEM & MATH & PHYS
BA
BS
LABORATORY COURSES:
BIOLOGY
1107 or 1108 or 1110
BIOL 1102; 1103; 1107; 1108; 1110
CHEMISTRY
1124Q & 1125Q & 1126Q
or 1127Q & 1128Q
CHEM1122; 1124Q; 1127Q;1128Q; 1137Q; 1138Q; 1147Q; 1148Q
or 1137Q & 1138Q
GEOG 1302 GSCI 1050 (or 1051 lecture & 1052 lab in a later
or 1147Q & 1148Q
semester) MARN 1003 PHYS 1010Q; 1025Q; 1035Q; 1075Q;
MATH 1125Q & 1126Q & 1132Q
1201Q; 1202Q; 1401Q; 1402Q; 1501Q; 1502Q; 1600Q; 1601Q;
or 1131Q & 1132Q
1602Q
or 1151Q & 1152Q
NON-LABORATORY COURSES:
or 2141Q & 2142Q
AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200
1201Q & 1202Q
COGS 2201 DMD 2010 EEB 2202 GEOG 2300; 2410 GEOG/GSCI 1070 PHYSICS
or 1401Q & 1402Q
GSCI 1010; 1051; 1055 LING 2010Q MARN 1001; 1002 MATH 1050Q MCB
or 1501Q & 1502Q
1405 NRE 1000 NUSC 1165 PHAR 1000; 1001; 1005 PHYS 1020Q; 1030Q
or 1601Q & 1602Q
PLSC 1150 PSYC 1100 SOIL 2120
CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses at least one of which must be on the list of International courses


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### INTERNATIONAL

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<td>3250/3260W</td>
<td>WGGSS</td>
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</tbody>
</table>

### NOTES:

1. Bold numbers indicate the courses may "double-dip"; that is two courses in CA 1, 2, or 3 can also be used to fulfill a CA 4 requirement. Please note that CA 1 is the only CA where two courses may be used to fulfill CA 4.  
2. If a course is offered as both W and non-W, either will fulfill the General Requirements. Such courses are shown with a slash (/) before the W.  
3. * = foreign language pre-requisite.  
4. Courses in CA 1, 2, & 3 must be taken in at least 6 different academic units.  
5. Students must complete ALL content areas and competencies to fulfill the CLAS general education requirement.
Proposal to Change a Major

1. Date: August 15, 2017
2. Department or Program: Mathematics
3. Title of Major: Mathematics-Actuarial Science-Finance
4. Effective Date (semester, year): Fall, 2018
   (Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Modification of Coursework necessary for Major

Existing Catalog Description of Major

The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance.

The required courses are MATH 2210Q (or 2144Q), 2620, 3160 (or 3165), 3630, 3631, 3650, 3660; STAT 3375Q, 3445, ACCT 2001, FNCE 3302, 4209, 4302, 4305, either MATH 3632 or 3634; either MATH 2610, HCMI 3221 or 4325, and either FNCE 4306 or 4895. Students should include ECON 1201 and 1202, and a Computer Science course in their program of study as early as possible.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

5. completed MATH 1126Q or 1131Q with a grade of at least B;
6. successfully completed an honors calculus course with a grade of at least C;
7. received AP credit for MATH 1131Q; or
8. received a passing score on one or more of the actuarial examinations.

Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.
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The requirements for the B.S. or B.A. degree in Mathematics-Actuarial Science-Finance are 36 credits at the 2000-level or above in Mathematics, Statistics, Business, and related areas (in addition to MATH 2110Q or 2130Q or 2143Q) and 15 credits in Finance.

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Students should include ECON 1201 and 1202 or, alternatively, ECON 1200 in the program of study as early as possible. Students should attain a B- or better in all such courses.

To satisfy the writing in the Major and Information Literacy competencies, all students must pass one of the following courses: MATH 2710W, 2720W, 2794W, 3670W, or 3796W.

This degree is offered through the College of Liberal Arts and Sciences. Admission to the Actuarial Science program will be available only to students who meet the following two requirements. First, the student must have a total grade point average of 3.2 or higher or a grade point average of 3.2 or higher in mathematics. The student must also satisfy one of the following:

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Students not satisfying one or more of the requirements may be admitted into the program by the Mathematics Department Actuarial Committee.

To remain as an Actuarial Science Major, the student is expected to maintain a total grade point average of 3.2 or higher.

Justification

1. Reasons for changing the major: To reflect the growing need for actuaries to apply their statistical modeling capabilities, to better balance student education in both life and property and casualty topics, and to create permanent courses where we have, heretofore, been using Special Topics.

2. Effects on students:
   Required courses for the major currently include 12 courses (Acct 2001, Stat 3375 and Stat 3445, Math 2210, Math 2610, Math 2620, Math 3160, Math 3630, Math 3631, one of Math 3632 or Math 3634), Math 3650, Math 3660, plus 15 credits in Finance.
   With the new curriculum, the major will still include 12 courses (Acct 2001, Stat 3375 and Stat 3445, Math 2210, Math 2620, Math 3620, Math 3160, Math 3630, Math 3639, Math 3640, Math 3650, Math 3660), plus 15 credits in Finance.
   For students who entered the major prior to the curriculum change, substitutions will be permitted for required courses where course offerings are discontinued. That is, Math 3620 will be substituted for Math 2610. Math 3639 will be substituted for (Math 3632 or Math 3634). And, while Math 3631 will continue to be offered, Math 3640 will be allowed as a substitute for that course to mirror the new curriculum for students who prefer it.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

James Trimble, 6-8392, james.trimble@uconn.edu
Michael Braunstein 6-4236, braunstein@math.uconn.edu

Plan of Study
If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email. See Attached

Plan of Study: B.A. or B.S. in Mathematics–Actuarial Science–Finance, Catalog Year 2018-2019

This plan, approved and signed, must be filed with the Degree Auditor’s Office no later than the fourth week of classes of the semester in which the student expects to graduate. Changes in the plan may be made only with the consent of your advisor.

Student Information.

Name:_______________________________.
Peoplesoft ID: _______________________.
Permanent Address: _____________________.
UConn Email:___________________________.
Other Email:_______________.
Phone Number:___.
Signature:___________________________.
Date:____.
Degree Sought (B.A. or B.S.):_______________.
Anticipated Date of Completion:___________.

All courses listed below must be completed for credit, regularly graded and not pass/fail.

Requirement 1.: Complete the following: Check completed/anticipated (i) MATH 2110Q or 2130Q or 2143Q . . . . .

Requirement 2.: Complete all of the following courses amounting to 51 credits. Check completed/anticipated (i) MATH 2210Q or 2144Q . . . . . . . . .

□
(ii) MATH 2620

(iii) MATH 3160 or 3165

(iv) MATH 3620

(v) MATH 3630

(vi) MATH 3639

(vii) MATH 3640

(viii) MATH 3650

(ix) MATH 3660

(x) STAT 3375Q

(xi) STAT 3445

(xii) ACCT 2001

(xiii) FNCE 3302

(xiv) FNCE 4209

(xv) FNCE 4302

(xvi) FNCE 4305

(xvii) FNCE 4306 or 4895

Note: Students should include ECON 1201 and 1202 or, alternatively, ECON 1200. ACCT 2001 should also be in the program of study as early as possible. Students should attain a B- or better in all such courses.

Requirement 3. W course: Complete at least one of Math 2710W, 2720W, 2794W, 3670W or 3796W
Approval Signatures.

Mathematics Advisor: ____________________.

Department Head or Associate Department Head: ____________.
**SECOND LANGUAGE COMPETENCY**

A) 3 years high school level or
B) 2 years high school level plus passing the 2nd year (Intermediate) UConn level or
C) 1st (Elementary) and 2nd (Intermediate) UConn level or
D) Successful completion of language equivalency exam

**WRITING COMPETENCY:** First-Year English + 2 W courses

ENGL 1010 or 1011 or 2011 or 4 or more credits of ENGL 91002 &/or 91003 (transferred); 2000+ level Win [each] major: _______ 2d W any level:

**QUANTITATIVE COMPETENCY:** 3 Q courses, at least one of which is MATH or STAT

(MATH or STAT) ______ Q ______ Q ______ Q

**CONTENT AREA ONE: ARTS & HUMANITIES** B A : 5 courses with at least one from each category A-D. 5th course can come from any area A-E

**BS: 4 courses with at least one from each category A-D**

Courses must be selected from at least 4 different academic units

<table>
<thead>
<tr>
<th>A: ARTS</th>
<th>B: LITERATURE</th>
<th>C: HISTORY</th>
<th>D: PHILOSOPHY &amp; ETHICAL ANALYSIS</th>
<th>E: WORLD CULTURES</th>
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<td>AASI 3201</td>
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<td>1103/W; 1503; 1616/W; 2100;</td>
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<td>2101; 2274W; 2401; 2405; 2407;</td>
<td>3200/W; 3220/W</td>
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<td>2408/W; 2409; 2411/W; 3320; 3629;</td>
<td>2102W GEOG/URBN 1200</td>
<td>CHIN 1121; 1122</td>
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<td>DRAM 1101; 1105 FREN 1171</td>
<td>3633/2FREN 1176; 3230; 3234*;</td>
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<td>3261W*; 3262W*; 3270W GERM</td>
<td>1100/W; 1201; 1206; 1300;</td>
<td>FREN 1169; 1176; 1177;</td>
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<td>1140/W; 2525W; 3254;</td>
<td>1400; 2170W; 3220 LING 1010</td>
<td>3210* 3211* 3218; 3224;</td>
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<td>3255/WHEHS 1103; 3279; 3301</td>
<td>1501W 1502W; 1800; 1805</td>
<td>3235; 3267*; 3268/W*</td>
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<td>HEJS/ENGL 3401/W 3220/W</td>
<td>3705 HIST/SCI 1104; 1105W; 1106;</td>
<td>GERM 1169; 2400; 3251;</td>
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<td>HIST/MAST 2210 ICLS 1101; 1158;</td>
<td>2206 HIST/ILLAS</td>
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<td>1107; 1175; 2410; POLS</td>
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**CONTENT AREA TWO: SOCIAL SCIENCES** - 2 courses from 2 different academic units

| ANTH 1000/W; 1006; 1010; 1500; 2000/W; 2400 ANTH/AFRA 3152 ARE 1110; 1150 COMM 1000 ECON 1000; 1107; 1108; 1179; 1200; 1201; 1302 EDCI |
| 2100 ENVE 1000 EVST 1000 EPSY 2810 GEOG 1010; 1700; 2000; 2100; 2320; 2400 HDFS 1060; 1070; 3311/W; 3540W HRTS (POLIS) 1007 |
| LLAS 1000 LING 1020; 1030; 2850; 3610/W POLS 1202/W; 1207; 1402/W; 1602/W; 3208/W; 3237/W; 3615/W PP 1001 PSYC 1101 or 1103 |
| PUBH 1001 SLHS 1150 SOCI 1001/W; 1251/W; 1501/W; 3233 URBN 1300/W WGST 1105; 2124; 3253/W |

**CONTENT AREA THREE: SCIENCE & TECHNOLOGY** - 2 courses from 2 different academic units at least one of which must be a lab course

<table>
<thead>
<tr>
<th>BA</th>
<th>BS</th>
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<tbody>
<tr>
<td>LABORATORY COURSES:</td>
<td>BIOLOGY</td>
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<tr>
<td>BIOL 1102; 1103; 1107; 1108; 1110</td>
<td>1107 or 1108 or 1110</td>
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<tr>
<td>CHEM1122; 1124Q; 1127Q; 1128Q; 1137Q; 1138Q; 1147Q; 1148Q</td>
<td>1124Q &amp; 1125Q &amp; 1126Q</td>
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<tr>
<td>GEOG 1302 GSCI 1050 (or 1051 lecture &amp; 1052 lab in a later semester) MARN 1003 PHYS 1010Q; 1025Q; 1035Q; 1075Q; 1201Q; 1202Q; 1401Q; 1402Q; 1501Q; 1502Q; 1600Q; 1601Q; 1602Q</td>
<td>or 1131Q &amp; 1132Q</td>
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<tr>
<td>NON-LABORATORY COURSES:</td>
<td>or 1137Q &amp; 1138Q</td>
</tr>
<tr>
<td>AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200</td>
<td>or 1147Q &amp; 1148Q</td>
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<td>COGS 2201 2010 EEB 2202 GEOG 2300; 2410 GEOG/GSCI 1070</td>
<td>MATH 1125Q &amp; 1132Q</td>
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<td>GSCI1010; 1051; 1055 LING 1010 MARN 1001; 1002 MATH 1050/MCLB 1405 MRE 1000 NUSC 1165 PHAR 1000; 1001; 1005 PHYS TO20Q; 1030Q</td>
<td>or 1131Q &amp; 1152Q</td>
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<tr>
<td>PSLC 1150 PSYC 1100 SOIL 2120</td>
<td>or 1410Q &amp; 1424Q</td>
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</table>

**CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM** – 2 courses at least one of which must be on the list of International Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>USA AASI 3201 AASI/ENGL 3212 AASI/HIST 3531 AASI/HRTS/SOCI</td>
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<tr>
<td>3221/3571/3221 3132 AFRA/FINA (AFAM) 1100 AFRA/PSYC 3106 ANTH</td>
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<td>2000/W; 3150/W; 3202W; 3902; 3904 ANTH/AFRA(AFAM) 3152</td>
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<tr>
<td>AMST/ENGL 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W</td>
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</tr>
<tr>
<td>COMM/LLAS/WGSS 3261/3264/3260 DRAM 3130; 3131/W; 3133 EDCI</td>
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</tr>
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<td>2000/W; 3150/W; 3202W; 3902; 3904 ANTH/AFRA(AFAM) 3152</td>
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<td>AFRA/PSYC</td>
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<td>3106 ANTH</td>
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<td>AMST/ENGL 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W</td>
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<td>2000/W; 3150/W; 3202W; 3902; 3904 ANTH/AFRA(AFAM) 3152</td>
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<td>COMM/LLAS/WGSS 3261/3264/3260 DRAM 3130; 3131/W; 3133 EDCI</td>
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<td>AFRA/PSYC</td>
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<tr>
<td>3106 ANTH</td>
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</tbody>
</table>

**NOTES:**
1) Bold numbers indicate the courses may "double-dip"; that is two courses in CA 1, 2, or 3 can also be used to fulfill a CA 4 requirement. Please note that CA 1 is the only CA where two courses may be used to fulfill CA 4. 
2) If a course is offered as both W and non-W, either will fulfill the General Requirements. Such courses are shown with a slash (/) before the W. 
3) * = foreign language pre-requisite. 
4) Courses in CA 1, 2, & 3 must be taken in at least 6 different academic units. 
5) Students must complete ALL content areas and competencies to fulfill the CLAS general education requirement.
## COURSE ACTION REQUEST

<table>
<thead>
<tr>
<th>CAR ID</th>
<th>17-5246</th>
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<tbody>
<tr>
<td>Request Proposer</td>
<td>Trump</td>
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<tr>
<td>Course Title</td>
<td>Stars and Compact Objects</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; Physics &gt; College of Liberal Arts and Sciences</td>
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## COURSE INFO

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Add Course</th>
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<tbody>
<tr>
<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
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<td>Course Subject Area</td>
<td>PHYS</td>
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<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department</td>
<td>Physics</td>
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<tr>
<td>Course Title</td>
<td>Stars and Compact Objects</td>
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<tr>
<td>Course Number</td>
<td>4710</td>
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<tr>
<td>Will this use an existing course number?</td>
<td>No</td>
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## CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Jonathan R Trump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Physics</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>jot16106</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:jonathan.trump@uconn.edu">jonathan.trump@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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## COURSE FEATURES

<table>
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<td>Proposed Year</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
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<tr>
<td>Is this a General Education Course?</td>
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<td>Number of Students per Section</td>
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<tr>
<td>Is this a Variable Credits Course?</td>
<td>No</td>
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<tr>
<td>Is this a Multi-Semester Course?</td>
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<td>Credits</td>
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<td>Instructional Pattern</td>
<td>Lectures and discussion.</td>
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## COURSE RESTRICTIONS

| Will the course or any sections of the course be taught as Honors? | No |
| Prerequisites | PHYS 2701, PHYS 2702. |
| Corequisites | none |
**Recommended Preparation**

none

**Is Consent Required?**

No Consent Required

**Is enrollment in this course restricted?**

No

### GRADING

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
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<td>What is the Grading Basis for this course?</td>
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### SPECIAL INSTRUCTIONAL FEATURES

| Do you anticipate the course will be offered at all campuses? | No |
| At which campuses do you anticipate this course will be offered? | Storrs |
| If not generally available at all campuses, please explain why | Instructors are located at Storrs, but course could be offered at additional campuses in the future. |
| 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**


**Reason for the course action**

This course is part of the new astrophysics program being built at UConn. It is an upper-level elective that can be counted towards a physics major or astrophysics minor. In addition to introducing new content not currently taught at UConn, the new coursework and minor will be instrumental in cultivating students for astrophysics research.

**Specify effect on other departments and overlap with existing courses**

N/A - this new course covers subject matter not currently taught at UConn.

**Please provide a brief description of course goals and learning objectives**

PHYS 4710 covers the birth, evolution, and death of stars. The course will introduce topics of thermodynamics, radiative transfer, nuclear physics, quantum mechanics, and general relativity as needed to describe the various stages of stellar evolution. Grades on will be evaluated by problem solving on homework sets and exams. Many of the homework problems will involve programming numerical solutions to stellar problems. The course is ultimately designed to prepare students with the basic “toolbox” of knowledge and skills for a future in astrophysics research involving stars and compact objects.

**Describe course assessments**

Homework sets and exams, both focused on quantitative problem solving.

**Syllabus and other attachments**

<table>
<thead>
<tr>
<th>Attachment Link</th>
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<th>File Type</th>
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<td>Syllabus</td>
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### COMMENTS / APPROVALS

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<th>Stage</th>
<th>Name</th>
<th>Time Stamp</th>
<th>Status</th>
<th>Committee Sign-Off</th>
<th>Comments</th>
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<td>11/19/2017 - 16:21</td>
<td>Approve</td>
<td></td>
<td>Approved by physics C&amp;C committee and vote by physics faculty.</td>
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**PHYS 4710 – Stars & Compact Objects**

**GENERAL COURSE INFORMATION**
Instructor: Prof. Jonathan Trump  
Office: P316  
Email: jonathan.trump@uconn.edu  
Phone: 6-6310  
Instructor's Office Hours: tbd  

Class Meeting Days: tbd  
Class Meeting Time: tbd  
Class Location: tbd

COURSE OBJECTIVES 
PHYS 4710 covers the birth, evolution, and death of stars. The story of stars begins from fragmentation, gravitational collapse, and protostar formation. Stars then spend most of their lives on the “main sequence” in a stable equilibrium of gravity and pressure governed by a set of differential equations. During this time stars also make most of the heavy elements of the Universe through a series of nuclear fusion reactions. Stars die when they run out of fuel for fusion, losing mass in stellar winds and shocks with a whimper as planetary nebulae, or with a bang as spectacular supernovae. The end products of stars are truly bizarre, dependent on quantum mechanics or, when that fails, singularities that rip holes in the fabric of space-time.

The course will introduce topics of thermodynamics, radiative transfer, nuclear physics, quantum mechanics, and general relativity as needed to describe the various stages of stellar evolution. Grades on will be evaluated by problem solving on homework sets and exams. Many of the homework problems will involve programming numerical solutions to stellar problems. The course is ultimately designed to prepare students with the basic “toolbox” of knowledge and skills for a future in astrophysics research involving stars and compact objects.

COURSE MATERIALS

- **REQUIRED** - *Stellar Structure and Evolution*, (O. R. Pols). Freely available online:  
  https://www.astro.ru.nl/~onnop/education/stev_utrecht_notes/


- **Optional** - *Principles of Stellar Evolution and Nucleosynthesis* (Clayton). Excellent for understanding nuclear reactions, not as great for everything else.

SCHEDULE OF TOPICS (subject to change at instructor’s discretion)

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<th>Dates</th>
<th>Subject</th>
<th>Assignments / Exams</th>
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<td>Week 1</td>
<td>Observations: the H-R Diagram</td>
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<tr>
<td>Week 2</td>
<td>Measuring Stars: Eclipsing Binaries</td>
<td>HW1</td>
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<tr>
<td>Week 3</td>
<td>Gravitational Collapse, Protostars</td>
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<td>Week 4</td>
<td>Equations of State of Stars</td>
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<td>Week 5</td>
<td>Energy Transport and Photon Diffusion</td>
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<td>Week 6</td>
<td>Nuclear Reaction Rates</td>
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<tr>
<td>Week 7</td>
<td>Giants and Shell Burning</td>
<td>Mid-Term Exam</td>
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<td>Week 8</td>
<td>Binary Evolution, Mass Transfer</td>
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</table>
Week 9 | Stellar Pulsations and Seismology | HW4
---|---|---
Week 10 | Mass Loss and Shocks |
Week 11 | Supernovae | HW5
Week 12 | White Dwarfs |
Week 13 | Neutron Stars | HW6
Week 14 | Black Holes | Final Exam

**GRADING DISTRIBUTION**

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
<th>Grading Scale (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks</td>
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<td>93-100 A</td>
</tr>
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<td></td>
<td>90-92 A-</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>87-89 B+</td>
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<td>20%</td>
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<tr>
<td></td>
<td></td>
<td>77-79 C+</td>
</tr>
</tbody>
</table>

**POLICY ON MISSED OR LATE ASSIGNMENTS**

Late homeworks will be given half credit until the assignment is graded and returned, and zero credit after that. Students should contact the instructor one week in advance to make up work associated with planned absences (like religious observances or extracurricular activities).

**GENERAL RULES OF CONDUCT**

Silence all cell phones when entering class. You may be asked to leave class for repeated distractions caused by electronic devices. You are welcome to use a laptop to take notes during lecture or labs, but are asked to avoid distractions to your fellow students.

Group work is accepted for homework assignments. Clearly label the names of everyone who contributed to collaborative assignments. Academic honesty is a fundamental tenet of education: academic work depends on respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as your own is a serious offense and will not be tolerated. This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, see UConn’s guidelines for academic integrity:

[http://community.uconn.edu/the-student-code-appendix-a/](http://community.uconn.edu/the-student-code-appendix-a/)

All lectures, notes, handouts, and displays are copyrighted by state and federal law. You are welcome to take notes and share them with other students in the class. You are not authorized to share course materials outside our class, and are expressly forbidden from commercial use of course materials.

**POLICY AGAINST DISCRIMINATION AND HARASSMENT**
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.

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Bldg Room 204, 860-486-2020, or http://csd.uconn.edu/.
| **Initiator Department** | Physics |
| **Initiator Netid** | jot16106 |
| **Initiator Email** | jonathan.trump@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Tease |
| **Proposer First Name** | Katherine |
| **Select a Person** | ket16101 |
| **Proposer Netid** | ket16101 |
| **Proposer Phone** | |
| **Proposer Email** | kate.whitaker@uconn.edu |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

### COURSE FEATURES

| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **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** | PHYS 2701, PHYS 2702 |
| **Corequisites** | none |
| **Recommended Preparation** | Proficiency in calculus (differentiation, integration, differential equations) strongly recommended. |
| **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** | Current instructors are at Storrs, but course could be offered at other campuses in the future. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

Reason for the course action
This course is part of the new astrophysics program being built at UConn. It is an upper-level elective that can be counted towards a physics major or astrophysics minor. In addition to introducing new content not currently taught at UConn, the new coursework and minor will be instrumental in cultivating students for astrophysics research.

Specify effect on other departments and overlap with existing courses
N/A - this new course covers subject matter not currently taught at UConn.

Please provide a brief description of course goals and learning objectives
PHYS4720 describes the observations and scientific theories that shape our understanding of astrophysical phenomena related to galaxy formation and evolution. Students will learn about physical processes in the gaseous interstellar medium (photoionization, HII regions, energy balance in molecular clouds), the dynamics and structure of stellar systems (the Virial Theorem, Jeans’ equations), the stellar content of galaxies (star formation, stellar population synthesis), galaxy rotation and the presence of dark matter in the universe, and active galactic nuclei (synchrotron radiation, accretion disks, supermassive black holes). Stepping away from the more traditional lecture style, this course will combine lectures with discussions, group activities, and lab-style projects. The learning goals of the course include: - General understanding of the interstellar medium and the structures and stellar populations of galaxies - Learn about the key processes behind how galaxies form and evolve from the Big Bang to the present day - Appreciate the open questions in galaxy formation and evolution through reading current astrophysical literature

Describe course assessments
Homework sets, exams, lab-based group project, and final presentation based on astrophysical literature

PHYS 4720 - Galaxies and Interstellar Medium
Spring 2019 Syllabus

General Course Information
Instructor: Prof. Katherine E. Whitaker
Office: Gant P418
Email: kate.whitaker@uconn.edu
Phone: (860) 486-3259

This course uses HuskyCT for announcements, lecture notes, and grades: http://lms.uconn.edu
The most up-to-date syllabus is always posted on the HuskyCT course site.

Required Course Materials

Course Description

Galaxy formation and evolution in a hierarchical expanding Universe. Properties of the inter-stellar medium, including star formation and the basics of radiative transfer, and the stellar populations, structure, kinematics and dynamics of galaxies.

Pre-requisites: PHYS2701, PHYS2702.
Proficiency in calculus (differentiation, integration, differential equations) strongly recommended.

Course Objectives

PHYS4720 describes the observations and scientific theories that shape our understanding of astrophysical phenomena related to galaxy formation and evolution. You will learn about physical processes in the gaseous interstellar medium (photoionization, HII regions, energy balance in molecular clouds), the dynamics and structure of stellar populations (star formation, stellar population synthesis), galaxy rotation and the presence of dark matter in the universe, and active galactic nuclei (synchrotron radiation, accretion disks, supermassive black holes). Step away from the more traditional lecture style, this course will combine lectures with discussions, group activities, and lab-style projects.

The learning goals of the course include:

- General understanding of the interstellar medium and the structures and stellar populations of galaxies
- Learn about the key processes behind how galaxies form and evolve from the Big Bang to the present day
- Appreciate the open questions in galaxy formation and evolution through reading current astrophysical literature

Grading Distribution

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<td>Midterm Exams</td>
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<td>90-92 A-</td>
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<tr>
<td>Quizzes</td>
<td>25%</td>
<td>87-89 B+</td>
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<tr>
<td>Homeworks</td>
<td>30%</td>
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<td>Final Project</td>
<td>25%</td>
<td>80-82 B</td>
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<td>Final Exam (cumulative)</td>
<td>20%</td>
<td>77-79 C+</td>
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<td></td>
<td>70-72 C-</td>
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<td>67-69 D+</td>
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<td>0-59 F</td>
<td>0-59 F</td>
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</table>
Final Project

You will choose a journal paper related to the class (I will provide a list) and prepare a presentation about the paper highlighting the main results and the aspects of astrophysics that we covered in this class. This will require researching background information about the paper from other books and papers. In addition you will be expected to read the papers presented by others in order to ask questions. Your grade will include a component based on your participation during the presentations of others.

Expectations

Students are expected to attend all classes. I encourage you to ask plenty of questions! The relevant sections in the text listed in the class schedule should be read prior to each lecture. Assignments, quizzes, and exams must take place on the day they are due/scheduled. Late assignments will be penalized 10% per day and missed quizzes and exams will receive a grade of zero. Make-up quizzes and exams will only be given in exceptional circumstances where proof is provided for a legitimate absence. Accommodations can be made for planned absences due to religious observances. The most important thing is to inform me at least one week in advance of the deadline to arrange for opportunities to complete quizzes, exams, or assignments missed due to planned absences.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

General Rules of Conduct

Cell Phones: Please be considerate to your fellow classmates and do not text or use your phone during class. Silence all cell phones when entering class. You may be asked to leave class for repeated distractions caused by electronic devices. I understand that emergencies may arise. In that case, please keep your phones on mute and step out into the hall if you receive an urgent call.

Computers/Tablets: Many students find it useful to follow along with the notes or ebook using their mobile devices during lecture. However, all laptop users will be asked to sit on the edge or back row of the lecture hall to prevent distractions to those who prefer not to use laptops. The instructor reserves the right to ask you to move or leave if you are being disruptive to others.

Cheating: Group work is accepted and encouraged for most assignments and the final project. Though you may work together on assignments, you must still write up your solutions independently. Clearly label the names of everyone who contributed to collaborative assignments. During take-home exams you are not allowed to discuss any of the material with anyone other than your instructor. Academic honesty is a fundamental tenet of education: academic work depends on respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as your own is a serious offense and will not be tolerated. This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. If you have
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**Tentative Schedule**

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<tr>
<th>Dates</th>
<th>Lecture Topics</th>
<th>Reading Chapters</th>
<th>Assignments</th>
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<tr>
<td>Jan 22 — 25</td>
<td>Introduction</td>
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<tr>
<td>Jan 28 — Feb 1</td>
<td>Milky Way: Stars</td>
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<tr>
<td>Feb 4 — 8</td>
<td>Interstellar medium</td>
<td>2</td>
<td>A1 due</td>
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<tr>
<td>Feb 11 — 15</td>
<td>Interstellar gas: HII regions</td>
<td>2</td>
<td>A2 due</td>
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<tr>
<td>Feb 18 — 22</td>
<td>Stellar Dynamics I</td>
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<td>A3 due</td>
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<td>Feb 25 — Mar 1</td>
<td>Stellar Dynamics II</td>
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<td>Mar 4 — 8</td>
<td>Spiral Structure</td>
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<td>A4 due</td>
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<tr>
<td>Mar 11 — 15</td>
<td>Stellar Populations</td>
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<td>Mar 18 — 22</td>
<td>Spring Break</td>
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<td>Mar 25 — 29</td>
<td>Interactions and Mergers</td>
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<td>Apr 8 — 12</td>
<td>Computer Lab</td>
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<td>A5 due</td>
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<td>Apr 15 — 19</td>
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<td>Active Galactic Nuclei</td>
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<td>Apr 29 — May 3</td>
<td>Distant Galaxies</td>
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<td>Apr 29 — May 3</td>
<td>Final Project Presentations</td>
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<td>Final Projects</td>
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Proposal to Add a Minor
Last revised: September 24, 2013

1. Date: **11/16/2017**
2. Department or Program: **PHYSICS**
3. Title of Minor: **ASTROPHYSICS**
4. Does this Minor have the same name as the Department or a Major within this Department? ___ Yes _X_ No
   
   (If no, explain in Justification section below how this proposed Minor satisfies the **CLAS rule** limiting each department to one minor).
5. **Effective** Date (semester, year): **Fall 2018**
   
   (Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

Catalog Description of Minor

Include specific courses and options from which students must choose. Do not include justification here. State number of required credits, which must be not less than 15 and not more than 18.

The astrophysics minor provides instruction on the core concepts underpinning our
modern understanding of the universe. It is well-suited to complement a major in physics or other science and engineering disciplines.

The minor requires the completion of 15 credits as follows:

c. **Required:** PHYS 2701; PHYS 2702.

d. **Select 3 of:** PHYS 2200; PHYS 4096W; PHYS 4130; PHYS 4150; PHYS 4710; PHYS 4720; PHYS 4730.

No more than 6 credits of these courses can be used to count for both the astrophysics minor and a physics major. Up to 3 credits of 3000-level and above courses from other programs may be used to fulfill requirements of the minor, but only in exceptional circumstances and with the written pre-approval of the coordinator of the minor.

The minor is offered by the Physics Department.

**Justification**

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

Astrophysics describes the physical nature of celestial objects within our Universe. This includes the formation, life, and death of stars, planets, the interstellar medium, and galaxies, governed by the interactions between light and matter within a cosmological framework.

2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The required courses (PHYS 2701 and 2702) are a 2-semester calculus-based sequence that introduce all of the topics listed above. The electives cover subsets of the topics in greater detail, including astrophysical techniques (PHYS 2200 Computational Physics, PHYS 4150 Optics), physical phenomena (PHYS 4130 Planetary Science, PHYS 4710 Stars and Compact Objects, PHYS 4720 Galaxies and the Interstellar Medium), and the modern framework of gravity (PHYS 4730 General Relativity and Cosmology).

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor.

From the CLAS rules (emphasis mine):

A Minor in CLAS must be in either (i) a discipline represented by an undergraduate major or a department or **program**.

The Minor has the same name as the astrophysics program within the physics department. Examples of the defined program are in the titles of the faculty creating the minor ("assistant professor in astronomy") and in CLAS publications ("**Cosmic Dawn at UConn with New Astrophysics Program**"). We consulted with Mansour Ndiaye to ensure that this satisfies the CLAS rule.

4. **Dates approved** by
5. Name, Phone Number, and e-mail address of principal contact person: Jonathan Trump, 860-486-6310, jonathan.trump@uconn.edu

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

A. Near the top of the form:

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

Name of Student: ______________________

I approve the above program for the Minor in <insert name>  
(signed) _____________________________ Dept. of <insert name>  
Minor Advisor

University of Connecticut
College of Liberal Arts and Sciences
Department of Physics
Astrophysics Minor Plan of Study

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

The Astrophysics Minor requires a minimum of fifteen (15) credits as follows:

Six (6) credits of required courses:

PHYS 2701  
PHYS 2702

Nine (9) credits of elective courses chosen from the following:
PHYS 2200, PHYS 4096W, PHYS 4130, PHYS 4150, PHYS 4710, PHYS 4720, PHYS 4730.

____________________________________  ____ credits

____________________________________  ____ credits

____________________________________  ____ credits

No more than three (3) credits can be from PHYS 4096W. Up to three (3) credits of 3000-level and above courses from other programs may be used, but only in exceptional circumstances and with the written pre-approval of the coordinator of the minor.

No more than 6 credits can be used to count for both the minor and a physics major.

Name ______________________   Peoplesoft #_____________   Today’s date _____________
UConn email ______________________   Permanent email _____________________________

I approve the above program for the Minor in Astrophysics:

(signed) _________________________________ Dept. of Physics.  Date: _________________
(Minor Advisor)
### COURSE ACTION REQUEST

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<td>Vials</td>
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<tr>
<td>Course Title</td>
<td>City and Community in Film</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
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<td>Department #2</td>
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<tr>
<td>Reason for Cross Listing</td>
<td>URBN 2400 is an interdisciplinary course in design that looks at the interrelationship between film and US history, society, and culture. As such, it seamlessly serves as an American Studies course as well.</td>
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<td>Course Number</td>
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### CONTACT INFO

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<th>Christopher R Vials</th>
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<td>Initiator NetId</td>
<td>crv09002</td>
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<tr>
<td>Initiator Email</td>
<td><a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a></td>
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<td>Is this request for you or someone else?</td>
<td>Myself</td>
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<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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### COURSE FEATURES

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<td>Is this a General Education Course?</td>
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<td>Content Area 1 Arts and Humanities</td>
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<td>Content Area 2 Social Sciences</td>
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<td>Content Area 3 Science and Technology (non-Lab)</td>
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<td>Content Area 3 Science and Technology (Lab)</td>
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<td>Content Area 4 Diversity and Multiculturalism (non-International)</td>
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Is this course in a College of Liberal Arts and Sciences General Education Area A - E? | Yes
---|---
Specify General Education Areas | Area A: Arts
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? | Waterbury
If not generally available at all campuses, please explain why | Staff 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 | URBN 2400. City and Community in Film Three credits. Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.
---|---
Provide proposed title and complete course catalog copy | URBN / AMST 2400. City and Community in Film Three credits. Aesthetics, history, and contemporary relevance of American films that feature the urban, suburban, and/or small town landscape as a major “character” shaping plot and story. Films read closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. CA 1.
Reason for the course action | URBN 2400 is an interdisciplinary course in design that looks at the interrelationship between film and US history, society, and culture. As such, it seamlessly serves as an American Studies course as well.
Specify effect on other departments and overlap with existing courses | None
Please provide a brief description of course goals and learning objectives | Learning objectives for the course will include the following: o Students will master the tools that will enable them to critically assess film craft including narrative structure, mise-en-scene, cinematography, and editing, and how those elements of film craft create and manipulate meaning. Students will reflect their abilities with these tools back in class participation, their oral reports, and final papers o Students will master key points about the history, politics, economics, and culture of the cities and towns under discussion or the types of places under discussion [such as small towns], and thus be able to articulate how films respond to, reflect, reinterpret and even influence these places. Students will reflect back these key points in class participation, oral presentations, midterm and final exams, and final papers o Students will compare and contrast films that relate to the semester’s overall theme, analyzing how different time periods and their values and concerns, technical and sociological changes in the film industry, and other factors have influenced the films themselves as products. Students will reflect back these key points in class participation, midterms, final exams, and final papers. o Students will overall, through the above activities, gain a sense of how they themselves are influenced in their perceptions of actual cities,
Describe course assessments

As currently taught, assessments include oral reports, weekly viewing and reading responses, and written essays.

General Education Goals

1. Become articulate: URBN 2400 gives students two opportunities to present materials orally before other class members, one based on a movie viewed for the class, the other based on a series of movies of their own choosing that dovetail with the semester’s theme. These presentations will be done in person in the initial classroom offering and then in an equivalent presentation of two short videos in the on-line version. It also emphasizes articulation through writing in weekly writing assignments and a 10-12 pp final paper. 2. Acquire intellectual breadth and versatility: The course offers a cross-disciplinary study of film through aesthetic analysis, historical contextualization, comparisons with literary sources, photography, and visuals/writing in other media. Students will also, through multi-disciplinary reading [described above under Academic Merit] gain a deeper understanding of the historical development and current state of the cities, suburbs, and/or towns under discussion within the particular semester’s theme, contrasted with the often wishful, nostalgic, or sinister portrayals in the media of film, fiction, and memoir. They will be able to compare and contrast multiple and multimedia portrayals of the places under discussion. 3. Acquire critical judgment: The course’s foundational premise is that films are layered technical productions that manipulate viewers’ emotions and interpretations. Much of the semester will be spent learning about and analyzing those techniques and applying them to course films to demystify them and create an awareness of just how the viewers are being manipulated. 4. Acquire moral sensitivity: Through ongoing discussion of the city, suburb, and/or small town as a mental construction as well as a physical place, students will learn about the ambivalent and varying values attached to such places by those who study them, write about them in fiction, and fictionalize them in feature films. 5. Acquire awareness of their era and society: Students will study the historical context of films produced in different eras and will write their papers on films of more recent decades, comparing and contrasting the historical events, mores, and values of modern times with those of the past. Through the course’s chronological trajectory, they will also come to understand that cities, suburbs, and towns have shifting meanings depending upon the historical time period and its particular collective values and anxieties. 6. Acquire consciousness of the diversity of human culture and experience: By exposing students to films of diverse eras, regions, and genres, and accompanying them with history, fiction, and other forms of expression, students will garner a sense of the broad and multiple meanings attached by different people to concepts such as ‘city,’ ‘suburb,’ and ‘town.’ 7. Acquire a working understanding of the processes by which they can continue to acquire and use knowledge: Students will learn how to analyze films, using specific aesthetic tools such as narrative construction, camera movement, and editing, and they will apply these tools to their study of films both within the course and of their own choosing. They will learn how to research the historical and production contexts of the films they are presenting in oral reports and writing about for their final papers. These analysis and research skills will be valuable well beyond the semester in which the course will take place.

Content Area: Arts and Humanities

Investigations and historical/critical analyses of human experience: The course is grounded on an inquiry into the nature of cities, suburbs, and/or towns as both categories of lived experience and concepts with symbolic value, represented in film and other media. Investigations into cultural or symbolic representation as an explicit subject of study: The course ‘unpacks’ the layers of film technique that manipulate viewers’ emotional reactions and interpretations, demystifying films for students and teaching students to analyze films on the basis of narrative construction, camera work, editing, and other categories of aesthetic analysis. As an Urban and Community Studies course, it will teach students to bring to bear their understanding of such film techniques on how movies have shaped their perceptions of cities, suburbs and/or towns, and how fictional portrayals of communities often reflect collective anxieties about what ‘community’ is or should be. Comprehension and appreciation of written, visual, multi-modal and/or performing art forms: Through this course, students come to appreciate films as complex systems of meaning that don’t just have entertainment value but reflect a multitude of viewpoints on places and their values.

Syllabus and other attachments

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**URBN / AMST 2400: City and Community in Film**

Dr. Ruth Glasser

University of Connecticut/Waterbury Campus
**Generic Course Description:** Film is a powerful and important contemporary medium that initially emerged as an industry and entertainment medium within urban areas before spreading to other types of communities. Films often reflect urban, suburban, and/or small town themes and project powerful images of cities and other types of communities to their inhabitants as well as to those who have never visited them. Films also frequently embody our collective anxieties and hopes about cities, suburbs, and towns of the past, present, and future.

This course will explore the aesthetics, history, and contemporary relevance of American films which feature the urban, suburban, and/or small town landscape as protagonist or at least a major ‘character’ shaping plot and story. This roughly chronological survey will explore the context in which individual films were produced and how they reflect and reshape actual community events and processes within their own aesthetic conventions. Students will also ‘read’ films closely as texts that make meaning through a range of tools, including narrative, mise-en-scene, editing, camera work, and genre conventions. The exploration of content and context may focus on particular places [New York and Los Angeles, Boston and Baltimore have been paired focuses for previous versions of this course when it was taught as a special topics course] or more generically upon cities, suburban communities, or small towns, and may include various genres of feature films, documentaries, experimental films, etc. Texts will include those directly related to film aesthetics as well as draw from a number of other disciplines including the following: architecture, urban planning, history, memoir, travelogue, and fiction.

In its classroom version, URBN 2400 will be taught as a once a week seminar, with approximately one-third of the class devoted to screening time and two-thirds of the class devoted to student presentations and guided discussions on both the films and the readings and the relationships between them. Towards the end of the semester, students will screen movies entirely or partially during their own time outside of class, unless the course can be organized to provide a lab section or other extra time for film screenings.

Learning objectives for the course will include the following:

- Students will master the tools that will enable them to critically assess film craft including narrative structure, mise-en-scene, cinematography, and editing, and how those elements of film craft create and manipulate meaning. Students will reflect their abilities with these tools back in class participation, their oral reports, and final papers [see Course Components, below].

- Students will master key points about the history, politics, economics, and culture of the cities and towns under discussion or the types of places under discussion [such as small towns], and thus be able to articulate how films respond to, reflect, reinterpret and even influence these places. Students will reflect back these key points in class participation, oral presentations, midterm and final exams, and final papers [see Course Components, below].

- Students will compare and contrast films that relate to the semester’s overall theme, analyzing how different time periods and their values and concerns, technical and sociological changes in the film industry, and other factors have influenced the films themselves as products. Students will reflect back these key points in class participation, midterms, final exams, and final papers, [see Course Components, below].

- Students will overall, through the above activities, gain a sense of how they themselves are influenced in their perceptions of actual cities, suburbs, and/or towns and other types of community through the portrayal of these places in the mass medium of film. The visual/media literacy gained through this course will help students tease apart their actual experiences of and thoughts about their ability to work within and improve communities from the powerful effects of those media influences. For example, what is the difference between “the city” as an icon and setting in mass media portrayals and the city students will or have lived in, visited, gone to school in, or worked in?

**Course Components**

**Assignments and Point Values:** [to be revised for on-line version]
15 points: **Participation:** Coming to class on time and prepared for discussion, active participation in discussion that reflects reading and viewing.  *This will be folded into the weekly reading/viewing responses in the on-line version of the class*

25 points: **Weekly Reading/Viewing Responses:** HuskyCT blog posts on reading/viewing done for class.

15 points: **Introduction/Facilitation- Class Movie:** An oral report that frames one of the assigned class movies and facilitation of a class discussion analyzing it *to be done as short videos in the on-line version*

30 points: **Research/Final Paper:** Screening and evaluation of a cluster of 5 movies that are relevant to a specific city, time period, or genre related to this version of the course, which will culminate in a 10-12 page analytical essay.

15 points: **Final Presentation:** Oral presentation of your work for the final paper, to be done during the final exam period in lieu of a final exam *to be done either as a 1-time in-person meeting or as short videos in on-line version of the class*

**Specific Course Description [Small Town Version]:**

“Small-Town America is an ideological construct that has been culturally conditioned and shaped. The influence of the “outside reality”…on this construct has been selective: Artists choose elements from reality and rearrange them to fit a model (often a myth) they hold about a social phenomenon. The links between actual small towns and their cinematic images are therefore indirect and complex.” (Emmanuel Levy) 7

This is a course about the small town as depicted in film. As Emmanuel Levy observes, film portrayals of small towns are not neutral, but are products of collective fantasies about what we as Americans think small towns are or should be.

In both the United States and Europe since the early 19th century and the dawn of the Industrial Revolution, the small town has been held up by many as an ideal place to live, counterposed against the big ‘evil’ city. But the film industry itself is an outgrowth of the Industrial Revolution and its products—movies—are largely created by urbanites in urban areas. Thus films about small towns often reflect the tensions between the city and the country [and sometimes the suburbs] as ideal or as alienating communities. We will explore these tensions and their many manifestations in a series of American films from the 1940s to the 1990s.

This course will focus on films that are what Thomas Halper and Douglas Muzzio call: “‘small town-centered’; that is, the small town actively participates in shaping character and plot, rather than ‘small town-set’, where the substitution of another background locale would only alter the details.” 8 In each of the movies, the town itself could almost be considered a character in its own right. All of the films are fictional and based in the United States—at least within the plot of the movie! 9

One of the focuses of the course will be an exploration of Main Street—the American downtown so idealized by cultural figures from film director Frank Capra to movie and theme park producer Walt Disney. It could be argued that Main Street is the emblem of the American small town, and that the small town has itself become a symbol of an increasingly elusive and problematic ‘real America.’ Thus, the course will contrast depictions of Main Street/downtown in the movies with their historical and contemporary realities and their portrayals in fiction, photography, and other media, and discuss how small town movies both articulate and fulfill our longings for community.

The course will also provide you with a technical vocabulary that will allow you to explore how films are constructed and convey their meanings through both general narrative and specifically cinematic

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7 Emmanuel Levy, *Small Town America in Film* (New York: Continuum, 1991), p. 251
9 Actual locations may be nowhere or everywhere [movie sets or a whole collection of different locations] or places outside the country. In our era of outsourcing, Canada, for example, is a common filming location for movies purportedly based in the United States.
techniques. You will find that your ability to analyze films will increase markedly over the course of the semester!

That technical knowledge, along with the films, readings, and class discussions, will be deployed in a class project, to create an analysis of small town films of the 1990s or the 2000s to complement Emmanuel Levy’s decade-by-decade approach. Levy’s book ends in the 1980s for the simple reason that it was published in 1991 and has never been updated. In our project, we will imaginatively extend Levy’s work to the next two decades.

Course Texts

Readings: [Note: Readings will vary per the semester’s theme, but will always include a film aesthetics/analysis text such as Sikov, below]

Books to be purchased for this class are:


Individual book chapters and articles, indicated by * will be posted on HuskyCT under “Library “Course Overview and Syllabus” or will be available through on-line databases.

Films:
The movies shown in this course and those you will watch independently [see Assignments, below] will be on reserve in the campus library when not actually being shown for the class. You can also access them, of course, through Netflix, Amazon, or other streaming services. Many will be available through your public library as well. You will be expected to watch them in their entirety at least once, and reflect that thorough viewing in your class discussion and

Class Rules:

- Come to class on time and prepared to participate in discussions and group activities by doing careful reading and responsive writing.
- If you miss class, be sure to get lecture notes, handouts, and current assignments from a classmate.
- All homework assignments are to be completed on time, unless you make a prior arrangement with me. Otherwise the homework will be graded down or not accepted. Writing assignments will generally be posts on HuskyCT.
- Be courteous to the instructor and your classmates: do not text or web surf during class, and give presenters and classmates your full attention when they are participating in class discussion. *Inattention to these rules of basic courtesy will result in a lowered participation grade.*
- Take notes on lectures as well as useful points made during group work and class discussions. These will all serve you for your writing and your exams.
- Check your UConn e-mail on a regular basis [once or preferably twice a day]. I will use it periodically to communicate with you during the semester, and given the weather and other factors, there may be sudden changes.
- Be sure you know how to use the HuskyCT website, as many of our readings will be available only through this site. If you have questions about the site, make sure you check with library staff or the HuskyCT Help Desk before the first Husky reading assignment is due. *I highly*
recommend that you print out these readings, mark them up, and have them on hand for class discussion.

- Be aware of the rules governing academic misconduct. See the student code at dosa.uconn.edu and know the following:

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

  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.

  Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University.  

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<th>Week</th>
<th>Reading</th>
<th>Movie to Be Viewed/Discussed</th>
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<tr>
<td>Week 1: Introduction</td>
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<td>First half: “It’s a Wonderful Life” (Frank Capra, 1946) 65 min.</td>
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<td>Week 2: Small Town Film in the 1940s, Narrative Construction in Film</td>
<td>Levy, Introduction, pp. 15-27, and Ch. 2, pp. 71-108 Orvell, pp. 121-127 Sikov, Ch. 6, pp. 89-102</td>
<td>Second half: “It’s a Wonderful Life” (Frank Capra, 1946) 65 min.</td>
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<td>Week 3: Small Town Film in the 1950s, Mise-en-Scene</td>
<td>Levy, Ch. 3, pp. 109-146 Sikov, Ch. 1, pp. 5-23</td>
<td>“Invasion of the Body Snatchers (Don Siegel, 1956) 80 min.</td>
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<td>Week 4: Small Town Film in the 1960s, Camera Movement</td>
<td>Levy, Ch. 4, pp. 147-181 Sikov, Ch. 2, pp. 24-33</td>
<td>First half: “In the Heat of the Night” (Norman Jewison, 1967) 55 min.</td>
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<td>Week 6: Small Town Film in the 1970s, Film Editing</td>
<td>Levy, Ch.5, pp. 182-212 Francaviglia, pp. xvii-64 Sikov, Ch. 4, pp. 55-69</td>
<td>First half: “The Last Picture Show” (Peter Bogdanovich, 1971) 59 min.</td>
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<td>Week 7: Small Town Film in the 1970s, Film Sound</td>
<td>Francaviglia, pp. 65-129 Sikov, Ch. 5, pp. 74-88</td>
<td>Second half: “The Last Picture Show” (Peter Bogdanovich, 1971) 59 min.</td>
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10 University of Connecticut/Waterbury website at http://waterbury.uconn.edu/academics/plagiarism/prevent.html
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<th>Week</th>
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<th>Second Half Film</th>
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<td>Week 8</td>
<td>Small Town Film in the 1980s, Film Genre</td>
<td>Levy, Ch. 6, pp. 213-250 and Conclusion, pp. 251-264 Sikov, Ch. 10, pp. 143-157</td>
<td>“Back to the Future” (Robert Zemeckis, 1985) 58 min.</td>
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<td>Week 9</td>
<td>Small Town Film in the 1980s, Writing a Film Paper</td>
<td>Francaviglia, pp. 130-192 Sikov, Ch. 12, pp. 168-185</td>
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<td>“Back to the Future” (Robert Zemeckis, 1985) 58 min.</td>
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<td>Week 11</td>
<td>April 9th: Small Town Film in the 1990s, the New Urbanism</td>
<td>Orvell, Ch. 2-3, pp. 47-99 *Readings on the New Urbanism, TBD</td>
<td>Second half: “The Truman Show”—51 min.</td>
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<td>Week 12</td>
<td>Small Town Film in the 1990s: the Plains</td>
<td>Orvell, Ch. 4, pp. 100-129 *Excerpts from Sinclair Lewis, <em>Babbitt</em> (Harcourt, Brace, and Co., 1922)</td>
<td>“Fargo” (Joel and Ethan Coen, 1996) 98 min.</td>
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<td>Week 13</td>
<td>Small Town Film in the 1990s: the Midwest</td>
<td>Orvell, Ch. 5-6, pp. 130-183 *Excerpts from Staughton and Helen Lynd, <em>Middletown</em> (Harcourt, Brace, and Co., 1929)</td>
<td>“In and Out” (Frank Oz, 1997) 90 min.</td>
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<td>Week 15</td>
<td>Final Exam or Equivalent</td>
<td>Student final papers due</td>
<td>Students present on their essays on 1990s or 2000s film as final exam equivalent</td>
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Guidelines for Film Analysis/Oral Presentations

• Setting-- in what time and place is this film supposed to be set?

• Context of creation—sociological/historical—what of significance was happening in the United States that might have had a bearing on this film? In what ways?

• Context of creation—commercial-- which studio or company produced the movie, who directed it? Did anything notable happen during the making of this movie, from inception to final production? Were there any technical innovations during the era that influenced the stylistics of the movie?

• Context of reception—How popular was this movie with the general public? Was it nominated for/did it receive major awards? What did a major critic think [e.g. NY Times reviewer]?

• Intertextual—does this film refer to other films or cultural products in some way? How? [include a consideration of how fits in with director’s other work or the apparent genre of the film--melodrama, comedy, etc]

• Extratextual associations—what associations do people have today with this movie and why [e.g. “It’s a Wonderful Life” is commonly thought of as a Christmas movie...]

• Structural—what are the film’s pieces or segments, how are they put together—i.e., how is this story told, what do you know when [and to what effect?]

• Characters—who are the major characters and what do they stand for? Are they recognizable types and if so, which ones?

• Conflict, contradictions and tensions—what opposing ideas or values or dilemma is the film trying to resolve, through the characters or otherwise? How do they get expressed and how resolved?

• Where was the film shot? If in a studio, what do we know about the set and its creation? If not in the studio, what location or locations were used?

• In either case, how does the small town get spatially articulated in the film, that is, how do we get a feel for the spatial dimensions and components of the town, how is this portrait built visually within the film? Are these components themselves common types or unusual in some way within the usual run of small town movies? [E.g. train stations are common in small town movies—though they may be used in different ways—but quarries are not]

• Stylistics—what can you say about the soundtrack, the camerawork, the editing, the set, and the costuming of the characters? Are there recurrent visual or auditory motifs in this movie, and what do they signify?

• How critical or celebratory is the film, overall, of small town life? What is small town life being opposed to [big city, suburb, something else] and how is that opposition articulated?]
• Themes and values—what are the dominant themes and values expressed by the movie [and how expressed] and how do they mirror or challenge general values of the era?
Final Project Writing Guidelines

The final project for this class, as you know, will be a piece of writing on small town films in the 1990s or the 2000s, patterned after the chapters in Emmanuel Levy’s book, *Small-Town America in Film*. For this assignment you will need to choose and view 5 small town films of the 1990s or of the 2000s. Please discuss your film choices with me before getting to work on them.

- Carefully read Sikov, Ch. 12, “Putting it Together: A Model 8- to 10- Page Paper.”
- Reread the class “Guidelines for Film Analysis/Oral Presentations,” above, to help guide you to a rigorous analysis of your chosen films.
- Reread Levy’s introduction to the book and make note of the different tools he uses to analyze the movies; you will be applying his tools to this project.
- Reread a chapter from the book to remind yourself how Levy applies these tools to a discussion of actual films in a decade, and how he organizes his chapters.
- Read over all the movie descriptions in the HuskyCT journal entries to get a sense of the popularity and critical acclaim of the different films and what types of genres, themes, characters, storylines, stylistic conventions, and other items discussed by Levy seem to characterize the decade [you may have to do a bit more research on some of the movies if the posted descriptions don’t give you complete enough information].
- Sketch out an outline of your paper, including what films you will be discussing in depth as emblems of the decade’s trends.
- Do some background research on what was happening politically and socially in the decade that helps to contextualize the films, using at least 5 peer-reviewed scholarly sources.
- Do some background research on film industry trends during the 1990s that might have affected the kinds of films that came out during the decade and how people got access to them. These can be a combination of peer-reviewed scholarly sources, trade journals, newspaper reports, etc.
- Write a paper of 10-12 pp length, double-spaced in a standard 12-point font such as Times New Roman. The paper will include APA citations and an APA-formatted list of references at the end. The final paper will be due on the date of the final exam, when you will be presenting the results of your research to the rest of the class. I would like, however, to see a working draft of it at least 2 weeks beforehand as well as making sure that these other tasks described above take place in a timely fashion.
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<table>
<thead>
<tr>
<th><strong>COURSE FEATURES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposed Term</strong></td>
</tr>
<tr>
<td><strong>Proposed Year</strong></td>
</tr>
<tr>
<td><strong>Will this course be taught in a language other than English?</strong></td>
</tr>
<tr>
<td><strong>Is this a General Education Course?</strong></td>
</tr>
<tr>
<td><strong>Content Area 1 Arts and Humanities</strong></td>
</tr>
<tr>
<td><strong>Content Area 2 Social Sciences</strong></td>
</tr>
</tbody>
</table>
### COURSE RESTRICTIONS

<table>
<thead>
<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ENGL 1010, or 1011, or 2011</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Recommended Preparation</strong></td>
<td>None</td>
</tr>
<tr>
<td>Is Consent Required for course?</td>
<td>No Consent Required</td>
</tr>
<tr>
<td>Is enrollment in this course restricted?</td>
<td>No</td>
</tr>
</tbody>
</table>

### GRADING

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
</tr>
</tbody>
</table>

### SPECIAL INSTRUCTIONAL FEATURES

<table>
<thead>
<tr>
<th>Do you anticipate the course will be offered at all campuses?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>The faculty to teach this course are not present at all the regional campuses.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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</table>

### COURSE DETAILS

<table>
<thead>
<tr>
<th>Provide existing title and complete course catalog copy</th>
<th>ENGL 2274W. Disability in American Literature and Culture. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles. CA 1, CA 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>AMST / ENGL 2274W. Disability in American Literature and Culture. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. An interdisciplinary examination of the symbolic roles of disability and the social implications of those roles. CA 1, CA 4.</td>
</tr>
<tr>
<td>Reason for the course action</td>
<td>&quot;Disability in American Literature and Culture&quot; is an interdisciplinary, American Studies course by design, in the sense that it (a) it addresses a keyword in American Studies -- disability, and (b) the &quot;and culture&quot; portion of the title signal that its source materials are interdisciplinary in scope, ranging from literary works, to film, to legal documents, to articles by historians, to cultural theory. It was designed and is regularly taught by Anna Mae Duane, the former director of American Studies.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>Since the change will not effect the teaching of the course, there should be no effect on existing courses in other departments beyond what already exists.</td>
</tr>
</tbody>
</table>
General Education Goals

Describe course assessments

Content Area: Arts and Humanities

Content Area: Diversity and Multiculturalism (non-international)

Skill Code W

Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
</tr>
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</table>
Disability in American Literature and Culture

The term “freaks,” like so many other derogatory epithets, has come to have a two-fold meaning. Originally meant pejoratively, the word freak has been reclaimed by many within the disabled community as a badge of difference, as a mark of one’s identity, and as an indication of being extraordinary. In this course we will explore the ways in which the extraordinary body has been used culturally to help reinforce ideas of normality. We will ask how disability has been enfolded in depictions of various “others,” including African Americans, women and children. We will also consider how ideas of disability continue to evolve, and how our quest for perfection shapes everyone’s future. In the process we will also be engaging a variety of theoretical questions that have material consequences on social policy, and the lives of people affected by those policies.

Quizzes: I will administer quizzes periodically. If it seems that members of the class are not keeping up with the assignments, I will administer them more frequently.

Presentations: Each student will be paired off to make a short presentation on the days reading. (5 minutes/2 written pages, one page of bullet points.).

Discussion Questions: Each student will be

Papers: This is a W class, which requires that instructors do the following:

1. Assign 15 pages of edited written work
2. Not only assign writing, but teach it
3. Build in a process for revision
4. In order to pass the course, you must pass the writing component.
There will be **two** 6-9 pages papers due in the semester. Both papers have revision components built in. The first paper will involve feedback in class, in writing and with peers. The second paper will involve peer revision and a in-class workshop.

**You must pass (i.e. complete) the revision components in order to pass the writing component. Together, your two papers must equal 15 pages.**

Grading rubric:

**60% Papers** –30/30 Note: to receive full credit for the papers, you must complete all steps of writing and revision, which includes meeting me for a writing conference.

**40% In-class participation.**

To receive full credit for this component of the course you will need to:
- come to class, having done the reading, and with the book in hand 10%
- pay visible attention in class (no texting, surfing, or chatting) 10%
- join in class discussion (online and in person) and do well on quizzes (online and in person) 15%
- complete one short presentation on a given text 5%. The text of your presentation needs to be handed in to me to receive full credit).

**Grade Conversion Scale:**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>93-100</td>
<td>90-92</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>67-69</td>
<td>63-66</td>
<td>60-62</td>
<td>59 or less</td>
<td></td>
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</table>

**Required Books:**

Lucy Grealy: *Autobiography of a Face* (0-06056966-2) Harper

Katherine Dunn: *Geek Love* (0-375-71334-4) Vintage

Rebecca Skloot: *The Immortal life Henrietta Lacks* (1-4000-5218-1) Broadway

Terry Trueman, *Stuck in Neutral* (0064472132) Harper Teen

Maybe A Body Undone? It says that she didn’t have a gender, rather a wheelchair--

All other readings will be available via HuskyCT.

**Requirements:**

1. 3-5 page paper, (1 draft, one final version)
2. 10-12 page paper (1 draft, 1 final version)
3. 1 presentation (3 questions designed to lead the class in discussion of the assigned material for the day).
4. 28 Response to sparking question on the day’s material on the Husky CT site
**Grading:**

Your grade will be calculated according to the following formula:

- **65%** Papers – 15/45 Note: to receive full credit for the papers, you must complete **all steps** of writing and revision, which includes coming for a conference with me.
- **20%** In-class participation. In addition to joining in class discussion (online and in person), you will be responsible for one short presentation, complete with quotes from the text we are reading that day. The text of your presentation needs to be handed in to me to receive full credit.
- **15%** Quizzes to receive full credit for your responses, they have to be handed in, in class, the day that they are due.

**Schedule of Readings & Assignments**

This schedule is subject to change—please be sure to check Husky CT regularly for any updates.

**WEEK ONE**

**Jan. 19:** Intro to the Course; **Bring in an image of disability to class on 9/03.**

**WEEK TWO**

**Jan. 26:** *Extraordinary Bodies* p 55-80; Rosemarie Garland Thomson, “The Politics of Staring;”

**Power vs. Prosthesis, or Better Living through Surgery?**

**WEEK THREE**

**Sep. 17:** Lucy Grealy, *Autobiography of a Face*, Chapters 5-8. **Writing Workshop**

**WEEK FOUR**

**Sep. 22:** *Autobiography*, Chapters 9-12; Barbara Erenreich: “Smile—You’ve got Cancer!”
**Sep 24:** John Hockenberry, “The Next Brainiacs” Film *Sound and Fury* (Class Held in Homer Babbidge Library, Video Room 1).

**WEEK FIVE**

**Sep. 29:** *Sound and Fury*; (Class Held in Homer Babbidge Library, Video Room 1) Harlan Lane, “The Construction of Deafness.”
**Oct. 1:** Paper 1 Draft Due. Bring hard copy to class and send a copy to me via email by 3:00 on Oct. 1; **Peer Revision.**

**Who Gets to Reproduce and What’s Worth Reproducing?**

**WEEK SIX**

**Oct. 6:** *Geek Love*, Chapters 1-8.
**Oct. 8:** *Geek Love*, Chapters 9-14; Radiolab Podcast, “CRISPR”
WEEK SEVEN
Oct. 13: *Geek Love, Chapters 15-23*; Bring in/link to an article that relates to an issue raised in *Geek Love.*
Oct. 15: *Geek Love, Chapters 24-28 (Paper 1 Final Due).*

**Race, Gender and Medicine**

WEEK EIGHT
Oct. 20: Rosemarie Garland Thomson, “The Cultural Logic of Euthanasia”; Carrie Sandhal, “Queering the Crip or Crippling the Queer?”
Oct 22: Film, *Fixed* (Class In HBL, Video Theater 1)

WEEK NINE

WEEK TEN
Nov. 3: *The Immortal Life of Henrietta Lacks*, chapters 23-30; Youtube Documentary on Guatemalan Syphilis Experiment.
Nov. 5: **Online class**—Research Strategies (Specifications on Husky CT).

**Disability and the Heroic Parent**

WEEK ELEVEN
Nov. 10: Terry Trueman, *Stuck in Neutral.*
Nov. 12: “The Status Woe” (Kelli Stapleton’s Blog) August 1-end; “Kelli Stapleton Can’t Forgive Herself”; Scott Sea “Planet Autism;” **First Paragraph/Thesis Due.**

WEEK TWELVE
Nov. 17: Writing Workshop; Pitches for Final Week Reading/Viewing.
Nov. 19: **First Draft Due:** Peer Revision **You must bring one hard copy to class and submit one copy to me via email by 3 pm on Nov. 19th.**

**WEEK THIRTEEN—THANKSGIVING BREAK!**

WEEK FOURTEEN
Dec 1: Conferences
Dec. 3: Conferences

WEEK FIFTEEN
Dec 8: *TBA*
Dec. 10: Final Paper Due: Wrap-Up
**COURSE ACTION REQUEST**

<table>
<thead>
<tr>
<th>CAR ID</th>
<th>17-3843</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request Proposer</td>
<td>Vials</td>
</tr>
<tr>
<td>Course Title</td>
<td>American Studies Methods</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; American Studies &gt; English &gt; Return &gt; American Studies &gt; English &gt; College of Liberal Arts and Sciences</td>
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**COURSE INFO**

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<tr>
<th>Type of Action</th>
<th>Revise Course</th>
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<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
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<td>2</td>
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<tr>
<td>Course Subject Area</td>
<td>AMST</td>
</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department</td>
<td>American Studies</td>
</tr>
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<td>Course Subject Area #2</td>
<td>ENGL</td>
</tr>
<tr>
<td>School / College #2</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department #2</td>
<td>English</td>
</tr>
<tr>
<td>Reason for Cross Listing</td>
<td>AMST 3265W is a writing course with a significant cultural criticism component.</td>
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<tr>
<td>Course Title</td>
<td>American Studies Methods</td>
</tr>
<tr>
<td>Course Number</td>
<td>3265W</td>
</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please explain the use of existing course number</td>
<td>The course is retaining its status as the capstone course for our major.</td>
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**CONTACT INFO**

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Christopher R Vials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>English</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>crv09002</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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**COURSE FEATURES**

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<tr>
<th>Proposed Term</th>
<th>Fall</th>
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<tr>
<td>Proposed Year</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
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<tr>
<td>Is this a General Education Course?</td>
<td>Yes</td>
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<tr>
<td>Content Area 1 Arts and Humanities</td>
<td>No</td>
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<tr>
<td>Content Area 2 Social Sciences</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 3 Science and Technology (non-Lab)</td>
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<tr>
<td>Content Area 3 Science and Technology (Lab)</td>
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<tr>
<td>Content Area 4 Diversity and Multiculturalism (non-International)</td>
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<td>Content Area 4 Diversity and Multiculturalism (International)</td>
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<td>General Education Competency</td>
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<td>W Sections Term(s) Offered</td>
<td>Spring</td>
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<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
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<tr>
<td>Will there also be a non-W section?</td>
<td>No</td>
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<tr>
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<tr>
<td>Number of Students per Section</td>
<td>19</td>
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<td>Is this a Variable Credits Course?</td>
<td>No</td>
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<tr>
<td>Is this a Multi-Semester Course?</td>
<td>No</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Instructional Pattern</td>
<td>Lecture, discussion, small groups, workshoping of student writing</td>
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**Course Restrictions**

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<tbody>
<tr>
<td>Will the course or any sections of the course be taught as Honors?</td>
<td>No</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENGL 1010 or 1011 or 2011; open to juniors or higher.</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>AMST 1201</td>
</tr>
<tr>
<td>Is Consent Required for course?</td>
<td>No Consent Required</td>
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<tr>
<td>Is enrollment in this course restricted?</td>
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**Grading**

<table>
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<th>Question</th>
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<tbody>
<tr>
<td>Is this course repeatable for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Number of Total Credits Allowed</td>
<td>6</td>
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<tr>
<td>Is it repeatable only with a change in topic?</td>
<td>Yes</td>
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<tr>
<td>Does it allow multiple enrollments in the same term?</td>
<td>Yes</td>
</tr>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
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**Special Instructional Features**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Avery Point, Hartford, Storrs, Waterbury</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>It is currently offered at all these campuses on a regular basis and the revision should not affect this. It can be offered at Stamford as well, but is not regularly offered there in practice.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
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<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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**Course Details**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Provide existing title and complete course catalog copy</td>
<td>AMST/ENGL 3265W. Seminar in American Studies Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit. An in-depth study of an event, historical period, or cultural production from an interdisciplinary perspective.</td>
</tr>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>AMST / ENGL 3265W. American Studies Methods Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. With a change of content, may be repeated for credit. Interdisciplinary research and writing instruction centered on a specific topic in U.S. culture. An introduction and overview of research methods in American Studies.</td>
</tr>
<tr>
<td>Reason for the course action</td>
<td>The revision is intended to foreground the role of the course as a methods course for the major. Currently, it is taught strictly as a special topics course with a W component. With the revision, AMST 3265W would still be a special topics course centered on a specific theme, period, or keyword chosen by the instructor, but the course would be more explicitly tasked with training students how to read, research, and write using current methodologies in American Studies. Students would still apply these methods to a specific topic but would ideally come away from the course with a sense of how to research and write in American Studies more broadly.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>The revision should have no impact on courses throughout the campus.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>On completion of the course, students should be able to: --research and write on US culture using interdisciplinary methods (that is, techniques and modes of argumentation that combine the methods of several existing disciplines in the space of one assignment) --identify the major themes and approaches current in the interdisciplinary of American Studies --articulate in depth a particular theme, topic, or historical moment in US culture</td>
</tr>
</tbody>
</table>
Describe course assessments

There will be short writing assignments that build up to the writing of a major research paper. A minimum of fifteen pages of revised and edited prose will be required. Exams may also be required by individual instructors, though take-home writing assignments should form the majority of the grade.

General Education Goals

"1. become articulate" The W component of the course requires that students hone their expressive abilities. "3. acquire critical judgment" Honing their research and writing skills will increase students' critical capacities. "7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge." The skills in interdisciplinary research and writing that students learn in this class can easily be transferred to other classes in the humanities that require writing or original research.

Skill Code W

The course will require a minimum of 15 pages of revised and edited writing, and students will be informed that the writing component will comprise the majority of the grade. Rough drafts will be required of all major written assignments, and the instructor will provide feedback on these rough drafts and the final versions. Individual instructors will be expected to devote class time to the discussion of writing and research techniques. Some instructors will no doubt go beyond these basic requirements with individual conferences, in-class workshops, and other strategies. The papers will require students to demonstrate their knowledge of the concepts, histories, and texts we have covered in class, and to apply these concepts in original ways.

Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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<td>Syllabus</td>
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Comments & Approvals Log

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<tr>
<th>Stage</th>
<th>Name</th>
<th>Time Stamp</th>
<th>Status</th>
<th>Committee Sign-Off</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Draft</td>
<td>Christopher R Vials</td>
<td>07/07/2017 - 12:54</td>
<td>Submit</td>
<td></td>
<td>I am now submitting this proposal to Matt McKenzie (AMST) and Hap Fairbanks (English) for approval.</td>
</tr>
<tr>
<td>American Studies</td>
<td>Matthew G McKenzie</td>
<td>07/10/2017 - 13:57</td>
<td>Approve</td>
<td></td>
<td>An important expansion and enumeration of 3265's role within the major. Provides instructors with clearer guidelines to the desired goals of the course proper.</td>
</tr>
<tr>
<td>English</td>
<td>Albert H Fairbanks</td>
<td>09/12/2017 - 12:21</td>
<td>Return</td>
<td></td>
<td>A few requests for revision conveyed by English C&amp;C to proposer 9/12/17.</td>
</tr>
<tr>
<td>Return</td>
<td>Christopher R Vials</td>
<td>09/12/2017 - 19:37</td>
<td>Resubmit</td>
<td></td>
<td>At the request of the English C&amp;C Committee, I have made a few small adjustments to the proposal. The only substantive change is a shortening of the title.</td>
</tr>
<tr>
<td>American Studies</td>
<td>Matthew G McKenzie</td>
<td>09/13/2017 - 09:55</td>
<td>Approve</td>
<td>9/13/2017</td>
<td>Integral element to AMST overhaul</td>
</tr>
</tbody>
</table>

THE COLD WAR AND US CULTURE

AMST 3256W

Professor: Chris Vials
Office Hours: Tues & Thurs, 12-1pm
Office: CLAS 118
Email: christopher.vials@uconn.edu
Office Phone: 486-9033

Course Description

This course is designed to give you an overview of research and writing methods in American Studies by applying these methods to a specific topic: the Cold War and US Culture. As we will see, the Cold War, as a topic, allows us to connect with a number of major turns in the field of American Studies: for example, the ‘transnational turn’ that highlights the intimate connections between the US and other nations; the turn to the study of US empire; the turn to comparative ethnic studies that compares the experiences of different ethnic groups; and finally to the more established ‘cultural turn’ that examines how everyday worlds of culture are sites of history in the making.

As one scholar has noted, the Cold War (1946-1989) was also the “Age of Three Worlds,” a time when the globe was divided into a First, Second, and Third World. US foreign policy in this period sought to win the allegiance of
the Third World in its struggle against the Second (the Soviet bloc), and recent studies have examined the ways in which this Cold War foreign policy framed seemingly unrelated domestic conflicts during the late 1940s, 1950s, and 1960s.

Thus our seminar will use literature, popular culture, and political rhetoric to study how dominant US attempts to fight the Communist bloc and win the sympathies of a de-colonizing world framed how writers imagined foreign policy struggles like Vietnam and anticolonialism. But we will also look at how the Cold War impacted apparently disconnected, “domestic” issues like the civil rights movement and Black Power, student movements of the late 1960s, McCarthyism and the far right, the rise of a postmodern mass culture, and economic development.

As a W course and research literacy course in American Studies, one of the goals of to the class is to familiarize you with research and writing methods in American Studies, and to sharpen your research and writing skills in general. To this end, you will turn in rough drafts of major written assignments, and we will devote class time to covering research databases you need for advanced, interdisciplinary study. We will also devote class time to some of the nuts and bolts of interdisciplinary writing. You must demonstrate writing proficiency in order to pass the course.

### Required Texts

- Carlos Bulosan, *America is in the Heart* (Univ of Washington Press)
- Graham Greene, *The Quiet American* (Penguin)
- Arthur Miller, *Enemy of the People*

### Course Requirements and Policies

**Assignments** For this class, you will be required to complete 1 take-home written exam and 2 papers, each one longer and more heavily weighted than the last. The page lengths for the two papers will be 6-7 pages and 10-12 pages respectively, and both will require you to incorporate in-class readings and outside research. The take home exam will ask you to reflect on the core concepts animating the class. For each of your two papers, you will turn in a rough draft which the instructor will return to you with feedback. Both of these papers will require you to combine secondary sources and a range of different kinds of primary sources in ways that reflect American Studies writing and research. We will devote time to these techniques in class. In addition, to help you with the structure and research for your final paper, you will be required to meet individually with the instructor for a conference outside class, sometime in the second half of November. Detailed instructions on the content of these assignments is forthcoming.

You are also expected to participate in class discussions. Since the papers will require you to situate the works in their historical and theoretical contexts (further details on all of these assignments are forthcoming), I would strongly advise you to take notes in class.

The grading breakdown is as follows:

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Your class participation grade will be based on your contributions to the discussions, and also your completion of any in-class writings or out-of-class prompts I may assign. It goes without saying here that for a good participation grade, you will need to read the material for each and every class and arrive alert, ready to discuss it in detail. This also means that you need to regularly attend. Every absence over 4 will negatively impact your participation grade. More than 7 absences will result in an F for participation.

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

**Electronic Devices.** Many of your readings will be available in PDF files on HUSKY CT only, and I don’t expect you to print all of these out. You are welcome to use laptops or other devices to consult assigned readings in class. However, this is the only approved use for electronic devices in this class.

**Plagiarism Policy**

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

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**AMST 3265W: COLD WAR AND US CULTURE**

**Daily Syllabus**

9/1  Tu  Introductions

**WAS THE COLD WAR INEVITABLE? World War II, Colonialism, and the Popular Front**


9/8  Tu  Bulosan, *America is in the Heart* (Part 1)
9/10  Th  Bulosan, *America is in the Heart* (Part 2)

9/15  Tu  Bulosan, *America is in the Heart* (Parts 3 and 4)

**FOUNDATIONS OF THE COLD WAR**

9/17  Th  **Founding Documents.** Truman, 1947 Address to Congress (“Truman Doctrine Speech” + Schlesinger, “The Challenge of Totalitarianism”
        In-class: the turns in Cold War Policy + Hoover, “Red Fascism”

9/22  Tu  **Keynesian Economics.** In-class: *Ephemeral Films, 1946-1960*
9/24  Th  Cleaver, “The Rise and Fall of the Keynesian State”
        In-class: discussion of *Ephemeral Films* + Keynesian economics, at home and abroad

9/29  Tu  **Coup d’Etats.** Foran, “Time Magazine, the CIA Overthrow of Musaddiq, and the Installation of the Shaw;” Appy, “Eisenhower’s Guatemalan Doodle, or: How to Draw, Deny, and Take Credit for a Third World Coup”

**ANTI-COMMUNISM, LIBERAL AND CONSERVATIVE**

10/6 Tu  **Due: Take Home Exam**
Miller, Enemy of the People

10/8 Th  CLASS CANCELED: instructor at conference

10/13 Tu  Miller, Enemy of the People
In-class: presentation on the blacklist and right-wing anticommunism

10/15 Th  Klein, Cold War Orientalism (Intro) + Kovel, “Liberal Anticommunism”
In-class: The King and I and liberal anticommunism

10/20 Tu  **Due: Rough Draft, Paper One**
Burdick and Lederer, The Ugly American (excerpts)

RESISTING THE COLD WAR

De-Colonization, the Non-Aligned Movement, and Civil Rights

10/22 Th  Prashad, “Bandung” + “Belgrade”; Wright, “Bandung: Beyond Left and Right”

10/27 Tu  Césaire, Discourse on Colonialism

10/29 Th  Malcolm X, “Bullet or the Ballot;” MLK, “Declaration of Independence from Vietnam;” Walter White, How Far the Promise Land (intro)
In-class Presentation: Civil Rights and the Cold War

Vietnam

11/3 Tu  **Due: Paper One**
Greene, The Quiet American

11/5 Th  Greene, The Quiet American

11/10 Tu  Herr, Dispatches (excerpt)
In-class: Apocalypse Now excerpt and the U.S. Vietnam War narrative

11/12 Th  Lê, “Distant Stars” + “A Day on the Road” + Binh, The Sorrow of War (excerpt)

11/17 Tu  Nguyen, The Sympathizer (excerpts)


11/24 & 11/26  Thanksgiving Break

RETURN OF THE ANTICOMMUNIST CRUSADE, AND BEYOND

12/1 Tu  **Due: Rough Draft, Final Paper**
In-class: Red Dawn (excerpt from 1984 film)

12/3 Th  What ended the Cold War? Kotz, Revolution From Above (excerpts)
12/8  Tu  Harvey, Introduction to Neoliberalism
12/10  Th  Conclusions: Last Day of Class

Your Final Paper is due December 16 at 2 pm in my CLAS mailbox or in my office in CLAS 118

2017-213  AMST/ENGL/HIST 2207  Add Course (G) (S) (guest: Christopher Vials)

10/30/17

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<th>Christopher R Vials</th>
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<tr>
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<td><a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a></td>
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COURSE FEATURES

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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
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 ENGL 1010 or 1011 or 2011
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 know we have faculty willing to teach this course in Storrs, but I'm not sure about the other 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 AMST / ENGL 2207 / HIST 2XXX Empire and U.S. Culture Prerequisite: ENGL 1010 or 1011 or 2011 The U.S. has long had the footprints of an imperial power. But does it possess an imperial culture? How have the frontier and overseas ambitions shaped U.S. institutions? And what has been the impact of U.S. expansion on people outside its borders? The course will explore these questions through literary narratives and historical documents.

Reason for the course action Empire Studies is a major component of American Studies at the national and international levels, and has been so for at least 30 years, and yet we do not have any course in the curriculum at UConn expressly devoted to this scholarly turn (empire studies is also central to the so-called 'transnational turn' in the field, which looks at the United States in global perspective, blurring the line between the foreign and the domestic). This course would allow scholars working in this area to translate their research into pedagogy. More important, the course would be eminently relevant to students. For those born or raised in the US, it would ask them to examine the ways in which seemingly distant phenomena like overseas wars and foreign investments impact their own daily lives and daily routines, and perhaps even their own family histories and presence in the country. For international students, it would provide crucial historical contexts on the
relationship between the U.S. and other nations, and would also give them the opportunity to critically reflect on the impact of U.S. culture in their home countries. In both cases, it would achieve these ends by its cultural component – that is, the discussion of culturally expressive modes that capture the texture of individual and group experience – and the explicit discussion of these cultural forms alongside secondary historical work. As a course on U.S. Empire that fulfills a Gen Ed Diversity requirement, the proposed course will also ask students to reflect on how imperial power – be it the settler colonialism of the Frontier, the transatlantic slave system of the British empire, overseas colonialism, or asymmetrical trade relations – have been central to migration, immigration, refugee asylum, and racial formation in the United States. Students will explore such connections through texts produced by people of color, immigrants, refugees, and outsiders.

Specify effect on other departments and overlap with existing courses

There is only one course in the UConn curriculum with a notable overlap with this proposed course: HIST 3516, Rise of US Global Power, taught by Frank Castiglione. The proposed course should have little impact on HIST 3516 other than to provide a general background for students interested in Professor Castiglione’s course. While there is overlap in content, the methodology here is quite different. One emphasis in this course is on culture – the interrelationship between cultural production (literature, art, popular culture) and history. Some sections of this course may also focus on settler colonialism and weigh their frames more heavily in the colonial period or the 19th century. The proposed course is also a 2000-level Gen Ed, while HIST 3516 is a more advanced course, primarily for students in CLAS.

Please provide a brief description of course goals and learning objectives

If the course meets its goals and objectives, students will: --reflect on the intimate connections between the US and other nations, and the ways in which these connections impact everyday culture and lived experience within the United States -reflect on the relationship between ethnic demographics within the United States and US foreign policy --examine the cultural creations produced by migrants, immigrants, refugees, and racialized subjects as possessing unique perspectives on international relations and empires --critically examine and comprehend history and lived experience through literary works and visual modes

Describe course assessments

Course assessments will vary from instructor to instructor, but they will likely be comprised of a combination of written exams, written essays, quizzes, and participation. Readings will be assigned for each class, and will include a combination of secondary scholarship in history, American Studies, and cultural criticism and may include primary sources ranging from literary works, popular culture, visual art and photography, legislation, political rhetoric, journalism, and music.

General Education Goals

"5. acquire awareness of their era and society" The course aims to produce a broader awareness of the intimate and often asymmetrical links between the United States and other nations. "5. acquire consciousness of the diversity of human culture and experience" The course also aims to make students aware of the variety of positions involved in apprehending the relationship between the United States and the outside world.

Content Area: Arts and Humanities

"Investigations and historical/critical analyses of human experience" As a course cross-listed with HIST, this proposed class examines its subject historically – that is to say, it examines the continuities and discontinuities between different eras of US history as they relate to empire. In its treatment of cultural productions (novels, art, literature), the course also asks students to critically analyze individual experience (mediated through aesthetic forms) as both a reflection and a constitutive force of history. "Comprehension and appreciation of written, visual, multi-modal and/or performing art forms" As a course cross-listed with ENGL and an interdisciplinary American Studies course, it also requires students to critically examine and comprehend history and lived experience through literary works and visual modes.

Content Area: Diversity and Multiculturalism (non-International)

1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity

The proposed course requires that students examine the cultural creations produced by migrants, immigrants, refugees, and racialized subjects as possessing unique perspectives on international relations and empires. In so doing, it takes a comparative ethnic studies approach that compares the experiences of different ethnic groups as they relate to a specific subject or historical topic. 4. Develop an understanding of and sensitivity to issues involving human rights and migration; The course examines the relationship between empire and migration, while also illuminating the human rights abuses that accompany empire. 5. Develop an awareness of the dynamics of social, political, and/or economic power in the context of any of the above four items. In its focus on empire, the course assumes an asymmetrical power relationships within and between nations, particularly in terms of race, gender, and class.

Syllabus and other attachments

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Comments / Approvals

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<td>Matthew G McKenzie</td>
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<td>This represents an important and novel addition to AMST student's critical engagement and training. Chris indicated Storrs only, but I may offer to teach this course at Avery Point in the future.</td>
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AMST/ENGL/HIST 2207
“Empire and U.S. Culture”

Course Description
From its very origins, the United States has had the cross-border investments, expansionist impulses, and military footprints of an imperial power. From the Westward expansions of Manifest Destiny, to the Monroe Doctrine and the Mexican American War, to overseas expansion into Asia at the turn of the century, and, critically, to the “American Century” of global power after World War II and the constellation of military bases it has left in its wake, this country has always staked claims beyond its borders. Even before 1776, the North American colonies were outposts and battlegrounds of imperial powers, each with competing claims.

But to what extent does the United States possess an imperial culture? And how have expansionist claims shaped its institutions? What are imperial institutions, and how have they taken shape over the course of US history? What is an imperial culture, and how has it appeared in U.S. literature, political rhetoric, and popular culture? How have writers, artists, and political organizers contested such a perspective, and what have they offered in its place? How has the notion of the country as an anti-imperial bastion, one resistant to ‘foreign entanglements,’ also influenced U.S. national identity?

Situating the U.S. in a global context, we will use literature, various primary historical documents, popular fiction, film, video games, photography and painting, political rhetoric, and secondary works by historians and American Studies scholars to probe the questions outlined above.

In this section, we will focus more on the 20th century, and we will pay special attention to the relationship between empire, migration, and displacement: in other words, we will look at how trade and foreign policy has brought new peoples into the United States, sometimes against their will. Using literature and other cultural modes, we will examine how immigrants, refugees, and outsiders - with different ideas and modes of creative expression - have been uniquely positioned to comment on the U.S. and its role as a global power.

In so doing, this course will serve as an overview to the transnational turn in American Studies. This scholarly turn examines how the flow of people, ideas, and capital across national borders transformed US culture, and how US culture has transformed the world.

Books
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
Mark Twain, *A Connecticut Yankee in King Arthur’s Court*
Carlos Bulosan, *America is in the Heart*
Graham Greene, *The Quiet American*

Grading
Participation 20%
Take-Home Exam #1 20%
Take-Home Exam #2 25%
Final Paper 35%
Assignments

Your grade for this course will be based on two take-home exams, a final paper, and participation. Your participation grade is based on: (a) your contributions to class discussions, (b) attendance, (c) any small in-class assignments or quizzes.

Your first take-home exam will cover empire and the making of U.S. culture before 1900; your second take-home exam covers the Cold War. In both of these assignments, you will be given the question one week before the exam is due, and will choose one of two interpretive questions to answer. Your final paper (8-10 pages) allows you to go in-depth on a particular topic we covered together and that you would like to explore further (e.g., the Frontier, the Spanish American War, Cold War musicals, the relationship between the U.S. and a particular country, neoliberalism). You will combine sources you have encountered in class and outside class to craft an original argument.

For your take-home exams and your final paper, you will be asked to craft an interdisciplinary argument in the spirit of American Studies, one that combines primary and secondary sources to think about American culture historically. To this end, we will devote class time to discussing interdisciplinary thinking and writing.

Weekly Schedule

Weeks 1-2

*Early Dynamics: The British Empire, Slavery, and the Transatlantic World*

**Readings:**
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
- Linbaugh and Rediker, “The Wreck of the Sea Venture”
- Allen, *The Invention of the White Race* (excerpts)
- Virginia Slave Codes

Week 3

*Early American Studies and the Myth of the Frontier*

**Readings:**
- Smith, *Virgin Land* (excerpt)
- Slotkin, “Exposition: the Frontier as Myth and Ideology” + “Buffalo Bill’s Wild West and the Mythologization of the American Empire”

**In-Class:**
- Landscape Painting, Still Photography, and the American West

Weeks 4-6

*Industrialization, New Markets, and New Borders*

**Readings:**
- Twain, *A Connecticut Yankee in King Arthur’s Court* (1889)
- T. Roosevelt, *The Strenuous Life* (excerpt)
Due: Take Home Exam #1

Weeks 7-8

New Possibilities: World War II and the Popular Front

Readings:
- Bulosan, *America is in the Heart* (1946)
- Vials, “Why We Fight: Contenting Narratives of World War II”
- Wallace, “The Price of Free World Victory” (1942)
- Luce, “The American Century” (1941)

Weeks 9-10

The Early Cold War, De-Colonization, and Narratives of Development

Readings:
- R. Wright, “Bandung: Beyond Left and Right” (1956)
- Prashad, “Bandung” + “Belgrade”
- Foran, “Time Magazine, the CIA Overthrow of Musaddiq, and the Installation of the Shaw”
- Appy, “Eisenhower’s Guatemalan Doodle, or: How to Draw, Deny, and Take Credit for a Third World Coup”
- Klein, *Cold War Orientalism* (excerpt)
- Burdick, *The Ugly American* (excerpt from 1958 novel)

In-Class:
- *The King and I* (excerpt from 1956 musical)

Weeks 11-12

The Wars in Southeast Asia

Readings:
- Greene, *The Quiet American*

In-Class:
- Documentary film: *Sir, No, Sir!*

Due: Take Home Exam #2

Weeks 13-14

Empire in the Age of Neoliberalism

Readings:
- Harvey, *Neoliberalism: An Introduction* (excerpts)
- Friedman, “The Role of Government in a Free Society”
- Dyer-Witheford and Greig de Peuter, “Banal War: Full Spectrum Warrior” and “Imperial City: Grand Theft Auto”

In Class: Dystopian Narratives and Console Video Games

Due during Exam Week: Final Paper
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<td>Paul Herrnson</td>
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<td>psh13001</td>
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<tr>
<td>Initiator Email</td>
<td><a href="mailto:paul.herrnson@uconn.edu">paul.herrnson@uconn.edu</a></td>
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<td>Is this request for you or someone else?</td>
<td>Myself</td>
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<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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### COURSE FEATURES

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<td>Proposed Year</td>
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<td>Instructional Pattern</td>
<td>Lecture, discussion, simulations, student presentations</td>
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### COURSE RESTRICTIONS

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<td>Prerequisites</td>
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<td>Corequisites</td>
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<td>Recommended Preparation</td>
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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 POLS 3606. The Politics of Election Administration Three credits. Prerequisites: POLS 1602 An analysis of the politics of election administration. Topics may include: the roles of state and local governments; the participation of candidates, political parties, and voters; convenience-voting options, new technologies, voter turnout, and voter errors; voter suppression and voter fraud; and prospects for 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 By the end of the course students will understand: 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**

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<tr>
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<th>File Type</th>
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**COMMENTS / APPROVALS**

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<td>09/19/2017 - 11.28</td>
<td>Submit</td>
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<td>Political Science</td>
<td>Meina Cai</td>
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<td>10/4/2017</td>
<td>Paul, please make the catalog shorter.</td>
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<td></td>
<td>course catalog shortened. Prerequisites reduced. Title simplified.</td>
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</table>
The Politics of Election Administration

Fall 2018

Prof.: 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.
Course Goals and Learning Objectives

This course focuses on election administration in the United States, but comparisons are drawn to election administration in other democracies. Its 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) voter suppression, voter fraud, recounts, and other challenges to the conduct of elections; 8) the impact of election administration on campaign strategy; and 9) electoral reforms being publicly debated and their prospects for enactment.

Grades and Assignments

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<td>Paper</td>
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<td>Participation &amp; quizzes</td>
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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 instructor)

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)
- 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)
- Streb, “Judicial Elections” (Streb, ch. 12)
- Smith. “Direct Democracy” (Streb ch. 8)
- Posner, “In Defense of the Electoral College”

Recommended Readings

- Relevant judicial cases:
  - 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)
- Bullock, “Redistricting” (Streb, ch. 11)
- Excerpt from *Baker v. Carr*, 369 U.S. 186 (1962) (on HuskyCT)

**Recommended Readings:**
- Relevant judicial cases:
  - *Shaw v. Reno* (1993) (race as predominant factor)

4: Redistricting Simulation Presentations
- [http://www.redistrictinggame.org](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)

**Recommended Readings:**
• Michael J. Pitts. 2008. “Empirically Assessing the Impact of Photo ID at the Polls Through an Examination of Provisional Balloting,” *Journal of Law & Politics*

### 6: Convenience Voting

**Required Readings:**
• Presidential Commission on Election Administration, sections IIIC, IIID
• Gronke, “Early Voting” (Streb, ch. 6)

**Recommended Readings:**
• Stein, Owens, and Leighley, “Electoral Reform, Mobilization, and Voter Turnout, “

### 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)
- John Myers, “California’s very long November ballot is now official – and it might get even longer,” L.A. Times, June 30, 2016

**Recommended Readings**


**8: MIDTERM EXAM**

**9: Student papers**

**10: Election Administration**

**Required Readings:**

- Presidential Commission on Election Administration, section III.B

**Recommended Readings:**


**11: Impact of Election Administration on Campaign Strategy**

**Required Readings:**

- “Running Scared,” *Atlantic Monthly*
Recommended Readings:

- Foley, “Recounts” (Streb, ch. 7)

Required Readings:


Recommended Readings:

### COURSE ACTION REQUEST

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<td>Course Title</td>
<td>The Art, Science, and Business of Political Campaigns</td>
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<td>CAR Status</td>
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<td>Course Title</td>
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<td>Political Science</td>
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<tr>
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<td>psh13001</td>
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<td>Is this request for you or someone else?</td>
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<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

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<td>Instructional Pattern</td>
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No

### GRADING

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### SPECIAL INSTRUCTIONAL FEATURES

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<td>No</td>
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<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>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.</td>
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<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
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<td>Will this course be offered online?</td>
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### COURSE DETAILS

<table>
<thead>
<tr>
<th>Provide proposed title and complete course catalog copy</th>
<th>POLS 3608. The Art, Science, and Business of Political Campaigns Three credits. Prerequisites: POLS 1602. An analysis of strategy, communications, fundraising, and voter mobilization in contemporary political campaigns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for the course action</td>
<td>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.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>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.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>By the end of the course students will know about the development and conduct of contemporary political campaigns. They will learn about different aspects of campaign planning and decision making, including targeting, message development, communications, fundraising, and voter mobilization. They will be familiar with the normative implications of various campaign activities, and their impact on the government and policy making. They will be conversant in the tradeoffs associated with various political reforms.</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>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.</td>
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### Syllabus and other attachments

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### COMMENTS / APPROVALS

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<td>Paul Herrnson</td>
<td>09/18/2017 - 20:33</td>
<td>Submit</td>
<td></td>
<td>Thank you for reviewing this proposal. Please contact me at <a href="mailto:paul.herrmson@uconn.edu">paul.herrmson@uconn.edu</a> should you have any questions.</td>
</tr>
<tr>
<td>Political Science</td>
<td>Meina Cai</td>
<td>10/04/2017 - 14:28</td>
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<td>10/4/2017</td>
<td>Paul, please make the catalog shorter.</td>
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<td>Approve</td>
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<td>The course was approved by the department on 9/13.</td>
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**THE ART, SCIENCE, AND BUSINESS OF POLITICAL CAMPAIGNS**
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.

Course Goals and Learning Objectives

This course focuses on the development and conduct of contemporary political campaigns. Students will learn about different aspects of campaign strategy and decision making, including targeting, message
development, communications, fundraising, and voter mobilization. They will develop an understanding of the normative implications of various campaign activities, and the impact of campaigns on the governmental process and policy making. They also will be familiar with the tradeoffs associated with various political reforms.

This course 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.)

Optional Textbooks

Randall Atkins and David Dulio, eds., *Cases in Congressional Campaigns: Riding the Wave*, Routledge 2011

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

3. Campaign Organization
   - Panagopoulos, ch. 2
   - Herrnson, ch. 3

4. Political Parties and Interest Groups
   - Herrnson, chs. 4, 5
   - Panagopoulos, ch. 3
   - 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)
• 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.
• Second short case study report due

8. Campaign Strategy and Communications
• Downs, *An Economic Theory of Democracy*, chs. 1 and 3
• 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
• 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.

2017-165  POLS 3610/W  Add Course (G) (S) (guest: Paul Herrnson)

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**COURSE RESTRICTIONS**

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<th>Will the course or any sections of the course be taught as Honors?</th>
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<tr>
<td>Prerequisites</td>
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<td>Corequisites</td>
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<td>Recommended Preparation</td>
<td>POLS 1602 or AP American government</td>
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<td>Is Consent Required?</td>
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<td>Is enrollment in this course restricted?</td>
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<td>Is Consent Required for course?</td>
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**GRADING**

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<th>Is this course repeatable for credit?</th>
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<td>What is the Grading Basis for this course?</td>
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**SPECIAL INSTRUCTIONAL FEATURES**

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<td>Storrs</td>
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<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>I teach at the Storrs campus. I could teach this at the Hartford campus. I know of no others who teach it.</td>
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<td>Will this course be taught off campus?</td>
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<td>Will this course be offered online?</td>
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**COURSE DETAILS**

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<tr>
<th>Provide proposed title and complete course catalog copy</th>
<th>POLS 3610. American Politics in Film Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011. An examination of films that describe the development of American political institutions, norms, and values; portray the processes exhibited in contemporary political institutions or the behaviors that characterize modern-day politicians; or interpret perennial clashes in American politics. POLS 3610W. American Politics in Film Three credits. Prerequisites: POLS 1602 and English 1010, 1011, or 2011.</th>
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<tr>
<td>Reason for the course action</td>
<td>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.</td>
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<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>This course should have no effect on other departments and it has no overlap with courses currently being taught.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>By the end of the course students will have developed the ability to analyze films about American political development and contemporary politics. They will have acquired the knowledge and critical skills needed to identify and describe some myths and realities depicted in films about American politics.</td>
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</table>
Describe course assessments

Students reading assignments will complement 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. 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

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COMMENTS / APPROVALS

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<td>Paul Herrnson</td>
<td>09/22/2017-12:25</td>
<td>Submit</td>
<td></td>
<td>I am currently teaching a version of this course as POLS 2998W. It is going very well.</td>
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<td>Political Science</td>
<td>Meina Cai</td>
<td>10/04/2017-14:25</td>
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<td>10/4/2017</td>
<td>Paul, please make the course catalog shorter.</td>
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<td>Approve</td>
<td>10/13/2017</td>
<td>The course was approved by the department on 9/13.</td>
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AMERICAN POLITICS IN FILM

POLS 3610
Fall 2017

Prof.: P. Herrnson
Office: 422 Oak Hall
Hours: Mon. 11:30-12:30, Weds. 11-noon
and by appointment
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 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 films. Unlike books, which allow an individual the opportunity to ponder, discuss, and research what has just been read, films present an uninterrupted stream of information that is meant to entertain but also can result in learning and opinion formation.

Course Goals and Learning Objectives

Films present a stylized view of American political development and contemporary American politics. 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 modern-day 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. By the end of the course students will have developed the skills to critically analyze films. They will be able to identify and describe some of the myths and realities depicted in films about American politics.

Course Requirements

The weekly assignments for all students are to read the assigned materials, watch a film, 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).

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. Papers
   Students will write an 8-10 page paper for each of two films 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 must discuss the assigned reading and the film’s relevance for understanding politics. A paper copy and emailed electronic copy are to be turned in one week after a student’s presentation.

Grades
1. First paper: 40%
2. Second paper: 40%
3. Presentations: 10%
4. Class participation, quizzes, and additional assignments: 10%
Assignments turned in late will be penalized half a letter grade per day.

**Grade Conversion Scale**

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<td>C+</td>
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<td>F</td>
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**Required Assignments**

Books
- Horatio Alger, *Ragged Dick* (any publisher, available online)
- Saul Alinsky, *Rules for Radicals* (Vintage, available online)

Additional Reading Assignments
- Available in Babbidge Library (including online access) or posted on HuskyCT.

Films
- 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.

**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/](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](http://provost.uconn.edu/syllabi-references).

**Course Schedule**
(Some class meetings and moving viewing dates may be subject to change with prior notice.)

August 28: Introduction
August 30-September 5: The American Revolution (no class)

September 6: The American Revolution (continued)
Readings: Niall Ferguson, *Empire* (selected excerpts on HuskyCT)

September 8: The American Revolution (continued)
Readings: The Declaration of Independence,

September 11: The American Revolution (continued)
Class discussion of the reading material and movie

September 13: The Civil War
Readings:
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
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,
Frederick Douglass, Oration in Memory of Abraham Lincoln

September 15-17: The Civil War (continued, no class)

September 18: The Civil War (continued)
Class discussion of the reading material and movie, student presentations

September 20: The Wild West
Readings:
Allen Barra, *Inventing Wyatt Earp* (selected excerpts on HuskyCT)
Michael Wallis, *The Real Wild West* (selected excerpts on HuskyCT)

September 22-4: The Wild West (continued, no class)
Movie: *The Unforgiven* (1992)

September 25: The Wild West (continued)
Class discussion of the reading material and movie, student presentations
September 27: 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
(continued)
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

September 29-October 1: The Depression (continued, no class meeting)
Movie: *Cinderella Man* (2005)

October 2: The Depression (continued)
Class discussion of the reading material and movie, student presentations

October 4: The 1960s
Readings:
Saul Alinsky, *Rules for Radicals* (entire book)
http://archive.org/details/RulesForRadicals

October 6-8: The 1960s (continued, no class meeting)

October 9: The 1960s (continued)
Class discussion and student presentations

October 11: Writing exercises

October 13: Writing exercises

October 16: First paper due in class

October 18: Campaigns and Elections
Readings: Paul S. Herrnson, *Congressional Elections* (selected excerpts on HuskyCT)

October 20-22: Campaigns and Elections (continued, no class meeting)
Movie: *The Candidate* (1972)

October 23: Campaigns and Elections (continued)
Class discussion of the reading material and movie, student presentations

October 25: The Presidency
Readings:
James David Barber, Presidential Character
http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber_presidential_character_4types.pdf
Richard Neustadt, Presidential Power
Samuel Kernell, Going Public, chs. 1, 4
http://www.uvm.edu/~dguber/POLS293/articles/kernell.pdf

October 27-29: The Presidency (continued, no class meeting)
Movie: Thirteen Days (2000)

October 30: The Presidency (continued)
Class discussion of the reading material and movie, student presentations

November 1: Congress

November 3-5: Congress (continued, no class meeting)
Movie: Charlie Wilson’s War (2007)

November 6: Congress (continued)
Class discussion of the reading material and movie, student presentations

November 8: 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
Herrnson, Shaiko, and Wilcox, Interest Group Connections in Changing Political Environments (HuskyCT)

November 10-12: Interest Groups and Lobbying (continued, no class meeting)
Movie: Thank You for Smoking (2005)

November 13: Interest Groups and Lobbying (continued)
Class discussion of the reading material and movie, student presentations

November 15: News Media
Readings:
James Hamilton, The Market and the Media (HuskyCT)

November 17-26: News Media (continued, no class meeting)
Movie: Broadcast News (1987)

November 27: News Media (continued)
Class discussion of the reading material and movie, student presentations
November 29: Writing exercises

December 1: Writing exercises

December 4: Writing exercises

December 6: Writing exercises

December 8: Second paper due in class

AMERICAN POLITICS IN FILM
POLS 3610W
Fall 2017

Prof.: P. Herrnson
Office: 422 Oak Hall
Hours: Mon. 11:30-12:30, Weds. 11-noon
and by appointment
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Course Goals and Learning Objectives

Films present a stylized view of American political development and contemporary American politics. 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 modern-day 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. By the end of the course students will have developed the skills to critically analyze films. They will be able to identify and describe some of the myths and realities depicted in films about American politics.
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.

2. 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.

4. 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. They papers must discuss a movie’s relevance for understanding contemporary politics. A paper copy and emailed electronic copy are to be turned in one week after a student’s presentation.

5. 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

5. First draft of the first paper: 10%
6. Final draft of the first paper: 30%
7. First draft of the second paper: 10%
8. Final draft of the first paper: 30%
9. Presentations: 10%
10. Class participation, quizzes, and additional assignments: 10%
Assignments turned in late will be penalized half a letter grade per day.

Grade Conversion Scale

A: 94-100    C+: 77-79    D-: 60-63
A+: 90-93  C+: 74-76  F: 0-59
B+: 87-89  C+: 70-73
B: 84-86  D+: 67-69
B-: 80-83  D: 64-66

Required Assignments

Books
- Horatio Alger, *Ragged Dick* (any publisher, available online)
- Saul Alinsky, *Rules for Radicals* (Vintage, available online)

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/](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](http://provost.uconn.edu/syllabi-references).

Course Schedule
(Some class meetings and moving viewing dates may be subject to change with prior notice.)

August 28: Introduction

August 30-September 5: The American Revolution (no class)
September 6: The American Revolution (continued)
Readings: Niall Ferguson, *Empire* (selected excerpts on HuskyCT)

September 8: The American Revolution (continued)
Readings: The Declaration of Independence,

September 11: The American Revolution (continued)
Class discussion of the reading material and movie

September 13: The Civil War
Readings:
John C. Calhoun, South Carolina Exposition and Protest CUT THISXXX
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
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,
Frederick Douglass, Oration in Memory of Abraham Lincoln

September 15-17: The Civil War (continued, no class)

September 18: The Civil War (continued)
Class discussion of the reading material and movie, student presentations

September 20: The Wild West
Readings:
Allen Barra, *Inventing Wyatt Earp* (selected excerpts on HuskyCT)
Michael Wallis, *The Real Wild West* (selected excerpts on HuskyCT)

September 22-4: The Wild West (continued, no class)
Movie: *The Unforgiven* (1992)

September 25: The Wild West (continued)
Class discussion of the reading material and movie, student presentations
September 27: 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
(continued)
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

September 29-October 1: The Depression (continued, no class meeting)
Movie: *Cinderella Man* (2005)

October 2: The Depression (continued)
Class discussion of the reading material and movie, student presentations

October 4: The 1960s
Readings:
Saul Alinsky, *Rules for Radicals* (entire book)
https://archive.org/details/RulesForRadicals

October 6-8: The 1960s (continued, no class meeting)

October 9: The 1960s (continued)
Class discussion and student presentations

October 11: Campaigns and Elections
Readings: Paul S. Herrnson, *Congressional Elections* (selected excerpts on HuskyCT)

October 13-15: Campaigns and Elections (continued, no class meeting)
Movie: *The Candidate* (1972)

October 16: Campaigns and Elections (continued)
Class discussion of the reading material and movie, student presentations

October 18: Writing exercises

October 20: Writing exercises

October 23: Writing exercises
October 25: The Presidency
Readings:
ames David Barber, Presidential Character
http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber_presidential_character_4types.pdf
Richard Neustadt, Presidential Power
Samuel Kernell, Going Public, chs. 1, 4
http://www.uvm.edu/~dguber/POLS293/articles/kernell.pdf

October 27-29: The Presidency (continued, no class meeting)
Movie: Thirteen Days (2000)

October 30: The Presidency (continued)
Class discussion of the reading material and movie, student presentations
*Final draft of first paper due at the beginning of class

November 1: Congress

November 3-5: Congress (continued, no class meeting)
Movie: Charlie Wilson’s War (2007)

November 6: Congress (continued)
Class discussion of the reading material and movie, student presentations

November 8: 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 Hyperpluraism Trap
Herrnson, Shaiko, and Wilcox, Interest Group Connections in Changing Political Environments (HuskyCT)

November 10-12: Interest Groups and Lobbying (continued, no class meeting)
Movie: Thank You for Smoking (2005)

November 13: Interest Groups and Lobbying (continued)
Class discussion of the reading material and movie, student presentations

November 15: News Media
Readings:
James Hamilton, The Market and the Media (HuskyCT)

November 17-26: News Media (continued, no class meeting)
Movie: Broadcast News (1987)
November 27: News Media (continued)
Class discussion of the reading material and movie, student presentations

November 29: Writing exercises

December 1: Writing exercises

December 4: Writing exercises

December 6: Writing exercises

December 8: *Final draft of second paper due in class
## COURSE ACTION REQUEST

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<td>McAlhany</td>
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<tr>
<td>Course Title</td>
<td>Pyramids, Pirates, and the Pόlis: The Ancient Mediterranean</td>
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<td>CAR Status</td>
<td>In Progress</td>
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## COURSE INFO

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<td>Neither</td>
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<td>Will this use an existing course number?</td>
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## CONTACT INFO

<table>
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<tr>
<th>Initiator Name</th>
<th>Joseph McAlhany</th>
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<tr>
<td>Initiator Department</td>
<td>History</td>
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<tr>
<td>Initiator NetId</td>
<td>jom14018</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:joseph.mcalhany@uconn.edu">joseph.mcalhany@uconn.edu</a></td>
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<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
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<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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## COURSE FEATURES

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<td>Will this course be taught in a language other than English?</td>
<td>No</td>
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<td>Yes</td>
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<td>Content Area 2 Social Sciences</td>
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<tr>
<td>Content Area 3 Science and Technology (non-Lab)</td>
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<td>Content Area 3 Science and Technology (Lab)</td>
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<tr>
<td>Content Area 4 Diversity and Multiculturalism (non-International)</td>
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<tr>
<td>Is this course in a College of Liberal Arts and Sciences General Education Area A - E?</td>
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<td>Specify General Education Areas</td>
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<td>COURSE DETAILS</td>
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<td><strong>Provide proposed title and complete course catalog copy</strong></td>
<td>HIST 2020: Pyramids, Pirates, and the Pòlis: The Ancient Mediterranean Political and intellectual history of the civilizations that emerged around the ancient Mediterranean, including the Near East, Egypt, Greece, and Rome, with emphasis on their interactions and mutual influences.</td>
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<tr>
<td><strong>Reason for the course action</strong></td>
<td>To offer a general course in ancient history for all students interested in a History major or minor, while at the same time providing a curricular foundation for the upper-level courses in ancient Greece and Rome. In addition, the course will add to the currently limited 2000-level offerings in the History department.</td>
</tr>
<tr>
<td><strong>Specify effect on other departments and overlap with existing courses</strong></td>
<td>CAMS 1101: Greek Civilization and CAMS 1102: Roman Civilization are broad introductory surveys of those particular cultures (given their different aims, neither of these courses is cross-listed with HIST). The proposed course, with greater emphasis on the historical contexts of ancient Mediterranean civilizations, has been developed in communication with CAMS faculty, and will serves as a bridge from 1000-level surveys in both HIST and CAMS to the upper-level cross-listed courses in HIST and CAMS.</td>
</tr>
<tr>
<td><strong>Please provide a brief description of course goals and learning objectives</strong></td>
<td>Students will learn the history of different cultures and civilizations of the ancient Mediterranean and also recognize how the history of those civilizations, and the boundaries between them, are as much a creation of historiography as of history. In addition, students will learn the cultural and historical contexts of the putative origins of contemporary Western institutions and ideologies.</td>
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<tr>
<td><strong>Describe course assessments</strong></td>
<td>Weekly quizzes to test comprehension of reading assignments; five short writing assignments (500 words max.) on specific questions to develop critical thinking and argumentative writing skills; two non-cumulative exams during the semester, and a cumulative final.</td>
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<tr>
<td><strong>General Education Goals</strong></td>
<td>The study of the cultural interactions in the ancient Mediterranean brings an awareness of the varieties of human experiences, and the different ways these experiences have expressed in word and image. This course thus serves in one sense to break down preconceived notions about cultures touted as foundational to present-day beliefs and practices, and demonstrates how societies have never been as monolithic as they are often presented to be. As a result, students will learn to see both the past and the present very differently, and to recognize cultural and national identities as historical (re)constructions.</td>
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<tr>
<td><strong>Content Area: Arts and Humanities</strong></td>
<td>Through a critical examination of both primary and secondary sources, written as well as visual, this course reveals the rich variety of social, political, and religious practices around the ancient Mediterranean, and charts the historical transformations of these civilizations through their cultural interactions, both violent and peaceful.</td>
</tr>
<tr>
<td><strong>Content Area: Diversity and Multiculturalism (International)</strong></td>
<td>This course will first defamiliarize ancient Greece and Rome as “European,” revealing how both of these civilizations are deeply interwoven with the other peoples and cultures of the ancient Mediterranean, and in particular with the Near East and Egypt. Students will recognize that while the ancient Mediterranean has always encompassed a broad diversity of languages, political institutions, religious beliefs, and social practices, none of the civilizations traditionally studied separately (whether for reasons of convenience or prejudice) ever existed in isolation, and in fact the history of the Mediterranean is defined by the rich cultural exchanges that it allowed.</td>
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HIST 2020
PYRAMIDS, PIRATES, & THE POLIS
THE ANCIENT MEDITERRANEAN

Prof. Joseph McAlhany

WOOD HALL 230   joseph.mcalhany@uconn.edu

Required Texts

Other required readings will be available on HuskyCT.
Required texts will be placed on reserve at Babbidge Library.

The Course
The purpose of this course is to introduce you to the histories and cultures of the ancient civilizations surrounding the ancient Mediterranean, with special emphasis on the transformations they underwent as a result of their interactions, both peaceful and violent. The political and religious developments of these cultures are still with us today, in ways we might not recognize and in ways we might not like. From written and visual sources you will learn not only what this history was, but also what it wasn’t. Along the way, you will also learn to appreciate how history gets made, both by the people who live it and the people who write it.

Objectives
Through readings of both primary and secondary sources, you will appreciate the multiple and manifold cultures of the ancient Mediterranean, and learn to critically analyze these cultures as well as their textual and visual representations. You will also come to recognize the remarkable diversity—linguistic, religious, ethnic, social, cultural, and political—that characterizes the ancient Mediterranean.

This course fulfills General Education Content Areas 1-C: History & 4: Diversity & Multiculturalism.

Requirements & Grading

<table>
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<th>A-range: 90-100</th>
<th>B-range: 80-89</th>
<th>C-range: 70-79</th>
<th>D-range: 60-69</th>
<th>The Abyss: &lt;60</th>
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<td>Weekly Quizzes</td>
<td>30%</td>
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<td>A brief multiple-choice quiz based on the readings for that week every Friday.</td>
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<td>Short Writing Assignments</td>
<td>35%</td>
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<td>5 short argumentative papers (500 words max.) on specific questions. You will be graded on how well you argue for your answer and use evidence from the class readings.</td>
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<td>Exams</td>
<td>2 @ 10%</td>
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<tr>
<td>Questions based on specific passages and images from the lectures or the course texts.</td>
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<td>Final Exam</td>
<td>15%</td>
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<td>Similar to the exams during the semester, but will be cumulative.</td>
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Some Fine but Important Print

If you have a need for accommodations in this course, please contact me during the first week of class or contact the Center for Student Disabilities (csd.uconn.edu). And if you have any questions or concerns, please let me know or come to talk to me.
Schedule
[*indicates the reading is available as a PDF on HuskyCT]*

**WEEK 1  The Beginning in the Near East**

**M** Approaching the Ancient World (Freeman, pp. 1-16)

**W** The Birth of Civilization: The Ancient Near East, 5000-1200 BC (Freeman, pp. 16-37)
   - Inanna Steals the Knowledge of Civilization from Enki (Sources, pp. 35-38)
   - Documents from Ebla (Sources, pp. 103-104)

**F** The Sumerian King List (Sources, pp. 43-46)
   - The Legend of Sargon (Sources, pp. 47-48)
   - The Law Code of Ur-Nammu (Sources, pp. 55-57)
   - The Code of Hammurabi (Sources, pp. 58-63)

**WEEK 2  The City, the Mortal, & the Hero**

**M** The Epic of Gilgamesh (Dalley, pp. 39-103)

**W** The Epic of Gilgamesh, old Babylonian version (Dalley, pp. 103-135)

**F** The Epic of Gilgamesh, old Babylonian version (Dalley, pp. 136-153)

**WEEK 3  The Creation of Egypt**

**M** Pyramids & Power: The Creation of An Egyptian State (Freeman, pp. 37-55)
   - The Autobiography of Weni (Sources, pp. 67-70)
   - The Tale of the Eloquent Peasant (Sources, pp. 70-73)
   - The Hymn to the Nile (Sources, pp. 74-76)

**W** Stability and Expansion: Egypt in the Middle & New Kingdoms, 1985-1000 BC (Freeman, pp. 56-77)
   - Interlude 1: The Amarna Letters (Freeman, pp. 78-80)
   - The Admonitions of Ipuwer (Sources, pp. 77-80)
F Living in New Kingdom Egypt (Freeman, pp. 81-92)
The Book of the Dead (Sources, pp. 80-84)
Hatshesup’s Expedition to Punt (Sources, pp. 84-87)
Hymn to Aton (Sources, pp. 88-90)
Egyptian Love Letters (Sources, pp. 91-92)

Su Writing Assignment 1 due 11:59pm

WEEK 4 Creations & Transformations

M The Ancient Near East, 1200-500 BC (Freeman, pp. 93-107)
The Sea Between the Lands (Freeman, pp. 108-115)
The Epic of Creation: Enûma Elis (Dalley, pp. 228-277)

W Enûma Elis, Tablets 1-5 (Sources, pp. 3-8)
A Book of Knowing the Evolutions of Ra (Sources, pp. 13-15)
The Creation of the Universe and the Titans: Hesiod, Theogony 104-225
(Sources, pp. 16-17)
Genesis 1-7 (Sources, pp. 24-25)
The Creation of Humans by Enki and Ninmah (Sources, pp. 8-10)
The Creation of Humans: Pseudo-Apollodorus (Sources, pp. 21-22)
Qur’an Surah 2.30-38, 7.11-19, 38.71-83 (Sources, pp. 28-29)

F Epic of Gilgamesh, Tablet XI (Sources, pp. 10-12)
The Flood: Pseudo-Apollodorus (Sources, pp. 23-24)
Genesis 8 (Sources, pp. 26-28)
Qur’an Surah 11.15-49 (Sources, pp. 30-31)

WEEK 5 Exile & Exodus

M EXAM 1
W Civilizations of the Bronze Age Aegean, 2000-1000 BC (Freeman, pp. 116-127)
   Mycenaean Linear B Tablets (Sources, pp. 105-106)
   Invasion of the “Sea Peoples”: Ugaritic Correspondence, The Medinet Habu Inscription of Ramses III (Sources, pp. 107-110)
   The Report of Wen-Amon (Sources, pp. 111-115)
   Exodus 1:7-2:7 (Sources, pp. 116-117)
   Exodus 20 (Sources, pp. 118-121)
   The “Victory Hymn” of Merneptah (Sources, pp. 122-124)
   Judges 4:1-5:31 (Sources, pp. 125-127)
   1 Kings 5-10 (Sources, pp. 128-131)

F The Black Obelisk of Shalmaneser III (Sources, pp. 135-140)
   The Prism of Sennacherib (Sources, pp. 141-147)
   2 Kings 18:13-19:38 (Sources, pp. 148-150)
   Judith 1-13 (Sources, pp. 151-154)
   The Cyrus Legend (Sources, pp. 154-158)
   The Behistun Inscription (Sources, pp. 159-164)

WEEK 6 Near East to New Greece

M The Birth of a New Greece, 1100-700 BC (Freeman, pp. 128-143)
   The Dorian Invasion & The Origin of the Greek Peoples (Sources, pp. 171-173)
       Hesiod, Works & Days 1-736 (Sources, pp. 173-177)
       Battus & The Founding of Cyrene (Sources, pp. 178-180)

W Travelling Heroes: The Greeks in a Wider World, 800-600 BC (Freeman, pp. 144-159)
   The Trojan War (Sources, pp. 167-170)
       The Pre-Socratic Philosophers (Sources, pp. 182-185)

F Interlude 2: Sappho & Lyric Poetry (Freeman, pp. 160-163)
   *Sappho, selections

Su Writing Assignment 2 due
WEEK 7  Greece and its Miracles

M  Hoplites & Tyrants: The Emergence of the City-State (Freeman, pp. 163-183)
   Craftsmanship & Creativity in Archaic Greece (Freeman, pp. 184-202)
   Greek Arête (Sources, pp. 186-188)
   Greek Tyrants (Sources, pp. 189-191)

W  The Persian Wars (Freeman, pp. 202-218)
   The Greek Way of Life (Freeman, pp. 219-236)
   Spartan Education (Sources, pp. 195-200)
   The Constitutions of Athens (Sources, pp. 201-205)
   The Battle of Salamis (Sources, pp. 205-208)

F  Experiencing the Supernatural: The Spiritual World of the Greeks
   (Freeman, pp. 237-244)
   Interlude 3: Creating Classical Art (Freeman, pp. 245-248)

WEEK 8  People & Power

M  Democracy & Empire: Athens in the 5th Century (Freeman, pp. 249-269)
   Rethinking the World: From Aeschylus to Aristotle (Freeman, pp. 270-292)
   The Subordination of Women & Slaves (Sources, pp. 256-260)

W  Interlude 4: Rhetoric (Freeman, pp. 293-295)
   Pericles' Funeral Oration (Sources, pp. 209-216)
   The “Old Oligarch” (Sources, pp. 217-221)

F  Euripides, Trojan Women (Sources, pp. 221-226)
   Aristophanes, Lysistrata (Sources, pp. 227-231)
   Plato, Phaedo (Sources, pp. 232-235)

Su Writing Assignment 3 due

WEEK 9  People & Power
M  The Struggle for Power: 431-338 BC (Freeman, pp. 296-312)
The Sacred Band of Thebes (Sources, pp. 239-242)

W  Alexander the Great (Freeman, pp. 313-331)
Plutarch, Life of Alexander (Sources, pp. 242-251)
The War of the Successors (Sources, pp. 252-256)

F  Tensions & Creativity: The Hellenistic World, 330-323 BC (Freeman, pp. 332-355)
   Interlude 5: Celts & Parthians (Freeman, pp. 355-359)
   Stoicism (Sources, pp. 260-263)
   The Revolt of the Maccabees (Sources, pp. 264-267)

WEEK 10  Civilizations Beyond

M  EXAM 2

W  The Etruscans & Early Rome (Freeman, pp. 360-380)
Plutarch, Life of Romulus (Sources, pp. 295-298)
The Lapis Niger (Sources, pp. 299-300)
The Violation of Lucretia (Sources, pp. 300-303)
The Twelve Tables (Sources, pp. 304-311)

F  Rome Becomes a Mediterranean Power (Freeman, pp. 381-399)
The Constitution of Carthage (Sources, pp. 284-286)
The Sack of Rome (Sources, pp. 312-317)
The Battle of Cannae (Sources, pp. 318-325)

WEEK 11  The Rise of Rome

M  Rome: A Republic Under Stress, 133-55 BC (Freeman, pp. 400-422)
   Interlude 6: Voices from the Republic (Freeman, pp. 423-427)
   The Bacchanalian Scandal (Sources, pp. 326-333)
Plutarch, Life of Cato the Elder (Sources, pp. 334-338)
Plutarch, Life of Tiberius Gracchus (Sources, pp. 341-347)
The Slave Revolt of Spartacus (Sources, pp. 348-351)

W The Failure of Republican Politics, 55-31 BC (Freeman, pp. 428-443)
Cicero, First Speech Against Catiline (Sources, pp. 352-358)
Catullus, Poems (Sources, pp. 358-359)
Caesar, Gallic Wars (Sources, pp. 360-366)

F Interlude 7: Women in the Roman Republic (Freeman, pp. 444-448)
Cleopatra (Sources, pp. 366-374)
The Praise of Turia (Sources, pp. 375-379)

Su Writing Assignment 4 due

WEEK 12

M Augustus and the Founding of an Empire (Freeman, pp. 449-464)
Vergil, Aeneid 6 (Sources, pp. 383-390)
Deeds of the Deified Augustus (Sources, pp. 394-398)

W Consolidating the Roman Empire, AD 14-161 (Freeman, pp. 465-492)
Interlude 8: The Sebasteion at Aphrodisias (Freeman, pp. 493-495)
The Trial of Jesus (Sources, pp. 399-402)
Suetonius, Life of Caligula (Sources, pp. 403-407)
Expanding the Membership of the Senate (Sources, pp. 408-412)
The Rebellion of Boudicca (Sources, pp. 413-417)
The Fall of Masada (Sources, pp. 418-420)
The Lambesis Inscription (Sources, pp. 421-423)

F Running and Defending an Empire (Freeman, pp. 496-513)
Juvenal, Satire 6 (Sources, pp. 424-429)
Babylonian Talmud (Sources, pp. 433-436)
Pliny, Letters (Sources, pp. 437-439)

WEEK 13 Crisis & Christianity

M Social & Economic Life in the Empire (Freeman, pp. 514-532)
Interlude 9: The Romans as Builders (Freeman, pp. 533-541)
The Flourishing of Greek Culture (Freeman, pp. 542-552)
Aelius Aristides, To Rome (Sources, pp. 430-432)

W An Empire in Crisis, AD 161-313 (Freeman, pp. 553-578)
The Antonine Constitution (Sources, pp. 443-445)
The Shapur I Inscription (Sources, pp. 458-461)
Zenobia & The Empire of Palmyra (Sources, pp. 462-465)
Diocletian’s Edict on Prices (Sources, pp. 466-469)

F The Early Christian Communities, AD 33-313 (Freeman, pp. 579-600)
The Martyrdom of Perpetua & Felicitas (Sources, pp. 450-457)
Pervigilium Veneris (Sources, pp. 446-449)
“The Great Persecution” (Sources, pp. 470-476)
The Edict of Milan (Sources, pp. 476-478)

Su Writing Assignment 5 due

WEEK 14 Christians & Pagans

M Constantine & His Successors (Freeman, pp. 601-611)
The Christian Emperor (Freeman, pp. 612-628)
The Council of Nicaea (Sources, pp. 479-484)
Theodosian Code & Code of Justinian (Sources, pp. 487-503)
The Murder of Hypatia (Sources, pp. 504-507)
The Monastic Life (Sources, pp. 508-512)
Jerome, Letter 1 (Sources, pp. 513-516)

W The Collapse of the Classical West, AD 395-600 (Freeman, pp. 629-649)
The Battle of Adrianople (Sources, pp. 517-522)
The Sack of Rome: Orosius (Sources, pp. 523-526)
The Sack of Rome: Augustine (Sources, pp. 527-531)
The Sack of Rome: Procopius (Sources, pp. 532-534)
“The Emergence of the Byzantine Emperor” (Freeman, pp. 650-669)
“Legacies” (Freeman, pp. 670-681)
The Last Emperor in Rome (Sources, pp. 535-537)
The Conversion of Clovis (Sources, pp. 545-547)
The Muslim Conquest of Egypt (Sources, pp. 567-571)

FINAL EXAM TBD
## COURSE ACTION REQUEST

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<tr>
<td>Course Title</td>
<td>History of the Caribbean</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; History &gt; Africana Studies Institute &gt; Latino and Latin American Studies &gt; College of Liberal Arts and Sciences</td>
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## COURSE INFO

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<td>Africana Studies Institute</td>
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<td>Course Subject Area #3</td>
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<td>Course Title</td>
<td>History of the Caribbean</td>
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<tr>
<td>Course Number</td>
<td>3619W</td>
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<tr>
<td>Will this use an existing course number?</td>
<td>Yes</td>
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<tr>
<td>Please explain the use of existing course number</td>
<td>This new course is a W version of the existing course.</td>
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## CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Melina A Pappademos</th>
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<td>History</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>mep04005</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:melina.pappademos@uconn.edu">melina.pappademos@uconn.edu</a></td>
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<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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## COURSE FEATURES

<table>
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<th>Proposed Term</th>
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<tr>
<td>Proposed Year</td>
<td>2018</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
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<tr>
<td>Is this a General Education Course?</td>
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<tr>
<td>Content Area 1 Arts and Humanities</td>
<td>Yes</td>
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<tr>
<td>Content Area 2 Social Sciences</td>
<td>No</td>
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<tr>
<td>Content Area 3 Science and Technology (non-Lab)</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 3 Science and Technology (Lab)</td>
<td>No</td>
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</table>
**3619 W. History of the Caribbean (Also offered as AFRA 3619W and LLAS 3619W)** Three credits. Prerequisite: ENGL 1010, 1011, 2011. Encounter experience; slavery, antislavery mobilization, and abolitionism; colonialism; citizenship and nation building; race and gender; political cultures and movements; migration/immigration; cultural production; and political economy; topics will be examined from a historical perspective. CA 1, CA 4-INT.

Reason for the course action
This course fulfills a major requirement for History; Africana Studies Institute; and Latinx, Caribbean, and Latin American Studies Institute.

Specify effect on other departments and overlap with existing courses
None

Please provide a brief description of course goals and learning objectives
The course structure, methods, and content expose students to perspectives of societies outside the United States and to their socioeconomic and their own political position relative to these societies, thereby advancing their globally-derived world views. This course also instructs students in research method, effective crafting of narratives, and scholarly argumentation.
Describe course assessments

Students read an overview of Caribbean history as well as specific case studies that expose them to scholarly problems related to the Caribbean. Students identify a topic of original research and secondary and primary source materials to draft an argument related to their individual research topic. They draft a 15-page essay and revise their work two times, based on instructor and peer feedback.

General Education Goals

This course supports students as they draft and refine scholarly writing; compile, analyze, and organize large amounts of data; enhance critical judgment; and gain nuanced, global perspectives. Students also learn how to research complex subjects and communicate their findings in the form of scholarly narrative.

Content Area: Arts and Humanities

This course uses historical, critical, and/or aesthetic modes of inquiry to examine the human experience reflected in political theories, symbolic representation, and historical analysis. This three-credit course is supplemented by written and oral analysis/criticism.

Content Area: Diversity and Multiculturalism (International)

This undergraduate seminar advances students’ perspectives on non-US, international historical development. The course introduces students to unique political cultures and ideas, as well as cultural production, and social relations. Immigration, racial politics, political economy, and social movements from historical perspective are central themes of the course.

Skill Code W

This course requires students to draft and twice revise a lengthy (fifteen page) project of scholarly argumentation.

Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
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<th>File Type</th>
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COMMENTS / APPROVALS

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<td>Draft</td>
<td>Melina A Pappademos</td>
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<td>Submit</td>
<td>This course is approved by all cross-listing units.</td>
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<td></td>
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<tr>
<td>History</td>
<td>Melina A Pappademos</td>
<td>11/05/2017 - 00:26</td>
<td>Approve</td>
<td>10/30/2017</td>
<td>Course meets all requirements for majors/minors, W course.</td>
<td></td>
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<tr>
<td>Africana Studies Institute</td>
<td>Melina A Pappademos</td>
<td>11/16/2017 - 13:28</td>
<td>Approve</td>
<td>11/16/2017</td>
<td>This course will serve History majors interested in a non-US focus for completion of their major capstone requirement.</td>
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<tr>
<td>Latino and Latin American Studies</td>
<td>Anne Gebelein</td>
<td>11/16/2017 - 14:01</td>
<td>Approve</td>
<td>11/8/2017</td>
<td>LLAS approves of this course cross-list</td>
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### COURSE ACTION REQUEST

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<td>Bedore</td>
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<tr>
<td>Course Title</td>
<td>American Utopias and Dystopias</td>
</tr>
<tr>
<td>CAR Status</td>
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<td>Workflow History</td>
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<td>Department</td>
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<tr>
<td>Course Subject Area #2</td>
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<td>Department #2</td>
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<td>Reason for Cross Listing</td>
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<td>Will this use an existing course number?</td>
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<th>Initiator Name</th>
<th>Pamela Bedore</th>
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<tr>
<td>Initiator NetId</td>
<td>pab05001</td>
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<tr>
<td>Initiator Email</td>
<td><a href="mailto:pamela.bedore@uconn.edu">pamela.bedore@uconn.edu</a></td>
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<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
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<tr>
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<td>Content Area 2 Social Sciences</td>
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<td>Content Area 3 Science and Technology (Lab)</td>
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<tr>
<td>Content Area 4 Diversity and Multiculturalism (non-International)</td>
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<td>Is this course in a College of Liberal Arts and Sciences General Education Area A - E?</td>
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<td>Specify General Education Areas</td>
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<td>General Education Competency</td>
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<td>Fall, Spring</td>
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<td>Will there also be a non-W section?</td>
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<td>Non-W Sections Term(s) Offered</td>
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<td>Is this a Variable Credits Course?</td>
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<td>Is this a Multi-Semester Course?</td>
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<td>Credits</td>
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<td>Instructional Pattern</td>
<td>Lecture, discussion, and writing workshop</td>
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**COURSE RESTRICTIONS**

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<th>Will the course or any sections of the course be taught as Honors?</th>
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<td>Prerequisites</td>
<td>ENGL 1010 or 1011 or 2011</td>
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<tr>
<td>Corequisites</td>
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<td>Recommended Preparation</td>
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<td>Is Consent Required?</td>
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<td>Is enrollment in this course restricted?</td>
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<td>Is Consent Required for course?</td>
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**GRADING**

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<tr>
<th>Is this course repeatable for credit?</th>
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<td>What is the Grading Basis for this course?</td>
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**SPECIAL INSTRUCTIONAL FEATURES**

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<tr>
<th>Do you anticipate the course will be offered at all campuses?</th>
<th>No</th>
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<tbody>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Avery Point, Storrs</td>
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<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>At the moment, faculty available to teach the course are at AP and Storrs. Faculty at other campuses may eventually teach it.</td>
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<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
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<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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**COURSE DETAILS**

<table>
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<tr>
<th>Provide proposed title and complete course catalog copy</th>
<th>AMST / ENGL 2276. American Utopias and Dystopias Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Interdisciplinary approaches to American utopian and dystopian literature of the 19th, 20th, and 21st centuries. CA1 (B). AMST / ENGL 2276W. American Utopias and Dystopias</th>
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<tbody>
<tr>
<td>Reason for the course action</td>
<td>Although some ENGL courses teach one or two utopian and/or dystopian works, there is not currently a course that examines these inter-related genres across time. This course will hopefully be an appealing general education course as well as a useful course for students doing majors or minors in AMST and/or ENGL.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>To our knowledge, this course does not overlap with existing courses.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>- Students will understand the thematic, structural, and stylistic characteristics distinctive of popular literature - Students will understand the social and cultural contexts in which the literary works developed - Students will be able to apply selected literary theories to their readings of the popular texts - Students will write well-organized papers marked by analytical skill, sense of audience, and correct grammar, style, and usage.</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>These will vary from instructor to instructor, but all sections will include substantial weekly readings, and a combination of informal and formal writing. When it is taught as a W, the papers will comprise at least fifteen pages of revised, polished prose.</td>
</tr>
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</table>
The course will appeal to students from a variety of backgrounds and addresses several of the general education target skills. The main focus is well-informed critical reading, so it will build critical judgment. Since the course examines several current critical perspectives on text, it will allow students to “acquire intellectual breadth and versatility” and to build an “awareness of their era and society.” Because the focus is on a popular genre, the texts under study will encourage students to develop a fuller picture of “the diversity of human culture and experience.” Whether or not it is taught as a W course, the course will help students build both writing and critical reading skills that they can transfer to future educational and life experiences.

Content Area: Arts and Humanities

This course is being proposed as a Content Area 1 course that may be taught to fill the W competency. It is appropriate for Group 1 because of its focus on critical and aesthetic modes of inquiry. Utopian and dystopian literature is an ideal site to map the ideological terrain of cultural experience, and this course provides students with the critical reading skills necessary to understand representations of that cultural experience.

Skill Code W

When taught as a W, the course will include at least 15 pages of polished and revised prose, usually over 2-4 papers. The course will include explicit instruction of writing (with workshops including, for example, quotation analysis, organization, revisions strategies, peer review, etc.). Students cannot pass the course if they do not pass the W component.

Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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<td>AMST ENGL 2276 American Utopia Syllabus.doc</td>
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<td>AMST ENGL 2415W American Utopia Syllabus.doc</td>
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Comments & Approvals Log

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<tr>
<td>Start</td>
<td>Pamela Bedore</td>
<td>09/26/2017 - 18:45</td>
<td>Submit</td>
<td></td>
<td>I’m submitting this course after conversations with Chris Vials (AMST) and Hap Fairbanks (ENGL).</td>
</tr>
<tr>
<td>American Studies</td>
<td>Matthew G McKenzie</td>
<td>10/16/2017 - 10:09</td>
<td>Approve</td>
<td>10/16/2017</td>
<td>Methodologically, this course will always use an American Studies approach to teach a literary topic. More importantly, it expands AMST students’ opportunities to engage in popular literary genres in the coursework. More similar course would be most welcome.</td>
</tr>
<tr>
<td>English</td>
<td>Albert H Fairbanks</td>
<td>11/16/2017 - 12:59</td>
<td>Approve</td>
<td>10/25/2017</td>
<td>ENGL C&amp;C approval 10/25/17; department approval 11/15/17.</td>
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AMST/ENGL 2415: American Utopian and Dystopian Literature
Instructor: Dr. Pamela Bedore
Office: Academic Building 114D
Office Hours: Tues 10-11AM and 2-3PM, and by appointment
Email: pamela.bedore@uconn.edu
Phone: (860) 405-9135

Course Description

The very notion of “America” is, arguably, bound up in utopian impulses. This course explores the importance of utopia in understanding America by asking several questions: What is utopia? What do we gain by understanding utopia as an impulse, a philosophical orientation, a literary or popular genre? What is the relationship of utopia to dystopia? To what degree do utopian and dystopian literature shape our thinking today about the past and the future?

Course Policies

Attendance: We’ll be doing a lot of exciting discussion in class, and I hope to see each of you every day. However, I do understand that you may have to miss a class occasionally. The key is to keep in touch. If you need to miss a class, let me know what’s going on; you can still get some points by completing the HuskyCT reading quiz before class begins.

Canceled Classes: On the first day you will fill out a questionnaire letting me know how you would like to be reached (email or text message) in the unlikely event that I need to cancel our class. Make sure you
check this medium every day before heading to class. I will not notify you individually if the campus is closed due to inclement weather.

**Academic Integrity:** I like the statement of a colleague, Tom Deans, so much that I am citing his policy on Academic Integrity. He writes: “We will conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. But you are obligated to document every occasion when you use another’s ideas, language, or syntax. Please note that ignorance of academic conventions or of UConn’s policies never excuses a violation; therefore, please consult with [me], the Writing Center, or a reference guide if you have questions at any point during the semester. I encourage you to study together, discuss the readings outside of class, share your drafts freely during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For an articulation of University policy on academic honesty please see UConn’s **Responsibilities of Community Life: The Student Code:** [http://www.dosa.uconn.edu/].”

**Academic Center:** The Academic Center (ACD 109) provides tutoring and group study from Monday-Thursday 10AM-6PM. It’s a great place to talk about literature in general, discuss a specific reading you’re on, or get peer feedback on a paper. I would strongly encourage you to make use of this welcoming work space and the free tutoring available there.

**Grading Scale:** I use this scale to convert number grades to letters:

<p>| | | |</p>
<table>
<thead>
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<th></th>
<th></th>
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<tbody>
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<td>D-</td>
<td>60-62</td>
<td>D</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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</table>

**Required Texts**

Novels:

Please bring your book to class every day. The Co-op has all books in stock in paperback editions, and many are available for rental. You may choose to use a different edition, although pagination may vary by edition, so using a different edition may be a little frustrating during class.

**Assignments (Overview)**

**Response Papers (10%):** Please write a response paper of 500 words (+/- 10%) for each of the six novels. The format for these papers is open, but we’ll discuss strategies for making them useful. These are due electronically by midnight the day before a novel is due.
Class Participation (10%): Your participation grade will be based on the quality of your contributions to class discussion.

Paper 1—Article Evaluation (10%): Choose from among the two critical articles about The Blithedale Romance. Write an article review in 1000 words (+/- 10%). Begin by summarizing the article’s main argument in a paragraph or two. Your analysis should include an evaluation of the effectiveness of the argument (are you persuaded by the argument? Is the argument amply supported by evidence from the text? To what degree does it take into account other possible readings of the novel?). This should be a clearly written, argumentative paper that shows that you have read and understood the article and that you can engage its ideas in your own writing and thinking.

Paper 2—Utopia in Historical Context (30%): Using at least four scholarly sources about real-world Utopian communities such as Brook Farms or Utopian groups such as Bellamy Clubs, make an argument about the role of utopian thinking in American national identity. You are not required to refer to Hawthorne’s or Bellamy’s novels, although you are certainly welcome to do so. Your argumentative research paper will be 2000 words (+/- 10%).

Presentation/Poster (10%): Present your research on utopia in historical context through either a professionally designed poster or a 5-minute presentation. We’ll do lots of preparation for this in peer review groups.

Paper 3 – Creative Assignment and Reflection (20%): Write your own utopia or dystopia. You may choose to create a short story, a cartoon, a long poem, or a short film. You may complete your Creative Assignment singly or in groups of 2-4. Your creative assignment will be evaluated at 10%. Your Creative Reflection must be written individually. In 1000 words, write an artist statement about your creative assignment that explains what insights, if any, you developed about American utopia and dystopia from creating your own product. We’ll develop rubrics together in reflection for this assignment.

Final Exam (10%): The final exam for this class will consist of two broad essays allowing you to show me that you’ve understood the main concepts of this class.

Class Schedule

Week 1.
- Class Activity: Defining Utopia
- In-class Writing: Write a brief introduction to yourself as a consumer of popular culture and as a writer/reader. What do you like to read/watch? Anything you’d like me to know about you? What do you hope to gain from this course?

Week 2.
- Read: Nathaniel Hawthorne. The Blithedale Romance.
- Due: Response Paper 1

Week 3.
- Read: Baym, Nina. “The Blithedale Romance: A Radical Reading.”
- Read: Berlant, Lauren. “Fantasies of Utopia in The Blithedale Romance.”
- Read: Louisa May Alcott. “Wild Transcendental Oats” (handout)
Week 4.
- Due: Response Paper 2
- Due: Paper 1

Week 5.

Week 6.
- Special Guest: Information Literacy Specialist
- Presentation: How to design posters and presentations

Week 7.
- Read: Ray Bradbury. *Fahrenheit 451*.
- Due: Response Paper 3

Week 8.
- Watch: Francois Truffaut. *Fahrenheit 451*.
- Due: Response Paper 4

Week 9.
- Due: Presentations and Posters
- Due: Paper 2
- Prep for Creative Assignment

Week 10.
- Due: Response Paper 5

Week 11.
- Check-in on Creative Assignment

Week 12.
- Read: Octavia Butler. *Lilith’s Brood*.
- Due: Response Paper 6

Week 13.
- Read: M.T. Anderson. *Feed*.
- Due: Response Paper 7

Week 14.
- Wrap-up
- Due: Creative Projects

Final Exam
The very notion of “America” is, arguably, bound up in utopian impulses. This course explores the importance of utopia in understanding America by asking several questions: What is utopia? What do we gain by understanding utopia as an impulse, a philosophical orientation, a literary or popular genre? What is the relationship of utopia to dystopia? To what degree do utopian and dystopian literature shape our thinking today about the past and the future?

Course Policies

W Course: This is a W class, so it requires 15 or more pages (more, actually!) of polished and revised writing. We will do writing workshops regularly in class and you will get feedback from me and from peers throughout the semester. You cannot pass the course if you do not pass the W component.

Attendance: We’ll be doing a lot of exciting discussion in class, and I hope to see each of you every day. However, I do understand that you may have to miss a class occasionally. The key is to keep in touch. If you need to miss a class, let me know what’s going on; you can still get some points by completing the HuskyCT reading quiz before class begins.

Canceled Classes: On the first day you will fill out a questionnaire letting me know how you would like to be reached (email or text message) in the unlikely event that I need to cancel our class. Make sure you check this medium every day before heading to class. I will not notify you individually if the campus is closed due to inclement weather.

Academic Integrity: I like the statement of a colleague, Tom Deans, so much that I am citing his policy on Academic Integrity. He writes: “We will conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. But you are obligated to document every occasion when you use another’s ideas, language, or syntax. Please note that ignorance of academic conventions or of UConn’s policies never excuses a violation; therefore, please consult with [me], the Writing Center, or a reference guide if you have questions at any point during the semester. I encourage you to study together, discuss the readings outside of class, share your drafts freely during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For an articulation of University policy on academic honesty please see UConn’s Responsibilities of Community Life: The Student Code: http://www.dosa.uconn.edu/.”

Academic Center: The Academic Center (ACD 109) provides tutoring and group study from Monday-Thursday 10AM-6PM. It’s a great place to talk about literature in general, discuss a specific reading
you’re on, or get peer feedback on a paper. I would strongly encourage you to make use of this welcoming work space and the free tutoring available there.

**Grading Scale:** I use this scale to convert number grades to letters:

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

**Required Texts**

**Novels:**

Please bring your book to class every day. The Co-op has all books in stock in paperback editions, and many are available for rental. You may choose to use a different edition, although pagination may vary by edition, so using a different edition may be a little frustrating during class.

**Assignments (Overview)**

**Response Papers (10%):** Please write a response paper of 500 words (1-2 pages) for each of the six novels. The format for these papers is open, but we’ll discuss strategies for making them useful. These are due electronically by midnight the day before a novel is due.

**Class Participation (10%):** Your participation grade will be based on the quality of your contributions to class discussion.

**Paper 1—Article Evaluation (10%):** Choose from among the two critical articles about *The Blithedale Romance*. Write an article review in 1500 words (5-6 pages). Begin by summarizing the article’s main argument in a paragraph or two. Your analysis should include an evaluation of the effectiveness of the argument (are you persuaded by the argument? Is the argument amply supported by evidence from the text? To what degree does it take into account other possible readings of the novel?). This should be a clearly written, argumentative paper that shows that you have read and understood the article and that you can engage its ideas in your own writing and thinking.

**Paper 2—Utopia in Historical Context (30%):** Using at least four scholarly sources about real-world Utopian communities such as Brook Farms or Utopian groups such as Bellamy Clubs, make an argument about the role of utopian thinking in American national identity. You are not required to refer to Hawthorne’s or Bellamy’s novels, although you are certainly welcome to do so. Your argumentative research paper will be 2500 words (9-10 pages).

**Presentation/Poster (10%):** Present your research on utopia in historical context through either a professionally designed poster or a 5-minute presentation. We’ll do lots of preparation for this in peer review groups.
Paper 3 – Creative Assignment and Reflection (10%): Write your own utopia or dystopia. You may choose to create a short story, a cartoon, a long poem, or a short film. You may complete your Creative Assignment singly or in groups of 2-4 (5% of class grade). Your Creative Reflection must be written individually (5% of class grade). In 1000 words (3-4 pages), write an artist statement about your creative assignment that explains what insights, if any, you developed about American utopia and dystopia from creating your own product. We’ll develop rubrics together in reflection for this assignment.

Final Exam (10%): The final exam for this class will consist of two broad essays allowing you to show me that you’ve understood the main concepts of this class.

Class Schedule

Week 1.
- Class Activity: Defining Utopia
- In-class Writing: Write a brief introduction to yourself as a consumer of popular culture and as a writer/reader. What do you like to read/watch? Anything you’d like me to know about you? What do you hope to gain from this course?
- Writing workshop: Writing Autobiography

Week 2.
- Read: Nathaniel Hawthorne. The Blithedale Romance.
- Due: Response Paper 1
- Writing Workshop: Quotation Analysis

Week 3.
- Read: Baym, Nina. “The Blithedale Romance: A Radical Reading.”
- Read: Berlant, Lauren. “Fantasies of Utopia in The Blithedale Romance.”
- Read: Louisa May Alcott. “Wild Transcendental Oats” (handout)
- Due: Paper 1 Draft
- Writing Workshop: Peer Review

Week 4.
- Read: Edward Bellamy. Looking Forward.
- Due: Response Paper 2
- Writing Workshop: Revision Strategies
- Due: Paper 1 Redraft

Week 5.
- Writing Workshop: Finding and Evaluating Scholarly Sources

Week 6.
- Special Guest: Information Literacy Specialist
- Presentation Workshop: How to design posters and presentations
Week 7.
- Read: Ray Bradbury. *Fahrenheit 451*.
- Due: Response Paper 3
- Due: Paper 2 Draft
- Writing Workshop: Peer Review

Week 8.
- Watch: Francois Truffaut. *Fahrenheit 451*.
- Due: Response Paper 4
- Writing Workshop: Revision and Organization

Week 9.
- Due: Presentations and Posters
- Due: Paper 2 Redraft
- Prep for Creative Assignment

Week 10.
- Due: Response Paper 5

Week 11.
- Check-in on Creative Assignment
- Writing Workshop: Group Peer Review

Week 12.
- Read: Octavia Butler. *Lilith’s Brood*.
- Due: Response Paper 6

Week 13.
- Read: M.T. Anderson. *Feed*.
- Due: Response Paper 7

Week 14.
- Wrap-up
- Due: Creative Projects

Final Exam
### COURSE ACTION REQUEST

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### COURSE INFO

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### CONTACT INFO

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<tr>
<td>Initiator Email</td>
<td><a href="mailto:ellen.carillo@uconn.edu">ellen.carillo@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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### COURSE FEATURES

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<td>Is this a Variable Credits Course?</td>
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ENGL2013. Introduction to Writing Studies. 3 credits. Prerequisites: ENGL 1010 or 1011 or 2011. An introduction to writing as a field of inquiry that includes rhetorical analysis, as well as the study of writing’s social and ethical implications across diverse traditions, contexts, and technologies.

As many students seek academic training in preparation for careers in professional writing and for graduate studies in composition and rhetoric, this course provides students an introduction to this field.

The course is designed to introduce students to foundational concepts within Writing Studies and help them understand how these concepts are useful in thinking about writing, writing scholarship, and the teaching of writing. In addition to the theoretical work of the course, students will practice writing in different contexts and for different purposes in order to recognize and gain experience negotiating the personal, social, political, and rhetorical factors that impact one’s writing across genres and media. A writing-intensive course, Introduction to Writing Studies will include several writing assignments, which students will revise throughout the course. Students also will gain experience reading and commenting on each other’s work during peer-response sessions, which will help to improve their own writing, as well as their critical acumen.

Weekly Reading (e.g., essays; chapters from textbook; chapters from style guide) Four formal essays (5-8 pages each; drafts and revisions) Quizzes on style Midterm Exam Informal, in-class writing Final portfolio containing 3 formal essays (revised) with a portfolio cover letter.

In this course, students will use writing to articulate their developing knowledge about foundational concepts related to writing while also developing their critical acumen. As students practice writing in different contexts and for different reasons, they will become more versatile writers and thinkers. Students will use reading and writing in the course to acquire, use, and disseminate their knowledge about writing.

This course requires at least 15 pages of revised writing. Each essay will be 5-8 pages. Students will go through the drafting process for each essay and receive feedback from the instructor and their peers prior to revising. The instructor will spend time teaching writing throughout the course. Students will not be able to pass the course unless they pass the writing component.
Comments & Approvals Log

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<td>A few requests from English C&amp;C for revisions e-mailed to proposer 9/12/17</td>
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<td>Ellen Carillo</td>
<td>09/25/2017 - 16:06</td>
<td>Resubmit</td>
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<td>10/25/2017</td>
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</table>

Introduction to Writing Studies

Professor Tom Deans

Austin/CLAS 132 | tom.deans@uconn.edu | 860.486.9728 (o)

This course is about writing as a topic of inquiry and writing as a practice. We will read selected scholarship from the field of Rhetoric & Composition (also called Writing Studies), which will impart new terms and theories for thinking about literacy. Along the way, you’ll draft, revise and edit papers, plus experiment with a series of style lessons. By December you should be able to articulate several current theories keyed to how writing works in schools, workplaces, and civic life. You should also walk away a more versatile writer.

Books

* Naming What We Know, Classroom Edition: Threshold Concepts of Writing Studies [Adler-Kassner & Wardle]
* Selections from Writing Material: Readings from Plato to the Digital Age [Tribble & Trubek]
* Writing About Writing, 2nd Edition [Wardle & Downs]
* Style: The Basics of Clarity and Grace, 5th Edition [Williams]

Readings posted in HuskyCT

Basic Expectations/Assignments

- Keep up with reading, attend class, participate
- Submit 4 papers (5-8 pages), in drafts, when due
- Complete style quizzes
- Engage, with good faith, in informal writing (one-pagers, style imitations, in-class writing) and peer review
- Submit a final portfolio, with a portfolio cover letter, during finals week

Grading

Most of your course grade will ride on the quality of your final portfolio. You will receive feedback on drafts for each assignment and tentative grades for each ‘final’ submission, but you may further revise all papers for your final portfolio. You may omit 1 of the 4 major papers from your final portfolio (though you must still submit drafts and passing versions of all 4 major papers when due).

<table>
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<th>Final Portfolio</th>
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<td>Style Quizzes</td>
<td>10@20pts each</td>
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<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Quality of informal writing, peer review, &amp; in-class contributions</td>
<td>100</td>
</tr>
<tr>
<td>To convert x to letter, see below</td>
<td>x/1000</td>
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Grading:

A= 940-1000, A-= 900-939
B+= 880-899, B= 820-879, B-= 800-819
C+= 780-799, C= 720-779, C-= 700-719
D+= 680-699, D= 620-679, D-= 600-619 F= 599

Policies

- No paper is eligible for submission/grading unless a draft has been submitted earlier
- If you don’t submit a passing paper for any of the 4 major assignments, you forfeit 100pts from your final portfolio grade
- Late work...well, just don’t be late. If extenuating circumstances arise, come talk to me (preferably in advance of a deadline).
• Missed quizzes can’t be made up—but note, you can miss/drop 2 of the 12 style quizzes.
• As with all UConn W courses, to pass this course you must pass its writing component

**Students With Disabilities**
Students who think that they may need accommodations because of a disability should meet with Professor Deans early in the semester and contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.

**Academic Integrity**
You should build on the ideas and texts of others—that’s a vital part of academic life. But you must document when you use another’s ideas, language, or syntax. Note that ignorance of academic conventions or UConn’s policies never excuses a violation; therefore, please consult with Professor Deans if you have questions at any point during the semester. I encourage you to study together, discuss readings outside of class, share drafts with each other, and go to the Writing Center. Those are well within the bounds of academic honesty in this class. However, when you use another’s ideas, language or syntax, you must acknowledge that debt with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course.
## Unit 1: Writing as Rooted in Discourse Communities and Genres

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<tbody>
<tr>
<td></td>
<td>Writing About Writing, p.273-283 (Kain &amp; Wardle) + one of the following:</td>
<td>About Numbers: Writing in Mathematics &amp; Beyond the Textbook: Language of Historians (PDF posted in HuskyCT)</td>
<td>Review the following: Lloyd Bitzer, “Rhetorical Situation” <a href="http://comph.write/fieldguide=rhetorical.as">http://comph.write/fieldguide=rhetorical.as</a> [If you can’t complete the field guide reading, email me]</td>
</tr>
<tr>
<td></td>
<td>Marro, “The Genres of Chi Omega” (320-312)</td>
<td>Bring to class 1 page of informal writing: Name 2 discourse communities to which you belong, aspire to join, or want to know more about. Why/how do those 2 qualify as discourse communities? Use Swales’ criteria.</td>
<td>Proposal for first paper due by 5pm on Friday Sept. 5. Submit to HuskyCT.</td>
</tr>
<tr>
<td></td>
<td>Read Lesson 8, “Conciseness” in Williams</td>
<td>Style Quiz 1 due—bring hard copy/last question completed at start of class</td>
<td>If you can’t complete the field guide reading, email me</td>
</tr>
<tr>
<td></td>
<td>and bring to class.</td>
<td>Read WAW p. 314-317: Which of those 2 assignments do you wish to do? Come with at least 2 specific discourse communities or activity systems you could analyze. Who could you interview? What documents could you collect?</td>
<td>Selects from Writing Material Coherence / QCs 2: Prepare your assigned discussion questions/quick presentation readings due to date.</td>
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<td>Sept 2</td>
<td>Writing About Writing, p.273-283 (Kain &amp; Wardle) + one of the following:</td>
<td>Style Quiz 2 due—bring hard copy/last question completed at start of class</td>
<td>Read Grant-Duffin, Their Constituents “Idea’s” on p. 3</td>
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<td>Wardle, “Identity, Authoring and Learning to Write in New Workplaces” (284-297)</td>
<td>Draft due in class—at least 4 pages.</td>
<td>Do question 2 from p. 3 Midterm Prep</td>
</tr>
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<td></td>
<td>Marro, “The Genres of Chi Omega” (320-312)</td>
<td>Bring to class at least one of the following: (1) notes from, or recording of, an interview you conducted; (2) documents you have collected; (3) published source you have found.</td>
<td>Final submission due Monday, 9/15 at 5pm to HuskyCT.</td>
</tr>
<tr>
<td></td>
<td>Read Lesson 8, “Conciseness” in Williams</td>
<td>Style Quiz 2 due—bring hard copy/last question completed at start of class</td>
<td>Read Grant-Duffin, Their Constituents “Idea’s” on p. 3</td>
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<td>Sept 9</td>
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<td>Draft due in class—at least 4 pages.</td>
<td>Do question 2 from p. 3 Midterm Prep</td>
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<td>Bring to class at least one of the following: (1) notes from, or recording of, an interview you conducted; (2) documents you have collected; (3) published source you have found.</td>
<td>Bring to sample of a text or video clip—preferably one related to science—that “invokes” an audience or a combination of invoking/admonishing.</td>
<td>Final submission due Monday, 9/15 at 5pm to HuskyCT.</td>
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## Unit 2: Rhetoric and the Rhetorical Situation

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<td>In class: We began analyzing Wayne Booth’s “The Rhetorical Stance”</td>
<td>Proposal for first paper due by 5pm on Friday Sept. 5. Submit to HuskyCT.</td>
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<td>Colmo/jolliffe, “What is Rhetoric?” in WAW p. 325-327.</td>
<td>Do question 2 from p. 3 Midterm Prep</td>
<td></td>
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<tr>
<td></td>
<td>Read Lessons 2 and 3 in Williams (Action &amp; Characters) and bring book to class.</td>
<td>Final submission due Monday, 9/15 at 5pm to HuskyCT.</td>
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</tr>
<tr>
<td>Sept 23</td>
<td>Draft due in class—at least 4 pages.</td>
<td>Bring to sample of a text or video clip—preferably one related to science—that “invokes” an audience or a combination of invoking/admonishing.</td>
<td>Final submission due Monday, 9/15 at 5pm to HuskyCT.</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Ede and Lunsford, “Audience Addressed/Audience Invoked” posted in HuskyCT.</td>
<td>Do question 2 from p. 3 Midterm Prep</td>
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</table>
Unit 3: Studying the (and your) Writing Process

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
<th>Other Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 27</td>
<td>Sondra Perl, “The Composing Processes of Unskilled College Writers” (615-639 in WAW)</td>
<td>Submit Paper 2: Portfolio Submission (HuskyCT) by Saturday, Oct 18, 10am,</td>
</tr>
<tr>
<td></td>
<td>Nancy Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers” (576-587 in WAW)</td>
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<tr>
<td>Nov 3</td>
<td>Concept 4 (‘Writing Is [also always] a Cognitive Activity’) in Naming What We Know: Threshold Concepts of Writing Studies</td>
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<tr>
<td></td>
<td>Kevin Roozen, “Tracing Trajectories of Practice” (157-189 in WAW)</td>
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<tr>
<td>Nov 10</td>
<td>Bring full draft of Paper 3 (at least 4 pages) to class in hard copy.</td>
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<td></td>
<td>In class: Style Quiz 6 in class (on parentheticals). No need for advance prep.</td>
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<td></td>
<td>Take-home Quiz 6 distributed</td>
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<tr>
<td></td>
<td>Take-home Quiz 6 due by Wed at 4pm to HuskyCT</td>
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**Portfolio Guidelines**

Your portfolio should reveal the **range and quality** of your thinking and writing. There are a few non-negotiable guidelines, but beyond those you have choices for how to showcase that range and quality.

Your papers should represent your best efforts in the class. In this semester, you may submit for your portfolio:

- At least one final paper from the semester.
- At least one paper from the specific strategies in Lesson 6/“Motivation”.
- At least one revised version of any of the specific strategies in Lesson 6/“Motivation”.
- At least one paper from any of the style lessons (including the letter itself will be evaluated as an example of how well you understand and apply the style lessons). You might also reflect on what the portfolio does not represent about you, your aspirations for future development in writing.

Your papers must include:

1. A paragraph or two in the style of Osborne—or better yet, in your own style—write a one page, single-spaced paragraph (or two) for Paper 3—it must be real and have happened last year or this year. It must be readable. You may revise this writing in any of the style lessons, but it must also be in the style of Osborne—or better yet, in your own style. No need for margins. Name the strategy.

2. A review of at least one paper from the style lessons. Include at least one example of how well you understand and apply the style lessons. You might also reflect on what the portfolio does not represent about you, your aspirations for future development in writing.

3. At least three of the style quizzes (more of the style lessons!). You might also reflect on what the portfolio does not represent about you, your aspirations for future development in writing.

4. A paragraph on a time when you have repurposed a text or idea in the way Roozen describes (handwritten is fine). Bring that to class—be ready to apply to samples that will be shared.

**Submit Portfolio**

Submit your portfolio earlier. The best cover letters will not traffic in general and vague claims; instead they will point to specific papers and passages of your own writing as evidence of the claims you make. They will also devote a section (though not more than 1/3 of the letter) to discussing style, given that we devoted a fair amount of time to that topic. The letter itself will be evaluated as an example of how well you understand and apply the style lessons. You might also reflect on what the portfolio does not represent about you, your aspirations for future development in writing.

The cover letter should be addressed to Professor Deans and signed by you. In the body of the letter, you should address the following question: **What do the contents of this portfolio say about you as a thinker, reader, and writer? And (2) wrestle with this one: Given all we've done all semester, what is your current working theory of writing?**

The format of the letter is up to you. You can use headings or not. You can adapt the paragraphs. You can write it in your own words. You can type it. You can write it by hand. You can print it or handwrite it. You can use a word processing program. You should put it in my mailbox. You are welcome to submit your portfolio earlier.
the following for each, paper-clipped together. If you
don’t, the revised version will not be graded.
☐ The original submission (with Deans’ comments
on it)
☐ The revised submission
☐ A brief note or set of post-its highlighting how
you revised.

Earlier grades on writing assignments were tentative. The
portfolio score will be based on a review of the latest
versions of all the submissions.

☐ Note that final submissions should use an in-text
citation to document all quotations in a standard academic
format (MLA, APA, or whatever your major uses—but it
can’t be a system to make up); each paper should also
include a Works Cited or References list in that same
documentation format.
<table>
<thead>
<tr>
<th>COURSE ACTION REQUEST</th>
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<tbody>
<tr>
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<tr>
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<td>Will this use an existing course number?</td>
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<td>Initiator Email</td>
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<td>Is this request for you or someone else?</td>
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<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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<td>Corequisites</td>
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<td>Recommended Preparation</td>
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<td>Is Consent Required for course?</td>
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<td>Is enrollment in this course restricted?</td>
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<td>What is the Grading Basis for this course?</td>
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<td>At which campuses do you anticipate this course will be offered?</td>
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<tr>
<td>If not generally available at all campuses, please explain why</td>
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<tr>
<td>Will this course be taught off campus?</td>
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<td>Will this course be offered online?</td>
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<th>COURSE DETAILS</th>
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<td>Provide existing title and complete course catalog copy</td>
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<td>Provide proposed title</td>
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and complete course catalog copy | Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011. Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

Reason for the course action | The Department felt that this W course would be more beneficial to students earlier in their course of study and would prepare them for writing assignments in their upper division coursework. The scientific focus of the course on coastal zone issues is also considered very appropriate for a sophomore-level student in the major.

Specify effect on other departments and overlap with existing courses | None

Please provide a brief description of course goals and learning objectives | Our main goal is the effective written and oral communication of scientific information. To meet this goal, this course includes written assignments (and revisions), oral presentations, attendance at lecture series, and a variety of workshops and scientific discussions. Our focus will be on three broad but important topics in marine science today: bioinvasions, eutrophication, and climate change. You will be synthesizing the knowledge you have gathered over the past few years with a guided review of primary literature and secondary sources. This synthesis will take the form of four short papers targeted towards a non-scientific audience.

Describe course assessments | Written papers Points Breakdown (1000 points total) 180 Bioinvasions Paper (4 pages) 180 Eutrophication Paper (4 pages) 180 Climate Change Paper (4 pages) 180 Communicating Science (4 pages) 60 Presentation 1 60 Presentation 2 60 Presentation 3 100 Punctuality (on-time assignments) 1000 Total Must Be Completed To Pass The Course (regardless of your point total) A revision of each of the 4 assigned papers, achieving a passing grade (>= 60) on each paper.

General Education Goals | By the end of the semester, students should be able to: 1. Construct a compelling synthesis of scientific information appropriate for a non-scientific audience. Note, this is not a “book report” style of writing, but a well-crafted story highlighting your ideas and knowledge, supported by references to the primary and secondary literature. 2. Construct and deliver an engaging oral presentation. You will present a minimum of three times over the course of the semester, providing opportunity to exhibit improvement and growth.

Skill Code W | Students complete 15 written pages which are reviewed, revised by the student, and submitted a second time. *Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition then to formal oral questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression—and discipline specific format, evidentiary, and stylistic norms - the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.*

Syllabus and other attachments | Attachment Link | File Name | File Type
| MARN3801w syllabus schedule.pdf | MARN3801w syllabus schedule.pdf | Syllabus

COMMENTS / APPROVALS

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<td>10/6/2017</td>
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<td>Heidi M Dierssen</td>
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<td>Approve</td>
<td>10/6/2017</td>
<td>Submitt</td>
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</table>

Marine Sciences and Society

Syllabus information is subject to change.
The most up-to-date syllabus is located within the course in HuskyCT.
Course Materials

Required Materials:
Class materials are available in HuskyCT. You are responsible for printing your own copies, only a few documents will be printed and handed out during class. You may choose to work from digital copies, hard copies are not required.
Additional course readings are available within HuskyCT.
Access to Google Drive. Jamie will ask which email address to use.

Recommended Materials:
Access to an Oceanography or Marine Biology textbook, for reference.

Course Description

Scientific analysis of coastal zone issues and interdisciplinary implications for society. Written analysis and discussion of primary literature.

Our main goal is the effective written and oral communication of scientific information. To meet this goal, this course includes written assignments (and revisions), oral presentations, attendance at lecture series, and a variety of workshops and scientific discussions. Our focus will be on three broad but important topics in marine science today: bioinvasions, eutrophication, and climate change. You will be synthesizing the knowledge you have gathered over the past few years with a guided review of primary literature and secondary sources. This synthesis will take the form of four short papers targeted towards a non-scientific audience.

In the language of UConn's General Education Guidelines for W courses, "Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition to general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression--and discipline specific format, evidentiary, and stylistic norms - the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation."

Note that “writing instruction” means more than imparting rules for grammar, usage, and documentation; it also involves teaching students to explore and shape their ideas, analyze their audiences, frame arguments, gather evidence effectively and ethically understand genre conventions, and attend to style.

This is an Upper Division Class

a. You may expect...
   - significant improvement in written and oral communication.
   - a review and extension of three major topics in marine sciences.
   - commitment from instructors for constructive and timely feedback.
b. We expect...
- significant improvement in your written and oral communication.
- active and thoughtful participation from responsible students.
- regular attendance with assignments completed on time.
- you to keep up with rewrites; you are working on multiple assignments concurrently.
- students who are intellectually engaged, make thoughtful comments, and ask insightful questions.

### Course Objectives

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

1. Construct a compelling synthesis of scientific information appropriate for a non-scientific audience. Note, this is not a “book report” style of writing, but a well-crafted story highlighting your ideas and knowledge, supported by references to the primary and secondary literature.

2. Construct and deliver an engaging oral presentation. You will present a minimum of three times over the course of the semester, providing opportunity to exhibit improvement and growth.

### Course Requirements and Grading

#### Class Components

**Workshops**

These classes will focus on developing your communication skills. Topics will include constructing an effective communication (written or oral), how to develop a thesis statement, the difference between synthesis sentences and supporting information, constructing a compelling hook, ending strong, and putting it all together.

**Discussions**

The discussion sessions will focus on the scientific topic for the current unit. These class periods will be used to review or introduce the basic scientific principles for each unit. You are expected to read the assigned material prior to class. These will be true discussions of the topic, not lectures, so your participation is mandatory. The instructor will get the ball rolling, but you are expected to offer observations, thought-provoking questions, and ideas on how the topic fits into the interests of the scientific community and our community at large. You may also choose to comment on the effectiveness of the communications read in preparation for the discussion session. Participation will be noted and will count towards your overall class grade (incorporated into the Oral Presentation grade) - *speak up at least twice per discussion*…

**Evening Lectures**

Attendance at the Coastal Perspectives Lecture Series is mandatory, your presence will be noted. Usually, these presentations are offered in a manner suitable to a general audience of non-scientists. We will discuss and critique the effectiveness of these lectures, both in terms of content and presentation style. You will work on a written critique of these lectures throughout the semester.

**Oral Presentations**

You are responsible for delivering three oral presentations. For each of the three units, all students will present material supplemental to the general reading. Initially, the scientific papers presented will be chosen by the instructor and assigned to specific students (you can't choose your own). In later units, we will choose papers in class, with the approval of the instructor. These papers will be available to everyone through HuskyCT for use in paper writing, but only the presenter is *required* to read them. You are not required to use all of this supplemental material in support of your essay, however, it is expected you will use (and thus read) some of the articles.
Your presentation will be critiqued by your instructors and fellow students. You should make use of these critiques to improve your performance for your second presentation. We will discuss the development of the presentation (usually in Power Point, or a similar program) and effective speaking techniques prior to the first series of presentations.

The grading for these presentations are based on six areas: (1) level of preparation is evident, (2) student exhibited understanding of the material, (3) visual aids supported the message, (4) presentation was delivered in an effective manner, (5) presentation was designed with the audience in mind, and (6) presenter highlighted the connection to the assignment with specific evidence and insight.

Paper Submissions

Number of Assignments and Length
You will complete four papers. The proposal for the class requires 15 written pages which are reviewed, revised by the student, and submitted a second time.

But what does this really mean???. Rather than require specific formatting, we'll go by word count (which cannot be tweaked by altering font and margin sizes). A typical essay results in about 310 words per page. The essay page length may vary, depending on the assignment. Essays should **neither undershoot nor overshoot** this goal for word count by a great amount. Header information (name, date, etc.) and the works cited list (the properly formatted list of scientific papers included at the end of your document) **do not** count towards the total word count. Be sure to select only the **body** of your document when checking the word count. (References to sources included within the body are part of the word count.)

Submission Requirements

All papers must be submitted via email before 4 p.m. on the due date. If you anticipate a problem with submitting your paper on time, talk to Jamie.

You **MUST** submit a cover letter with each paper. Guidelines for the cover letter will be reviewed during the writing workshop and are available through HuskyCT.

Initial Versions vs. Second Versions (and Third Versions)

Be sure to keep track of the detailed schedule. You will see that you have an assignment (often two) due almost every week; readings, an initial version, or a second version. The initial version should be written as the very best document possible - *it is not a draft!* Revisions should not be a quick band-aid to the comments provided on the initial. Spend some time on these and make sure you are actually improving your essay.

Initial versions of each paper will not count towards the grade, only the revision will count. If you do not submit a revision, your grade for that paper will be 0. The rubric for the initial paper will show what your grade would be, if that were the final version. However, you are expected to revise the initial version before resubmitting. Failure to do so will also result in a 0, even if you resubmit the paper. For example: Let's say you get an 80% on the initial. You think to yourself, "80% is pretty good and I've got a ton of other work due. I'll just resubmit this version as the revision and take the 80%." This is not acceptable and we will catch on to you! ;-)

If you are unhappy with the final grade on a revision, talk to me. I will allow you to submit additional rewrites on any paper, but this needs to happen in a timely manner. You must also discuss this with me before proceeding with the rewrite. Unapproved 3rd versions will not be accepted – I’m saying this again – you must discuss the 3rd version with me prior to doing it. *According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components (>= 60% on each paper).*
Paper Grading
Papers will be graded according to a rubric. General comments will be made on the rubric providing guidance on how to improve your paper. Additional comments will be included in the paper. The most important comments are provided in the rubric – the text edits are typically minor. The instructors will not copy edit your entire paper (grammar, punctuation, etc.) but may copy edit a section as an example of how YOU need to edit your paper.
Details for the point breakdown for the grading of presentations and papers are provided on the appropriate rubrics. Grades are based on overall content knowledge, appropriate use of supporting evidence, analysis and interpretation, synthesis, mechanics of writing, structure, logical flow, audience awareness, and proper formatting for science writing (NOT HUMANITIES OR HISTORY*).
* Science uses the APA style, humanities use the MLA style, history uses the CMA style. These stylistic norms govern the format of in-text citations, formatting of the works cited list, avoidance of plagiarism through the use of in-text citations, etc. APA allows for “minimum distraction and maximum precision.” This topic has crept into this syllabus over many years of students being surprised by losing points for not adhering to the APA style, falling back on the MLA they may be more accustomed to from writing in humanities classes. We will discuss format in class, my advice is to check the reference handout from class.

REQUIRED to pass this course: revision of each of the 4 assigned papers, achieving a passing grade (>= 60%) on each paper.

To summarize, for papers:

- Due via HuskyCT by 4 p.m. on the due date.
- Must be ~310 words / assigned page (not including header info. and works cited).
- Only revisions count towards the grade, not initial versions.
- Lost work does not excuse late submission.
- Substantial and thoughtful editing is required.
- Submission includes: cover letter, paper (with Header and Works Cited sections)

Due Dates and Late Policy
All papers must be submitted through HuskyCT before 4 p.m. on the due date. If you anticipate a problem with submitting your paper on time, talk to Jamie.
Late submission of papers is not penalized within the grade of the paper. Please let your instructor know if you will be submitting a paper late. While the grade on a paper will not be affected by late submission, the grade for Punctuality (100 points = 10% of your grade) will reflect the timeliness of your submissions. On-time papers receive 100% of the participant points, papers more than a month late receive 0%. The break-down of points assigned is subject to change, the following is typical: < 5 days late = 75%; < 2 weeks late = 50%; < 1 month late = 25%. NOTE – this is for the “Punctuality” part of the grade and not a penalty assessed on the grade of the paper.

Feedback and Grades
I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to the grading rubric in the Google Drive folder established for this class. Only you, the instructor, and the TA will have access to your folder. The instructor and TA will be able to edit documents in the shared folder, you will be able to view and download, but not edit.

Points Breakdown (1000 points total)
180  Bioinvasions Paper (4 pages)  
180  Eutrophication Paper (4 pages)  
180  Climate Change Paper (4 pages)  
180  Communicating Science (4 pages)  
60   Presentation 1  
60   Presentation 2  
60   Presentation 3  
100  Punctuality (on-time assignments)  
1000 Total

*Must Be Completed To Pass The Course (regardless of your point total)*

A revision of each of the 4 assigned papers, achieving a passing grade (>= 60) on each paper.

### Grading Scale:

**Undergraduate**

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<td>93-96.5</td>
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<td>90-92.5</td>
<td>A-</td>
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<td>83-86.5</td>
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<td>80-82.5</td>
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**Graduate**

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<tr>
<td>80-82.5</td>
<td>B-</td>
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Software Requirements and Technical Help

- Microsoft Word and PowerPoint
- Adobe Acrobat Reader
- Internet access

**NOTE: Microsoft Word, Excel, and PowerPoint are available to you for FREE!!**

See [http://tech.uconncoop.com/category_s/144.htm](http://tech.uconncoop.com/category_s/144.htm) or Google “UConn student Microsoft Office”. Also check out YOUR cloud server, **Sykbox: Your computer lab. Anywhere. Anytime.** Sykbox is a virtual computer lab that provides essential software in one convenient place for all UCONN students. SkyBox can be accessed at any time, from any computer, anywhere in the world. This course is completely facilitated online using the learning management platform, **HuskyCT**. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu)). Students also have 24x7 access to live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu).

Be sure to back up your work often and on more than one drive. Hard drives crash, flash drives fail, and power outages lead to loss of work. **None of these are excuses for late assignments.** It is expected you are writing well ahead of the due date and editing your paper a number of times before submission. So, a last minute computer failure should not result in the loss of all of your work. Back-up options include drives which sync while you work and the use of a cloud drive (Dropbox, Box, OneDrive, Google Drive, Copy). It is strongly suggested that you investigate back-up options and remember to use them.

## Writing Course Policies

According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

**University Writing Center** - All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

**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. This section provides a brief overview to important standards, policies and resources.

**Student Code** - Students are responsible for acting in accordance with the [http://community.uconn.edu/the-student-code-preamble/](http://community.uconn.edu/the-student-code-preamble/) **University of Connecticut's Student Code**. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-preamble/)
- [Academic Integrity in Graduate Education and Research](http://community.uconn.edu/the-student-code-preamble/)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the
following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright - Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication - At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course - If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog

Academic Calendar - The University's Academic Calendar contains important semester dates.

Academic Support Resources - Technology and Academic Help provides a guide to technical and academic assistance.

If you are having trouble with copy editing, ask someone else to proofread your paper (peer, parent, writing center tutor). BUT, keep in mind that the comments of the instructor (Jamie) and the TA take precedence over any other suggestions – we developed the assignment and know what we are looking for. We are also the people present in class and are aware of what facets of writing have been emphasized. If you have questions or concerns, Jamie or the TA are the people to approach first…

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 http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Absence Due To Illness - If you miss class or assignments (not final exams) due to illness, you must notify the instructor as soon as possible. For absence from final exams, contact the Office of Student Services and Advocacy (formerly the Office of the Dean of Students). This procedure also applies to missing a final due to accident, death in the family, or other unavoidable reasons. Visit http://www.ossa.uconn.edu/students.html for more information.

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/.

http://xkcd.com/895/
Proposal to Change a Major
Last revised: September 24, 2013

1. Date: 10/20/2017
2. Department or Program: Marine Sciences
3. Title of Major: Marine Sciences
4. Effective Date (semester, year): Fall 2017
   (Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is
   desired, indicate here.)
5. Nature of change: Change a course and description of major.

Existing Catalog Description of Major
The Marine Sciences major at the University of Connecticut provides students the opportunity to
study the biological, chemical, geological and physical environment of the oceans. This field-intensive
program focuses on understanding the ocean environment and human impacts on coastal habitats.
Courses are designed to provide a solid foundation in science and mathematics. Experiential learning
opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary
studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for
employment in environmental consulting, regulatory agencies and research institutions, and for
graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences
courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the
following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q; MATH
1131Q, and 1132Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be
fulfilled with STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements
The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

- Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.
- Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q, and 1126Q, or CHEM 1127Q and 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)
The University's General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular MARN 3001, 3801W, and 4002. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

Proposed Catalog Description of Major

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field-intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

- BIOL 1107 and 1108;
- CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
- MATH 1131Q, and 1132Q;
- PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q;
- STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2002, 2801W, 3001, 3003Q, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

- Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.
- Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area
In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

**Bachelor of Arts in Marine Sciences**

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in Basic Sciences and Math
   - BIOL 1107 and 1108;
   - CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
   - MATH 1060Q and MATH 1071Q or 1131Q;
   - PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q.
   - STAT 1100Q or another course approved by the Department Head.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2002, 2801W, 3001, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

**Justification**

1. Reasons for changing the major: We changed MARN 3801W to a sophomore level course MARN 2801W. We also rearranged the wording such that the first section is no longer 1000-level courses but is bulletized and lists the basic science and math courses and moved the core course MARN 1002 or 1003 to the list of required courses for the major to avoid confusion. The math requirements for the B.A. are also modified.

2. Effects on students: Better explained and organized major.

3. Effects on other departments: None
4. Effects on regional campuses: Courses mainly taught at Avery Point
5. Dates approved by
   Department Curriculum Committee: 10/1/2017
   Department Faculty: 10/6/2017
6. Name, Phone Number, and e-mail address of principal contact person:
   Heidi Dierssen, 860-405-9239, heidi.dierssen@uconn.edu

Plan of Study
If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Plan of Study
Bachelor of Arts in Marine Sciences

Student name: _________________________________   Student ID ___________ Est. Grad date ________
Basic Science and Math

_____ BIOL 1107 and 1108

_____ CHEM 1124Q, 1125Q, and 1126Q or
_____ CHEM 1127Q and 1128Q

_____ MATH 1060Q
_____ MATH 1071Q or _____ MATH 1131Q

_____ PHYS 1201Q and 1202Q or
_____ PHYS 1401Q and 1402Q

_____ STAT 1100Q or
_____ other approved course in data analysis

Core major requirements

_____ MARN 1002 or _____ MARN 1003
_____ MARN 2002 _____ MARN 2801W
_____ MARN 3001 _____ MARN 4001
_____ MARN 4002

Major electives

Three courses must be chosen from the following list of electives. Students may be able to use MARN 3893, MARN 4893, MARN 4895, MARN 4898 or other MARN courses towards these electives with prior approval of the Department Head.

_____ MARN 2060 _____ MARN 3000
_____ MARN 3012 _____ MARN 3014
_____ MARN 3015 _____ MARN 3016
_____ MARN 3017 _____ MARN 3030
_____ MARN 3060 _____ MARN 3061
_____ MARN 3230 _____ MARN 3505
_____ MARN 4010 _____ MARN 4018
_____ MARN 4030W _____ MARN 4050
_____ MARN 4060 _____ MARN 4066

Edited October 2017
Substitute courses, if any:

______________________________ (Group ___)

______________________________ (Group ___)

**Related area**

In consultation with their faculty advisor and a social science faculty member, students choose 6 related area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

______ 45 credits at the 2000-level or above (minimum)

______ 120 credits total (minimum)

Signed:

Student Date

Approved:

Advisor Date

_____________________________
James Edson, Dept. Head, Marine Sciences Date

**Plan of Study**

**Bachelor of Science in Marine Sciences**

Student name: ____________________________ Student ID ___________ Est. Grad date ________
Basic Science and Math
_____ BIOL 1107 and 1108
_____ CHEM 1124Q, 1125Q, and 1126Q or
_____ CHEM 1127Q and 1128Q
_____ MATH 1120Q, 1121Q and 1122Q or
_____ MATH 1131Q and 1132Q
_____ PHYS 1201Q and 1202Q or
_____ PHYS 1401Q and 1402Q
_____ STAT 1100Q or
_____ other approved course in data analysis

Core major requirements
_____ MARN 1002 or _____ MARN 1003
_____ MARN 2002 _____ MARN 2801W
_____ MARN 3001 _____ MARN 3003Q
_____ MARN 4001 _____ MARN 4002

Major electives
Three courses must be chosen from the following groups of electives. At least one course must be taken from each of the two groups. Students may be able to use MARN 3893, MARN 4893, MARN 4895, MARN 4898 or other MARN courses towards these electives with prior approval of the Department Head.

Group 1:
_____ MARN 2060 _____ MARN 3000
_____ MARN 3060 _____ MARN 3061
_____ MARN 3230 _____ MARN 3505
_____ MARN 4030W _____ MARN 4050
_____ MARN 4060 _____ MARN 4066

Group 2:
_____ MARN 3012 _____ MARN 3014
_____ MARN 3015 _____ MARN 3016
_____ MARN 3017 _____ MARN 3030
_____ MARN 3811 _____ MARN 4010
_____ MARN 4018

Edited October 2017

Substitute courses, if any:
________________________________ (Group ___)
________________________________ (Group ___)
________________________________ (Group ___)

Related area
In consultation with their faculty advisor and a social science faculty member, students choose 4 related area courses appropriate to their interests.

________________________________________

________________________________________

________________________________________

________________________________________

______ 45 credits at the 2000-level or above (minimum)

______ 120 credits total (minimum)

Signed:

______________________________  Date

Student

Approved:

______________________________  Date

Advisor

______________________________  Date

James Edson, Dept. Head, Marine Sciences  Date
### COURSE ACTION REQUEST

<table>
<thead>
<tr>
<th>CAR ID</th>
<th>17-3284</th>
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<tbody>
<tr>
<td>Request Proposer</td>
<td>Broderick</td>
</tr>
<tr>
<td>Course Title</td>
<td>Honors Core: Microbe Hunters - Crowdsourcing Antibiotic Discovery</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Molecular and Cell Biology &gt; College of Liberal Arts and Sciences &gt; Senate C&amp;C &gt; Return &gt; Molecular and Cell Biology &gt; College of Liberal Arts and Sciences</td>
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### COURSE INFO

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<thead>
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<th>Type of Action</th>
<th>Add Course</th>
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</thead>
<tbody>
<tr>
<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
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<td>Number of Subject Areas</td>
<td>1</td>
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<td>Course Subject Area</td>
<td>MCB</td>
</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department</td>
<td>Molecular and Cell Biology</td>
</tr>
<tr>
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<td>Course Number</td>
<td>2612</td>
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<td>Will this use an existing course number?</td>
<td>No</td>
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### CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>David A Knecht</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Molecular and Cell Biology</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>dak02007</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:david.knecht@uconn.edu">david.knecht@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Someone else</td>
</tr>
<tr>
<td>Proposer Last Name</td>
<td>Broderick</td>
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<tr>
<td>Proposer First Name</td>
<td>Nichole</td>
</tr>
<tr>
<td>Select a Person</td>
<td>nab15007</td>
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<tr>
<td>Proposer NetId</td>
<td>nab15007</td>
</tr>
<tr>
<td>Proposer Phone</td>
<td></td>
</tr>
<tr>
<td>Proposer Email</td>
<td><a href="mailto:nichole.broderick@uconn.edu">nichole.broderick@uconn.edu</a></td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

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<tr>
<th>Proposed Term</th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>Proposed Year</td>
<td>2017</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>Yes</td>
</tr>
<tr>
<td>Content Area 1 Arts and Humanities</td>
<td>No</td>
</tr>
<tr>
<td>Content Area 2 Social Sciences</td>
<td>No</td>
</tr>
<tr>
<td><strong>Content Area 3 Science and Technology (non-Lab)</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Content Area 3 Science and Technology (Lab)</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Content Area 4 Diversity and Multiculturalism (non-International)</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Content Area 4 Diversity and Multiculturalism (International)</strong></td>
<td>No</td>
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<td><strong>General Education Competency</strong></td>
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<td><strong>Number of Sections</strong></td>
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<td><strong>Number of Students per Section</strong></td>
<td>14</td>
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<td><strong>Is this a Variable Credits Course?</strong></td>
<td>No</td>
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<tr>
<td><strong>Is this a Multi-Semester Course?</strong></td>
<td>No</td>
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<tr>
<td><strong>Credits</strong></td>
<td>4</td>
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<td><strong>Instructional Pattern</strong></td>
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</tr>
</tbody>
</table>

### COURSE RESTRICTIONS

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

### GRADING

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

### SPECIAL INSTRUCTIONAL FEATURES

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

### COURSE DETAILS

| **Provide proposed title and complete course catalog copy** | MCB 2612. Honors Core: Microbe Hunters—Crowdsourcing Antibiotic Discovery Four credits. Two 50-minute lecture periods and two 2-hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society. |

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MARN2801W, Sp20xx  page 4 of 353  Vaudrey, UConn
1. **Reason for the course action**
   - Reasons for adding this course: - To use application based learning as a means to invest students more fully in their learning - To use active learning as means to increase retention and comprehension of subject matter - To increase opportunities for student research.

2. **Specify effect on other departments and overlap with existing courses**
   - None

3. **Please provide a brief description of course goals and learning objectives**
   - The purpose of this course is to provide underclassmen and non-science majors with an opportunity to undertake real-world scientific research in a fun, supportive, and immersive environment. As part of the Small World Initiative, UConn students will join with college students around the globe to crowdsource antibiotic drug discovery. Guided independent research projects will involve taking soil samples, isolating bacteria within them, and testing them for antibiotic activity, and there is the opportunity for further pursuit of any promising findings. We have access to the database generated by students at other Small World sites, allowing us to explore issues of biodiversity, effective use of large data sets in the sciences, and the effectiveness of crowdsourcing for scientific research. At the end of the semester, student results will contribute their data to that database and present their research to the UConn community. As part of the Honors Core, UConn’s Small World course adds an interdisciplinary emphasis on the social aspects of disease: its definition, what it means to be “diseased,” how those definitions have changed over time, and the pivotal role of antibiotics in the evolution of those definitions. We will use both fiction and non-fiction in this exploration, and we will end up in the modern era to consider antibiotic resistance, the ethical, philosophical, and policy issues we may face if antibiotics cease to be effective in treating many common diseases.

4. **Describe course assessments**
   - Weekly quizzes, two in-class presentations a final oral presentation and a public poster session. One in class exam, one take home exam and one final exam. Students will keep a laboratory notebook and complete Student Lab Manual worksheets. Students are also required to upload information about their soil sample, culturing conditions, antibiotic frequency, and antibiotic-producing bacteria into the Small World Initiative global database. Instructors will periodically check the data repository website to ensure students in MCB 3895 are continuously uploading their data.

5. **General Education Goals**
   - Microbe Hunters: Crowdsourcing Antibiotic Discovery is the UConn partnership to The Small World Initiative (http://www.smallworldinitiative.org), a novel introductory science research course taught in over 180 institutions across 14 countries. The objective of the course is for students to isolate and characterize antibiotic-producing microbes from soil environments while learning core biology concepts. Students learn how to conduct research through inquiry and discovery-based learning, principles of general biology and microbiology, and critical thinking skills. This course integrates two critical elements with the aim of transforming undergraduate education. First, it provides an early authentic (discovery-based) research experience for undergraduate students. Empirical evidence has shown that early research experience provides both academic and personal benefits to students, particularly those students from underrepresented groups within the sciences. Second, the course has the potential to positively impact human health by increasing education and awareness about antibiotic usage and the rise of antimicrobial resistant microbes. The students are empowered by becoming part of an international collective crowdsource the discovery of new antibiotics from soil microbes. Thus, this unique class approach harnesses the power of active learning to achieve both educational and scientific goals. We are seeking to have the course listed as a GenEd Group 3 as the course content and goals satisfy the criteria and requirements for GenEd courses. Microbe Hunters trains students to think critically and develop hypotheses and design experiments to test their questions. The international scope of the course allows students to see firsthand the global importance of the topic and also connect with other students through social media platforms. Through class presentations and a public poster session, students build presentation skills and learn to communicate their research. Microbiology’s importance touches all aspects of life, including some of the most pressing problems facing humanity. Thus, we use the subject to touch on broad issues related to society and discuss topics such as energy and nutrient cycling, food safety and security, the spread and treatment of disease. Antibiotic resistant microbes and antibiotic discovery is also very relevant and touches on many important scientific and social issues. The grim statistics regarding our dwindling supply of effective antibiotics and the continuing rise of antibiotic resistant microbes provides a real-world context for the course and we use current news as well as historical pandemics to emphasize the relevance of these topics to every student as a member of the global community. As an Honors Core course, we also incorporate books, art, and poetry to highlight the impact of infectious disease and role of microbes in society. For example, we have the class read the book ‘Typhoid Mary: A Captive of the Public’s Health’, which aids discussion of disease transmission and asymptomatic carriers. It also lets us talk about the role of gender and economic status, among other factors, on treatment of individuals in our health care system. It also lets us relate it to recent events, such as the recent Ebola epidemic and the quarantine of health care workers who had tested negative for disease.

6. **Content Area: Science and Technology (Lab)**
   - As a non-majors authentic research laboratory, our course satisfies the requirements for the Group 3, Science and Technology, content area specifically. The lecture portion of the course utilizes partner and small group work to learn the biological concepts underlying the experiments they conduct in lab. In the laboratory portion of the class, students learn the art of observation, perform experiments, develop and refine hypotheses, analyze data, and present their results to the greater UConn community in a poster session. The last two years, 1-2 students have also been invited to present their research poster at the Small World Initiative Annual Symposium, held in conjunction with the American Society for Microbiology's Annual Meeting (ASM Microbe). This provides an additional opportunity to present their work, see presentations on cutting edge research, and be exposed to diverse career opportunities in microbiology and related fields.

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**Syllabus and other attachments**

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
</tr>
</thead>
</table>

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MARN2801W, Sp20xx page 5 of 353 Vaudrey, UConn
### MCB 3895 - Microbial Antibiotech Discovery

**Class Syllabus**

**Semester:** Fall 2016  
**Instructors:** Dr. Nichole Broderick  
BPB 304  
Phone: **6-4254**  
e-mail: nichole.broderick@uconn.edu  
Office hours: **Tues** 2:00-3:30 PM  

Dr. Patricia Rossi  
TLS 402  
Phone: 6-0426  
e-mail: patricia.rossi@uconn.edu  
Office hours: **Wed** and **Fri.** 12:45 pm -2:45 pm  

**TA:** Emily McClure  
e-mail: emily.mcclure@uconn.edu  
**Open Lab:** **Fri.** 8-10 AM  
During the open lab period you can find Emily in TLS 201. You may ask her questions, discuss lecture material, or you may use the time to practice lab techniques or perhaps repeat a plating that you feel could have gone better.

### Comments & Approvals Log

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>Time Stamp</th>
<th>Status</th>
<th>Committee Sign-Off</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Start</td>
<td>David A Knecht</td>
<td>03/08/2017 - 11:19</td>
<td>Submit</td>
<td></td>
<td>not sure what you want here and why it is required</td>
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<tr>
<td>Molecular and Cell Biology</td>
<td>David A Knecht</td>
<td>03/20/2017 - 13:12</td>
<td>Approve</td>
<td>3/3/2017</td>
<td>?</td>
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<td>College of Liberal Arts and Sciences</td>
<td>Pamela Bedore</td>
<td>04/28/2017 - 20:44</td>
<td>Approve</td>
<td>4/25/2017</td>
<td>CLAS C&amp;C approved 4/25/2017</td>
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<td>Senate C&amp;C</td>
<td>Michael J Darre</td>
<td>05/11/2017 - 16:25</td>
<td>Return</td>
<td>5/10/2017</td>
<td>Motion to approve was tabled. The syllabus is lacking information about lectures and what will be taught in each lecture. The explanation of what is to be accomplished is quite complete, but we could not determine how it was progressing from week to week and how the formal teaching part will integrate with the material. It also lacks a letter grading scale associated with the number/percentage points.</td>
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<tr>
<td>Return</td>
<td>David A Knecht</td>
<td>10/16/2017 - 17:03</td>
<td>Resubmit</td>
<td></td>
<td>Syllabus revised according to comments and CA3 GEOC added</td>
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<tr>
<td>Molecular and Cell Biology</td>
<td>David A Knecht</td>
<td>10/30/2017 - 09:01</td>
<td>Approve</td>
<td>10/13/2017</td>
<td>approved by MCB faculty</td>
</tr>
</tbody>
</table>
You MAY NOT show up unannounced, please e-mail EMILY by Thursday (5:00 pm) if you want to take advantage of the open time so that she may plan her day accordingly. Emily is happy to be in the lab during the open lab time (so don’t feel as if you are imposing), however if no students need the time during a given week she does have other work she can be doing.

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

**Credits:** 4

**Required Texts:** SWI Student Research Guide and Research Protocols (you can purchase printed copies at the bookstore, we will also make pdfs available)

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

*The Andromeda Strain* by Michael Crichton

**Required Lab Supplies:** Lab coat (disposable preferred, white cloth acceptable; coats must be kept in lab for the semester, re-usable coats will be sterilized and returned at the end of the semester). Goggles (we will also have supply available for you to use in class)

**Course description and rationale**

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

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

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

The learning goals for this course are as follows:
Through the process of doing research-based learning you will obtain:
• An appreciation for self-motivated, curiosity-driven learning
• The ability to approach novel problems with flexibility, creativity, and confidence
• An appreciation for the interconnectedness of knowledge
• An appreciation that science can be exciting, fun and fulfilling
• The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science
• An appreciation of the intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health and the ability to relate concepts to other disciplines

Specificially, by the end of the course it is our hope that you will:
• Observe and describe nature accurately
• Communicate ideas and arguments effectively both orally and in writing
• Engage scientific inquiry and become proficient in the ability to:
  a. Appropriately design and perform experiments in order to test scientific hypotheses
  b. Recognize possible outcomes and results
  c. Collect, organize, and analyze relevant data
  d. Draw conclusions and evaluate their relative quality
  e. Plan further experiments

• Construct and interpret visual representations of quantitative data
• Construct, interpret, and critique logical arguments in biological sciences
• Appreciate and participate in a scientific community as a forum for scientific thinking, research, debate and progress
• Work collaboratively with others to obtain independent research goals

Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Sunday by 5pm</td>
<td>Quiz (online)</td>
</tr>
<tr>
<td>Every Friday by 5pm</td>
<td>Lab manual review</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>ESKAPE pathogen presentations</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Exam 1 (in-class)</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Expert technique presentations</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Exam 2 (take home due)</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Poster draft due</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>In-class data presentations based on poster</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Public poster symposium</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Final SW1 database upload</td>
</tr>
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Exams
Exam 1 will be an in-class exam on Thursday, September 29th. Exam 2 will be a take-home exam due November 8th in class. The final exam will be cumulative and given on the assigned exam week date and time.

**Lab Manual Assignments and Database Uploads**

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

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

**Quizzes**

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

**Presentations**

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

**Poster**

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

**Participation**

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

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>EXAMS AND QUIZZES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Percentage</td>
</tr>
<tr>
<td>Exam 1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
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<tr>
<td>Quizzes</td>
<td>5</td>
</tr>
<tr>
<td><strong>PRESENTATIONS</strong></td>
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</tr>
<tr>
<td>ESKAPE pathogen presentation</td>
<td>5</td>
</tr>
<tr>
<td>Expert technique presentation</td>
<td>5</td>
</tr>
<tr>
<td>Poster</td>
<td>15</td>
</tr>
<tr>
<td>Lab Notebook</td>
<td>20</td>
</tr>
<tr>
<td>Participation and attendance</td>
<td>5</td>
</tr>
<tr>
<td>Database</td>
<td>5</td>
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<tr>
<td><strong>Final Grade Total</strong></td>
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**Grade Scale**

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<tr>
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<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
</tr>
<tr>
<td>82-88</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-80</td>
<td>C+</td>
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<tr>
<td>72-78</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>68-70</td>
<td>D+</td>
</tr>
<tr>
<td>62-68</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
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</table>

**Classroom Etiquette**

*Cell Phones:* Cell phone use is only permitted during the lab portion of class for data recording (pictures, notes, etc) and is never permitted for texting, calls, apps, or email. If a student is observed using the phone inappropriately he/she will be asked to turn in their phone and may lose privileges for the remainder of the semester.

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

**Our Philosophy**

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

**Academic Honesty**

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lab Activities</th>
<th>Lecture Topic</th>
<th>Materials needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 29,</td>
<td>Becoming a scientist Lab safety T: Explore initial soil sample R: Bring soil</td>
<td>Antibiotic Crisis Requirements for life; soil; why antibiotics kill bacteria and</td>
<td>T: 3 LB plates per group R: 4-5 LB plates per group Sterile water Beads or spr-</td>
</tr>
<tr>
<td></td>
<td>Aug. 31</td>
<td>sample, culture from student sample on LB.</td>
<td>not us</td>
<td>toothpicks</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 5,</td>
<td>T: Design own culture Conditions R: Quantify microbes &amp; pick diverse colonies</td>
<td>The β-lactams: proteins, carbohydrates and cell wall chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 12,</td>
<td>T: Quantify selective media &amp; pick diverse colonies R: Choose ESKAPE</td>
<td>Gramicidin: lipids and membrane chemistry</td>
<td>T: Count &amp; Plate media per student R: Tester strain sterile toothpick and 1 G-each.</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>pathogen &amp; discuss safe ESKAPE relatives</td>
<td>Sept. 14: ESKAPE Pathogen presentation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 19,</td>
<td>T: Design antibiotic screens and start screening R: Try another antibiotic test</td>
<td>The sulfonamides: enzymes, energy, equilibrium and metabolism</td>
<td>T: Score LB plates Sel media plates (toothpicks, liquid tester strain) S E- each.</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Calculate frequency of antibiotic producers</td>
<td></td>
<td>R: Score Sel media</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct. 10, 12</td>
<td>BLAST tutorial Analyze DNA sequence Assess antibiotic resistance of isolates</td>
<td>Violacein production: Regulation of gene expression Scientific literature discussion</td>
<td>T: BLAST dispensing (plates and reagents) R: antibiotic dispenser</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 17, 19</td>
<td>Biochemical characterization Plates for extraction</td>
<td>Tetracycline: Genetic mutations and ribosome structure Scientific literature discussion</td>
<td>T: Set up tests</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Instructions</td>
<td>Other Information</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>--------------</td>
<td>--------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 9    | Oct. 24, 26 | Organic extraction  
Apply extract to tester strain | Evolutionary relationships: molecular phylogeny, endosymbiosis  
Oct 26: Expert techniques presentation |
| 10   | Oct. 31, Nov 2 | Test isolates/dilutions on Fast Plants and against oomycetes, yeast/fungi, drosophila (Nichole will provide) | Antibiotic resistance: Genetic variation  
Scientific literature discussion |
| 11   | Nov. 7, 9 | Cont. Experiments to assess activity | Nov. 9: Exam 2 due (take home)  
T & R: experiments |
| 12   | Nov. 14, 16 | Cont. Experiments to assess activity  
Finalize characterization | Bacterial communities and interactions: the gut microbiome  
T & R: experiments  
Refine as needed |
| 13   | Nov. 21, 23 | Thanksgiving recess | No Lab  
Nov. 30: Poster draft discussion  
Potential eukaryotic breakdown |
| 14   | Nov. 28, 30 | | Dec 5: wrap-up, lab clean-up  
Dec 7: Public Poster presentation  
No lab |
Change of Graduate Certificate Proposal
Human Rights

Current Catalog Copy:

**GRADUATE CERTIFICATE COURSE REQUIREMENTS**

The Graduate Certificate in Human Rights requires a minimum total of 12 credits, consisting of 1 core course and 3 electives, as detailed below. It is recommended that students take core courses first before moving on to elective courses. Core courses cover the main historical, philosophical and legal questions in human rights. Elective courses allow students to branch out into the various subfields of human rights such as indigenous and cultural rights, economic rights, and human rights in Latin America and Europe. Certificate courses do not require pre-requisites, except for ‘Advanced Constitutional Law’ as indicated.

**Core Courses**
(One required)
College of Liberal Arts and Sciences-Storrs Campus
- HRTS 5301: Contemporary Debates in Human Rights
UConn Law School-Hartford
- LAW 7878: International Human Rights
School of Social Work-Hartford
- SWEL 5385: Human Right and Social Work

**Electives**
(Approved courses for certificate)
CLAS Storrs Campus
Anthropology
- ANTH 5305: Health and Human Rights (Special Topics Course)
- ANTH 5305: Dignity and Health (Special Topics Course)
- ANTH 5315: Gender and Culture
- ANTH 5377/PH 5497: Anthropology and International Health
- ANTH 5390: Cultural Rights
- ANTH 5391: Human Rights in a Diverse World

School of Business
- BLAW/BADM 5254: Managing the Future of Social Enterprise

Comparative Literary and Cultural Studies
- CLCS 5317: Classical Rhetoric & the Institution of Slavery (Special Topics Course)
- CLCS 5317/GERM 5314 :War and Literature 1914-2014 (Special Topics Course)
- CLCS 5317/GERM 5345: Theater and Human Rights

Economics
- ECON 5128: Economic Rights
- ECON 5473: Economic Development
- ECON 6473: Economic Development [Prereq: ECON 5311: Econometrics I]

**English**
- ENGL 6540: Seminar in Literature and Human Rights

**German Studies**
- GERM 6480/CLCS 5317: Literature and Human Rights
- GERM 6480 German-African Connections (Special Topics)
- GERM 5314/CLCS 5317: War and Literature 1914-2014
- GERM 5345/CLCS 5317: Theater and Human Rights

**History**
- HIST 5195: The Origins and Evolution of the Genocide Debate
- HIST 5622: Historical Literature of Latin America: Human Rights in the late Twentieth Century

**Human Rights**
- HRTS 5095: Teaching Human Rights
- HRTS 5899: Seminar in Variable Topics in Human Rights

**Philosophy**
- PHIL 5315: Seminar in Moral Philosophy

**Political Science**
- POLS 5010: Gender Inequalities, Gender Policies, and Gender Rights
- POLS 5115: Theories of Human Rights
- POLS 5322: Assessing Human Security
- POLS 5010: The Politics of Torture

**Sociology**
- SOCI 5515: Sociology of Immigration
- SOCI 5801 Political Sociology
- SOCI 5806: Theories of the State
- SOCI 5895: Human Rights
- SOCI 5896: Sexual Citizenship

**Spanish**
- SPAN 6402: Literary and Cultural Theory and the Hispanic Tradition: War and Modernity in Latin American Literature and Culture

**School of Social Work**
- SWEL 5317 Women, Children, and Families: Policies and Programs
- SWEL 5345 International Development
- SWEL 5348 International Social Work Global Issues
- SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2nd World
- SWEL 5360 Economic Justice: Labor and Social Work
- SWEL 5318 Child Adolescent Trauma & Mental Health

**UConn Law School**
- LAW 7558: Human Rights and Intellectual Property
- LAW 7592 Health and Human Rights (cross listed with PUBH 5497)
- LAW 7609: Asylum & Human Rights Clinic [open only to Law School students. only 3 credit classroom component counts towards Certificate]
- LAW 7653: European Human Rights
- LAW 7655: Employment Discrimination Law
- LAW 7672: Immigration Law
- LAW 7679: International Law
- LAW 7695: Philosophy of Human Rights
- LAW 7755: Accountability and Compliance in Criminal and International Law
- LAW 7759: The Nuremberg Trials
- LAW 7814: Refugee Law
- LAW 7815: Worker’s Rights in a Global Economy
- LAW 7831: Comparative Constitutional Law
- LAW 7872: Latin American Law
- LAW 7883: Human Rights and Post Conflict Justice
- LAW 7927-01: Law and the Welfare State

[Note: The most suitable courses at the Law School for students from CLAS at Storrs are LAW 7653, LAW 7679, LAW 7872, LAW 7759, and LAW 7883.]

Revised Catalog Copy:

ACADEMIC PROGRAMS

GRADUATE CERTIFICATE COURSE REQUIREMENTS

The Graduate Certificate in Human Rights requires a minimum total of 12 credits, consisting of 1 core course and 3 electives, as detailed below. It is recommended that students take core courses first before moving on to elective courses. Core courses cover the main historical, philosophical and legal questions in human rights. Elective courses allow students to branch out into the various subfields of human rights such as indigenous and cultural rights, economic rights, and human rights in Latin America and Europe. Certificate courses do not require pre-requisites, except for ‘Advanced Constitutional Law’ as indicated.

Core Courses
(One required)

College of Liberal Arts and Sciences-Storrs Campus
- HRTS 5301: Contemporary Debates in Human Rights

UConn Law School-Hartford
- LAW 7878: International Human Rights

School of Social Work-Hartford
- SWEL 5385: Human Right and Social Work

Electives
(Approved courses for certificate)

CLAS Storrs Campus

Anthropology
- ANTH 5305: Health and Human Rights (Special Topics Course)
- ANTH 5305: Dignity and Health (Special Topics Course)
- ANTH 5315: Gender and Culture
- ANTH 5377/PH 5497: Anthropology and International Health
- ANTH 5390: Cultural Rights
- ANTH 5391: Human Rights in a Diverse World

School of Business
Comparative Literary and Cultural Studies
  o CLCS 5317: Classical Rhetoric & the Institution of Slavery (Special Topics Course)
  o CLCS 5317/GERM 5314: War and Literature 1914-2014 (Special Topics Course)
  o CLCS 5317/GERM 5345: Theater and Human Rights

Economics
  o ECON 5128: Economic Rights
  o ECON 5473: Economic Development
  o ECON 6473: Economic Development [Prereq: ECON 5311: Econometrics I]

English
  o ENGL 6540: Seminar in Literature and Human Rights

German Studies
  o GERM 6480/CLCS 5317: Literature and Human Rights
  o GERM 6480 German-African Connections (Special Topics)
  o GERM 5314/CLCS 5317: War and Literature 1914-2014
  o GERM 5345/CLCS 5317: Theater and Human Rights

History
  o HIST 5195: The Origins and Evolution of the Genocide Debate
  o HIST 5622: Historical Literature of Latin America: Human Rights in the late Twentieth Century

Human Rights
  o HRTS 5095: Teaching Human Rights
    o HRTS 5499: Independent Study
    o HRTS 5899: Seminar in Variable Topics in Human Rights

Philosophy
  o PHIL 5315: Seminar in Moral Philosophy

Political Science
  o POLS 5010: Gender Inequalities, Gender Policies, and Gender Rights
  o POLS 5115: Theories of Human Rights
  o POLS 5322: Assessing Human Security
  o POLS 5010: The Politics of Torture

Sociology
  o SOCI 5515: Sociology of Immigration
  o SOCI 5801 Political Sociology
  o SOCI 5806: Theories of the State
  o SOCI5895: Human Rights
  o SOCI 5896: Sexual Citizenship

Spanish
  o SPAN 6402: Literary and Cultural Theory and the Hispanic Tradition: War and Modernity in Latin American Literature and Culture

School of Social Work
  o SWEL 5317 Women, Children, and Families: Policies and Programs
  o SWEL 5345 International Development
  o SWEL 5348 International Social Work Global Issues
  o SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2nd World
  o SWEL 5360 Economic Justice: Labor and Social Work
o SWEL 5318 Child Adolescent Trauma & Mental Health
UConn Law School
o LAW 7558: Human Rights and Intellectual Property
o LAW 7592 Health and Human Rights (cross listed with PUBH 5497)
o LAW 7609: Asylum & Human Rights Clinic [open only to Law School students. only 3 credit classroom component counts towards Certificate]
o LAW 7653: European Human Rights
o LAW 7655: Employment Discrimination Law
o LAW 7672: Immigration Law
o LAW 7679: International Law
o LAW 7695: Philosophy of Human Rights
o LAW 7755: Accountability and Compliance in Criminal and International Law
o LAW 7759: The Nuremburg Trials
o LAW 7814: Refugee Law
o LAW 7815: Worker’s Rights in a Global Economy
o LAW 7831: Comparative Constitutional Law
o LAW 7838: Advanced Constitutional Law: Individual Rights [pre-requisite Constitutional Law]
  o LAW 7872: Latin American Law
  o LAW 7883: Human Rights and Post Conflict Justice
  o LAW 7927-01: Law and the Welfare State

[Note: The most suitable courses at the Law School for students from CLAS at Storrs are LAW 7653, LAW 7679, LAW 7872, LAW 7759, and LAW 7883.]

Justification:
The creation of an Independent Study designation will allow students to pursue targeted human rights study and research in collaboration with faculty in pursuit of their certificate requirements.

Date Approved by the Human Rights Graduate Curriculum Committee: Sept. 28, 2017
### COURSE ACTION REQUEST

<table>
<thead>
<tr>
<th>CAR ID</th>
<th>17-4264</th>
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<tbody>
<tr>
<td>Request Proposer</td>
<td>Adams</td>
</tr>
<tr>
<td>Course Title</td>
<td>Independent Study</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; Ecology and Evolutionary Biology &gt; College of Liberal Arts and Sciences</td>
</tr>
</tbody>
</table>

### COURSE INFO

<table>
<thead>
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<th>Type of Action</th>
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<tr>
<td>Is this a UNIV or INTD course?</td>
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<td>Course Subject Area</td>
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<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department</td>
<td>Ecology and Evolutionary Biology</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Course Number</td>
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</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please explain the use of existing course number</td>
<td>We are revising an existing course.</td>
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### CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Eldridge S Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Ecology and Evolutionary Bio</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>esa02002</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:eldhidge.adams@uconn.edu">eldhidge.adams@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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</table>

### COURSE FEATURES

<table>
<thead>
<tr>
<th>Proposed Term</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Proposed Year</td>
<td>2018</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>No</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>Variable</td>
</tr>
<tr>
<td>Number of Students per Section</td>
<td>1</td>
</tr>
<tr>
<td>Is this a Variable Credits Course?</td>
<td>Yes</td>
</tr>
<tr>
<td>Variable Credits Min</td>
<td>1</td>
</tr>
<tr>
<td>Variable Credits Max</td>
<td>3</td>
</tr>
<tr>
<td>Is this a Multi-Semester Course?</td>
<td>No</td>
</tr>
</tbody>
</table>
### Instructional Pattern
Independent study under the supervision of a faculty member. 42 hours of work are expected per semester per credit.

### COURSE RESTRICTIONS

<table>
<thead>
<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Instructor consent.</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None.</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>None.</td>
</tr>
<tr>
<td>Is Consent Required?</td>
<td>Instructor Consent Required</td>
</tr>
<tr>
<td>Is enrollment in this course restricted?</td>
<td>No</td>
</tr>
</tbody>
</table>

### GRADING

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Total Credits Allowed</td>
<td>6</td>
</tr>
<tr>
<td>Is it repeatable only with a change in topic?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does it allow multiple enrollments in the same term?</td>
<td>Yes</td>
</tr>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
</tr>
</tbody>
</table>

### SPECIAL INSTRUCTIONAL FEATURES

<table>
<thead>
<tr>
<th>Do you anticipate the course will be offered at all campuses?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
</tr>
</tbody>
</table>

### COURSE DETAILS

<table>
<thead>
<tr>
<th>Provide existing title and complete course catalog copy</th>
<th>5899. Independent Study One credit. Prerequisite: instructor consent. May be repeated for credit. A reading course for those wishing to pursue special work in biology. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide proposed title and complete course catalog copy</td>
<td>5899. Independent Study Credits and hours by arrangement, not to exceed three in any semester. Prerequisite: instructor consent. May be repeated with a change of topic for up to six total credits. A reading course for those wishing to pursue special work in biology. It may also be elected by undergraduate students preparing to be candidates for degrees with distinction.</td>
</tr>
<tr>
<td>Reason for the course action</td>
<td>There is a need for graduate-level independent study requiring a more substantial commitment per semester. The current 1-credit limit has been on the books for a long time and the reasons are no longer remembered. We are removing the description of the course as a reading course because the course could emphasize or include other activities such as learning a quantitative method. Removal of the more specific course description brings the catalog copy in line with graduate level Independent Study courses in many (or most) other departments.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>None.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>The course goals and learning objectives are worked out individually for each offering.</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>For each offering, the student and instructor agree on individualized course assessments.</td>
</tr>
<tr>
<td>Syllabus and other attachments</td>
<td>Attachment Link</td>
</tr>
<tr>
<td></td>
<td>EEB 5899 Independent Study.docx</td>
</tr>
</tbody>
</table>
EEB 5899 Independent Study

5899. Independent Study Credits and hours by arrangement, not to exceed three in any semester. Prerequisite: instructor consent. May be repeated with a change of topic for up to six total credits.

There is no syllabus for this course. The learning objectives and activities are worked out individually for each offering through consultation between the student and the instructor.
# COURSE ACTION REQUEST

<table>
<thead>
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<th>CAR ID</th>
<th>17-4718</th>
</tr>
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<tbody>
<tr>
<td>Request Proposer</td>
<td>Connors</td>
</tr>
<tr>
<td>Course Title</td>
<td>Probability Theory and Stochastic Processes I</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; Mathematics &gt; College of Liberal Arts and Sciences</td>
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# COURSE INFO

<table>
<thead>
<tr>
<th>Type of Action</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Is this a UNIV or INTD course?</td>
<td>Neither</td>
</tr>
<tr>
<td>Number of Subject Areas</td>
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</tr>
<tr>
<td>Course Subject Area</td>
<td>MATH</td>
</tr>
<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Course Title</td>
<td>Probability Theory and Stochastic Processes I</td>
</tr>
<tr>
<td>Course Number</td>
<td>5160</td>
</tr>
<tr>
<td>Will this use an existing course number?</td>
<td>Yes</td>
</tr>
<tr>
<td>Please explain the use of existing course number</td>
<td>We are simply removing a prerequisite for the course, nothing else, and want to retain the original course number.</td>
</tr>
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</table>

# CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Jeffrey Connors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>jmc13021</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:jeffrey.connors@uconn.edu">jeffrey.connors@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
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</tr>
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</table>

# COURSE FEATURES

<table>
<thead>
<tr>
<th>Proposed Term</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Year</td>
<td>2018</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>No</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>1</td>
</tr>
<tr>
<td>Number of Students per Section</td>
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</tr>
<tr>
<td>Is this a Variable Credits Course?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a Multi-Semester Course?</td>
<td>No</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Pattern</td>
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</table>
COURSE RESTRICTIONS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the course or any sections of the course be taught as Honors?</td>
<td>No</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>None</td>
</tr>
<tr>
<td>Is Consent Required?</td>
<td>No Consent Required</td>
</tr>
<tr>
<td>Is enrollment in this course restricted?</td>
<td>No</td>
</tr>
</tbody>
</table>

GRADING

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this course repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
</tr>
</tbody>
</table>

SPECIAL INSTRUCTIONAL FEATURES

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you anticipate the course will be offered at all campuses?</td>
<td>No</td>
</tr>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Storrs</td>
</tr>
<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>Graduate courses in MATH are only offered at Storrs.</td>
</tr>
<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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</table>

COURSE DETAILS

<table>
<thead>
<tr>
<th>Title and complete course catalog copy</th>
<th>5160. Probability Theory and Stochastic Processes I Three credits. Prerequisite: MATH 5111. Convergence of random variables and their probability laws, maximal inequalities, series of independent random variables and laws of large numbers, central limit theorems, martingales, Brownian motion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for the course action</td>
<td>We are removing MATH 5111 as a prerequisite. This change will make this course consistent with the usual practice at many mathematics department where the measure theory needed for the first graduate course in probability is covered in the course itself. The textbooks used for this course include a survey of the needed material. In addition, this change will serve to open the course to students from financial math, actuarial science and other departments such as economics and statistics, who need a rigorous course on probability theory, but can not take 5111.</td>
</tr>
<tr>
<td>Specify effect on other departments and overlap with existing courses</td>
<td>There is some overlap with MATH 5111, but not much. MATH 5111 goes into much greater depth and breadth for topics in measure theory than what is needed in MATH 5160. The only effect on other departments is to make it possible for students to take the course who could not take MATH 5111.</td>
</tr>
<tr>
<td>Please provide a brief description of course goals and learning objectives</td>
<td>The goal is to learn the foundations of the probability theory. The list of the topics includes: Foundations of probability (Measure Theory), Martingale Theory (SLLN, L1 convergence), Elements of Stochastic Calculus, Weak Convergence, Large Deviations.</td>
</tr>
<tr>
<td>Describe course assessments</td>
<td>Regularly assigned written problem sets and two paper, proctored exams (a midterm and a final).</td>
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Syllabus and other attachments

<table>
<thead>
<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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<td>MATH_5160_syllabus.docx</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>
MATH 5160: Probability Theory and Stochastic Processes I
Syllabus  Fall, 2017

Class time: MWF 1:25 PM - 2:15 PM
Class location: MONT 321

Instructor: Oleksii Mostovyi
Office: MONT 436
Office Phone: 1(860)486-6322
E-mail: oleksii.mostovyi@uconn.edu
Office hours: WF2:30PM-4:00PM in MONT 436

Required Text: David Williams, Probability with Martingales
Supplementary Texts: Rick Durrett, Probability: Theory and Examples
Patrick Billingsley, Probability and Measure

Prerequisites: MATH 5111–

Course webpage: The online course-management system HuskyCT will be used for announcements, homework, etc.

Homework: Exercises from the textbook.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Homework</td>
<td>46%</td>
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<tr>
<td>Midterm exam</td>
<td>23%</td>
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<tr>
<td>Final exam</td>
<td>31%</td>
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</table>

Important dates: Monday, Sept. 11, Add/Drop via Student Administration System closes. Courses added or dropped after this date require additional signatures. Dropped courses will have a “W” for withdrawal recorded on the academic record. Last day to place courses on Pass/Fail. Monday, Oct. 30, last
day to drop a course and last day to convert courses on Pass/Fail option to letter grade.

**Context for the Course:** We will cover the topics outlines in the textbook. In particular, this list includes: Foundations of probability (Measure Theory), Martingale Theory (SLLN, $L^1$ convergence), Elements of Stochastic Calculus, Weak Convergence, Large Deviations.
### COURSE ACTION REQUEST

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<tbody>
<tr>
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<td>Goldhamer</td>
</tr>
<tr>
<td>Course Title</td>
<td>Developmental Biology Laboratory</td>
</tr>
<tr>
<td>CAR Status</td>
<td>In Progress</td>
</tr>
<tr>
<td>Workflow History</td>
<td>Start &gt; Draft &gt; Molecular and Cell Biology &gt; College of Liberal Arts and Sciences</td>
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### COURSE INFO

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<td>Number of Subject Areas</td>
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<tr>
<td>Course Subject Area</td>
<td>MCB</td>
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<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<td>Department</td>
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<td>Course Title</td>
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### CONTACT INFO

<table>
<thead>
<tr>
<th>Initiator Name</th>
<th>Lisa A Dejesse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Department</td>
<td>Molecular and Cell Biology</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>lad02009</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:lisa.dejesse@uconn.edu">lisa.dejesse@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Someone else</td>
</tr>
<tr>
<td>Proposer Last Name</td>
<td>Goldhamer</td>
</tr>
<tr>
<td>Proposer First Name</td>
<td>David</td>
</tr>
<tr>
<td>Select a Person</td>
<td>djg02005</td>
</tr>
<tr>
<td>Proposer NetId</td>
<td>djg02005</td>
</tr>
<tr>
<td>Proposer Phone</td>
<td>+1 860 486 8337</td>
</tr>
<tr>
<td>Proposer Email</td>
<td><a href="mailto:david.goldhamer@uconn.edu">david.goldhamer@uconn.edu</a></td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

<table>
<thead>
<tr>
<th>Proposed Term</th>
<th>Fall</th>
</tr>
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<tbody>
<tr>
<td>Proposed Year</td>
<td>2018</td>
</tr>
<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
</tr>
<tr>
<td>Is this a General Education Course?</td>
<td>No</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>1</td>
</tr>
<tr>
<td>Number of Students per Section</td>
<td>14</td>
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</tbody>
</table>
Is this a Variable Credits Course? No
Is this a Multi-Semester Course? No
Credits 4
Instructional Pattern Two three-hour laboratory periods, with additional follow up time available based on experimental need.

COURSE RESTRICTIONS
Will the course or any sections of the course be taught as Honors? No
Prerequisites MCB 2210 and MCB 2400 or 2410
Corequisites n/a
Recommended Preparation MCB 3219
Is Consent Required? Instructor Consent Required
Is enrollment in this course restricted? No

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

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

COURSE DETAILS
Provide proposed title and complete course catalog copy MCB 3220. Developmental Biology Laboratory Four credits. Two three-hour laboratory periods, with additional follow-up time available based on experimental need. Prerequisite: MCB 2210 and MCB 2400 or 2410. Recommended preparation: MCB 3219. Instructor permission required. Zebrafish used as an experimental model system to investigate molecular mechanisms of vertebrate development. Self-Directed experiments will utilize cellular, genetic, pharmacological and microscopic techniques to recreate established findings and pursue new knowledge.
Reason for the course action Increase opportunities for student laboratory research experiences. To offer hands on training combined with background information to both increase student engagement in learning and to increase the comprehension and retention of subject matter.
Specify effect on other departments and overlap with existing courses N/A
Please provide a brief description of course goals and learning objectives The best way to learn biology is to actually "do" biology. Students in this course use zebrafish as a model system to explore a number of fundamental events in vertebrate embryonic development. Due to its optical and genetic tractability, the zebrafish has become a powerful system for directly visualizing dynamic processes involving cell signaling, cell fate specification, cell migration, regional patterning and organogenesis in living, vertebrate specimens. While simultaneously teaching students key concepts and techniques, this course is designed to provide an authentic research experience, using multiple directed modules and culminating in a question-based, self directed research project and presentation experience. This type of investigative pursuit both inspires students to learn biology and develops the critical thinking and communication skills they need to be successful in science.
Describe course assessments 10% Participation: Attendance, demonstration of engaging the materials, asking questions, participating in discussions, working productively with lab partner. 10% Pre-lab quizzes based on assigned background reading and previously discussed material. 15% "One Note" e-Lab Notebook completion and content. 15% Lab Report
Developmental Biology Laboratory  
Fall 2017  
Tuesdays & Thursdays, 9am-12pm; TLS 255

Instructors:  
David Daggett  
 david.daggett@uconn.edu  
Phone: 860-486-2361  
TLS 281

David Goldhamer  
 david.goldhamer@uconn.edu  
Phone: 860-486-8337  
BSP G24

Teaching Assistants:  
Madhavi Devarakonda  
 parvathi.devarakonda@uconn.edu

Tony Patelunas  
 anthony.patelunas@uconn.edu

Course Description:  
This course will explore embryonic development primarily using the zebrafish as an experimental model system. Genetic and pharmacological reagents, classical embryonic manipulation and microscopy will be used to investigate the molecular mechanisms underlying landmark events in vertebrate development. Combining an exposure to primary literature representing key findings in the field with hands on experimental training, students will both...
recreate established findings and pursue self-directed experiments. Experimental design, including the use of appropriate controls, as well as note-keeping, laboratory report writing, group presentations, and collaborative work will be incorporated into the experience. Since many interesting developmental time points will not coincide with our scheduled class time, students will be given access to the laboratory to continue experiments on their own schedule in coordination with course instructors. Importantly, while focused on the highly tractable zebrafish model system, the cellular and molecular principles of development and the experimental techniques used to explore them are highly transferable to other organisms, and will provide students with marketable skills for a future in academic research or the biomedical industry.

Selected Topics:
Embryonic staging; Early cleavage; Gastrulation & tissue layer specification; Embryonic cell movements; Segmentation, somitogenesis and muscle specification; Neural development; Germ cell migration; Organogenesis.

Selected Techniques:
Stereomicroscopic observation; Embryo manipulation; Embryonic microinjection (used for introducing RNAs, morpholinos, CRISPR reagents etc. for overexpression and knockdown studies); Cell lineage tracing; Cell Transplantation; Live fluorescent microscopic imaging; RNA in situ hybridization; Immunocytochemistry.

HuskyCT:
This course has an associated HuskyCT site that we will use extensively to provide course materials, important announcements, etc. Stay in touch with the site!

Course Evaluation
Grading will be based on the following:

-10% Participation: Attendance, demonstration of engaging the materials, asking questions, participating in discussions, working productively with lab partner.
-10% Pre-lab quizzes based on assigned background reading and previously discussed material
-15% “OneNote” e-Lab Notebook Completion and Content.
-15% Lab Report for Module 1
-15% Lab Report for Module 2
-15% Lab Report for Module 3
-20% Independent Study Lab Report and Presentation.

Lab Report Guidelines will be posted.
Lab reports due by midnight of due date. **Late submissions will not be accepted.**
Lab reports should be prepared with Microsoft Word. **You must directly email a copy of your Lab Report to BOTH professors by the due date/time:**
david.daggett@uconn.edu and david.goldhamer@uconn.edu

**OneNote lab notebooks**
In this course, we also use the Microsoft OneNote program. Please download this program onto your computer if you don’t already have it. Microsoft Office programs, including OneNote, should be available to you through the University’s Office 365 Resources which you should have access to. At the beginning of the semester we will send you an invitation link to our OneNote Class Notebook. DO NOT try to set up a separate new notebook for the class; please wait until you get the invitation link to our shared notebook, and then you may work within that.

We use this in order for the instructors to monitor your engagement and participation in the course, and also to share some information with the class. The goal is to help you keep up with the Lecture Materials, Background Readings, and Experimental Analysis so that you can produce a quality Lab Report by the end of each Module.

See the “Sample Private Notebook” in our OneNote Class Notebook for how to organize your Notebook.

For each Module, your notebook should contain 3 Pages (use new “Pages” in your Private Notebook tab as opposed to new “Sections”):

- **Lecture Notes** - You may rewrite/rework the notes you took in class here, and/or post a picture of thorough, legible handwritten notes you took.
- **Background Reading Summaries/Notes** (Please cite each article you are summarizing so we can see what you have read)
- **Lab Summaries** (What did we do, why did we do it, what happened, why did it happen, what's next) Predictions, Experimental observations, images/drawings, and initial and updated interpretations relative to background/lecture information.
- **Lab Reports** - Your lab reports should be prepared with Microsoft Word. You can then simply insert a .docx file attachment of your Lab Report here for our records. In addition, **you must also directly email a copy of your Lab Report to BOTH professors by the due date/time.**
david.daggett@uconn.edu and david.goldhamer@uconn.edu

These notebooks should be continually updated as you work through the module. We will be looking at your notebooks and providing a feedback grade from 0-10, reflecting your engagement with the notebook. Your overall Notebook Grade will be part of your final grade at the end of the semester.

**Policy on Missed Classes!**
This course experience is based on a relatively small number of intensive, multi-day experimental investigations, including time-sensitive morning injections. Because of this, it is
critical that you are present for each laboratory and that you arrive promptly, if not early, to
class. Techniques learned over the course will build towards your ability to perform an
independent study project. You are expected to demonstrate individual responsibility and to treat
this course as the professional opportunity that it is.

1. If you know in advance that you cannot be in class for a good reason (illness, professional
interviews, sporting events) let your instructor and TA know ASAP, and arrangements can be
coordinated with your lab partner to make up the work and stay on track.

2. If you simply do not show up for lab, and have no valid reason, you will not be able to make
up the missed training/work, and will not get credit for any of the graded materials associated
with that lab topic (quizzes, lab report etc.) If you miss lab twice without valid notice, you will
fail the course.

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

Disabilities:
It is the policy of the University of Connecticut that no qualified person be excluded from
participating in any University program or activity or otherwise be subjected to
discrimination with regard to any University program or activity. This policy derives from
the commitment to non-discrimination for all persons in employment, access to facilities,
student programs, activities and services. If you have a disability and need assistance
please contact me as soon as possible so that appropriate arrangements can be made. Also
refer to Center for Students with Disabilities for guidelines to request accommodations or
any other assistance you may require.
http://www.csd.uconn.edu/accommodation_services.htm
| Week | **Lab Meets Tues/Thurs 9am-12pm**  
| **Classes Include Lectures** |
|------|--------------------------------------------------------------------------------|
| 1    | Lab Safety & Orientation, Course overview, Microscopes and Tools;  
|      | Introduction to Zebrafish as a Model System and Common Methods,  
|      | Staging, Fixation, Dechorionation |
| 2    | Intro to **Module 1** - Early Patterning  
|      | Chemical perturbation of Dorsal Ventral Patterning by LiCl  
|      | Mounting embryos for live imaging, Embryo fixation |
| 3    | Introduction to *in situ* hybridization |
| 4    | Mounting fixed embryos for observation;  
|      | Introduction to Zebrafish Embryo Microinjection |
| 5    | Initial D-V patterning: Wnt/B-cat, Nodal and BMP signaling  
|      | Chordin Knockdown via MOs and overexpression via mRNA injection;  
|      | Intro to Module 2- Convergent Extension |
| 6    | *in situ* hybridization on Chordin MO and mRNA injected embryos |
| 7    | **Module 2**  
|      | Gastrulation Cell Movements: PCP pathway and Convergent Extension  
|      | Strabismus Knockdown via Morpholino injection  
|      | Intro to Module 3- Muscle Specification Intro |
| 8    | *in situ* hybridization on Strabismus MO embryos |
| 9    | **Module 3**- Muscle Specification  
|      | Blimp MO injections & Pharmacological inhibition of HH signaling |
| 10   | MyoD *in situ* and Antibody labeling of muscle cell types in previous  
|      | weeks embryos |
| 11   | Module 3 wrap up; Introduction to Independent Projects;  
|      | Mesoderm Specification, Germ Cell Migration, Neural Pattering,  
|      | Segmentation, Heart Development….. |
| 12   | Independent Projects |
| 13   | Independent Projects |

- Thanksgiving Break
<table>
<thead>
<tr>
<th>COURSE ACTION REQUEST</th>
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<tr>
<td>Request Proposer</td>
<td>Pappademos</td>
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<tr>
<td>Course Title</td>
<td>Minor in Social Justice Organizing Capstone Seminar/Internship</td>
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<tr>
<td>CAR Status</td>
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<td>Workflow History</td>
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<td>Type of Action</td>
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<td>Number of Subject Areas</td>
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<td>Course Subject Area</td>
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<tr>
<td>School / College</td>
<td>College of Liberal Arts and Sciences</td>
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<td>Department</td>
<td>Africana Studies Institute</td>
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<td>Course Subject Area #2</td>
<td>LLAS</td>
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<tr>
<td>School / College #2</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>Department #2</td>
<td>Latino and Latin American Studies</td>
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<td>Course Subject Area #3</td>
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<td>School / College #3</td>
<td>College of Liberal Arts and Sciences</td>
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<td>Department #3</td>
<td>AASI</td>
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<td>Reason for Cross Listing</td>
<td>This interdisciplinary capstone course is a requirement for the new, Social Justice minor (in preparation). The minor, itself, is being launched by Women, Gender, Sexuality Studies, Asian and Asian American Studies, Africana Studies, and Latino, Caribbean, and Latin American Studies.</td>
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<tr>
<td>Course Title</td>
<td>Minor in Social Justice Organizing Capstone Seminar/Internship</td>
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<tr>
<td>Course Number</td>
<td>4100</td>
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<tr>
<td>Will this use an existing course number?</td>
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<tr>
<th>CONTACT INFO</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Initiator Name</td>
<td>Melina A Pappademos</td>
</tr>
<tr>
<td>Initiator Department</td>
<td>History</td>
</tr>
<tr>
<td>Initiator NetId</td>
<td>mep04005</td>
</tr>
<tr>
<td>Initiator Email</td>
<td><a href="mailto:melina.pappademos@uconn.edu">melina.pappademos@uconn.edu</a></td>
</tr>
<tr>
<td>Is this request for you or someone else?</td>
<td>Myself</td>
</tr>
<tr>
<td>Does the department/school/program currently have resources to offer the course as proposed?</td>
<td>Yes</td>
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### COURSE FEATURES

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<thead>
<tr>
<th>Proposed Term</th>
<th>Fall</th>
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<tbody>
<tr>
<td>Proposed Year</td>
<td>2018</td>
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<tr>
<td>Will this course be taught in a language other than English?</td>
<td>No</td>
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<tr>
<td>Is this a General Education Course?</td>
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<td>Number of Students per Section</td>
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<td>Is this a Variable Credits Course?</td>
<td>No</td>
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<td>Is this a Multi-Semester Course?</td>
<td>No</td>
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<td>Credits</td>
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<td>Instructional Pattern</td>
<td>Lecture/Seminar/Internship</td>
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### COURSE RESTRICTIONS

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<tr>
<th>Will the course or any sections of the course be taught as Honors?</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>None</td>
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<tr>
<td>Corequisites</td>
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<tr>
<td>Recommended Preparation</td>
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<td>Is Consent Required?</td>
<td>Instructor Consent Required</td>
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<td>Is enrollment in this course restricted?</td>
<td>No</td>
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### GRADING

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
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<tbody>
<tr>
<td>What is the Grading Basis for this course?</td>
<td>Graded</td>
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### SPECIAL INSTRUCTIONAL FEATURES

<table>
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<tr>
<th>Do you anticipate the course will be offered at all campuses?</th>
<th>No</th>
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<tbody>
<tr>
<td>At which campuses do you anticipate this course will be offered?</td>
<td>Hartford, Storrs</td>
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<tr>
<td>If not generally available at all campuses, please explain why</td>
<td>Relevant faculty are located at these locations.</td>
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<tr>
<td>Will this course be taught off campus?</td>
<td>No</td>
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<tr>
<td>Will this course be offered online?</td>
<td>No</td>
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### COURSE DETAILS

<table>
<thead>
<tr>
<th>Provide proposed title and complete course catalog copy</th>
<th>AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship Three credits. Interdisciplinary examination of the history of social justice organizing in the US; includes theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice. Internship portion includes practice in community organizing and political advocacy.</th>
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<tbody>
<tr>
<td>Reason for the course action</td>
<td>This interdisciplinary capstone course is a requirement for the Social Justice minor. Social Justice minors will have priority for registration. Non minors may matriculate with permission of instructor. Because of its interdisciplinary nature, this course is designed to integrate multiple subject areas of study. In this interdisciplinary capstone seminar for the Minor in Social Justice Organizing, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in</td>
</tr>
</tbody>
</table>
the United States and gain practical skills in community organizing and peaceful political advocacy. Co-facilitated by the directors of UConn’s interdisciplinary institutes, student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice. Weekly sessions are devoted to discussion, quizzes, and brief research article presentations.

Specify effect on other departments and overlap with existing courses
None.

Please provide a brief description of course goals and learning objectives
The course provides a new, interdisciplinary approach to existing frameworks of social analysis, community organizing, non-profit administration, and political activism. We understand that as a capstone course of the Social Justice minor it will add intellectual depth to other undergraduate major plans of study. By presenting a number of social justice issues within an interdisciplinary framework, students are afforded additional resources to be used for degree completion.

Describe course assessments
Successful identification of social justice issue and development of an organizing plan for peaceful political action, weekly journals, periodic response papers, in-class and outside workshops, and 1-2 group presentations.

Syllabus and other attachments
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<tr>
<th>Attachment Link</th>
<th>File Name</th>
<th>File Type</th>
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<td>Social Justice Capstone Course.docx</td>
<td>Social Justice Capstone Course.docx</td>
<td>Syllabus</td>
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**COMMENTS / APPROVALS**

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<tr>
<th>Stage</th>
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<th>Time Stamp</th>
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<td>Draft</td>
<td>Melina A Pappademos</td>
<td>10/12/2017 - 10:11</td>
<td>Submit</td>
<td></td>
<td>This course will be cross-listed by 4 units: WGSS, LLAS, AFRA, and AASI.</td>
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<tr>
<td>Africana Studies Institute</td>
<td>Melina A Pappademos</td>
<td>10/12/2017 - 21:04</td>
<td>Approve</td>
<td>5/5/2017</td>
<td>This course is required for the Social Justice Minor.</td>
</tr>
<tr>
<td>Latino and Latin American Studies</td>
<td>Anne Gebelien</td>
<td>11/16/2017 - 14:00</td>
<td>Approve</td>
<td>11/8/2017</td>
<td>LLAS approves of this capstone course.</td>
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<tr>
<td>AASI</td>
<td>Cathy Schlund-Vials</td>
<td>11/16/2017 - 14:05</td>
<td>Approve</td>
<td>9/13/2017</td>
<td>This proposal is very much in line with AAASI's mission/vision.</td>
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**Minor in Social Justice Organizing Capstone Seminar**
AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar

There is no thing as a single-issue struggle because we do not live single-issue lives.

-Audre Lorde

Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humble the person who feels pride. You cannot oppress the people who are not afraid anymore.

-César Chávez

It is always the young that make the change. You don’t get these ideas when you’re middle-aged. Young people have daring, creativity, imagination and personal computers. Above all, what you have as young people that’s vitally needed to make social change, is impatience. You want it to happen now. There have to be enough people that say, ‘We want it now, in our lifetime.’ This is your moment. This is your opportunity. Be adventurists in the sense of being bold and daring. Be opportunists and seize this opportunity, this moment in history, to go out and save our country. It's your turn now."

-Abbie Hoffman
Course Overview

In this interdisciplinary capstone seminar for the Minor in Social Justice Organizing, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and peaceful political advocacy. Co-facilitated by the directors of UConn’s interdisciplinary institutes, student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice. Weekly sessions are devoted to discussion, quizzes, and brief research article presentations.

Following two introductory weeks that facilitate healthy, critical and courageous community building among class participants (weeks 1, 2), we explore some of the histories and theories of social justice organizing (weeks 3, 4). We then learn from a variety of local activist practitioners how they examine and address select social problems. Practitioners will introduce practical skills relevant for effective community-based social justice organizing (weeks 5-11). The course concludes with student-generated examinations of social justice themes relevant to their own experiences and explorations of how to enact positive change through plans for coalition building and community organizing (weeks 12-15). Throughout the semester, we collectively and intentionally engage in consciousness raising and evaluation of the structures and dynamics of the course, including how we can challenge and negotiate traditional hierarchies of power between “teachers” and “students”.

Course Objectives and Outcomes

- Explain structures and critically examine our own relationship to race, ethnicity, class, gender, sexuality, teacher/student and other subject positions of power in society
- Demonstrate an understanding of the history and expressions of social justice organizing in the United States
- Examine the process of identifying, contextualizing, and acting to effect positive change on urgent social problems
- Formulate a plan for social justice, community organizing and coalition building in a local context

Assignments

I. Participation
Consistent and thoughtful preparation and participation will determine a substantial part of your final grade. Engagement with fellow students and assigned Readings is largely the basis of preparation for each class Week. If discussion comes readily to you, look for ways to encourage others to participate. Absence from class precludes participation and has, therefore, an adverse effect on your grade. If you do miss a class meeting you will be responsible for finding out what was missed and for making up any assignments.

II. Quizzes
In order to review and build on material learned during the semester, students will complete brief quizzes on some of the theories, histories and skills related to social justice organizing reflected in each week’s readings. Quizzes will be in class.

III. Research Repository
For this assignment, each week you will research approved contemporary media sources (newspapers, periodicals) to identify an article that has reported on and interpreted your identified issue in contemporary times (within the past 5 years). You then, briefly (1-2 minutes), will present your weekly article to the seminar as well as post a brief (3-4 sentence) written summary of each to the Group Discussion section on Husky CT. Please note the title, date and source of your newspaper articles (no need to include the url/web address). By mid-semester you will have accumulated important sources to help you complete the Midterm Research Dossier as well as present on your issue during the end-of-semester workshops.

IV. Midterm Research Dossier
Students will prepare and submit a five-page complete research paper (double-spaced; 12-point Times New Roman font; citations according to the APA format; minimal use of quotations with an emphasis on books, primary documents, and peer-reviewed journals as sources) on the history and contemporary relevance of their identified issue. They will use the paper to prepare their Group Workshop/Presentation at the end of semester.

V. Group Workshops/Presentations
In small groups of 2 or 3, at the end of the semester, students will research and prepare a brief (15 minute) presentation to the class on a problem that brings together the themes and activist strategies examined in the class. In this presentation the student will identify the issue of most interest and pressing importance to them. The presentation should be both critical and innovative, demonstrating knowledge of the topic and suggesting avenues for action and ways to possibly resolve the local/CT-based problem(s) under examination.

VI. Journals
At the end of each class week, students and co-facilitators will spend a minute answering two questions in their journal: 1. What did they learn in that class?; 2. How do they relate personally to the topic of learning? Journal entries can be written or include images, song lyrics, videos or other forms of expression. In week 9 and in our last class, drawing on our on-going journal entries we will collectively reflect upon and evaluate the themes, structures, and operation of the seminar. The journals will remain private and will not be collected or graded.

Grade Breakdown
You will receive a grade for this class that will reflect the work you do both for the first and second hours of each week’s class. If you are unable to come to class due to sickness or an emergency, please let me know.

I. Research Repository 10%
II. Participation 20%
III. Quizzes 20%
A’s (90-100%) signify outstanding work, above and beyond course expectations. B’s (80-89%) are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.) C’s (70-79%) are for satisfactory completion of course requirements. In order to receive full credit for your coursework, you must turn them in by their specified due date. Late assignments will be marked down 1/3 of a grade (C+ to C, A- to B+) for every day late and an entire grade (B to C) if more than a week late. Time extensions and incompletes will be given only under exceptional circumstances.

**Collaboration and Academic Honesty**
There are great educational advantages to collaborative learning. We encourage you to work together on the assignments for this course, many of which are appropriate for study groups. It is certainly advantageous to exchange drafts of your work for constructive criticism before you present them to the instructor. Such collaboration is quite consistent with academic honesty; indeed, the two go together. Having said that, academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further action. Please see the section on “Academic Integrity” in The Student Code and review the discussion of plagiarism at UConn at the following site: [http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm](http://web.uconn.edu/irc/PlagiarismModule/intro_m.htm)

**Readings**
Weekly articles and chapters are online, on the class Husky CT site, and available through Homer Library ejournal links.

**Other Numbers**
*Counseling and Mental Health Services 6-4705 [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)*
*Alcohol and Other Drug Services 6-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)*
*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](http://www.csd.uconn.edu).*

**Course Schedule, Readings & Actions**

**Week 1**

**Intros – Part 1**
Invention and re-invention, through restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other. -Paulo Freire
● Why Resist, Build, Unite!? Social Justice Pedagogy and Organizing
● Theatre of the Oppressed Workshop
● Our Stories, Our Voices

**Week 2 – Building a Brave Community**

**Intros – Part 2**

Caring for myself is not self-indulgence, it is self-preservation and that is an act of political warfare.

*Audre Lorde*

**Readings**

● Paulo Freire, *Pedagogy of the Oppressed*, Foreword, Preface, Chapters 1 and 2
● Social Justice Language Text

**Primary Documents**

● Maya Angelou, “Still I Rise” [https://www.youtube.com/watch?v=E0PkBOPPbzo](https://www.youtube.com/watch?v=E0PkBOPPbzo)

*Quiz: Self and Community

**Week 3 – Histories & Theories of Social Justice Activism**

**Part 1 (national)**

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.

*Dr. Martin Luther King, Jr.*

**Readings**


**Primary Documents**


*Quiz: National Histories

**Week 4 – Histories and Theories of Social Justice Activism, Part 2 (local)**

The bridge to political power...will be built through genuine cooperation, locally, nationally, and internationally, between a new left of young people and an awakening community of allies.. we must look within the university and act with confidence..but we must look outwards to the less exotic but more lasting struggles for justice.  -Port Huron Statement, Students for a Democratic Society

**Readings**

Primary Documents
● 1960s UConn Student Rebellion [https://www.youtube.com/watch?v=70EAkFUUJUg](https://www.youtube.com/watch?v=70EAkFUUJUg)
   [http://archives.lib.uconn.edu/islandora/object/20002%3A860070394?solr_nav[id]=482ff5da9d1a68eddb42&solr_nav[page]=0&solr_nav[offset]=0](full length is for 3-credit)

*Quiz: Local Histories*

**Week 5 – Learning through Practice I**

CT League of Conservation Voters: Environmental Justice & Petitioning Legislators
Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors, we borrow it from our Children.

*Unattributed Native American quote*

Skills
● Preparing and Running a Meeting

Readings

  ● [http://www.ctlcv.org](http://www.ctlcv.org)
  ● [https://moralmondayct.org/demands/environmental-justice/](https://moralmondayct.org/demands/environmental-justice/)

Primary Documents
● [http://www.kzoo.edu/praxis/climate-justice/](http://www.kzoo.edu/praxis/climate-justice/) (“There is no climate justice without racial justice”)

*Quiz: Environmentalism in New England*

**Week 6 – Learning through Practice II**

Planned Parenthood: Reproductive Justice & Public Protest
A feminist is anyone who recognizes the equality and full humanity of women and men.

*Gloria Steinem*

Skills
● Organizing a Peaceful Public Protest

Readings
● *Reproduction Justice: An Introduction* by Loretta Ross and Ricki Solinger. chapters 1 and 2 (pgs. 9 to 116).
*Quiz: Reproductive Rights*

**Week 7 – Learning through Practice III**
CT Students for a Dream: Immigrant Justice & Youth Organizing
Since the beginning of the great unfinished symphony that is our American experiment, time and time again, immigrants get the job done. -Lin Manuel Miranda

**Skills**
- Volunteer Team Building

**Readings**
- “We are Americans: Just not Legally” *Time Magazine*

**Videos**
- Assisting Undocumented/DACA Students (Minutes 1-25 and 45:38 to 1:30:10) [https://www.youtube.com/watch?v=0HvN4ZOxJ8l](https://www.youtube.com/watch?v=0HvN4ZOxJ8l)
Primary Documents

- [Undocumented and Awkward](https://www.youtube.com/watch?v=1XbnTK6udQA)
- [http://www.sanctuaryct.org/](http://www.sanctuaryct.org/)
- [https://unitedwedream.org/](https://unitedwedream.org/)
- [The Hamilton Mixed Tape](https://www.youtube.com/watch?v=6_35a7sn6ds)

*Quiz Immigration Rights*

**Week 8 – Learning through Practice IV**
UConn African Am. Cultural Center, Racial Justice, & Community Health and Healing

You didn’t see me on television, you didn’t see news stories about me. The kind of role that I tried to play was to pick up pieces or put together pieces out of which I hoped organization might come. My theory is, strong people don’t need strong leaders. -Ella Baker

**Skills**

- Storytelling as Coalition Building

**Readings**

- [http://aacc.uconn.edu/](http://aacc.uconn.edu/)


*Quiz Black Power on college campuses*

**Primary Documents**

- [http://blogs.lib.uconn.edu/archives/files/2015/05/image2.jpg](http://blogs.lib.uconn.edu/archives/files/2015/05/image2.jpg) (Student Strike demands)
- [http://blogs.lib.uconn.edu/archives/files/2015/05/image1.jpg](http://blogs.lib.uconn.edu/archives/files/2015/05/image1.jpg)
- [Contact: the Voice of the African American Cultural Center of the University of Connecticut, volume 2, number 3, November-December 1972](http://blogs.lib.uconn.edu/archives/files/2015/05/image1.jpg)

**Week 9 – Mid Term Critical Reflection & Evaluation**

We are way more powerful when we turn to each other and not on each other, when we celebrate our diversity... and together tear down the mighty walls of injustice. -Cynthia McKinney

Student and Facilitator led exercises for collective course evaluations

*Quiz: Community Organizing Skills*
Week 10 – Learning through Practice V
ACLU: Criminal Justice & Legislative Reform
The true measure of our character is how we treat the poor, the disfavored, the accused, the incarcerated, and the condemned. - Bryan Stevenson

Democracy is not something you believe in or a place to hang your hat, but it’s something you do. You participate. If you stop doing it, democracy crumbles. - Abbie Hoffman

Skills
● Lobbying Political Representatives (letters and testifying)

Readings
● The Taming of Free Speech: America’s Civil Liberties Compromise. Chapters 2, 3, and 4 (pgs. 53 to 145)
● https://www.acluct.org/

Primary Documents
● Bryan Stevenson TED talk
https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice

*Quiz Civil Liberties

Week 11 – Learning through Practice VI
Fight for Fifteen: Workers’ Rights and Strikes
If we don’t have workers organized into labor unions, we’re in great peril of losing our democracy. - Dolores Huerta

Skills
● Collective Bargaining and the Press

Readings
● http://fightfor15.org/
● http://www.pbs.org/newshour/tag/fight-for-15/ (Various articles)

Primary Documents

*Quiz Labor Organization and the Fight for Fifteen Movement
**Week 12 – Student-Led, Activist Workshops**
Every day I get better at knowing that it is not a choice to be an activist; rather, it is the only way to hold on to the better parts of my human self. It is the only way I can live and laugh without guilt.

- Staceyann Chin

**Week 13 – No Week Meeting: Thanksgiving Break!**
A revolution is not just for the purpose of correcting past injustices, a revolution involves a projection of man/woman into the future...It begins with projecting the notion of a more human human being, i.e. a human being who is more advanced in the specific qualities which only human beings have – creativity, consciousness and self-consciousness, a sense of political and social responsibility.

- Grace Lee Boggs

**Week 14 – Student-Led, Activist Workshops**
Power concedes nothing without a demand. It never did and it never will. - Frederick Douglas

**Week 15 – Final Reflections and Wrap Up**
In order to see where we are going, we not only must remember where we have been, but we must understand where we have been. - Ella Baker

**Readings**
- Macklemore, “Wednesday morning”
  
  [https://www.youtube.com/watch?v=rKfcAb6Wi68](https://www.youtube.com/watch?v=rKfcAb6Wi68)
Proposal to Add a Minor
1. Date: August 1, 2017
2. Department or Program: Africana Studies; Asian & Asian American Studies; Latina/o, Caribbean & Latin American Studies; Women, Gender & Sexuality Studies
3. Title of Minor: Social Justice Organizing
4. Does this Minor have the same name as the Department or a Major within this Department? ___ Yes X No
   (If no, explain in Justification section below how this proposed Minor satisfies the CLAS rule limiting each department to one minor). As an interdisciplinary minor, it is exempted from the one department, one minor rule.
5. Effective Date (semester, year): Fall 2018

Catalog Description of Minor

Minor in Social Justice Organizing

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn about valuable experiences and practical skills in social justice community organizing through a supervised internship. Fifteen credits at the 2000-level or above are required from the following groups.

- 3 credits must be taken from Group A: Identities, Intersections, and Analytical Frames;
- 3 credits must be taken from Group B: State Structure and Systems of Inequality and Control;
- 6 credits must be taken from Group C: Creating Social Justice, Equity and Freedom;
- 3 credits must be taken from Group D: Service Learning/Internship

*Please note that no more than six credits may be taken in any one department

Group A: Identities, Intersections, and Analytical Frames
- AASI 3201 Introduction to Asian American Studies
- AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US
- AASI/SOCI 3221 Sociological Perspectives on Asian American Women
- AASI 3473 Asian-Pacific American Families
- AFRA 2211 Introduction to Africana Studies
- AFRA 3106 Black Psychology
- AFRA 3152 Race, Ethnicity, and Nationalism
- HIST 3554 Immigrants and the Shaping of U.S. History
- HDFS 3110 Social and Community Influence on Children in the United States
- HDFS 3250 Disabilities: A Lifespan Perspective
- HDFS 3261 Men and Masculinity: A Social Psychological Perspective
- HDFS 3277 Issues in Human Sexuality
- HRTS 3042 Theories of Human Rights
HRTS 3212 Comparative Perspectives on Human Rights
HRTS 3220 (W) Philosophical Foundations of Human Rights
LLAS 3210 Contemporary Issues in Latino Studies
LLAS/ANTH 3241 Latin American Minorities in the U.S.
LLAS 3251 Latinos: Sexuality and Gender
LLAS/POLS 3667 Puerto Rican Politics and Culture
POL 3012 (W) Modern Political Theory
POL 3017 Contemporary Political Theory
POL 3032 American Political Thought and Ideology
POL 3062 (W) Democratic Theory
POL 3072 Political Protest and Ideology
POL 3082 Critical Race Theory as Political Theory
SOCL 2503 (W) Prejudice and Discrimination
SOCL 2509 (W) Sociology of Anti-Semitism
SOCL/HEJS 3511 W American Jewry
WGSS 2250 Critical Approaches to Women's, Gender & Sexuality Studies
WGSS 3102/PSYC 3102 Psychology of Women
WGSS 3257 (W) Feminist Disability Studies
WGSS 3270 (W) Masculinities

**Group B: State Structure and Systems of Inequality and Control**

AASI 3531 Japanese Americans and WWII
AASI 3578 Asian American Experience Since 1850
AASI/LLAS 3875 Asian Diasporas in the Americas
AFRA 2211 Introduction to Africana Studies
AFRA 3033 Race and Policy
AFRA/SOCL 3501 Ethnicity and Race
AFRA 3505/SOCL/HRTS White Racism
AFRA 3563 African American History to 1865
AFRA 3564 African American History Since 1865
AFRA 3618 Comparative Slavery in the Americas
AMST/ENGL 2XXX: Capitalism, Literature, and Culture
ANTH 3027 Contemporary Native Americans
HDFS 3420 Abuse and Violence in Families
HDFS 3421 Low Income Families
HDFS 3520 Legal Aspects of Family Life
HDFS 3530 Public Policy and the Family
HDFS 3540 (W) Child Welfare, Law and Social Policy
HDFS 3550 Comparative Family Policy
HRTS 3201 The History of Human Rights
HRTS/SOCL 3421 Class, Power, and Inequality
LLAS 3220/HIST 3674 History of Latinos/as in the United States
LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights
LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media
LLAS/POLS 3271 Immigration and Transborder Politics
LLAS 3525 Latino Sociology
LLAS/ HIST 3660W History of Migration in Las Americas
POLS 2622 State and Local Government
POLS 2998 (W) Political Issues
POLS 3202 (W) Comparative Political Parties and Electoral Systems
POLS 3203 Environmental Policy and Institutions
POLS 3612 Electoral Behavior
POLS 3613 (W) Congressional Elections
POLS 3615 (W) Electoral Realignment
POLS 3617 American Political Economy
POLS 3618 Politics of Inequality
POLS 3622 American Political Leadership
POLS 3625 Public Opinion
POLS 3627 Connecticut State and Municipal Politics
POLS/URBN 3632 (W) Urban Politics
POLS 3822 W Law and Popular Culture
POLS 3827 Politics of Crime and Justice
POLS 3842 Public Administration
POLS 3847 The Policy-making Process
POLS 3850 Politics and Ethics
POLS 3857 Politics, Society, and Education Policy
SOCI 2310 Introduction to Criminal Justice
SOCI 2501 (W) Sociology of Intolerance and Injustice
SOCI 2701 Sustainable Societies
SOCI 2709 (W) Society and Climate Change
SOCI 2841 (W) Public Opinion and Mass Communication
SOCI 3307 (W) Drugs and Society
SOCI 3315 (W) Juvenile Delinquency
SOCI 3425 Social Welfare and Social Work
SOCI 3429 (W) Sociological Perspectives on Poverty
SOCI 3451 Sociology of Health
SOCI 3457 (W) Sociology of Mental Illness
SOCI 3471 (W) Sociology of Education
SOCI 3507 Race and Reproduction
URBN 2000 (W) Introduction to Urban and Community Studies
URBN 3276 (W) Urban Problems
URBN 3632 (W) Urban Politics
WGSS 2263/HRTS 2263 Women, Gender & Violence
WGSS 2267 Women and Poverty
WGSS 3052/ POLS 3672 Women in Politics
WGSS 3247/POLS 3247 Gender & War
WGSS 3249/POLS 3249 Gender, Politics and Islam
WGSS 3254/ASLN 3254 Women and Gender in the Deaf World
WGSS 3255 (W) Sexual Citizenship
WGSS 3264 Gender in the Workplace
WGSS 3268/COMM 3450 Gender and Communication
WGSS 3317/SOCI 3317 Women and Crime
WGSS 3453/SOCI 3453 Women in Health
WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850
WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3621/SOCI 3621 Sociology of Sexualities
WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**
AASI 3220 Asian American Art and Visual Culture
AASI 3212 Asian American Literature
AFRA 3206 Black Experience in the Americas
AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature
AFRA 3215 Twentieth- and Twenty-First Century African American Literature
AFRA 3050 (W) African American Art
AFRA 3131 African-American Theatre
AFRA 3217 (W) Studies in African American Literature and Culture
AFRA 3568 Hip-Hop, Politics and Youth Culture in America
AFRA 3569 Slavery in Film
AFRA 3642 African-American Politics
AFRA 3647 Black Leadership and Civil Rights
AFRA 3652/ WGSS 3652/POLS 3652 Black Feminist Politics
AFRA/SOCI/HRTS 3825 African Americans and Social Protest
HRTS 3252 Corporate Social Impact and Responsibility
HRTS 3254 Business Solutions for Societal Challenges
HRTS 3256 (W) Politics and Human Rights in Global Supply Chains
HRTS 3257 Assessment for Human Rights and Sustainability
HRTS 3326 Global Health and Human Rights
HRTS 3430 Evaluating Human Rights Practices of Countries
HRTS 3475 Economic Development and Human Rights
HRTS 3575 Human Rights and Visual Culture
HRTS 3807 Constitutional Rights and Liberties
HRTS/SOCI 3831 Human Rights in the United States
HRTS/SOCI 3835 (W) Refugees and Humanitarianism
LLAS 2011W Introduction to Latino American Writing and Research
LLAS 2012 Latinos in CT: Writing for the Community
LLAS 3230/WGSS 3258 Latina Narrative
LLAS 3270/POLS 2662 Latino Political Behavior
POLS 3203 Environmental Policy and Institutions
POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective
POLS 3218 (W) Indigenous Peoples’ Politics and Rights
POLS 3426 Politics, Propaganda, and Cinema
POLS 3429 (W) Political Violence
POLS 3837 W Civil Rights and Legal Mobilization
SOCI 3821 (W) Social Movements and Social Change
WGSS 2255 (W) Sexualities, Activism, and Globalization
WGSS 3216/POLS 3216 Women in Political Development
WGSS 3269 Women’s Movements
WGSS 3609/ENGL 3069 Women’s Literature
WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present
WGSS 3613/ENGL 3613 Introduction to LGBT Literature
WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales
WGSS 3998/MUSI 4995 Women in Music

**Group D: Service Learning/Internship**
AAI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship
In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.

**Recommended Courses** (do not count toward minor)
AFRA 1100 Afrocentric Perspectives in the Arts
AMST 1201 Introduction to American Studies
HRTS 1007 Introduction to Human Rights
LLAS 1000 Introduction to Latina/o Studies
LLAS 1009 (W) Latino Literature, Culture and Society
LLAS 1190/HIST 1600 (W) Introduction to Latin America and the Caribbean
LLAS 1000 Introduction to Latina/o Studies
LLAS 1570 Migrant Workers in Connecticut
POLS 1002 Introduction to Political Theory
POLS 1602 (W) Introduction to American Politics
SOCI 1251(W) Social Problems
SOCI 1501 (W) Race, Class and Gender
URBN 1300 (W) Exploring Your Community
WGSS 1104 Feminisms and the Arts
WGSS 1105 Gender and Sexuality in Everyday Life
WGSS 1121 Women in History

**Justification**
1. Identify the core concepts and questions considered integral to the discipline:
   - **Explain the formation of social identities related to race/ethnicity, gender and sexuality, economic class, institutional barriers, immigration, and other aspects of our society.** (Group A)
• Illustrate how inequality works as both systemic and persistent in historical processes and social and economic structures in society rather than merely as a matter of prejudice and misunderstanding. (Group B)
• Demonstrate how varied groups of activists and organizers have worked to democratize society as well as actualize the principles of citizenship and freedom. (Group C)
• Apply knowledge through practical skills to resolve contemporary issues that impede the realization of social justice and equity in our society. (Group D)

2. Explain how the courses required for the Minor cover the core concepts identified in the previous question:

The course distribution in the four groups requires students to examine identity formations (A); structures of inequality (B); efforts to create social justice (C); and practical avenues to social justice organizing (D). A list of recommended courses (not included in credits toward the minor) offers students related 1000-level, introductory courses.

3. If you answered "no" to Q. 3 above, explain how this proposed Minor satisfies the CLAS rule limiting each department to one minor: As an interdisciplinary minor, it is exempted from the one department, one minor rule.

4. Dates approved by

African Studies

Department Curriculum Committee: August 30, 2017
Department Faculty: August 30, 2017

Asian & Asian American Studies
Department Curriculum Committee: September 13, 2017
Department Faculty: September 13, 2017

Latina/o, Caribbean & Latin American Studies
Department Curriculum Committee: September 25, 2017
Department Faculty: September 25, 2017

Women, Gender & Sexuality Studies
Department Curriculum Committee: September 25, 2017
Department Faculty: September 25, 2017

5. Name, Phone Number, and e-mail address of principal contact person:
Melina Pappademos, 6-3630, melina.pappademos@uconn.edu

Plan of Study
*Attached

Minor in Social Justice Organizing
Plan of Study

Date__________________________ Name_______________________________ Peoplesoft #

____________________________

MARN2801W, Sp20xx page 42 of 353 Vaudrey, UConn
Anticipated graduation date (mo/yr) ___________

Note: Completion of the minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

This minor provides interdisciplinary classroom instruction in the theories, histories and formation of social identities, structural inequalities, and movements to foster social justice and equity in the United States. Students learn valuable practical experience and skills in social justice community organizing through a supervised internship.

What skills and knowledge will students gain from the minor?

- Explain the formation of social identities related to race/ethnicity, gender and sexuality, economic class, institutional barriers, immigration, and other aspects of our society. (Group A)
- Illustrate how inequality works as a persistent part of historical and structural inequalities rather than merely as a matter of prejudice and misunderstanding. (Group B)
- Demonstrate how varied groups of activists and organizers have worked to democratize society as well as actualize the principles of citizenship and freedom. (Group C)
- Apply knowledge through practical skills to resolve contemporary issues that impede the social justice and equity. (Group D)

Fifteen credits at the 2000-level or above are required from the following groups.

- 3 credits must be taken from **Group A: Identities, Intersections, and Categories of Analysis**;
- 3 credits must be taken from **Group B: State Structures and Systems of Inequality and Control**;
- 6 credits must be taken from **Group C: Creating Social Justice, Equity and Freedom**;
- 3 credits must be taken from **Group D: Service Learning/Internship**

*Please note that more than six credits may not be taken in one department*

**Group A: Identities, Intersections, and Categories of Analysis**

- AASI 3201 Introduction to Asian American Studies
- AASI/SOCI 3222 Asian Indian Women: Activism & Social Change in India and the US
- AASI/SOCI 3221 Sociological Perspectives on Asian American Women
- AASI 3473 Asian-Pacific American Families
- AFRA 2211 Introduction to Africana Studies
- AFRA 3106 Black Psychology
- AFRA 3152 Race, Ethnicity, and Nationalism
- HDFS 3110 Social and Community Influence on Children in the United States
- HDFS 3250 Disabilities: A Lifespan Perspective
- HDFS 3261 Men and Masculinity: A Social Psychological Perspective
- HDFS 3277 Issues in Human Sexuality
- HRTS 3042 Theories of Human Rights
HRTS 3212 Comparative Perspectives on Human Rights  
HRTS 3220 (W) Philosophical Foundations of Human Rights  
LLAS 3210 Contemporary Issues in Latino Studies  
LLAS/ANTH 3241 Latin American Minorities in the U.S.  
LLAS 3251 Latinos: Sexuality and Gender  
LLAS/POLS 3667 Puerto Rican Politics and Culture  
POLS 3012 (W) Modern Political Theory  
POLS 3017 Contemporary Political Theory  
POLS 3032 American Political Thought and Ideology  
POLS 3062 (W) Democratic Theory  
POLS 3072 Political Protest and Ideology  
POLS 3082 Critical Race Theory as Political Theory  
SOCI 2503 (W) Prejudice and Discrimination  
SOCI 2509 (W) Sociology of Anti-Semitism  
SOCI/HEJS 3511 W American Jewry  
WGSS 2250 Critical Approaches to Women’s, Gender & Sexuality Studies  
WGSS 3102/PSYC 3102 Psychology of Women  
WGSS 3257 (W) Feminist Disability Studies  
WGSS 3270 (W) Masculinities

**Group B: State Structures and Systems of Inequality and Control**

AASI 3531 Japanese Americans and WWII  
AASI 3578 Asian American Experience Since 1850  
AASI/LLAS 3875 Asian Diasporas in the Americas  
AFRA 2211 Introduction to Africana Studies  
AFRA 3033 Race and Policy  
AFRA/SOCI 3501 Ethnicity and Race  
AFRA 3505/SOCI/HRTS White Racism  
AFRA 3563 African American History to 1865  
AFRA 3564 African American History Since 1865  
AFRA 3618 Comparative Slavery in the Americas  
AMST/ENGL 2XXX: Capitalism, Literature, and Culture  
ANTH 3027 Contemporary Native Americans  
HDFS 3420 Abuse and Violence in Families  
HDFS 3421 Low Income Families  
HDFS 3520 Legal Aspects of Family Life  
HDFS 3530 Public Policy and the Family  
HDFS 3540 (W) Child Welfare, Law and Social Policy  
HDFS 3550 Comparative Family Policy  
HRTS 3201 The History of Human Rights  
HRTS/SOCI 3421 Class, Power, and Inequality  
LLAS 3220/HIST 3674 History of Latinos/as in the United States  
LLAS/HRTS 3221/HIST 3575 Latinos/as and Human Rights  
LLAS 3260/ WGSS 3260/COMM 3321 Latinas & Media  
LLAS/POLS 3271 Immigration and Transborder Politics  
LLAS 3525 Latino Sociology
LLAS/ HIST 3660W History of Migration in Las Americas
POLS 2622 State and Local Government
POLS 2998 (W) Political Issues
POLS 3202 (W) Comparative Political Parties and Electoral Systems
POLS 3203 Environmental Policy and Institutions
POLS 3612 Electoral Behavior
POLS 3613 (W) Congressional Elections
POLS 3615 (W) Electoral Realignment
POLS 3617 American Political Economy
POLS 3618 Politics of Inequality
POLS 3622 American Political Leadership
POLS 3625 Public Opinion
POLS 3627 Connecticut State and Municipal Politics
POLS/URBN 3632 (W) Urban Politics
POLS 3822 W Law and Popular Culture
POLS 3827 Politics of Crime and Justice
POLS 3842 Public Administration
POLS 3847 The Policy-making Process
POLS 3850 Politics and Ethics
POLS 3857 Politics, Society, and Education Policy
SOCI 2310 Introduction to Criminal Justice
SOCI 2501 (W) Sociology of Intolerance and Injustice
SOCI 2701 Sustainable Societies
SOCI 2709 (W) Society and Climate Change
SOCI 2841 (W) Public Opinion and Mass Communication
SOCI 3307 (W) Drugs and Society
SOCI 3315 (W) Juvenile Delinquency
SOCI 3425 Social Welfare and Social Work
SOCI 3429 (W) Sociological Perspectives on Poverty
SOCI 3451 Sociology of Health
SOCI 3457 (W) Sociology of Mental Illness
SOCI 3471 (W) Sociology of Education
SOCI 3507 Race and Reproduction
URBN 2000 (W) Introduction to Urban and Community Studies
URBN 3276 (W) Urban Problems
URBN 3632 (W) Urban Politics
WGSS 2263/HRTS 2263 Women, Gender & Violence
WGSS 2267 Women and Poverty
WGSS 3052/ POLS 3672 Women in Politics
WGSS 3247/POLS 3247 Gender & War
WGSS 3249/POLS 3249 Gender, Politics and Islam
WGSS 3254/ASLN 3254 Women and Gender in the Deaf World
WGSS 3255 (W) Sexual Citizenship
WGSS 3264 Gender in the Workplace
WGSS 3268/COMM 3450 Gender and Communication
WGSS 3317/SOCI 3317 Women and Crime
WGSS 3453/SOCI 3453 Women in Health
WGSS 3445/HRTS 3445 Economic Foundations of Gender Inequality
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3561/HIST 3561 History of Women & Gender in the U.S. to 1850
WGSS 3562/HIST 3562 History of Women & Gender in the U.S. 1850-present
WGSS 3560/HIST 3560 Constructions of Race, Gender, and Sexuality in U.S. History
WGSS 3621/SOCI 3621 Sociology of Sexualities
WGSS 3998/ECON 2498/HRTS 3298 Economics of Gender and Inequality

**Group C: Creating Social Justice, Equity and Freedom**

AASI 3220 Asian American Art and Visual Culture
AASI 3212 Asian American Literature
AFRA 3206 Black Experience in the Americas
AFRA 3213 (W) Eighteenth- and Nineteenth-Century African American Literature
AFRA 3215 Twentieth- and Twenty-First Century African American Literature
AFRA 3050 (W) African American Art
AFRA 3131 African-American Theatre
AFRA 3217 (W) Studies in African American Literature and Culture
AFRA 3568 Hip-Hop, Politics and Youth Culture in America
AFRA 3569 Slavery in Film
AFRA 3642 African-American Politics
AFRA 3647 Black Leadership and Civil Rights
AFRA 3652/ WGSS 3652/POLS 3652 Black Feminist Politics
AFRA/SOCI/HRTS 3825 African Americans and Social Protest
HRTS 3252 Corporate Social Impact and Responsibility
HRTS 3254 Business Solutions for Societal Challenges
HRTS 3256 (W) Politics and Human Rights in Global Supply Chains
HRTS 3257 Assessment for Human Rights and Sustainability
HRTS 3262 Global Health and Human Rights
HRTS 3430 Evaluating Human Rights Practices of Countries
HRTS 3475 Economic Development and Human Rights
HRTS 3575 Human Rights and Visual Culture
HRTS 3807 Constitutional Rights and Liberties
HRTS/SOCI 3831 Human Rights in the United States
HRTS/SOCI 3835 (W) Refugees and Humanitarianism
LLAS 2011W Introduction to Latino American Writing and Research
LLAS 2012 Latinos in CT: Writing for the Community
LLAS 3230/WGSS 3258 Latina Narrative
LLAS 3270/POLS 2662 Latino Political Behavior
POLS 3203 Environmental Policy and Institutions
POLS 3210 (W) Ethnic Conflict and Democracy in Comparative Perspective
POLS 3218 (W) Indigenous Peoples’ Politics and Rights
POLS 3426 Politics, Propaganda, and Cinema
POLS 3429 (W) Political Violence
POLS 3837 W Civil Rights and Legal Mobilization
SOCI 3821 (W) Social Movements and Social Change
WGSS 2255 (W) Sexualities, Activism, and Globalization
WGSS 3216/POLS 3216 Women in Political Development
WGSS 3269 Women’s Movements
WGSS 3609/ENGL 3069 Women’s Literature
WGSS 3611/ENGL 3611 Women’s Literature 1900 to Present
WGSS 3613/ENGL 3613 Introduction to LGBT Literature
WGSS 3998/ENGL 3629 Studies in Literature: Femme Fatales
WGSS 3998/MUSI 4995 Women in Music

**Group D: Service Learning/Internship**

AASI/AFRA/LLAS/WGSS 4XXX Service Learning Seminar/Internship
In this interdisciplinary seminar, students learn and work alongside other UConn students, instructors and local activists as they examine the history of social justice organizing in the United States and gain practical skills in community organizing and political advocacy. Student practitioners gain familiarity with the theories, strategies, and practice of community organizing movements, such as those for immigration, environmental, reproductive, and racial justice.

**Recommended Courses** (do not count for minor)
AFRA 1100 Afrocentric Perspectives in the Arts
AMST 1201 Introduction to American Studies
HRTS 1007 Introduction to Human Rights
LLAS 1000 Introduction to Latina/o Studies
LLAS 1009 (W) Latino Literature, Culture and Society
LLAS 1190/HIST 1600 (W) Introduction to Latin America and the Caribbean
LLAS 1000 Introduction to Latina/o Studies
LLAS 1570 Migrant Workers in Connecticut
POLS 1002 Introduction to Political Theory
POLS 1602 (W) Introduction to American Politics
SOCI 1251(W) Social Problems
SOCI 1501 (W) Race, Class and Gender
URBN 1300 (W) Exploring Your Community
WGSS 1104 Feminisms and the Arts
WGSS 1105 Gender and Sexuality in Everyday Life
WGSS 1121 Women in History

Student signature: _______________________________________________________________
I approve the above program for the Social Justice Organizing Minor
(signed) _______________________________________________ Institute of
_________________________________________ Minor Advisor
Proposal to Change a Minor

1. Date: Nov. 10, 2017
2. Department or Program: Philosophy
3. Title of Minor: Philosophy
4. Effective Date (semester, year): Spring 2018
   (Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: Allow additional courses to satisfy requirements

Existing Catalog Description of Minor
A student must take at least 15 credits of philosophy, at the 2000 level or higher, including one course from at least three of the following categories:
- Category I: History of Philosophy: PHIL 2221 (CAMS 3257), 2222, 3261
- Category II: Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241
- Category IV: Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220).

The minor is offered by the Philosophy Department.

Proposed Catalog Description of Minor
A student must take at least 15 credits of philosophy, at the 2000 level or higher, including one course from at least three of the following categories:
- Category II: Metaphysics and Epistemology: PHIL 2208, 2210, 2212, 3250,
- Category III: Logic and Philosophy of Language: PHIL 2211Q, 3214, 3241,
- Category IV: Value Theory: PHIL 2215, 2217, 3216, 3218, 3220 (HRTS 3220).

The minor is offered by the Philosophy Department.
**Justification**

1. Reasons for changing the minor:
We propose to add two courses to those that can be used to satisfy the specific requirements for the minor. In Category I (History of Philosophy), we have added PHIL 3263 (Asian Philosophy) and PHIL 3264 (Classical Chinese Philosophy and Culture), which are now being regularly taught.

2. Effects on students:
Gives students more options for satisfying the area requirement.

3. Effects on other departments: None anticipated

4. Effects on regional campuses: None anticipated

5. **Dates approved** by
   - Department Curriculum Committee: Oct. 30, 2017
   - Department Faculty: Nov. 1, 2017

6. Name, Phone Number, and e-mail address of principal contact person:
   - Thomas Bontly, 486-3822, thomas.bontly@uconn.edu

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**Plan of Study**

If the proposed change modifies the requirements of the Minor, then attach a revised "Minor Plan of Study" form to your submission email as a separate document. The plan of study should include the following information:

A. Near the top of the form:

   NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

B. At the bottom of the form:

   Name of Student: ______________________

   I approve the above program for the Minor in <insert name>
   (signed) _________________________ Dept. of <insert name>

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**Plan of Study**

MINOR in Philosophy

Philosophy Department, College of Liberal Arts and Sciences
A final plan of study for the minor, signed by the Philosophy Department’s Director of Undergraduate Studies, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to be graduated, along with the final plan of study for the major. Once it is filed with the registrar, changes in the plan may be made only with the consent of the Philosophy Department’s Director of Undergraduate Studies. Another copy of the signed form should go to the major advisor. **This plan of study is for students whose catalog year is 2016-17 or later.**

**NOTE:** Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

**Requirements:** A student must take 15 credits of Philosophy, numbered 2200 or above, including one course from each of at least three of the following four Categories:

**Category I: History of Philosophy --** PHIL 2221, 2222, 3261, 3263, 3264

**Category II: Metaphysics and Epistemology --** PHIL 2208, 2210, 2212, 3250

**Category III: Logic and Philosophy of Language --** PHIL 2211Q, 3214, 3241

**Category IV: Value Theory --** PHIL 2215, 2217, 3216, 3218, 3220

List three courses in three different categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Course #</td>
</tr>
<tr>
<td>Category</td>
<td>Course #</td>
</tr>
</tbody>
</table>

List an additional 6 credits in Philosophy at or above the 2000s level:

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**Approvals:** This plan is for the requirements of the _____________ catalog (the academic year in which you declared a CLAS major).

Student name (printed): ________________________________ PeopleSoft #: ____________

Student email: ________________________________

Date you expect to complete degree requirements: ________________

I approve the above program (signed): __________________________ Date: ____________

DUS, Philosophy
Plan of Study
MINOR in Philosophy
Philosophy Department, College of Liberal Arts and Sciences

A final plan of study for the minor, signed by the Philosophy Department’s Director of Undergraduate Studies, must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to be graduated, along with the final plan of study for the major. Once it is filed with the registrar, changes in the plan may be made only with the consent of the Philosophy Department’s Director of Undergraduate Studies. Another copy of the signed form should go to the major advisor. This plan of study is for students whose catalog year is 2016-17 or later.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Requirements: A student must take 15 credits of Philosophy, numbered 2200 or above, including one course from each of at least three of the following four Categories:

**Category I: History of Philosophy -- PHIL 2221, 2222, 3261**

**Category II: Metaphysics and Epistemology -- PHIL 2208, 2210, 2212, 3250**

**Category III: Logic and Philosophy of Language -- PHIL 2211Q, 3214, 3241**

**Category IV: Value Theory -- PHIL 2215, 2217, 3216, 3218, 3220**

List three courses in three different categories:

<table>
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</tbody>
</table>

List an additional 6 credits in Philosophy at or above the 2000s level:

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Approvals: This plan is for the requirements of the ___________ catalog (the academic year in which you declared a CLAS major).

Student name (printed): ____________________________ PeopleSoft #: __________

Student email: ____________________________
Date you expect to complete degree requirements: ____________________

I approve the above program (signed): _____________________________   Date: _____________

DUS, Philosophy
Proposal to Change a Major
Last revised: September 24, 2013

1. Date:
2. Department or Program: LCL-Spanish Studies
3. Title of Major: Spanish
4. Effective Date (semester, year): Spring 2018
   (Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: The following will be added: Three recently approved courses (Span 3171, 3172, 3291); a rule regarding one of these new courses; a mention to Span 3267W in a sentence about courses fulfilling the writing requirement. Additionally, the existing list of courses will be slightly reorganized and completed (in the Catalog description Span 3178 is listed randomly in Group 3, Span 3178W is missing in the same group, and Span 3266 is missing in Group 1).

Existing Catalog Description of Major

Spanish courses comprise three main groups: Literature, Culture, and Language and Communication.

Group 1 (Literature)


Group 2 (Culture)

SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W

Group 3 (Language and Communication)

SPAN 3170, 3177, 3179, 3204, 3240W, 3241, 3242, 3261, 3267W, 3178, 3293, 4200W

Guidelines
To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

I. One composition course (SPAN 3178, 3240W or 3293).
J. One introductory or literary survey course (SPAN 3230, 3231, 3232, 3233, 3234, 3242).
K. Two courses from Group 1 (not used to satisfy requirement B).
L. Two courses from Group 2.
M. Two courses from Group 3 (not used to satisfy requirements A or B).
N. All majors must take at least one W course as part of the previous 24 required Spanish credits.
O. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include appropriate Education Abroad courses (ARTH 2993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor’s prior consent.
P. Enrollment in an Education Abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the United States Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by SPAN 3293. Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3240W or 4200W.

A minor in Spanish is described in the Minors section.

Proposed Catalog Description of Major

Spanish courses comprise three main groups:

Group 1 (Literature):

Group 2 (Culture):
SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W

Group 3 (Language and Communication):
SPAN 3170, 3171, 3172, 3177, 3178, 3178W, 3179, 3204, 3241, 3240W, 3242, 3261, 3267W, 3291, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:
A. One composition course (Span 3178, 3240W or 3293)

B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242)

C. Two courses from Group 1 (not used to satisfy requirement B)

D. Two courses from Group 2

E. Two courses from Group 3 (not used to satisfy requirements A or B)

F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include internships and appropriate Education Abroad courses (ARTH 3993; POLS 3993; INTD 3993; ECON 2493; HIST 3993). Other related courses require advisor’s prior consent.

H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply: A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits. AP credits may not be used toward the major. A single course cannot satisfy more than one requirement. To satisfy the information literacy and writing in the major requirements, all students must pass one of SPAN 3240W, 3267W or 4200W. No more than 3 credits of Span 3291 can be used toward the major.

A minor in Spanish is described in the Minors section.

Justification

1. Reasons for changing the major: The recent approval of three courses is the most important reason. We also want to clarify the exact number of credits from SPAN 3291 that should be applied to the major in Spanish. Additionally, we want to correct obvious misprints (the absence of SPAN 3178W and SPAN 3266 in the lists of our courses as well as the omission of SPAN 3267W among the courses that can
satisfy the writing requirement for the major).

2. Effects on students: The changes will make students aware of all the courses they can use to satisfy the Spanish major requirements.

3. Effects on other departments: None.

4. Effects on regional campuses: None.

5. Dates approved by
   - Department Curriculum Committee:
   - Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person:
   Miguel Gomes, 6-3288, miguel.gomes@uconn.edu

Plan of Study
If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Spanish Major Plan of Study (2014)

Spanish courses comprise three main groups:

**Group 1** (Literature): SPAN 3260, 3207, 3208, 3230, 3261, 3262, 3263, 3264, 3231, 3232, 3265, 3233, 3234, 3266, 3267W, 3293, 4200W

**Group 2** (Culture): SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3251, 3214, 3252, 3250, 3254, 3293, 4200W

**Group 3** (Language and Communication): SPAN 3204, 3110, 3261, 3170, 3178, 3178W, 3179, 3177, 3241, 3240W, 3242, 3267W, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. One composition course (Span 3178, 3240W or 3293): __________

B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242):
   _______________

C. Two courses from Group 1 (not used to satisfy requirement B): __________  __________

D. Two courses from Group 2: _____________  _____________

E. Two courses from Group 3 (not used to satisfy requirements A or B): __________  __________

F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include:
   - Granada Study Abroad: ARTH 3993; POLS 3993; INTD 3993; ECON 2493; HIST 3993.
Courses in any modern or classical language.
• Any English, Linguistics, or Philosophy course.
• Any Communication Sciences course that is directly related to second language acquisition or Latino community.
• Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.
• Any course that does not meet these specific requirements should be approved by the advisor.

H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options.

In addition, the following rules apply:
• A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits.
• AP credits may not be used toward the major.
• A single course cannot satisfy more than one requirement.

Spanish Major Plan of Study (2018)
Spanish courses comprise three main groups:
- **Group 1 (Literature):** SPAN 3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 3266, 3267W, 3293, 4200W
- **Group 2 (Culture):** SPAN 3179, 3200, 3201, 3204, 3205, 3206, 3207, 3208, 3214, 3250, 3251, 3252, 3254, 3293, 4200W
- **Group 3 (Language and Communication):** SPAN 3170, 3171, 3172, 3177, 3178, 3178W, 3179, 3204, 3241, 3240W, 3242, 3261, 3267W, 3291, 3293, 4200W

To major in Spanish, students must take 24 credits of Spanish courses numbered 2000, 3000 or 4000 and according to the following guidelines:

A. One composition course (Span 3178, 3240W or 3293): ____________

B. One introductory or literary survey course (Span 3230, 3231, 3232, 3233, 3234, 3242): ____________
C. Two courses from Group 1 (not used to satisfy requirement B): __________  __________

D. Two courses from Group 2: ____________  ____________

E. Two courses from Group 3 (not used to satisfy requirements A or B):_________  __________

F. All majors must take at least one W course as part of the previous 24 required Spanish credits.

G. 12 additional credits are required in 2000, 3000 and 4000-level related courses from programs other than Spanish. These may include:
   - Granada Study Abroad: ARTH 3993; POLS 3993; INTD 3993; ECON 2493; HIST 3993.
   - Courses in any modern or classical language.
   - Any English, Linguistics, or Philosophy course.
   - Any Communication Sciences course that is directly related to second language acquisition or Latino community.
   - Any History, Political Science, Art History, Anthropology, Sociology, Economics, or Geography course that deals entirely with Latin America, Spain or US Latinos.
   - Any course that does not meet these specific requirements should be approved by the advisor.

H. Enrollment in a study abroad program in a Spanish speaking country is also required. In consultation with the advisor, this requirement can be substituted with additional Spanish credits in residence, research credits related to the U.S. Hispanic community, Urban Semester, and other options. _________________________

In addition, the following rules apply:
   - A minimum of 12 of the major credits must consist of Spanish courses taken in residence. Up to 12 credits may be met by Span 3293. Only 6 may be transfer credits.
   - AP credits may not be used toward the major.
   - A single course cannot satisfy more than one requirement.
   - No more than 3 credits of Span 3291 can be used toward the major.