

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

*Pam Bedore, Chair*

*November 28<sup>th</sup>, 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)

2017-164	POLS 3608	Add Course (guest: Paul Herrnson)
2017-165	POLS 3610/W	Add Course (G) (S) (guest: Paul Herrnson)
2017-198	HIST 2020	Add Course (G) (S) (guest Joseph McAlhany)
2017-199	AFRA HIST LLAS 3619W	Add Course (G) (S)
2017-200	AMST/ENGL 2276/W	Add Course (G) (S)
2017-201	ENGL 2013W	Add Course (G) (S)
2017-202	MARN 3801W	Revise Course (G) (S)
2017-203	MARN	Revise Major
2017-204	MCB 2612	Add Course (G) (S)
2017-205	HRTS	Revise Grad Certificate
2017-206	EEB 5899	Revise Course
2017-207	MATH 5160	Revise Course
2017-208	MCB 3220	Add Course
2017-209	AASI AFRA LLAS WGSS 4100	Add Course
2017-210	Social Justice Organizing	Add Minor
2017-211	PHIL	Revise Minor
2017-212	SPAN	Revise Major

## NEW PROPOSALS

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

*Proposed 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 CO<sub>2</sub>, 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 HCM1 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.

## 2017-191 MATH Actuarial Science Finance Revise Major (guest: Jim Trimble)

### *Current Catalog Copy:*

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.

### *Proposed Catalog Copy:*

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;



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

**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.

**2017-197      AMST/ENGL 3265W      Revise Course (G) (S) (guest: Christopher Vials)**

*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.

**2017-165      POLS 3610/W                      Add Course (G) (S) (guest: Paul Herrnson)**

*Proposed Catalog Copy:*

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.

**2017-198      HIST 2020      Add Course (G) (S) (guest Joseph McAlhany)**

*Proposed Catalog Copy:*

HIST 2020: Pyramids, Pirates, and the Pölis: 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.

**2017-199      AFRA/HIST/LLAS 3619W                      Add Course (G) (S)**

*Proposed Catalog Copy:*

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.

**2017-200      AMST/ENGL 2276/W                      Add Course (G) (S)**

*Proposed Catalog Copy:*

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.

**2017-201      ENGL 2013W                      Add Course (G) (S)**

*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

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 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

- 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
- 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

- SWEL 5348 International Social Work Global Issues
- SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2<sup>nd</sup> 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 Nuremburg Trials
- LAW 7814: Refugee Law
- LAW 7815: Worker's Rights in a Global Economy
- LAW 7831: Comparative Constitutional Law
- LAW 7838: Advanced Constitutional Law: Individual Rights [pre-requisite 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.]

#### *Proposed 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

- 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
- 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
- SWEL 5348 International Social Work Global Issues
- SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2<sup>nd</sup> 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)
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- LAW 7755: Accountability and Compliance in Criminal and International Law
- LAW 7759: The Nuremburg Trials
- LAW 7814: Refugee Law
- LAW 7815: Worker's Rights in a Global Economy
- LAW 7831: Comparative Constitutional Law
- LAW 7838: Advanced Constitutional Law: Individual Rights [pre-requisite 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  
SOC 2310 Introduction to Criminal Justice  
SOC 2501 (W) Sociology of Intolerance and Injustice  
SOC 2701 Sustainable Societies  
SOC 2709 (W) Society and Climate Change  
SOC 2841 (W) Public Opinion and Mass Communication  
SOC 3307 (W) Drugs and Society  
SOC 3315 (W) Juvenile Delinquency  
SOC 3425 Social Welfare and Social Work  
SOC 3429 (W) Sociological Perspectives on Poverty  
SOC 3451 Sociology of Health  
SOC 3457 (W) Sociology of Mental Illness  
SOC 3471 (W) Sociology of Education  
SOC 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**

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  
SOC1 1251(W) Social Problems  
SOC1 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)

#### SPAN

3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 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, 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):

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 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)

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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  
**\_x\_ : Up to a maximum of \_6\_**
5. Prerequisites: Open only with consent of instructor  
(check all that apply) **\_x\_ : Open to graduate students** (choose one)  
\_\_\_ : Course list: \_\_\_\_\_
6. Repeatability: With a change in content, may be repeated for credit.  
**\_x\_ : Up to a maximum of \_12\_ 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

**UConn** | COLLEGE OF LIBERAL  
ARTS AND SCIENCES  
**COMMITTEE ON CURRICULA AND COURSES**

**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, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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)

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

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

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

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

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

### **Palestine & Israel**

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

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

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

### **Tunis**

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

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

### **Algeria**

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

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

### **Morocco**

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

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

**War, Displacement, Identity**

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

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**

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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.

**UConn** | COLLEGE OF LIBERAL  
ARTS AND SCIENCES  
**COMMITTEE ON CURRICULA AND COURSES**

**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: 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, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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 accept your work or reduce your grade on the assignment.

### **Oral Presentations**

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

### **Quizzes**

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

### **Final Exam**

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

### **Attendance and Class Participation**

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

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

In order to get the most out of each class, it is very important that you are prepared, alert, and engaged during class activities. In-class activities are designed with the assumption that you already studied the vocabulary and grammar explanations at home and are prepared to activate that knowledge in class.

## **Tentative Syllabus**

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

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

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

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

Week 5: Expressing wishes and desires

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

Week 7: My favorite hobby and weather.

Week 8: Question words and their answers as they relate to buying, selling and negotiating in the

souq (vegetables, fruits, clothes, shoes, kitchen and household goods).

Week 9: Food discourse and restaurant etiquette.

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

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

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

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**

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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**

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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

experience).

8. Has this topic been offered before? This 5895 has not been offered If yes, when?

9. Is this a (x) 1st-time, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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**

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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.

Com 5895 F '18  
Digital Political Communication  
Arj 225  
Tu 6-9

Inst: David Atkin, Ph.D.  
Office:Arj 268 (x3090)  
Office Hours:  
T-Th 1:50-3:20

### 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

- 1) Charles, A. (2012) *Interactivity. New media, politics and society*. Oxford: Peter Lang.
- 2) Elmer, G., Langlois, C., & McKelevey, F. (2012). *The permanent campaign: New media, new politics*. New York: Digital Formations.
- 3) Mossberger, K., Tolbert, C.J., & McNeal, R.S. *Digital citizenship* (2008). Boston: M.I.T.
- 4) Salwen, M., Garrison, B., & Driscoll, P.D. (2005). *Online news and the public*. Mahwah, NJ: LEA.

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

Bimber, B. & Davis, R. (2003). *Campaigning On-line: The Internet in US Elections*. NY: Oxford.

Foot, K.A. & Schneider, S.M. (2006). *Web campaigning*. Boston: MIT.

Herbst, S. (2010). *Rude democracy: Civility and incivility in American politics*. Philadelphia: Temple University Press.

Hill, K., & Hughes, J. (1998). *Cyberpolitics: Citizen activism in the age of the Internet*. Lanham: Rowman & Littlefield.

Howard, P. (2011), *Handbook of Internet politics*. London: Routledge.

Lin, C. & Atkin, D. (2007). *Communication technology and social change: Theory and Implications (CTSC)*. Mahwah, NJ: LEA.

Tang, W. & Iyengar, W. (Eds.). (2012). *Political communication in China*. New York: Routledge.

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

Warnicke, B. (2007). *Rhetoric online (Frontiers in political communication)*. New York: Lang.

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.

<u>Item</u>	<u>Points</u>	<u>% of grade</u>
Final Exam	100	33%
Term Paper	100	33%
Research Presentations	35	12%
Reading Presentation	35	12%
Participation	30	10%

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> 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](http://www.cmhs.uconn.edu)  
Career Services: 486-3013 [www.career.uconn.edu](http://www.career.uconn.edu)  
Alcohol & Other Drug Services: 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)  
Dean of Students Office: 486-3426 [www.dos.uconn.edu](http://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, 3<sup>rd</sup> 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, 1

\*Jeffres, et al. (2002). A model linking community activity and communication with political attitudes and involvement in neighborhoods. *Political Communication*, 19, 387-421.

\*Handout: Summary of media effects

Recommended

\*Klapper, J.T. (1960). *The effects of mass communication*. New York, Free Press, pp. 1-97 (in reader available in conf rm).

<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

\*Althaus, S.L., & Tewksbury, D. (2000). Patterns of Internet and traditional news media use in a networked community. *Political Communication*, 17, 21-45.

Recommended

\*Eveland, W. (2007). New media and political participation: Technology, time, and space, *New Media Report*, 1-10.  
[http://www.unr.edu/organizations/pcr/1702/2007\\_spring/roundtable\\_eveland.html](http://www.unr.edu/organizations/pcr/1702/2007_spring/roundtable_eveland.html)

\*Jeffres et al. (2007). Newspaper reading, civic values and community social capital. *Newspaper Research Journal*, 28(1), 6-23.

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

\*Atkin, D., Neuendorf, K., & Jeffres, L. (1998). Reassessing public support for public access cablevision: A faded passion? *Telematics & Informatics*, 15, 67-84.

\*Holbert, R.L., Lambe, J.L., Dudo, A.D., & Carlton, K.A. (2007). Primacy effects of the *Daily Show* and national TV news viewing: Young viewers, political gratifications, and internal political self-efficacy. *Journal of Broadcasting & Electronic Media*, 51 (1), 20-38.

\*Putnam, R. D. (1995). Tuning in, tuning out - the strange disappearance of social capital in America. *Ps-Political Science & Politics*, 28(4), 664-683. doi:10.2307/420517

## Recommended

\*CTSC, Chapter 7 (pdf available)

\*Reagan, J., Pinkleton, B. et al. (1998). [Motivations as predictors of information source perceptions: traditional media and new technologies](#). *Telematics and Informatics, Volume 15, Issues 1-2*.

\*Tewksbury, D. (2003). What do Americans really want to know? Tracking the behavior of news readers on the Internet. *Journal of Communication, 53*(4), 694-701.

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

\*Salwen et al., 8

\*Hunt, D., Atkin, D., & Kowal, C. (2013). Community attachment affects use of online, interactive features. *Newspaper Research Journal, 34*, 2.

\*Nowak, K., Hamilton, M., Atkin, D., & Rauh, C. (2010). Effect of media access and use on the political involvement, communication and attitudes of college students. *Journal of Media Psychology, 3*(1/2), 5-31.

## 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

\*Coe et al. (2008). Hostile news: partisan use and perceptions of cable news programming. *Journal of Communication....*

## Recommended

\*Atkin, D. & LaRose, R. (1994). Profiling call-in poll users. *Journal of Broadcasting & Electronic Media, 38*, 217-227.

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

\*Salwen et al., 7

\*Eveland, W., Marton, K., & Seo, M. (2004). Moving beyond 'just the facts' *Communication Research, 31* (2), 82-108.

\*Zhang, W., Johnson, T., Seltzer, T., & Bichard, S. (2010). The revolution will be networked: The influence of social networking sites on political attitudes and behavior. *Social Science Computer Review, 28* (1), 75-92.

## Recommended

\*Jeffres et al. (2009). Integrating theoretical traditions in media effects. *Mass Com & Society*, 11, 470-491.

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

\*Kenski, K. & Stroud, N.J. (2008). Connections between Internet use and political efficacy, knowledge, and participation. *Journal of Broadcasting & Electronic Media*, ...

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

\*Elmer et al., Chapter 2, 3.

\*Lawrence, G., Henry, J., & Farrell, H. (2009). Self-segregation or deliberation? Blog readership, participation, and polarization in American Politics, pdf.

### Recommended:

\*Byrne (2007). Public discourse, community concerns and civic engagement: Exploring black social network traditions on BlackPlanet.com. *J of Computer Mediated Communication*, 13, #16.

\*Jeffres, L.W., Lee, J., Jian, G., Yoon, S., & Atkin, D. (in process). Expanding the political discussion network: Community, communication, climate & third places. *Newspaper Research J.*

\*Kim, T., et al. (in press). The influence of social media on political behavior: Modeling political involvement via online and offline activity. *Journal of Broadcasting & Electronic Media*.

Schmierbach, M., & Oeldorf-Hirsch, A. (2012). A little bird told me, so I didn't believe it: Twitter, credibility and issue perceptions., *Communication Quarterly*, 60 (3), 317-337.

\*CTSC, 3

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

Xu, Q., Schmierbach, M., Bellur, S., Ash, E., Oeldorf-Hirsch, A., Kegerise, A. (2012). The effects of "friend" characteristics on evaluations of an activist group in a social networking context. *Mass Communication and Society*, 15 (3), 432-453.

\*Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*,

\*Elmer et al., Ch.5.

### Recommended:

\*Elmer et al., Ch. 6.

\*Habermas, J. (1962, 1989). *The structural transformation of the public sphere: An inquiry into a category of bourgeois society*. Cambridge, MA: MIT press.

\*Jeffres et al. (2008). Public affairs knowledge and political communication networks. *Am J of Media Psychology*, 1(3/4), 172-209.

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

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

\*Salwen et al., 6

\* Mou, Y, Fu, H., & Atkin, D. (2012). Predicting political discussion in a censored virtual environment. In Tang, W. & Iyengar, W. (Eds.). *Political communication in China*. New York: Routledge.

\* Mou, Y., et al. (2014). Understanding the use of circumvention tools to bypass online censorship. *New Media & Society*, 16, 1-20.

### Recommended:

\*CTSC, 2

\*Papacharissi, Z. (2002). The virtual sphere. *New Media & Society*, 4(1), 9-27.

\* [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

\* [http://tech.yahoo.com/news/nm/20090924/wr\\_nm/us\\_un\\_assembly\\_protests\\_3](http://tech.yahoo.com/news/nm/20090924/wr_nm/us_un_assembly_protests_3)

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

\*Mossberger, Tolbert, & McNeal, *Digital Citizenship*, Chapter 5.

\* Mou, Y., Wu, K., & Atkin, D. (2013, Aug). Inside and outside of the “Great Firewall”: The knowledge gap hypothesis revisited in a censored online environment Association for Education in Journalism & Mass Communication, Washington, D.C. (**Top Paper**).

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

### Recommended

\*Han, G. (2008). New media, sociodemographics and voter turnout in the 2008 election, *Mass Communication and Society*, 11, 62-81

\*McLeod, J.M., Guo, Z., Daily, K., Steele, C.A., Huang, H., Horowitz, E., & Chen, H. (1996). The impact of traditional and nontraditional media forms in the 1992 presidential election. *Journalism & Mass Comm Quarterly*, 73, 401-416.

\* Lin, C.A., & Associates. (2015). Ethnicity, the digital divide and uses of the Internet for health information. *Computers in Human Behavior*, 51, 216-223.

11. (11/9): Electronic government, civic involvement.

. \*Lau, T.Y et al. (2008). Understanding the adoption of E-government services in three countries: Argentina, Brazil, & Mexico. *Telecommunications Policy*, 32, 88-100.

\* Mossberger, K., Tolbert, C.J., McNeal, R.S. (2008). *Digital citizenship*, Chapter 6, 7.

Recommended

\*Lau et al. (2009). Public service in the Information Age: A study of e-government in Taiwan. *Media Asia*, 35 (3), 90-98.

\*<http://www.policymagic.org/electron2.htm> , \*[http://wiki.aoir.org/index.php?title=E-Activism\\_Bibliography](http://wiki.aoir.org/index.php?title=E-Activism_Bibliography)

\*<http://www.emarketer.com/Article.aspx?R=1007350>

12. (11/16): Regulatory Influences

.Ownership and political diversity; theories of privacy, etc.

\*Salwen et al., 3.

\*Abelman (2011). (chapter), Television Regulation. *The televiewing audience*. New York: Peter Lange

\*Wu, Y. et al. (2011). A comparative study of online privacy regulations in the U.S. and China. *Telecommunication Policy*, 35 (7), 603-616.

Recommended

\*Atkin, D., Jeffres, L., & Neuendorf, K. (1997). Cultivation and public support for restrictions on Constitutional freedoms. *Mass Comm Review*, 24, 106-124.

\*Fu, H., Atkin, D., & Mou, Y. (2015, 2011). The impact of the Telecommunications Act of 1996 in the broadband age. In A. V. Stavros (Ed.), *Advances in communications and media research* (vol. 8) (117-Hauppauge, NY: Nova Publishers.

\*McChesney: [http://www.opendemocracy.net/media-globalmediaownership/article\\_37.jsp](http://www.opendemocracy.net/media-globalmediaownership/article_37.jsp)\*Heritage: <http://www.heritage.org/research/internetandtechnology/wm284.cfm>

13. (11/23): THANKSGIVING BREAK

14. (11/30): Com Revolution: Political Implications

.Politics of the knowledge economy

\* Mossberger, K., Tolbert, C.J., McNeal, R.S. (2008). *Digital citizenship*. Chapter 1-2, 4.

Recommended

\*Dahlberg, L. (2001). Computer-mediated communication and the public sphere: A critical analysis. *CSMC*, 7 (1) <http://jcmc.indiana.edu/vol7/issue1/dahlberg.html>

15. (12/7): Future of Cyberpolitics

\*Elmer et al. 7.

\*Mossberger, K., Tolbert, C.J., McNeal, R.S. *Digital citizenship* (2008), Chapter 3.

\*Zuniga, H. & Abril, E. (2009). Weblogs, traditional sources online and political participation: an assessment of how the internet is changing the political environment. *New Media and Society*, 11 (4), 553-574.

Recommended:

\*Elmer, Chapter 7.

\*Zittrain, J. (2008). *The future of the Internet and how to stop it*. New Haven, CT: Yale.

\*CTSC, 13-15

16. (12/14, week of): Final (per schedule)

@*Student research presentations possible 10/26-12/2*

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## COMMITTEE ON CURRICULA AND COURSES

### 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: Spring2018
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, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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**

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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.

## Syllabus – Spring 2018

### 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 Svalestad, Kanda Naknoi, Steven Lanza, Derek Johnson

**Email:** [oskar.harmon@uconn.edu](mailto:oskar.harmon@uconn.edu), [owen.svalestad@uconn.edu](mailto:owen.svalestad@uconn.edu), [Kanda.Naknoi@uconn.edu](mailto:Kanda.Naknoi@uconn.edu),  
[Steven.Lanza@uconn.edu](mailto:Steven.Lanza@uconn.edu), [Derek.Johnson@uconn.edu](mailto:Derek.Johnson@uconn.edu)

**Office Hours/Availability:** TBA

### Course Materials

Required Textbook: Croushore, Dean, *Money and Banking*, 3<sup>rd</sup> 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:

Point Range		Grade	Letter Grade	GPA
930,000	1,000,000	93-100	A	4
900,000	929,999	90-92	A-	3.7
870,000	899,999	87-89	B+	3.3
840,000	869,999	83-86	B	3
810,000	839,999	80-82	B-	2.7
780,000	809,999	77-79	C+	2.3
750,000	779,999	73-76	C	2
720,000	749,999	70-72	C-	1.7
690,000	719,999	67-69	D+	1.3
660,000	689,999	63-66	D	1
630,000	659,999	60-62	D-	0.7
0	629,999	<60	F	0

### 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 assignments 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](mailto: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.

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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](#)
4. Course number and title proposed: [MARN 5995 - Special Topics - Advanced Biological Oceanography: Benthic Processes.](#)
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, ( ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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](mailto:catherine.matassa@uconn.edu)

## Supporting Documents

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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](mailto:catherine.matassa@uconn.edu)) and Dr. Evan Ward ([evan.ward@uconn.edu](mailto: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

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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 ) 2<sup>nd</sup>-time, ( ) 3<sup>rd</sup>-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](mailto:senjie.lin@uconn.edu)

## Supporting Documents

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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](mailto: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.

**Reference books:** Freeland, J. R. 2005. Molecular Ecology. Wiley.

**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**
- **N<sub>2</sub> 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**

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

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

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

<b>COURSE FEATURES</b>	
<b>Proposed Term</b>	Fall
<b>Proposed Year</b>	2017
<b>Will this course be taught in a language other than English?</b>	No
<b>Is this a General Education Course?</b>	Yes
<b>Content Area 1 Arts and Humanities</b>	No

Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Number of Sections	2
Number of Students per Section	14
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Lecture/laboratory or Studio depending on space and number registered

### COURSE RESTRICTIONS

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

### GRADING

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

### SPECIAL INSTRUCTIONAL FEATURES

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

### COURSE DETAILS

Provide proposed title and complete course catalog copy	MCB 2612. Honors Core: Microbe Hunters—Crowdsourcing Antibiotic Discovery Four credits. Two 50-minute lecture periods and two 2-hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society.
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<b>Reason for the course action</b>	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		
<b>Specify effect on other departments and overlap with existing courses</b>	none		
<b>Please provide a brief description of course goals and learning objectives</b>	<p>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-resistant microorganisms and the ethical, philosophical, and policy issues we may face if antibiotics cease to be effective in treating many common diseases.</p>		
<b>Describe course assessments</b>	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.		
<b>General Education Goals</b>	<p>Microbe Hunters: Crowdsourcing Antibiotic Discovery is the UConn partnership to The Small World Initiative (<a href="http://www.smallworldinitiative.org">http://www.smallworldinitiative.org</a>), 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 Gen Ed 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 in society 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 let's 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.</p>		
<b>Content Area: Science and Technology (Lab)</b>	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.		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>

	<a href="#">MCB 2612 Microbe Hunting 2017revised syllabus.docx</a>	MCB 2612 Microbe Hunting 2017revised syllabus.docx	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	David A Knecht	03/08/2017 - 11:19	Submit		not sure what you want here and why it is required
	Molecular and Cell Biology	David A Knecht	03/20/2017 - 13:12	Approve	3/3/2017	?
	College of Liberal Arts and Sciences	Pamela Bedore	04/28/2017 - 20:44	Approve	4/25/2017	CLAS C&C approved 4/25/2017
	Senate C&C	Michael J Darre	05/11/2017 - 16:25	Return	5/10/2017	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.
	Return	David A Knecht	10/16/2017 - 17:03	Resubmit		Syllabus revised according to comments and CA3 GEOC added
	Molecular and Cell Biology	David A Knecht	10/30/2017 - 09:01	Approve	10/13/2017	approved by MCB faculty

MCB 3895

~~003 Microbiology~~ Antibiotic Discovery

*Class Syllabus*

Semester: Fall 2016

Instructors: Dr. Nichole Broderick

BPB 304

Phone: **6-4254**

e-mail: [nichole.broderick@uconn.edu](mailto: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](mailto:patricia.rossi@uconn.edu)

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

TA: Emily McClure

e-mail: [emily.mcclure@uconn.edu](mailto: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<sup>1</sup>. Over the course of the semester you will learn to isolate and identify bacteria through biochemical and molecular means, test these isolates for bioactivity, extract their bioactive compounds and ultimately test the effects of these extracts on both eukaryotic and prokaryotic organisms. The opportunity exists for further characterization and pursuit of any promising isolated antibiotics. This course is being taught in parallel with ~100 other institutions worldwide, and at the end of the semester all students will contribute their data to the *student discovered repository of potential antibiotic producing bacteria, and their varied environmental origins!* The laboratory research ends up becoming widely self-driven with you choosing your soil, how to isolate the microbes, choosing your tester strains, identifying your bacteria and then designing and testing antibiotic activity in eukaryotes with our guidance

This is not a traditional lecture-based class and the “textbook” based learning is designed to be organic and flow with concepts from lab. **Throughout the semester we will connect broader themes with the class including chemistry, evolution, ecology and even things as far-reaching as business economics and societal perceptions and misconceptions of antibiotics and how these issues can both hinder antibiotic development and can spur further antimicrobial**

resistance. We will also incorporate elements from art and literature, specifically the compelling story of Mary Mallon, otherwise known as “Typhoid Mary” and the science fiction novel “The Andromeda Strain” to discuss how disease is portrayed and how ideas of disease and treatment have changed over time.

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

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

- An appreciation for self-motivated, curiosity-driven learning
- The ability to approach novel problems with flexibility, creativity, and confidence
- An appreciation for the interconnectedness of knowledge
- An appreciation that science can be exciting, fun and fulfilling
- The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science
- An appreciation of the **intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health** and the ability to relate concepts to other disciplines

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

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

**Assignment Schedule**

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

**Exams**

Exam 1 will be an in-class exam on Thursday, September 29th. Exam 2 will be a take-home exam due November 8<sup>th</sup> 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.

### Grade Breakdown

Assignment	Percentage
------------	------------

EXAMS AND QUIZZES	
Exam 1	10

Exam 2	10
Final Exam	20
Quizzes	5
<b>PRESENTATIONS</b>	
ESKAPE pathogen presentation	5
Expert technique presentation	5
Poster	15
Lab Notebook	20
Participation and attendance	5
Database	5
<b>Final Grade Total</b>	<b>100</b>

Grade %	Letter Grade
>92	A
90-92	A-
88-90	B+
82-88	B
80-82	B-
78-80	C+
72-78	C
70-72	C-
68-70	D+
62-68	D
60-62	D-
<60	F

### Grade Scale

#### **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:**

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

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

**Small Microbial World MCB 3895**  
**Topic Schedule**  
**Fall 2017**

Week	Dates	Lab Activities	Lecture Topic	Materials needed
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 R: 4-5 LB plates p Sterile water, tu Beads or spread toothpicks
2	Sept. 5, 7	T: Design own culture Conditions R: Quantify microbes & pick diverse colonies	The $\beta$ -lactams: proteins, carbohydrates and cell wall chemistry	T: 4-5 plates medi couple L of each r can be stored and For both: Sterile w beads/spreaders R: Count & Patch student, sterile too
3	Sept. 12, 14	T: Quantify selective media & pick diverse colonies R: Choose ESKAPE pathogen & discuss safe ESKAPE relatives	Gramicidin: lipids and membrane chemistry <b>Sept. 14: ESKAPE Pathogen presentation</b>	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 c tester strain). Stud G- each.  R: Score Sel medi
5	Sept. 26, 28	1. Isolate single colonies 2. Re-test isolates for activity	Energy (cont'd) Intro to scientific literature <b>Sept 28: Exam 1 (In class)</b>	T: Isolate single co activity from LB an  R: Exam; Re-strea needed. Test posi tester strains.
6	Oct. 3, 5	1. 16S rRNA gene PCR 2. Gel electrophoresis 3. Gram staining, cellular morph	Information Flow: nucleic acids, transcription, translation	T: PCR reagents R: Run gel (studen and materials for c
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 discuss testing (plates and R: antibiotic disks dispenser)
8	Oct. 17, 19	Biochemical characterization Plates for extraction	Tetracycline: Genetic mutations and ribosome structure Scientific literature discussion	T: Set up tests (se R: record results o plates for extractio swabs)
9	Oct. 24, 26	Organic extraction Apply extract to tester strain	Evolutionary relationships: molecular phylogeny, endosymbiosis <b>Oct 26: Expert techniques presentation</b>	T: freeze agar and acetate, 2-butanol W: students will co to scintillation vial



				R: resuspend and strains)
10	Oct. 31, Nov 2	Test isolates/extracts on Fast Plants and against oomycetes, yeast/fungi, drosophila (Nichole will provide)	Antibiotic resistance: Genetic variation Scientific literature discussion	T: go through exper prep isolates/extra R: First set-up of e needed may vary,
11	Nov. 7, 9	Cont. Experiments to assess activity	<b>Nov. 9: Exam 2 due (take home)</b>	T & R: experiment
12	Nov. 14, 16	Cont. Experiments to assess activity Finalize characterization	Bacterial communities and interactions: the gut microbiome	T & R: experiment Refine as necessa
	Nov. 21, 23	Thanksgiving recess		No Lab
13	Nov. 28, 30		<b>Nov. 30: Poster draft discussion</b>	Potential eukaryot
14	Dec. 5, 7		<b>Dec 5: wrap-up, lab clean-up Dec 7: Public Poster presentation</b>	No lab

**2017-213      COMM 4995: Add Special Topics: Food Marketing to Children**

Proposal for a new 'Special Topics' course xx95

1. Semester and year this xx95 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 1<sup>st</sup> –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	
CAR ID	17-4856
Request Proposer	Diggle
Course Title	Plants in a Changing World
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

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

CONTACT INFO	
Initiator Name	Pamela Diggle
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	pad06001
Initiator Email	<a href="mailto:pamela.diggle@uconn.edu">pamela.diggle@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

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

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	There are no faculty at the regional faculty with the botanical expertise necessary to teach this course.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide proposed title and complete course catalog copy	EEB 2222. Plants in a Changing World. Three credits. Fall. The central role of plants in mediating impending environmental changes. Topics include rising CO <sub>2</sub> , changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, invasive species. CA3.
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 CO <sub>2</sub> levels Learning objectives: Understand photosynthesis, nutrient limitation, and carbon storage in standing biomass and evaluate the effect of CO <sub>2</sub> 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

	<p>productivity. Genetic engineering (vs. conventional breeding) Learning objectives: Students will understand methods of DNA technology and the similarities and differences between conventional and engineering approaches to crop improvement. Biofuels Learning objectives: Understand the structure of cell walls and explain the relationship of cell wall structure to the obstacles faced by efforts to commercialize biofuels. Bio-prospecting Learning objectives: Familiarize students with the diversity of plant chemistry, and how the potential function of these chemicals is studied. Invasive species Learning objectives: Understand the ecological interactions among organisms and the effect of introduced species on those interactions. Habitat fragmentation Learning objectives: Examine the processes that govern the genetic diversity among and within populations and how these processes are affected by habitat fragmentation. Changing land use learning objectives: Examine the determinants of diversity in tropical forests and 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.</p>						
<b>Describe course assessments</b>	<p>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 text books 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.</p>						
<b>General Education Goals</b>	<p>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.</p>						
<b>Content Area: Science and Technology (non-Lab)</b>	<p>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</p>						
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">EEB 2222 Plants in a Changing World.docx</a></td> <td>EEB 2222 Plants in a Changing World.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">EEB 2222 Plants in a Changing World.docx</a>	EEB 2222 Plants in a Changing World.docx	Syllabus
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### COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
<b>Comments &amp; Approvals Log</b>	Draft	Pamela Diggie	10/20/2017 - 16:56	Submit		The EEB C&C Committee has approved this proposal
	Ecology and Evolutionary Biology	Eldridge S Adams	11/16/2017 - 09:58	Approve	11/16/2017	The proposal has been approved by the EEB C&C Committee and by the faculty of the Department of Ecology and Evolutionary Biology.

## EEB 2222 Plants in a Changing World

**Professor:** Pamela Diggie  
**Office:** BioPharmacy Building 500A  
**Office hours:**  
**Email:** [pamela.diggie@uconn.edu](mailto:pamela.diggie@uconn.edu)

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

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:**

Assignment	points per assignment	points total
10 Quizzes	20	200
6 Answers to directed reading	20	120
1 Seminar Summary	10	10
3 Contributions to Discussion	20	60
1 Mid-term examination	50	50
1 Final examination	50	50
		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.

Week	Tuesday topic	Thursday topic
1	Introduction to Course	Basic Plant Structure
2	Increasing CO <sub>2</sub> levels: What do plants need to grow? CO <sub>2</sub> and the carbon cycle, photosynthesis, limitations on C uptake	Reading and Discussion of effects of rising CO <sub>2</sub> on plants
3	Forests and carbon storage, wood structure and function	Forest health
4	Changing temperature and rainfall patterns: Transpiration, water uptake, xylem structure, stomatal control	Reading and Discussion of how plants die: cavitation vs. starvation
5	Extinction risk: biotic factors that determine species distributions, dispersal, tolerance limits	Extinction risk: biotic factors that determine species distributions, dispersal, tolerance limits
6	Reading and Discussion: using herbarium data to predict species distributions	Biodiversity
7	Changing temperatures: phenology, leaf development	Changing temperatures: flowering phenology
8	Reading and discussion: Evidence of changing phenology	Pollination and Pollinator Decline
9	Pollination and Pollinator Decline	Food security/sustainability
10	History of Ag/ Conventional breeding	Genetic engineering
11	Potential ecological effects of GMOs	Reading discussion of GMOs
12	Biofuels	Changing land use
13	Plant Chemistry	Herbivory



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/>

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/>

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](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**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

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## Program information

Name of certificate program<sup>1</sup>: 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 status<sup>2</sup> 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)

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<sup>1</sup> If solely a Name Change, indicate old and new name

<sup>2</sup> e.g., Assistant Professor, Associate Professor, Professor, Assistant Professor in Residence

- Graduate (includes only courses numbered 5000 or above)
- Non-Credit
- Tuition-based                       Fee-based
- Online       Hybrid       On Campus (specify campus): Storrs
- Other Location<sup>3</sup>

CIP Code: 38.0102

DHE Code (If available):

Anticipated start date: Spring 2018

Anticipated date of first graduation: Spring 2019

Projected annual enrollments<sup>4</sup>: 30

## Program outline and description of program learning outcomes

Describe why this certificate program is needed and the target audience it is expected to serve. Include the results of market and competitive analyses.

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...)

<sup>3</sup> e.g. Offsite, International, Corporate

<sup>4</sup> 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<sup>5</sup>

Total number of credits required:<sup>6</sup> 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)

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<sup>5</sup> 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>

<sup>6</sup> 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

Status: Existing

LING 6410 – Semantics Seminar

Instructor: Varies (last taught by Prof. Magdalena Kaufmann)

Frequency: Every year, sometimes twice yearly

Status: Existing

LING 6420 – Topics in Semantics

Instructor: Varies (Spring '18: Prof. Stefan Kaufmann)

Frequency: Varies (offered for Spring '18)

Status: Existing

MATH 5026 – Topics in Mathematical Logic

Instructor: Varies (last taught by Prof. Eric Astor)

Frequency: Every year

Status: Existing

MATH 5260 – Mathematical Logic I

Instructor: Varies (Spring '16: Prof. Reed Solomon; Spring '18: Prof. Damir Dzhafarov)

Frequency: Varies (last taught Spring '16; offered for Spring '18)

Status: Existing

PHIL 5307 – Logic

Instructor: Varies (last taught by Prof. Jc Beall)

Frequency: Every year (already required for Philosophy graduate students)

Status: Existing

PHIL 5311 – Properties of Formal Systems

Instructor: Varies

Frequency: Varies (has not been taught in the last four year)

Status: Existing

PHIL 5344 – Seminar in Philosophical Logic

Instructor: Varies (Spring '17: Prof. Stewart Shapiro; Spring '18: Prof. Keith Simmons)

Frequency: Usually once a year

Status: Existing

[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:

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Name

Date

COURSE ACTION REQUEST	
CAR ID	17-5125
Request Proposer	Trimble
Course Title	Foundations of Actuarial Science
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Foundations of Actuarial Science
Course Number	3620
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	2
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 hours of lecture per week.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Math 2620
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 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

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 science 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 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.
Reason for the course action	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.
Specify effect on other departments and overlap with existing courses	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.
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 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: <ul style="list-style-type: none"> <li>• The nature and types of risk</li> <li>• The role of insurance in corporate risk management programs.</li> <li>• The concepts of diversification and pooling, the basic functions of insurance companies, including how insurance companies add value for their owners and customers.</li> <li>• Other non-insurance risk management techniques, including loss control, hedging and alternative risk transfer, and their role in corporate risk management programs.</li> <li>• The importance of surplus to insurance companies, and factors that govern the amount of surplus a company aims to hold.</li> <li>• What reserves are, why they are of vital importance to insurers, and how actuaries determine the appropriate level of reserves.</li> <li>• How insurance products are priced and the role of the actuary in this process.</li> <li>• Basic features of and issues involved with various types of insurance, including life, health, pensions, and property/casualty coverages.</li> <li>• Basic features of and issues involved with Social Security, Medicare, and healthcare reform.</li> </ul>
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. 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).



Syllabus and other attachments	Attachment Link	File Name	File Type
	<a href="#">Math 3620 syllabus .docx</a>	Math 3620 syllabus .docx	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	11/09/2017 - 22:14	Submit		This course was approved by the Mathematics department on March 7, 2017.
Mathematics	Jeffrey Connors	11/10/2017 - 12:57	Approve	3/7/2017	Please include this on the Nov. 28 agenda of the CLAS CC&C as part of the actuarial major overhaul.	

## Math 3620 Foundations of Actuarial Science

Text: Risk Management and Insurance: Second Edition, McGraw-Hill Higher Education, 2004. A customized version of the text is ISBN 13: 978308901268; ISBN 10: 1308901267.

Course Outline (Subject to Change)		
Day	Topic and Chapters	Material Due Material to be Reviewed in Class
Class 1	Introduction	Introductions, syllabus and intro to Chapter 1
Class 2	Chapter 1- Risk & Its Mgmt; Chapter 2 – Objective of Risk Management	<b>Turn in Getting to Know You Questionnaire</b> <b>Chapters 1 and 2</b>
Class 3	Chapter 3 – Risk Identification & Measurement	<b>Chapter 3</b>
Class 4	Chapter 4 – Pooling Arrangements	<b>Turn in Mini-Case Study 1 Answers</b> <b>Chapter 4</b>
Class 5	Chapter 5 – Insurer Ownership	<b>1<sup>st</sup> Company Risk Analysis Posting is Due</b> <b>Quiz, Chapters 1-4</b> <b>Chapter 5</b>
Class 6 Feb. 2	Chapter 6 – Insurance Regulation	<b>Turn in Mini-Case Study 2 Answers</b> <b>Chapter 6</b>
Class 7	Insurance Accounting	<b>No Text Materials – See HuskyCT for Articles</b> <ul style="list-style-type: none"> <li>NMIC financial statements</li> </ul>

		<ul style="list-style-type: none"> <li>• Insurer Cap-Surp Requirements document</li> <li>• XL Model of Big Boy Insurance Company</li> </ul>
Class 8	Chapter 7 – Insolvencies, Ratings	<b>Turn in Mini-Case Study 3 Answers Chapter 7 and Appendix 7A</b>
Class 9	Chapter 8 – Insurance Pricing	<b>Quiz, Chapters 5-7 and Accounting Basics Chapter 8</b>
Class 10	Insurance Pricing – Cont’d	<b>Chapter 8 – Continued Market Simulation</b>
Class 11 Feb. 21	RECAP of Materials to date	<b>2<sup>nd</sup> Company Risk Analysis Posting is Due</b> (Chapters 1-8, Basic Accounting Concepts, and related materials)

Class 12	<b>1<sup>st</sup> mid-term</b>	(Chapters 1-8, Basic Accounting Concepts, and related materials)
Class 13	Chapter 9: Risk Aversion & Risk Management	<b>Turn in Mini-Case Study 4 Answers Chapter 9, including 9A</b>
Class 14	Chapter 10 – Insurability of Risk	<b>Chapter 10</b>
Class 15	Loss Reserving	<b>Turn in Deductibles &amp; Policy Limit Homework</b> <b>No Text Materials – See HuskyCT for Articles</b> <ul style="list-style-type: none"> <li>• “Claims Reserving Practice &amp; Procedure”</li> <li>• ”Setting Realistic Reserves”</li> </ul> Excerpt from Health Annual Statement Instructions
Class 16	Loss Reserving (Continued)	
Class 17	Surplus, Capital Management and ERM	<b>Turn in Loss Reserving Homework</b> <b>No Text Materials – See HuskyCT for Articles</b>

		<ul style="list-style-type: none"> <li>• A Multi-Stakeholder Approach to Capital Adequacy</li> <li>• NAIC Risk Based Capital Overview</li> <li>• NAIC ORSA Overview</li> <li>• ORSA Guidance Manual</li> </ul>
Class 18	Chapter 12 – Legal Liability for Injuries	<b>3<sup>rd</sup> Company Risk Analysis Posting is Due</b> <b>Chapter 12</b>
Class 20	<b>2<sup>nd</sup> mid-term</b>	(Primarily Chapters 8 - 10 and 19, as well as materials re reserves and surplus)

Class 21	Chapter 13 – Automobile Insurance	<b>Chapter 13</b>
Class 22	Chapter 14 – Homeowners	<b>Chapter 14</b>
Class 23	Chapters 18, 23 – Commercial Insurance, including WC	<b>Chapter 18</b> <b>Chapter 23</b>
Class 24	Chapter 16 – Employee Benefits & Health Ins	<b>4<sup>th</sup> Company Risk Analysis Posting is Due</b> <b>Quiz –Property/Casualty Coverages</b> <b>Chapter 16</b>
Class 25	Chapter 15 – Life Insurance & Annuities	<b>Turn in Mini-Case Study 5 Answers</b> <b>Chapter 15</b>
Class 26	Life Insurance & Annuities (continued)	<b>Chapter 14</b>
Class 27	Chapter 19 - Social Security and Medicare	<b>Turn in Life Insurance Homework</b> <b>Chapter 19 and Assigned Readings</b>
Class 28	Review of materials for Final Exam	Comprehensive review of key topics covered in the course
Class 29	<b>Final Exam</b>	Chapters 1-10, 12-16, 18-19, 23, 27, Accounting Basics, Reserves, RBC

COURSE ACTION REQUEST	
CAR ID	17-4559
Request Proposer	Trimble
Course Title	Math 3630 Long-Term Actuarial Mathematics I
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Math 3630 Long-Term Actuarial Mathematics I
Course Number	3630
Will this use an existing course number?	Yes
Please explain the use of existing course number	We will continue to teach all of the topics currently taught in Math 3630, plus additional material added due to changes in the Society of Actuaries examination curriculum.

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	2
Number of Students per Section	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	There will be four 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 details during class.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Prerequisite: MATH 3160 or Math 3165 or STAT 3375Q; and MATH 2620.
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. Currently 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 existing title and complete course 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.						
Provide proposed title and complete course catalog copy	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.						
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 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.						
Specify effect on other departments and overlap with existing courses	No impact on other departments and no overlap with other undergraduate courses.						
Please provide a brief description of course goals and learning objectives	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.						
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 border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Attachment Link	File Name	File Type			
Attachment Link	File Name	File Type					

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	09/29/2017 - 15:56	Submit		These changes have been approved by the Math Department.
	Mathematics	Jeffrey Connors	10/02/2017 - 12:32	Approve	3/7/2017	Word-format syllabus should be attached now.

## 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:

Actuarial Mathematics for Life Contingent Risks, 2nd edition, by D. Dickson, M. Hardy, and H. Waters, Cambridge University Press, 2013.

Solutions manual to the 2nd edition can also be ordered here: [amazon.com](http://amazon.com). In addition, the Cambridge University Press site may provide additional resources here: [Cambridge University Press](http://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: Models for Quantifying Risks, 6th edition, by S. Camilli, I. Duncan, and R. London, Actex Publications, 2014. <https://www.actexamdriver.com/product.aspx>

### Course assessments

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

Assessment	Weights	Dates
Class Test 1	20%	to be announced
Class Test 2	25%	to be announced
(Unannounced) Quizzes	20%	random
Final Examination	35%	to be announced
Total	100%	

### 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.

More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

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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 some-one 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 <sup>1</sup>

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

Week Number	Week Beginning	Topics Covered	Assessment
1	Aug 27	Course Intro, Survival models Dickson, et al. (Chapter 2)	
2	Sep 3	- continued	
3	Sep 10	Life tables and selection Dickson, et al. (Chapter 3)	
4	Sep 17	- continued	
5	Sep 24	Insurance benefits Dickson, et al. (Chapter 4)	<b>Class Test 1</b> <b>(details to be announced)</b>
6	Oct 1	- continued	
7	Oct 8	Annuities Dickson, et al. (Chapter 5)	
8	Oct 15	- continued	
9	Oct 22	Premium calculation Dickson, et al. (Chapter 6)	
10	Oct 29	- continued	
11	Nov 5	- continued	<b>Class Test 2</b> <b>(details to be announced)</b>
12	Nov 12	Policy values Dickson, et al. (Chapter 7)	
Thanksgiving Recess: Nov 18-24			
13	Nov 26	- continued	
14	Dec 3	Policy values - continued Final exam review	
<b>Final Examination Period: Dec 10-16</b>			

<b>CAR ID</b>	17-4560
<b>Request Proposer</b>	Trimble
<b>Course Title</b>	Long Term Actuarial Mathematics II
<b>CAR Status</b>	In Progress
<b>Workflow History</b>	Start > Mathematics > College of Liberal Arts and Sciences

<b>COURSE INFO</b>	
<b>Type of Action</b>	Revise Course
<b>Is this a UNIV or INTD course?</b>	Neither
<b>Number of Subject Areas</b>	1
<b>Course Subject Area</b>	MATH
<b>School / College</b>	College of Liberal Arts and Sciences
<b>Department</b>	Mathematics
<b>Course Title</b>	Long Term Actuarial Mathematics II
<b>Course Number</b>	3631
<b>Will this use an existing course number?</b>	Yes
<b>Please explain the use of existing course number</b>	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.

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

<b>COURSE FEATURES</b>	
<b>Proposed Term</b>	Spring
<b>Proposed Year</b>	2019
<b>Will this course be taught in a language other than English?</b>	No
<b>Is this a General Education Course?</b>	No
<b>Number of Sections</b>	1
<b>Number of Students per Section</b>	60
<b>Is this a Variable Credits Course?</b>	No
<b>Is this a Multi-Semester Course?</b>	No
<b>Credits</b>	3
<b>Instructional Pattern</b>	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.

<b>COURSE RESTRICTIONS</b>	
<b>Will the course or any sections of the course be taught as Honors?</b>	No
<b>Prerequisites</b>	Math 3630
<b>Corequisites</b>	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. Currently 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 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	Attachment Link	File Name	File Type
	<a href="#">Syllabus-Math3631.docx</a>	Syllabus-Math3631.docx	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	09/29/2017 - 17:08	Submit		This change was approved by the mathematics department on March 7, 2017.

	Mathematics	Jeffrey Connors	10/02/2017 - 12:38	Approve	3/7/2017	Word-formatted syllabus is attached now.
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## 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:

Actuarial Mathematics for Life Contingent Risks, 2nd edition, by D. Dickson, M. Hardy, and H. Waters, Cambridge University Press, 2013.

Solutions manual to the 2nd edition can also be ordered here: [amazon.com](http://amazon.com). In addition, the Cambridge University Press site may provide additional resources here: [Cambridge University Press](http://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

The following textbook may also be helpful for those preparing for Exam LTAM: Models for Quantifying Risks, 6th edition, by S. Camilli, I. Duncan, and R. London, Actex Publications, 2014. <https://www.actexamdriver.com/product.aspx>

### Course assessments

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

Assessment	Weights	Dates
Class Test 1	20%	to be announced
Class Test 2	25%	to be announced
(Unannounced) Quizzes	20%	random
Final Examination	35%	to be announced
Total	100%	

### 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.

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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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 <sup>1</sup>

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

Week Number	Week Beginning	Topics Covered	Assessment
1	Jan 22	Review - Premiums and policy values Dickson, et al. (Chapter 6 and 7)	
2	Jan 28	Multiple state models Dickson, et al. (Chapter 8: 8.1-8.7; 8.13)	
3	Feb 4	- continued	
4	Feb 11	- continued	
5	Feb 18	Multiple decrement models Dickson, et al. (Chapter 8: 8.8-8.11)	Class Test 1 (details to be announced)
6	Feb 25	- continued	
7	Mar 4	Multiple life models Dickson, et al. (Chapter 9)	
8	Mar 11	- continued	
Spring Recess: Mar 17-23			
9	Mar 25	Pension mathematics Dickson, et al. (Chapter 10)	
10	Apr 1	- continued	
11	Apr 8	Profit testing Dickson, et al. (Chapter 12)	Class Test 2 (details to be announced)
12	Apr 15	- continued	
13	Apr 22	Estimation - Survival Models SOA LTAM-22-18 Study Notes	
14	Apr 29	- continued/Review	
Final Examination Period: May 6-11			

COURSE ACTION REQUEST	
CAR ID	17-4561
Request Proposer	Trimble
Course Title	Actuarial Statistical Modeling I
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Actuarial Statistical Modeling I
Course Number	3636
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	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	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	The course will be taught through lectures. The length of the lectures in each week will be 3 hours.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Math 3160 or Math 3165; and Stat 3375Q
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. This course will replace Math 3621 which is currently 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 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.						
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 border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">syllabus3636.doc</a></td> <td>syllabus3636.doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">syllabus3636.doc</a>	syllabus3636.doc	Syllabus
Attachment Link	File Name	File Type					
<a href="#">syllabus3636.doc</a>	syllabus3636.doc	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	09/29/2017 - 20:06	Submit		The Mathematics Department approved this course on 3/7/2017.

	Mathematics	Jeffrey Connors	10/02/2017 - 12:54	Approve	3/7/2017	Approved to go to CLAS.
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Department of Mathematics  
University of Connecticut

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Math 3636  
Actuarial Statistical Modeling I

Course Instructor

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

Course Description

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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

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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

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Math3160 (Probability)

Stat3375 (Introduction to Mathematical Statistics)

Not open to students who have passed MATH 5637

Textbooks

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Main: Actuarial Statistics with R: Theory and Case Studies by Guojun Gan and Emiliano Valdez, ACTEX, 2018.

Reference: Regression Modeling with Actuarial and Financial Applications by Edward W. Frees, Cambridge University Press, 2009. Book website: <http://research.bus.wisc.edu/RegActuaries>

August 6, 2017

Page 1 of 5

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

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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

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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

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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

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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:

Component	Weight
Grammar/Spelling/General Flow	10%
Title/Abstract	5%
Introduction	5%
Data Characteristics	25%
Model Selection and Interpretation	50%
Summary and Conclusion	5%

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

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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

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Homework	25%
Midterm exam 1	20%
Midterm exam 2	20%
Project	35% (Attendance: 2%; Proposal: 3%; Presentation: 5%; Paper: 25%)

Your final grade is determined as follows:

Grade	A	A-	B+	B	B-	C+
Points	[93, 100)	[90, 93)	[87, 90)	[83, 87)	[80, 83)	[77, 80)
Grade	C	C-	D+	D	D-	F
Points	[73, 77)	[70, 73)	[67, 70)	[63, 67)	[60, 63)	[0, 60)

Tentative Schedule

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Week	Date	Lecture	Due
1	28-Aug-18	R Introduction	
1	30-Aug-18	R Introduction	
2	4-Sep-18	R Introduction	
2	6-Sep-18	R Introduction	
3	11-Sep-18		R Introduction HW #1
3	13-Sep-18	R Introduction	
4	18-Sep-18	Basic Linear Model	
4	20-Sep-18	Basic Linear Model	
	25-Sep-		Project
5	18	Case Study 1	Group
	27-Sep-		
5	18	Case Study 1	
6	2-Oct-18	Case Study 1	HW #2
6	4-Oct-18	Exam 1	
7	9-Oct-18	Multiple Linear Model	
7	11-Oct-18	Multiple Linear Model	
8	16-Oct-18	Multiple Linear Model	
	18-Oct-		
8	18	Case Study 2	HW #3
	23-Oct-		
9	18	Case Study 2	
	25-Oct-		Project
9	18	Case Study 2	Proposal
	30-Oct-		
10	18	Case Study 2	
10	1-Nov-18	Exam 2	
		Time Series	
11	6-Nov-18	Model	
		Time Series	
11	8-Nov-18	Model	HW #4
	13-Nov-	Thanksgiving	
12	18	break	
12	15-Nov-18	Thanksgiving break	
13	20-Nov-18	Case Study 3	
13	22-Nov-18	Case Study 3	
14	27-Nov-18	Case Study 3	
	29-Nov-		
14	18	Presentation	HW #5



15	4-Dec-18	Presentation	
15	6-Dec-18	Presentation	
	11-Dec-		
16	18		Final Paper

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## Policy Against Discrimination, Harassment and Related Interpersonal Violence

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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

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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 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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#### Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

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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	
CAR ID	17-4562
Request Proposer	Trimble
Course Title	Actuarial Statistical Modeling II
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Actuarial Statistical Modeling II
Course Number	3637
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	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	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	The course will be taught through lectures. The length of the lectures in each week will be 3 hours.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Math 3636 or Math 3621

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. The pre-req for this course, Math 3636 will only be 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 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.		
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 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.		
Specify effect on other departments and overlap with existing courses	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.		
Please provide a brief description of course goals and learning objectives	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		
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	Attachment Link	File Name	File Type
	<a href="#">syllabus 3637.docx</a>	syllabus 3637.docx	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	09/29/2017 - 21:05	Submit		The Mathematics Department approved this course on 3/7/2017.
	Mathematics	Jeffrey Connors	10/02/2017 - 12:58	Approve	3/7/2017	Approved to go to CLAS.

Department of Mathematics  
University of Connecticut

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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

Main: Actuarial Statistics with R: Theory and Case Studies by Guojun Gan and Emiliano Valdez, ACTEX, 2018.  
Reference: Regression Modeling with Actuarial and Financial Applications by Edward W.

Frees, Cambridge University Press, 2009. Book website: <http://research.bus.wisc.edu/RegActuaries>

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/>

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### Software

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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

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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

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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

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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:

Component	Weight
Grammar/Spelling/General Flow	10%
Title/Abstract	5%
Introduction	5%
Data Characteristics	25%
Model Selection and Interpretation	50%
Summary and Conclusion	5%

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

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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:

Grade	A	A-	B+	B	B-	C+
Points	[93, 100)	[90, 93)	[87, 90)	[83, 87)	[80, 83)	[77, 80)
Grade	C	C-	D+	D	D-	F
Points	[73, 77)	[70, 73)	[67, 70)	[63, 67)	[60, 63)	[0, 60)

## Tentative Schedule

Week	Date	Lecture	Due
1	22-Jan-19	Generalized Linear Model	
1	24-Jan-19	Generalized Linear Model	
2	29-Jan-19	Generalized Linear Model	
2	31-Jan-19	Generalized Linear Model	
3	5-Feb-19	Case Study 4	HW #1
3	7-Feb-19	Case Study 4	
4	12-Feb-19	Case Study 5	
4	14-Feb-19	Case Study 5	
	19-Feb-	Principal Component	
5	19	Analysis	HW #2
	21-Feb-	Principal Component	Project
5	19	Analysis	Group
	26-Feb-		
6	19	Exam 1	
	28-Feb-		
6	19	Case Study 6	
7	5-Mar-19	Case Study 6	
7	7-Mar-19	Decision Trees	HW #3
8	12-Mar-19	Decision Trees	
8	14-Mar-19	Decision Trees	Project Proposal
14	19-Mar-19	Spring break	
15	21-Mar-19	Spring break	
	26-Mar-		
10	19	Case Study 7	
	28-Mar-		
10	19	Case Study 7	
11	2-Apr-19	Exam 2	

			HW
11	4-Apr-19	Cluster Analysis	#4
12	9-Apr-19	Cluster Analysis	
15	11-Apr-19	Cluster Analysis	
16	16-Apr-19	Case Study 8	
&	18-Apr-19	Case Study 8	
&	23-Apr-19	Case Study 8	
14	25-Apr-19	Presentation	HW #5
15	30-Apr-19	Presentation	
15	2-May-19	Presentation	
16	7-May-19		Final Paper

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COURSE ACTION REQUEST	
CAR ID	17-4581
Request Proposer	Trimble
Course Title	Actuarial Loss Models
CAR Status	In Progress
Workflow History	Start > Mathematics > Return > Mathematics > College of Liberal Arts and Sciences

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

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	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.

### 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	Attachment Link	File Name	File Type
	<a href="#">Syllabus-Math3639.docx</a>	Syllabus-Math3639.docx	Syllabus

### COMMENTS / APPROVALS

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

Start	James Trimble	10/02/2017 - 20:31	Submit		The Mathematics Department approved this course on 3/7/2017.
Mathematics	Jeffrey Connors	10/03/2017 - 10:49	Return		Please check prerequisites for this course: is MATH 3620 correct? I don't see it in the catalog.
Return	James Trimble	10/03/2017 - 20:07	Resubmit		Math 3620 is a new course that will be submitted for approval along with this course. Math 3620 will ultimately replace Math 2610, which is also listed as a pre-req.
Mathematics	Jeffrey Connors	10/04/2017 - 17:07	Approve	3/7/2017	Please include this proposal on the CLAS CC&C agenda for Nov. 28, 2017.

## 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:

Loss Models: From Data to Decisions, 4th edition, by S.A. Klugman, H.H. Panjer and G.E. Willmot, Wiley, 2012.

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

### Additional suggested reference

The following textbook is also a very useful reference:

Nonlife Actuarial Models: Theory, Methods and Evaluation by Yiu-Kuen Tse, Cambridge University Press, 2009.

### Course assessments

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

Assessment	Weights	Dates
Class Test 1	20%	to be announced
Class Test 2	25%	to be announced
Homework	20%	random

Final Examination	35%	to be announced
Total	100%	

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, 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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### 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 some-one 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 <sup>1</sup>

Chapters 1 and 4 are highly recommended background reading.

Week Number	Week Beginning	Topics Covered	Assessment
1	Aug 27	Review of random variables, etc. Klugman, et al. (Chapters 2-3)	
2	Sep 3	Claim frequency Klugman, et al. (Chapter 6)	
3	Sep 10	Claim severity Klugman, et al. (Chapter 5)	
4	Sep 17	- continued	
5	Sep 24	Creating new distributions Klugman, et al. (Chapter 5: 5.2)	<b>Class Test 1</b> <b>(details to be announced)</b>
6	Oct 1	Coverage modifications Klugman, et al. (Chapter 8)	
7	Oct 8	- continued	
8	Oct 15	Aggregate loss models Klugman, et al. (Chapter 9)	
9	Oct 22	- continued	
10	Oct 29	Parametric methods - estimation Klugman, et al. (Chapter 14)	
11	Nov 5	Parametric methods - model selection Klugman, et al. (Chapter 16)	<b>Class Test 2</b> <b>(details to be announced)</b>
12	Nov 12	- continued	
Thanksgiving Recess: Nov 18-24			
13	Nov 26	Simulation Klugman, et al. (Chapter 20)	
14	Dec 3	- continued	
<b>Final Examination Period: Dec 10-16</b>			

COURSE ACTION REQUEST	
CAR ID	17-5145
Request Proposer	Trimble
Course Title	Short Term Insurance Ratemaking
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Short Term Insurance Ratemaking
Course Number	3640
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2019
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	2
Number of Students per Section	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 hours of lecture per week

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	<p>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:</p> <ul style="list-style-type: none"> <li>Describe, analyze and design the information requirements for ratemaking related to exposures and demonstrate the use of exposures in ratemaking</li> <li>Describe, analyze and design the information requirements for ratemaking related to premiums and demonstrate the use of premiums in ratemaking</li> <li>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.</li> <li>Calculate the underwriting expense provisions underlying the overall rate level indication</li> <li>Calculate the overall rate level indication using the pure premium and loss ratio methods and argue the merits of each</li> <li>Describe, analyze and validate the considerations beyond the calculated cost-based estimate of the rate when selecting a final rate change to implement</li> <li>Explain the purpose for segregating data into homogeneous groups and summarize the considerations for determining such groups</li> <li>Develop rating differentials for classification and territory and relativities for deductibles and increased limits</li> <li>Assess the considerations for implementing rates to achieve an organization's goals</li> <li>Calculate premium for policies with coinsurance provisions</li> <li>Perform basic individual risk rating calculations</li> </ul>		
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
	<a href="#">Syllabus Math 3640.docx</a>	Syllabus Math 3640.docx	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
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	Start	James Trimble	11/10/2017 - 12:43	Submit		The Mathematics Department approved this change on 3/7/2017.
	Mathematics	Jeffrey Connors	11/12/2017 - 11:17	Approve	3/7/2017	Please include as part of the Math/Actuarial Science major changes on the Nov. 28 agenda for CLAS CC&C.

## Math 3640 Short Term Insurance Ratemaking

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

<b>Course Outline</b>		
<b>Day</b>	<b>Topic and Chapters</b>	<b>Material to be Reviewed in Class</b>
Class 1	Introduction	Introductions, syllabus and review of Actuarial Concepts
Class 2	Chapter 1-Introduction	<b>Chapter 1</b>
Class 3	Chapter 2 Rating Manuals	<b>Chapter 2</b>
Class 4	Chapter 2 Rating Manuals-continued	<b>Chapter 2</b>
Class 5	Chapter 3 – Ratemaking Data	<b>Chapter 3</b>
Class 6	Chapter 3 – Ratemaking Data - continued	<b>Chapter 3</b>
Class 7	Chapter 4 – Exposures	<b>Chapter 4</b>
Class 8	Chapter 4 – Exposures - continued	<b>Chapter 4</b>
Class 9	Chapter 5 – Premium	<b>Chapter 5</b>
Class 10	Chapter 5 – Premium continued	<b>Chapter 5</b>
Class 11	Chapter 6 – Losses and LAE	<b>Chapter 6</b>
Class 12	Chapter 6 – Losses and LAE - continued	<b>Chapter 6</b>

Class 13	Chapter 7- Other Expenses and Profit	<b>Chapter 7</b>
Class 14	Chapter 7 - Other Expenses and Profit - Continued	<b>Chapter 7</b>
Class 15	Mid-term exam	
Class 16	Chapter 8 Overall Indication	<b>Chapter 8</b>
Class 17	Chapter 9 – Traditional Risk Classification	<b>Chapter 9</b>
Class 18	Chapter 9 – Traditional Risk Classification- continued	<b>Chapter 9</b>
Class 20	Chapter 10 – Multivariate Classification	<b>Chapter 10</b>
Class 21	Chapter 10 – Multivariate Classification	<b>Chapter 10</b>
Class 22	Chapter 11 –Special Classification	<b>Chapter 11</b>
Class 23	Chapter 11 –Special Classification continued	<b>Chapter 11</b>
Class 24	Chapter 12 – Credibility	<b>Chapter 12</b>
Class 25	Chapter 12 – Credibility - continued	<b>Chapter 12</b>
Class 26	Chapter 13 Other Considerations	<b>Chapter 13</b>
Class 27	Chapter 14 Implementation	<b>Chapter 14</b>
Class 28	Review	Comprehensive review of topics covered in the course
	<b>Final Exam</b>	



COURSE ACTION REQUEST	
CAR ID	17-5147
Request Proposer	Trimble
Course Title	Short Term Insurance Reserving
CAR Status	In Progress
Workflow History	Start > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Short Term Insurance Reserving
Course Number	3641
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2020
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	50
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	3 hours of lecture per week.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Math 3640
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 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: <ul style="list-style-type: none"> <li>• Describe, analyze and validate the information requirements for estimating unpaid claims liabilities.</li> <li>• Build and analyze claim development triangles</li> <li>• Construct and appraise unpaid claims estimates using standard actuarial techniques, including: <ul style="list-style-type: none"> <li>o Development techniques, including the case outstanding technique</li> <li>o Expected claim technique</li> <li>o Bornhuetter-Ferguson technique</li> <li>o Cape Cod technique</li> <li>o Frequency-Severity techniques</li> </ul> </li> <li>• Assess the influence of operating changes on the estimation of unpaid claims</li> <li>• 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.)</li> <li>• Estimate recoveries</li> <li>• Estimate unpaid claim adjustment expenses</li> <li>• Appraise and validate the results of the estimation process for adequacy and reasonableness.</li> </ul>								
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	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">Syllabus Math 3641.docx</a></td> <td>Syllabus Math 3641.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">Syllabus Math 3641.docx</a>	Syllabus Math 3641.docx	Syllabus		
Attachment Link	File Name	File Type							
<a href="#">Syllabus Math 3641.docx</a>	Syllabus Math 3641.docx	Syllabus							

## COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	James Trimble	11/10/2017 - 14:51	Submit		The Mathematics Department approved this change on 3/7/2017.
	Mathematics	Jeffrey Connors	11/12/2017 - 14:58	Approve	3/7/2017	Please include on the Nov. 28 agenda for CLAS CC&C as part of Math/Act. Sci. major overhaul.

## Math 3641 Short Term Insurance Reserving

Materials for this class include:

- Friedland, J. F., Estimating Unpaid Claim Liabilities using Basic Techniques, Casualty Actuarial Society, Third Volume, July 2010.
- Statement of Principles Regarding Property and Casualty Claims Estimates, Casualty Actuarial Society, released May 2015.
- Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 36, “Statements of Actuarial Opinion Regarding Property and Casualty Loss and Loss Adjustment Expense Reserves”, adopted in 2010, updated for deviation language in 2011.
- Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 41, “Actuarial Communications”, adopted in 2010.
- Actuarial Standards Board of the American Academy of Actuaries, “Actuarial Standard of Practice No. 43, Property/Casualty Unpaid Claim Estimates,” adopted in 2007, updated for deviation language in 2011.
- American Academy of Actuaries, Committee on Property Liability Financial Reporting (COPLFR) “Statements of Actuarial Opinion on Property and Casualty Loss Reserves”, 2016.

Course Outline		
Day	Topic and Chapters	Material Due Material to be Reviewed in Class
Class 1	Introduction	Introductions, syllabus and review of Accounting Concepts
Class 2	Chapter 1- Overview Chapter 2 – The Claims Process	<b>Turn in Introductions Questionnaire Chapters 1 and 2</b>
Class 3	Introduction to Part 2 Chapter 3 – Understanding the Types of Data Used in the Estimation of Unpaid Claims	<b>Chapter 3</b>
Class 4	Chapter 4 – Meeting with Management	<b>Chapter 4</b>
Class 5	Chapter 5 – The Development Triangle	<b>Chapter 5</b>

Class 6	Chapter 6 – The Development Triangle as a Diagnostic Tool	<b>Chapter 6</b>
Class 7	Introduction to Part 3 Chapter 7 – Development Technique	<b>Quiz – Chapters 1 – 6</b> <b>Chapter 7</b>
Class 8	Development Techniques (continued)	
Class 9	Chapter 8 – Expected Claims Technique	<b>Chapter 8</b>
Class 10	Chapter 9 – Bornhuetter Ferguson Technique	<b>Chapter 9</b>
Class 11	RECAP of Materials to date	

Class 12	<b>1<sup>st</sup> mid-term</b>	
Class 13	Chapter 10: Cape Cod Technique	<b>Chapter 10</b>
Class 14	Chapter 11 – Frequency-Severity Techniques	<b>Chapter 11</b>
Class 15	Frequency/Severity Techniques (continued)	
Class 16	Chapter 12 - Case Outstanding Development Technique	<b>Quiz – Chapters 10 and 11</b> <b>Chapter 12</b>
	<b>Spring Recess</b>	<b>No Class</b>
Class 17	Chapter 13 – Berquist Sherman Techniques	<b>Chapter 13</b>
Class 18	Chapter 15 – Evaluation of Techniques	<b>Chapter 15</b>
Class 20	RECAP of materials since 1 <sup>st</sup> mid-term	
Class 21		

	<b>2<sup>nd</sup> mid-term</b>	
Class 22	Statement of Principles and Actuarial Standards of Practice	<b>CAS Statement of Principles Regarding Property and Casualty Claims Estimates</b>  <b>ASOP 43, ASOP 41 and ASOP 36</b>
Class 23	Statements of Actuarial Opinion on Property & Casualty Loss Reserves Practice Note	<b>Quiz – Statement of Principles and Actuarial Standards of Practice</b>  <b>COPLFR Practice Note</b>
Class 24	Working Session: The Actuarial Report	<b>Actuarial Report Project Due</b>
Class 25	Chapter 14 – Recoveries: Salvage and Subrogation and Reinsurance	<b>Chapter 14</b>
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	<b>Part 4</b> <b>Chapters 15 and 16</b>
Class 27	Advanced Topics in Claims Estimation	<b>Quiz – Chapters 14 – 16</b>  <ul style="list-style-type: none"> <li>• Stochastic Reserving Techniques</li> <li>• Estimating claims liabilities for mass tort exposures</li> </ul>
Class 28	Review of materials for Final Exam	Comprehensive review of topics covered in the course
Class 29	<b>Final Exam</b>	

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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:

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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](mailto:james.trimble@uconn.edu)

Michael Braunstein 6-4236, [braunstein@math.uconn.edu](mailto: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: \_\_\_\_\_

\_\_\_\_\_ . 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, not pass/fail.*

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

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

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:

Course:_____.	Credits_____.	Course:_____.	Credits_____.
<del>Course:_____.</del>	<del>Credits_____.</del>	<del>Course:_____.</del>	<del>Credits_____.</del>
<del>Course:_____.</del>	<del>Credits_____.</del>	<del>Course:_____.</del>	<del>Credits_____.</del>

~~. Additional Eligible Credits:\_\_\_\_\_.~~

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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](http://catalog.uconn.edu/directory-of-courses))

### SECOND LANGUAGE

#### COMPETENCY

- A) 3 years high school level or 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: \_\_\_\_\_ 2<sup>nd</sup> W any level: \_\_\_\_\_

**QUANTITATIVE COMPETENCY: 3Q 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. 5<sup>th</sup> 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**

A: ARTS	B: LITERATURE	C: HISTORY	D: PHILOSOPHY & ETHICAL ANALYSIS	E: WORLD CULTURE
AFRA/FINA (AFAM) 1100 AFRA/DRAM 3132 ART 1000 ARTH 1128; 1137; 1138; 1141; 1162 CHIN 3250W*; 3270* CLCS 1002; 1110; 3211 DRAM 1101; 1110 FREN 1171 GERM 1171; 3261W; 3264W; 3264W ILCS 1149; 3258W; 3260W MUSI 1001; 1002; 1003; 1004; 1005; 1021; 1022; 1112 SPAN 1010; 3250 WGSS 1104	CAMS 1101; 1102; 1103 CLCS 1101; 1102 ENGL 1101/W; 1103/W; 1503; 1616/W; 2100; 2101; 2274W; 2401; 2405; 2407; 2408/W; 2409; 2411/W; 3320; 3629; 3633/W FREN 1176; 3230; 3234*; 3261W*; 3262W*; 3270W GERM 1140W; 3252W; 3254W; 3255/W HEJS 1103; 3279; 3301 HEJS/ENGL 3401/W/3220/W HIST/MAST 2210 ILCS 1101; 1158; 3255W MAST 1200 SPAN 1007; 3232* SPAN/LLAS (PRLS) 1009/W	AASI/HIST 3531 AFRA/HIST 3206; AFRA/HIST/LLAS 3619 AMST 1700 ECON 2101/W; 2102/W GEOG/URBN 1200 HIST 1100/W; 1201; 1206; 1300; 1400; 2170W; 3220 LING 1010 1501/W 1502/W; 1800; 1805; 2401/W; 2402/W; 3705 HIST/SCI 1104; 1105/W; 1106; 2206 HIST/LLAS 1107; 1175; 2410; POLS 1570; 1600/1190/W; 3607; 3609; 1002 3635; 3660W; 3674/3220 HIST/URBN 3650 HIST/WGSS 1203/1121 MAST 1200	GERM 1175 HRTS 3200/W; 3220/W; 3250/W HRTS/PHIL PHIL 1101; 1102; 1103; HIST/SCI 1104; 1105/W; 1106; 1107; 1175; 2410; POLS	AASI 3201 ANTH 1001W; 3405W ARAB 1121; 1122 CHIN 1121; 1122 CLCS 1103W; 2200 FREN 1169; 1176; 1177 3210* 3211*; 3218; 3235; 3267*; 3268/W GERM 1169; 2400; 3258 ILCS 1160; 1161 INTD 3260 NURS 1100 SPAN 1008; 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 PPS 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

**LABORATORY COURSES:**  
 BIOL 1102; 1103; 1107; 1108; 1110  
 CHEM 1122; 1124Q; 1127Q; 1128Q; 1137Q; 1138Q; 1147Q; 1148Q  
 GEOG 1302 GSCI 1050 (or 1051 lecture & 1052 lab in a later semester) MARN 1003 PHYS 1010Q; 1025Q; 1035Q; 1075Q;  
 1201Q; 1202Q; 1401Q; 1402Q; 1501Q; 1502Q; 1600Q; 1601Q;  
 1602Q  
**NON-LABORATORY COURSES:**  
 AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200  
 COGS 2201 DMD 2010 EEB 2202 GEOG 2300; 2410 GEOG/GSCI 1070  
 GSCI 1010; 1051; 1055 LING 2010Q MARN 1001; 1002 MATH 1050Q MCB  
 1405 NRE 1000 NUSC 1165 PHAR 1000; 1001; 1005 PHYS 1020Q; 1030Q  
 PLSC 1150 PSYC 1100 SOIL 2120

#### BS

**BIOLOGY** 1107 or 1108 or 1110  
**CHEMISTRY** 1124Q & 1125Q & 1126Q  
 or 1127Q & 1128Q  
 or 1137Q & 1138Q  
 or 1147Q & 1148Q  
**MATH** 1125Q & 1126Q & 1132Q  
 or 1131Q & 1132Q  
 or 1151Q & 1152Q  
 or 2141Q & 2142Q  
**PHYSICS** 1201Q & 1202Q  
 or 1401Q & 1402Q  
 or 1501Q & 1502Q  
 or 1601Q & 1602Q

**CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses at least one of which must be on the list of International courses**

## USA

AASI 3201 AASI/ENGL 3212 AASI/HIST 3531 AASI/HRTS/SOCI 3221/3571/3221 **3132** AFRA/FINA (AFAM) 1100 AFRA/PSYC 3106 ANTH 2000/W; 3150/W; 3202W; 3902; 3904 ANTH/AFRA(AFAM) 3152 AMST/ENGL/ HIST 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W COMM/LLAS/WGSS 3321/3264/3260 DRAM 3130; 3131/W; 3133 EDCI 2100 ENGL 1601W; **2274W**; 3210; 3218/W; 3609; 3613 ENGL/AFRA 3214W ENGL/LLAS 3605/3232 ENGL/WGSS 3609; 3611; 3613 HDFS 2001; 3261 HEJS (HEB/JUDS) 1103; **3301**; HEJS/ENGL 3401/W/3220/W; HIST3204W; 3570 HIST/LLAS (LAMS) 1570; **3660W**; **3674/3220** HIST/WGSS1203/1121 ILCS 1158; **3258W** INTD 2245; 3584 LLAS 1000;3210 LLAS/POLS/3270/3662 LING 1030; **2850** MUSI 1002; **1003** NURS 1175W PHIL 1107 POLS/AFRA (AFAM) 3642 PSYC 2101; 2701 PSYC/WGSS 3102/W SLHS (CDIS) 1150 SOCI 1501/W; 2501/W SOCI/AFRA/HRTS (AFAM) 3505 SPAN/LLAS (PRLS) 1009/W URBN 1300/W WGSS 1104; **1105**; 3718/W WGSS/SOCI 3621/W

## INTERNATIONAL

AFRA/HIST 3206 AFRA/HIST/LLAS 3619 AH 2330 ANTH 1000/W; **1000**; **1010**; **1500**; **2400**; 3030; **3401**; 3504 ANTH/HRTS 3028; 3150; ARAB 1121; **1122** ART/AASI/INDS 3374/3375/3374 ARTH 1128; **1129**; CHIN 1121; **1122**; **3250/W** CLCS 1101; **1102**; **1103W**; **2201**; **3220**; ECON 2104/W EEB 2202 EEB/NRE 3307/3305 ENGL 1301; 2301/W; 3120; 3122; 3318; **3320**; **3629** FREN 1169; **1171**; **1176**; **1177**; **3211**; **3218**; **3224** GEOG 1100; **1700**; **2400** GERM 1169; **1171**; **1175**; **3251**; **3258**; **3261W** HIST 1206; **1800**; **1805**; **3705** HIST/LLAS 1600/1190/W; **3607**; **3609**; **3635** HRTS (POLS) 1007; 3200/W ILCS 1149; **1160**; **3260W** INTD 1660W; LING 1020; **3610W** MUSI 1004; 3421/W NRE 2175; NURS 2175 NUSC 1167 PHIL 1106 PLSC 1125 POLS 1202/W; **1202**; **1402/W**; 3472/W PSYC 3402W SOCI 1701; 2509/W; **3823** SPAN 1000; **1008**; **1010**; **1020**; **3250** WGSS 1124; 2105/W; 2255/W; 3255W

**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.

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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-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.

## Proposed 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](#)), [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:

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.

### 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

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](mailto:james.trimble@uconn.edu)

Michael Braunstein 6-4236, [braunstein@math.uconn.edu](mailto: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.*

<b>Requirement 1.:</b> Complete the following:	Check
completed/anticipated (i) MATH 2110Q or 2130Q or 2143Q . . . . .	
. . . . .	
. . . . .	<input type="checkbox"/>

<b>Requirement 2.:</b> Complete all of the following courses amounting to 51 credits.	Check
completed/anticipated (i) MATH 2210Q or 2144Q . . . . .	
. . . . .	
. . . . .	<input type="checkbox"/>

- (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.....

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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 level or  
C) 1st (Elementary) and 2nd (Intermediate) UConn levels or
- B) 2 years high school level plus passing the 2nd year (Intermediate) UConn  
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: \_\_\_\_\_ 2<sup>nd</sup> 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. 5<sup>th</sup> 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

#### A: ARTS

AFRA/FINA (AFAM) 1100  
AFRA/DRAM 3132 ART 1000  
ARTH 1128; 1137; 1138;  
1141; 1162 CHIN 3250W\*;  
3270\* CLCS 1002; 1110; 3211  
DRAM 1101; 1110 FREN 1171  
GERM 1171; 3261W; 3264W;  
3264WILCS 1149; 3258W;  
3260W MUSI 1001; 1002; 1003;  
1004; 1005; 1021; 1022; 1112  
SPAN 1010; 3250 WGSS 1104

#### B: LITERATURE

CAMS 1101; 1102; 1103  
CLCS 1101; 1102 ENGL 1101/W;  
1103/W; 1503; 1616/W; 2100;  
2101; 2274W; 2401; 2405; 2407;  
2408/W; 2409; 2411/W; 3320; 3629;  
3633/WFREN 1176; 3230; 3234\*;  
3261W\*; 3262W\*; 3270WGERM  
1140W; 3252W; 3254W;  
3255/WHEJS 1103; 3279; 3301  
HEJS/ENGL 3401/W/3220/W  
HIST/MAST 2210 ILCS 1101; 1158;  
3255W MAST 1200 SPAN 1007;  
3232\* SPAN/LLAS (PRLS) 1009/W

#### C: HISTORY

AASI/HIST 3531 AFRA/HIST  
3206; AFRA/HIST/LLAS 3679  
AMST 1700 ECON 2101/W;  
2102/W GEOG/URBN 1200 HIST  
1100/W; 1201; 1206; 1300; 1400; 2170W; 3220 LING 1010  
1501/W 1502/W; 1800; 1805;  
2401/W; 2402/W; 3705 HIST/SCI  
2206 HIST/LLAS 1104; 1105/W; 1106;  
1107; 1175; 2410; POLS  
1570; 1600/1190/W; 3607; 3609; 1002  
3635; 3660W; 3674/3220  
HIST/URBN 3650 HIST/WGSS  
1203/1121 MAST 1200

#### D: PHILOSOPHY & ETHICAL ANALYSIS

GERM 1175 HRTS  
3200/W; 3220/W;  
3250/W HRTS/PHIL  
PHIL 1101; 1102; 1103;  
1104; 1105/W; 1106;  
1107; 1175; 2410; POLS

#### E: WORLD CULTURES

AASI 3201  
ANTH 1001W; 3401;  
3450W  
ARAB 1121; 1122  
CHIN 1121; 1122  
CLCS 1103W; 2201  
FREN 1169; 1176; 1177;  
3210\* 3211\*; 3218; 3224;  
3235; 3267\*; 3268/W\*  
GERM 1169; 2400; 3251;  
3258 ILCS 1160; 1170  
INTD 3260 NURS 2175  
SPAN 1008; 1010

### CONTENT AREA TWO: SOCIAL SCIENCES - 2 courses from 2 different academic units

ANTH 1000W; 1006; 1010; 1500; 2000W; 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; 3311W; 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

##### LABORATORY COURSES:

BIOL 1102; 1103; 1107; 1108; 1110  
CHEM 1122; 1124Q; 1127Q; 1128Q; 1137Q; 1138Q; 1147Q; 1148Q  
GEOG 1302 GSCI 1050 (or 1051 lecture & 1052 lab in a later  
semester) MARN 1003 PHYS 1010Q; 1025Q; 1035Q; 1075Q;  
1201Q; 1202Q; 1401Q; 1402Q; 1501Q; 1502Q; 1600Q; 1601Q;  
1602Q

##### NON-LABORATORY COURSES:

AH (NUSC) 1030 ANSC/NUSC 1645 BME/CSE/MCB/PNB 1401 CHEG 1200  
COGS 2201 DMD 2010 EEB 2202 GEOG 2300; 2410 GEOG/GSCI 1070  
GSCI 1010; 1051; 1055 LING 2010Q MARN 1001; 1002 MATH 1050Q MCB  
1405 NRE 1000 NUSS 1165 PHAR 1000; 1001; 1005 PHYS 1020Q; 1030Q  
PLSC 1150 PSYC 1100 SOIL 2120

#### BS

BIOLOGY 1107 or 1108 or 1110  
CHEMISTRY 1124Q & 1125Q & 1126Q  
or 1127Q & 1128Q  
or 1137Q & 1138Q  
or 1147Q & 1148Q  
MATH 1125Q & 1126Q & 1132Q  
or 1131Q & 1132Q  
or 1151Q & 1152Q  
or 2141Q & 2142Q  
PHYSICS 1201Q & 1202Q  
or 1401Q & 1402Q  
or 1501Q & 1502Q  
or 1601Q & 1602Q

### CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses at least one of which must be on the list of International courses

**USA**

AASI 3201 AASI/ENGL 3212 AASI/HIST 3531 AASI/HRTS/SOCI 3221/3571/3221 **3132** AFRA/FINA (AFAM) 1100 AFRA/PSYC 3106 ANTH 2000/W; 3150/W; 3202W; 3902; 3904 ANTH/AFRA(AFAM) 3152 AMST/ENGL/HIST 1201/1201/1503 ARTH 3050/W; 3630/W; 3640W; 3645W COMM/LLAS/WGSS 3321/3264/3260 DRAM 3130; 3131/W; 3133 EDCI 2100 ENGL 1601W; **2274W**; 3210; 3218/W; 3609; 3613 ENGL/AFRA 3214W ENGL/LLAS 3605/3232 ENGL/WGSS 3609; 3611; 3613 HDFS 2001; 3261 HEJS (HEB/JUDS) 1103; **3301**; HEJS/ENGL 3401/W/3220/W; HIST3204W; 3570 HIST/LLAS (LAMS) 1570; **3660W**; **3674/3220** HIST/WGSS1203/1121 ILCS 1158; **3258W** INTD 2245; 3584 LLAS 1000; 3210 LLAS/POLS/3270/3662 LING 1030; **2850** MUSI 1002; **1003** NURS 1175W PHIL 1107 POLS/AFRA (AFAM) 3642 PSYC 2101; 2701 PSYC/WGSS 3102/W SLHS (CDIS) 1150 SOCI 1501/W; 2501/W SOCI/AFRA/HRTS (AFAM) 3505 SPAN/LLAS (PRLS) 1009/W URBN 1300/W WGSS 1104; **1105**; 3718/W WGSS/SOCI 3621/W

**INTERNATIONAL**

AFRA/HIST 3206 AFRA/HIST/LLAS 3619 AH2330 ANTH 1000/W; **1001W**; **1006**; **1010**; **1500**; **2400**; 3030; **3401**; 3504 ANTH/HRTS 3028; 3153W ARAB 1121; **1122** ART/AASI/INDS 3374/3375/3374 ARTH 1128; **1141** CHIN 1121; **1122**; **3250/W** CLCS 1101; **1102**; **1103W**; **2201**; **3211** ECON 2104/W EEB 2202 EEB/NRE 3307/3305 ENGL 1301; 2301/W; 3120; 3122; 3318; **3320**; **3629** FREN 1169; **1171**; **1176**; **1177**; **3211**; **3218**; **3224** GEOG 1100; **1700**; **2400** GERM 1169; **1171**; **1175**; **3251**; **3258**; **3261W** HIST 1206; **1800**; **1805**; **3705** HIST/LLAS 1600/1190/W; **3607**; **3609**; **3635** HRTS (POLS) 1007; 3200/W ILCS 1149; **1160**; **3260W** INTD 1660W; LING 1020; **3610W** MUSI 1004; 3421W NRE 2600 NURS 2175 NUSC 1167 PHIL 1106 PLSC 1125 POLS 1202/W; **1207**; **1402/W**; 3472/W PSYC 3402W SOCI 1701; 2509/W; **3823** SPAN 1007; **1008**; **1010**; **1020**; **3250** WGSS 1124; 2105/W; 2255/W; 3255W

**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	
CAR ID	17-5246
Request Proposer	Trump
Course Title	Stars and Compact Objects
CAR Status	In Progress
Workflow History	Start > Draft > Physics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	PHYS
School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Stars and Compact Objects
Course Number	4710
Will this use an existing course number?	No

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
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	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	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	PHYS 4710: Stars and Compact Objects. Three credits. Prerequisites: PHYS 2701 and PHYS 2702. The structure and evolution of stars. Gravitational collapse, hydrostatic equilibrium, novae and shocks, and compact objects with degenerate matter.								
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 border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">4710syllabus.pdf</a></td> <td>4710syllabus.pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">4710syllabus.pdf</a>	4710syllabus.pdf	Syllabus		
Attachment Link	File Name	File Type							
<a href="#">4710syllabus.pdf</a>	4710syllabus.pdf	Syllabus							

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jonathan R Trump	11/16/2017 - 09:49	Submit		Proposed.
	Physics	Vernon F Cormier	11/19/2017 - 16:21	Approve		Approved by physics C&C committee and vote by physics faculty.

## PHYS 4710 – Stars & Compact Objects

### GENERAL COURSE INFORMATION

Instructor: Prof. Jonathan Trump  
Office: P316  
Email: [jonathan.trump@uconn.edu](mailto:jonathan.trump@uconn.edu)  
Phone: 6-6310  
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/](https://www.astro.ru.nl/~onnop/education/stev_utrecht_notes/)
- **Optional - Stellar Structure and Evolution**, (Kippenhahn, Weigert, & Weiss). Same name, different book. Good, but more of a graduate-level textbook.
- **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)

<b>Dates</b>	<b>Subject</b>	<b>Assignments / Exams</b>
Week 1	Observations: the H-R Diagram	
Week 2	Measuring Stars: Eclipsing Binaries	HW1
Week 3	Gravitational Collapse, Protostars	
Week 4	Equations of State of Stars	HW2
Week 5	Energy Transport and Photon Diffusion	
Week 6	Nuclear Reaction Rates	HW3
Week 7	Giants and Shell Burning	Mid-Term Exam
Week 8	Binary Evolution, Mass Transfer	

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***

<b>Grade Component</b>	<b>Weight</b>	<b>Grading Scale (%)</b>			
		93-100	A	73-76	C
Homeworks	60%	90-92	A-	70-72	C-
Midterm Exam	20%	87-89	B+	67-69	D+
Final Exam	20%	83-86	B	63-66	D
		80-82	B-	60-62	D-
		77-79	C+	0-59	F

### ***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/>

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](http://equity.uconn.edu) and [titleix.uconn.edu](http://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/>.

2017-193      PHYS 4720

Add Course (guest: Jonathan Trump)

COURSE ACTION REQUEST	
CAR ID	17-5247
Request Proposer	Tease
Course Title	Galaxies and the Interstellar Medium
CAR Status	In Progress
Workflow History	Start > Draft > Physics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	PHYS
School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Galaxies and the Interstellar Medium
Course Number	4720
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jonathan R Trump

Initiator Department	Physics
Initiator NetId	jot16106
Initiator Email	<a href="mailto:jonathan.trump@uconn.edu">jonathan.trump@uconn.edu</a>
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	<a href="mailto:kate.whitaker@uconn.edu">kate.whitaker@uconn.edu</a>
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



COURSE DETAILS								
<b>Provide proposed title and complete course catalog copy</b>	PHYS 4720: Galaxies and the Interstellar Medium. Three credits. Prerequisites: PHYS 2701 and 2702. 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.							
<b>Reason for the course action</b>	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.							
<b>Specify effect on other departments and overlap with existing courses</b>	N/A - this new course covers subject matter not currently taught at UConn.							
<b>Please provide a brief description of course goals and learning objectives</b>	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							
<b>Describe course assessments</b>	Homework sets, exams, lab-based group project, and final presentation based on astrophysical literature							
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">PHYS4720_Syllabus_v0.pdf</a></td> <td>PHYS4720 Syllabus</td> <td>Syllabus</td> </tr> </tbody> </table>		Attachment Link	File Name	File Type	<a href="#">PHYS4720_Syllabus_v0.pdf</a>	PHYS4720 Syllabus	Syllabus
Attachment Link	File Name	File Type						
<a href="#">PHYS4720_Syllabus_v0.pdf</a>	PHYS4720 Syllabus	Syllabus						

COMMENTS / APPROVALS						
<b>Comments &amp; Approvals Log</b>	<b>Stage</b>	<b>Name</b>	<b>Time Stamp</b>	<b>Status</b>	<b>Committee Sign-Off</b>	<b>Comments</b>
	Draft	Katherine E Tease	11/16/2017 - 10:09	Submit		Initiated by J. Trump and submitted by K. Whitaker (the instructor developing PHYS4720)
	Physics	Vernon F Cormier	11/19/2017 - 16:19	Approve		Approved by Physics C&C committee and vote of physics faculty.

## 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](mailto:kate.whitaker@uconn.edu)  
 Phone: (860) 486-3259

Class Meeting Days:  
 Class Meeting Time:  
 Class Location:  
 Office Hours:

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

- **Galaxies in the Universe: An Introduction** 2<sup>nd</sup> edition textbook, Linda S. Sparke & John S. Gallagher III, Cambridge University Press 2007, ISBN- 13 978-0-521-67186-6 (for errors see <http://www.astro.wisc.edu/~sparke/book/errata.html>) Supplemented with sections from Carroll & Ostlie (textbook for PHYS2701/2702).

## 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	Grade Component	Weight	Grading Scale (%)			
			93-100	A	73-76	C
PHYS2701 describes the observations and scientific theory of 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 (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-lecture style, this course will combine lectures with discussions, group activities, and individual projects.	Quizzes	25%	87-89	B+	67-69	D+
	Homeworks	30%	83-86	B	63-66	D
	Final Project	25%	80-82	B-	60-62	D-
	Final Exam (cumulative)	20%	77-79	C+	0-59	F
				90-92	A-	70-72

The learning goals of the course include:

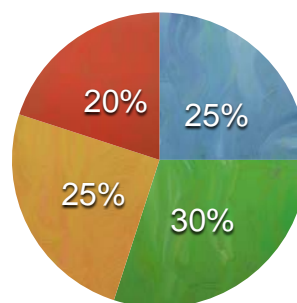
- General understanding of the interstellar medium and the structures and stellar populations of galaxies
- Learn about the key processes behind how galaxies form and evolve from the Big Bang to the present day
- Appreciate the open questions in galaxy formation and evolution through reading current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

## Grading Distribution

## 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.

■ Quizzes      ■ Homeworks  
■ Final Project   ■ Final Exam



## 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

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/>. My lectures, notes, handouts, and displays are copyrighted by state and federal copyright law. You are welcome to take notes and share them with our 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. Please feel free to contact me at any time with questions, concerns or issues.

## Policy Against Discrimination and Harassment

Dates	Lecture Topics	Reading Chapters^	Assignments
Jan 22 — 25	Introduction	1	A1 due
Jan 28 — Feb 1	Milky Way: Stars	2	
Feb 4 — 8	Interstellar medium	2	A1 due
Feb 11 — 15	Interstellar gas: HII regions	2	
Feb 18 — 22	Stellar Dynamics I	3	A2 due
Feb 25 — Mar 1	Stellar Dynamics II	3	
Mar 4 — 8	Spiral Structure	5	A3 due
Mar 11 — 15	Stellar Populations	6	
Mar 18 — 22	Spring Break		
Mar 25 — 29	Interactions and Mergers	7	A4 due
Apr 1 — 5	Computer lab		
Apr 8 — 12	Large Scale Structure	8	A5 due
Apr 15 — 19	Galactic Nuclei	9	
Apr 22 — 26	Distant Galaxies	—	A6 due
Apr 29 — May 3	Final Project Presentations	—	Final Projects

Tentative schedule

\* Schedule subject to change at the discretion of the instructor.

^ Some reading assignments will only include sub-sections of chapters listed here.

2017-194    Astrophysics

Add Minor (guest: Jonathan Trump)

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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

Department Curriculum Committee: **9/19/2017**

Department Faculty: **11/16/2017**

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	
CAR ID	17-4816
Request Proposer	Vials
Course Title	City and Community in Film
CAR Status	In Progress
Workflow History	Start > Draft > Urban and Community Studies > American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	URBN
School / College	College of Liberal Arts and Sciences
Department	Urban and Community Studies
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	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.
Course Title	City and Community in Film
Course Number	2400
Will this use an existing course number?	Yes
Please explain the use of existing course number	The only change sought here is the cross-listing.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	<a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No

Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area 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: <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> <li>o Students will overall, through the above activities, gain a sense of how they themselves are influenced in their perceptions of actual cities,</li> </ul>

	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?								
<b>Describe course assessments</b>	As currently taught, assessments include oral reports, weekly viewing and reading responses, and written essays.								
<b>General Education Goals</b>	<p>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 multi-media 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 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.</p>								
<b>Content Area: Arts and Humanities</b>	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 filmic 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.								
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">AMST, URBN 2400 syllabus.docx</a></td> <td>AMST, URBN 2400 syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>			Attachment Link	File Name	File Type	<a href="#">AMST, URBN 2400 syllabus.docx</a>	AMST, URBN 2400 syllabus.docx	Syllabus
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<a href="#">AMST, URBN 2400 syllabus.docx</a>	AMST, URBN 2400 syllabus.docx	Syllabus							

### COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
<b>Comments &amp; Approvals Log</b>	Draft	Christopher R Vials	10/18/2017 - 13:16	Submit		After consulting with Ruth Glasser, I am now submitting this cross-list proposal to URBN and AMST.
	Urban and Community Studies	Edith Barrett	10/26/2017 - 11:03	Approve	10/26/2017	The UCS Curriculum committee approves the cross-listing. It notes that the course will be offered on-line occasionally, as per agreement with CETL.
	American Studies	Matthew G McKenzie	10/26/2017 - 11:27	Approve	10/26/2017	An important cross-link between AMST and other interdisciplinary programs at UConn.

**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)<sup>7</sup>

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 19<sup>th</sup> 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.”<sup>8</sup> 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!<sup>9</sup>

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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<sup>7</sup> Emmanuel Levy, *Small Town America in Film* (New York: Continuum, 1991), p. 251

<sup>8</sup> Thomas Halper and Douglas Muzzio, “It’s a Wonderful Life: Representations of the Small Town in American Movies,” *European Journal of American Studies*, 6:1, Spring 2011, pp. 2-3.

<sup>9</sup> 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:

- Ed Sikov, *Film Studies: An Introduction* (New York: Columbia University Press, 2010)
- Richard V. Francaviglia, *Main Street Revisited: Time, Space, and Image building in Small-Town America* (Iowa City: University of Iowa Press, 1996)
- Emmanuel Levy, *Small-Town America in Film: The Decline and Fall of Community* (New York: Continuum Publishing Company, 1991)
- Miles Orvell, *The Death and Life of Main Street: Small Towns in American Memory, Space, and Community* (Chapel Hill: University of North Carolina Press, 2012)

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](http://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. <sup>10</sup>

<b>Week</b>	<b>Reading</b>	<b>Movie to Be Viewed/Discussed</b>
Week 1: Introduction		First half: "It's a Wonderful Life" (Frank Capra, 1946) 65 min.
Week 2: Small Town Film in the 1940s, Narrative Construction in Film	Levy, Introduction, pp. 15-27, and Ch. 2, pp. 71-108 Orvell, pp. 121-127 Sikov, Ch. 6, pp. 89-102	Second half: "It's a Wonderful Life" (Frank Capra, 1946) 65 min.
Week 3: Small Town Film in the 1950s, Mise-en-Scene	Levy, Ch. 3, pp. 109-146 Sikov, Ch. 1, pp. 5-23	"Invasion of the Body Snatchers (Don Siegel, 1956) 80 min.
Week 4: Small Town Film in the 1960s, Camera Movement	Levy, Ch. 4, pp. 147-181 Sikov, Ch. 2, pp. 24-33	First half: "In the Heat of the Night" (Norman Jewison, 1967) 55 min.
Week 5: Small Town Film in the 1960s, Cinematography	*Excerpts from Sinclair Lewis, <i>Main Street</i> (Harcourt, Brace, and Co., 1920) *Excerpts from Sherwood Anderson, <i>Winesburg, Ohio</i> (B.W. Huebsch, 1919) Sikov, Ch. 3, pp. 38-52	Second half: "In the Heat of the Night" (Norman Jewison, 1967) 54 min.
Week 6: Small Town Film in the 1970s, Film Editing	Levy, Ch.5, pp. 182-212 Francaviglia, pp. xvii-64 Sikov, Ch. 4, pp. 55-69	First half: "The Last Picture Show" (Peter Bogdanovich, 1971) 59 min.
Week 7: Small Town Film in the 1970s, Film Sound	Francaviglia, pp. 65-129 Sikov, Ch. 5, pp. 74-88	Second half: "The Last Picture Show" (Peter Bogdanovich, 1971) 59 min.

<sup>10</sup> University of Connecticut/Waterbury website at <http://waterbury.uconn.edu/academics/plagiarism/prevent.html>)

Week 8: Small Town Film in the 1980s, Film Genre	Levy, Ch. 6, pp. 213-250 and Conclusion, pp. 251-264 Sikov, Ch. 10, pp. 143-157	First half: “Back to the Future” (Robert Zemeckis, 1985) 58 min.
Week 9: Small Town Film in the 1980s, Writing a Film Paper	Francaviglia, pp. 130-192 Sikov, Ch. 12, pp. 168-185	Second half: “Back to the Future” (Robert Zemeckis, 1985) 58 min.
Week 10: Small Town Film in the 1990s, The Sunbelt	Orvell, Introduction and Ch. 1, pp. 1-46, Ch 7, pp. 184-214	First half: “The Truman Show” (Peter Weir, 1998) 52 min.
Week 11: April 9 <sup>th</sup> : Small Town Film in the 1990s, the New Urbanism	Orvell, Ch. 2-3, pp. 47-99 *Readings on the New Urbanism, TBD	Second half: “The Truman Show”—51 min.
Week 12: Small Town Film in the 1990s: the Plains	Orvell, Ch. 4, pp. 100-129 *Excerpts from Sinclair Lewis, <i>Babbitt</i> (Harcourt, Brace, and Co., 1922)	“Fargo” (Joel and Ethan Coen, 1996) 98 min.
Week 13: Small Town Film in the 1990s: the Midwest	Orvell, Ch. 5-6, pp. 130-183 *Excerpts from Staughton and Helen Lynd, <i>Middletown</i> (Harcourt, Brace, and Co., 1929)	“In and Out” (Frank Oz, 1997) 90 min.
Week 14: Small Town Film in the 1990s: the South	Orvell, Ch. 8 and Conclusion, pp. 184-242 *Eleanor Hersey Nickel, “‘But This is the <i>South</i> ’: Ambivalent Regionalism in Jan Karon’s Mitford Novels,” <i>Studies in Popular Culture</i> 32:2, Spring 2010, pp. 17-33 *Excerpts from Fannie Flagg, <i>Welcome to the World, Baby Girl</i> (New York: Random House, 1998)	“Fried Green Tomatoes” (Jon Avnet, 1991) 130 min.
Week 15: Final Exam or Equivalent	Student final papers due	Students present on their essays on 1990s or 2000s film as final exam equivalent



### 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.

COURSE ACTION REQUEST	
CAR ID	17-3457
Request Proposer	Vials
Course Title	Disability in American Literature and Culture
CAR Status	In Progress
Workflow History	Start > Draft > American Studies > English > Return > American Studies > English > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	AMST
School / College	College of Liberal Arts and Sciences
Department	American Studies
Course Subject Area #2	ENGL
School / College #2	College of Liberal Arts and Sciences
Department #2	English
Reason for Cross Listing	"Disability in American Literature and Culture" 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 "and culture" portion of the title signal that it's 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.
Course Title	Disability in American Literature and Culture
Course Number	2274W
Will this use an existing course number?	Yes
Please explain the use of existing course number	The only change being proposed is the cross-listing.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	<a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No

Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	Yes
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	No
General Education Competency	W
W Sections Term(s) Offered	
Will there also be a non-W section?	No
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	A combination of lecture and discussion, plus in-class writing activities.

### 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 for course?	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	The faculty to teach this course are not present at all the regional 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	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.
Provide proposed title and complete course 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.
Reason for the course action	"Disability in American Literature and Culture" 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 "and culture" 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.
Specify effect on other departments and overlap with existing courses	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.

<p><b>Please provide a brief description of course goals and learning objectives</b></p>	<p>[Please note that the following is the same language from the originally approved course proposal]. This proposal seeks support for a 100-level writing course that would allow students to engage disability through an interdisciplinary range of texts that would include autobiographies, novels, and popular films that deal with disability, as well as legal, medical and educational writings. First and foremost, this is a literature class. Our primary focus will be on literature written by and about people with disabilities, and we will use the methodology of literary criticism (close reading, attention to recurrent tropes, unraveling layers of meaning in particular language) in order to extend those insights into analyses of legal, medical and journalistic texts. By juxtaposing different perspectives on what disability means, this course will challenge students on several levels. For instance, by placing personal narratives of a cancer patient in conversation with a scientific analysis cancer treatment, this course will prod students to explore the advantages—and the limits—of both modes of knowledge. Because this course challenges basic assumptions about what is “natural” and “normal,” it is particularly suited for a writing course that allows students to process their own evolving understanding of what disability means, and what disability demands from us as a society. Students will be required to produce short, informal responses on WEB CT as well as three graded and revised works (the responses will likely generate ideas for these longer pieces). Finally, because of its timely content and focus on a wide range of human physical, emotional and cognitive difference, this course works to increase student awareness of the diversity of human experience. Course features include: 1) Exposure to different perspectives on disability through an interdisciplinary reading list that includes American novels, personal memoirs, medical journalism, mainstream media reports (the Terry Schiavo case offers one recent case study) documentary films, educational, legal and medical texts. 2) An ongoing level of class discussion through HUSKY CT, as students comment informally on each day’s reading. 3) Writing across disciplines as students draw from our range of assigned texts to create three short research papers. 4) A collaborative exchange with the AJ Pappanikou Center for Developmental Disabilities, Education Research and Service. This exchange might involve a field trip to the center, a visiting lecture from one of the center’s faculty, or a visit from one of the families served by the Center. The objectives of the course for student learning are as follows: 1) To engage in flexible thinking by comparing, contrasting and analyzing different modes of written authority (scientific and personal, for example). 2) To allow students to critique and synthesize material from several different disciplines in their writing 3) To understand how stereotypes can influence the material conditions of those people who are misrepresented 4) To connect undergraduate students with the larger research mission of the University.</p>							
<p><b>Describe course assessments</b></p>	<p>See the 'W' section below.</p>							
<p><b>General Education Goals</b></p>	<p>[Please note that the following is the same language from the originally approved course proposal]. The course fulfills goal seven: "Acquire a working understanding of the processes by which they can continue to acquire and use knowledge." It does so by juxtaposing literary, political and medical views of disability in order to prod students to explore the advantages—and the limits—of different modes of knowledge. This course also fulfills goal one: "Become Articulate." Because this course challenges basic assumptions about what is “natural” and “normal,” and because it has an emphasis on writing, it fosters a careful attention to the power of language. Finally, because of its timely content and focus on a wide range of human physical, emotional and cognitive difference, this course works to fulfill goal six, which seeks to “increase student awareness of the diversity of human experience.” As students question the validity of natural assumptions about what is normal, they will be able to better appreciate the diverse the range of human ability, and to rethink assumptions about those whom society dismisses as disabled.</p>							
<p><b>Content Area: Arts and Humanities</b></p>	<p>[Please note that the following is the same language from the originally approved course proposal]. This course will address the second goal, “Inquiries into philosophical and/or political theory” by allowing students to consider the role of disability in the work of Aristotle and Locke, and the political implications of these philosophies. It will address the third goal “Investigations into the modes of symbolic representation” by providing students with a new means of analyzing how the body is represented in literature, art and popular culture.</p>							
<p><b>Content Area: Diversity and Multiculturalism (non-International)</b></p>	<p>[Please note that the following is the same language from the originally approved course proposal]. This course will address the second goal, “Inquiries into philosophical and/or political theory” by allowing students to consider the role of disability in the work of Aristotle and Locke, and the political implications of these philosophies. It will address the third goal “Investigations into the modes of symbolic representation” by providing students with a new means of analyzing how the body is represented in literature, art and popular culture.</p>							
<p><b>Skill Code W</b></p>	<p>1. Writing will be essential for student understanding of course content. Assignments will ask students to compare, contrast and analyze different perspectives on physical difference. Because students will be revising their writing, the assignments will also allow them to differentiate emotional responses (which might well dominate their first drafts) from logical arguments. There will be two short papers (five pages each) and one long research paper (five to ten pages), with revisions. The writing component will constitute fifty percent of the student’s grade. Failure to pass the writing component will result in course failure, and I will state this explicitly on my syllabus. 2. The primary modes of writing instruction will take place through in-class instruction in structuring an essay, with emphasis on constructing an argument and collating sources. These lessons will often involve workshoping passages drawn from actual student papers. Students will be strongly encouraged to meet with the instructor to discuss their drafts. 3. We will use peer editing to workshop drafts of assignments in class. After a brief lesson on an aspect of academic writing (for example, the integration of quotes, or creating and maintaining a logical argument) the instructor distributes a framing set of questions to the students. The students use these questions to analyze one another’s papers, focus on areas needing improvement, and provide possible revision strategies. 4. After final versions of the drafts have been submitted, the instructor will return them with suggestions for revision (comments will focus on clarity, content knowledge, and organization). The students will have one week to revise the assignment. They will then receive comments on their revisions. 5. In sum, students will receive multiple levels of feedback on their writing: a) instructor’s written comments b) instructor conferences c) writing workshops of student papers in class d) peer revision of one another’s drafts</p>							
<p><b>Syllabus and other attachments</b></p>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">AMST_ENGL_2274.S.16.syllabus.updated.docx</a></td> <td>AMST, ENGL, 2274.S.16.syllabus.updated.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">AMST_ENGL_2274.S.16.syllabus.updated.docx</a>	AMST, ENGL, 2274.S.16.syllabus.updated.docx	Syllabus	
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**COMMENTS / APPROVALS**

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

Draft	Christopher R Vials	04/10/2017 - 08:56	Submit		American Studies is initiating this course request, and is now submitting it to the Department of English via Hap Fairbanks.
American Studies	Matthew G McKenzie	04/11/2017 - 08:49	Approve		This will be an important addition to American Studies' current and future program. I full support.
English	Albert H Fairbanks	09/12/2017 - 12:24	Return		Request for minor changes made by English C&C to proposer 9/6/17
Return	Christopher R Vials	09/12/2017 - 19:41	Resubmit		After receiving feedback from the English C&C Committee, I have made some minor, non-substantive adjustments to the proposal and am now resubmitting it to Matt McKenzie and Hap Fairbanks for approval.
American Studies	Matthew G McKenzie	09/13/2017 - 09:56	Approve	9/13/2017	Another cross listing to help expand AMST visibilty
English	Albert H Fairbanks	11/16/2017 - 10:40	Approve	10/4/2017	Approved ENGL C&C 10/04/17 and by ENGL department 11/15/17.

## Dr. Anna Mae Duane

Tues/Thurs: 3:30-4:45

Laurel Hall 106

**Email:** amduane1@gmail.com; anna.duane@uconn.edu

**Office hours:** Tuesdays and Thursdays 2:15-3:15 and by appt.

### 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:**

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

**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)
- 1 10-12 page paper (1 draft, 1 final version)
- 1 presentation (3 questions designed to lead the class in discussion of the assigned material for the day).
- 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.**

**Jan. 21:** *Americans with Disabilities Act*, “Definitions;” *Extraordinary Bodies*, 5-18.

### WEEK TWO

**Jan. 26:** *Extraordinary Bodies* p 55-80; Rosemarie Garland Thomson, “The Politics of Staring;”

**Jan. 28:** Simon Baron-Cohen, “The Science of Evil,” and “The Empathy Gene.”

### **Power vs. Prosthesis, or Better Living through Surgery?**

#### WEEK THREE

**Jan. 30:** Lucy Grealy, *Autobiography of a Face*, Chapters 1-4. Nancy Mairs, “Sex, Death and the Crippled Body.”

**Sep. 17:** Lucy Grealy, *Autobiography of a Face*, Chapters 5-8. **Writing Workshop**

#### WEEK FOUR

**Sep. 22:** *Autobiography*, Chapters 9-12; Barbara Ehrenreich: “Smile-You’ve got Cancer!”  
Audre Lourde, “Breast Cancer: Power vs. Prosthesis.”

**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

**Oct. 27:** *The Immortal Life of Henrietta Lacks*, prologue-chapter 11.

**Oct. 29:** *The Immortal Life of Henrietta Lacks*, chapter 12-22.

## WEEK TEN

**Nov. 3:** *The Immortal Life of Henrietta Lacks*, chapters 23-30; Youtube Documetary 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. 19<sup>th</sup>.**

## 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	
CAR ID	17-3843
Request Proposer	Vials
Course Title	American Studies Methods
CAR Status	In Progress
Workflow History	Start > Draft > American Studies > English > Return > American Studies > English > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	AMST
School / College	College of Liberal Arts and Sciences
Department	American Studies
Course Subject Area #2	ENGL
School / College #2	College of Liberal Arts and Sciences
Department #2	English
Reason for Cross Listing	AMST 3265W is a writing course with a significant cultural criticism component.
Course Title	American Studies Methods
Course Number	3265W
Will this use an existing course number?	Yes
Please explain the use of existing course number	The course is retaining its status as the capstone course for our major.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	<a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring

Will there also be a non-W section?	No
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture, discussion, small groups, workshopping of student writing

### COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ENGL 1010 or 1011 or 2011; open to juniors or higher.
Corequisites	None
Recommended Preparation	AMST 1201
Is Consent Required for course?	No Consent Required
Is enrollment in this course restricted?	No

### GRADING

Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
What is the Grading Basis for this course?	Graded

### SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Avery Point,Hartford,Storrs,Waterbury
If not generally available at all campuses, please explain why	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 in there in practice.
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	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.
Provide proposed title and complete course 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.
Reason for the course action	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.
Specify effect on other departments and overlap with existing courses	The revision should have no impact on courses throughout the campus.
Please provide a brief description of course goals and learning objectives	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 interdiscipline of American Studies --articulate in depth a particular theme, topic, or historical moment in US culture

<b>Describe course assessments</b>	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.								
<b>General Education Goals</b>	"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.								
<b>Skill Code W</b>	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.								
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">AMST ENGL 3265W Syllabus.docx</a></td> <td>AMST ENGL 3265W Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">AMST ENGL 3265W Syllabus.docx</a>	AMST ENGL 3265W Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
<a href="#">AMST ENGL 3265W Syllabus.docx</a>	AMST ENGL 3265W Syllabus.docx	Syllabus							

## COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	07/07/2017 - 12:54	Submit		I am now submitting this proposal to Matt McKenzie (AMST) and Hap Fairbanks (English) for approval.
	American Studies	Matthew G McKenzie	07/10/2017 - 13:57	Approve		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.
	English	Albert H Fairbanks	09/12/2017 - 12:21	Return		A few requests for revision conveyed by English C&C to proposer 9/12/17.
	Return	Christopher R Vials	09/12/2017 - 19:37	Resubmit		At the request of the English C&C Committee, I have made a few small adjustments to the proposal. The only substantive change is a shortening of the title.
	American Studies	Matthew G McKenzie	09/13/2017 - 09:55	Approve	9/13/2017	Integral element to AMST overhaul
	English	Albert H Fairbanks	11/16/2017 - 11:58	Approve	10/4/2017	ENGL CYC approval 10/4/17. ENGL departmental approval 11/15/17

## 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)  
Aime Cesaire, *Discourse on Colonialism* (Monthly Review Press): 978-1583670255  
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:

Class Participation	20%
Take-Home Exam	20%
Paper One	25%
Final Paper	35%

## Grade Conversion Scale.

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

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.

## 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

9/3 Th Horne, "To Be of Pure European Descent;" Wallace, "Price of Free World Victory" + "Russia," Luce, "The American Century"

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

- 10/1 Th Kovel, Intro to *Red Hunting in the Promised Land* + “Joe McCarthy, “The Beast of Anti-Communism” + “J. Edgar Hoover and the Slimy Wastes of Communism”
- 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 Cesaire, *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)
- 11/19 Th 1960s Manifestoes: Cleaver, “The Ideology of the Black Panther Party” + “No More Miss America” + NOW Bill of Rights + “Tale of La Raza” + “The Emergence of Yellow Power” + “Gay Power Comes to Sheridan Square” + SDS Statement on Vietnam
- 11/24 & 11/26 Thanksgiving Break

## RETURN OF THE ANTICOMMUNIST CRUSADE, AND BEYOND

- 12/1 Tu **Due: Rough Draft, Final Paper**  
Ronald Reagan Speeches: “City Shining Upon a Hill,” “Vietnam War Memorial Speech; 1984 RNC speech  
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

COURSE ACTION REQUEST	
CAR ID	17-3841
Request Proposer	Vials
Course Title	Empire and U.S. Culture
CAR Status	In Progress
Workflow History	Start > Draft > American Studies > English > Return > American Studies > English > Return > American Studies > English

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	3
Course Subject Area	AMST
School / College	College of Liberal Arts and Sciences
Department	American Studies
Course Subject Area #2	ENGL
School / College #2	College of Liberal Arts and Sciences
Department #2	English
Course Subject Area #3	HIST
School / College #3	College of Liberal Arts and Sciences
Department #3	History
Reason for Cross Listing	The course is interdisciplinary by design and intersects the terrains of American Studies, English, and History.
Course Title	Empire and U.S. Culture
Course Number	2207
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	<a href="mailto:christopher.vials@uconn.edu">christopher.vials@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No

Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	Yes
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area C: History
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.						
<b>Specify effect on other departments and overlap with existing courses</b>	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.						
<b>Please provide a brief description of course goals and learning objectives</b>	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						
<b>Describe course assessments</b>	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.						
<b>General Education Goals</b>	"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. "6. 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.						
<b>Content Area: Arts and Humanities</b>	"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.						
<b>Content Area: Diversity and Multiculturalism (non-International)</b>	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.						
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">Syllabus, Empire and U.S. Culture.docx</a></td> <td>Syllabus, Empire and U.S. Culture.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">Syllabus, Empire and U.S. Culture.docx</a>	Syllabus, Empire and U.S. Culture.docx	Syllabus
Attachment Link	File Name	File Type					
<a href="#">Syllabus, Empire and U.S. Culture.docx</a>	Syllabus, Empire and U.S. Culture.docx	Syllabus					

## COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	07/05/2017 - 20:01	Submit		I am now submitting this course proposal to Matt McKenzie (AMST), Melina Pappademos (HIST) and Hap Fairbanks (ENGL).
	American Studies	Matthew G McKenzie	07/24/2017 - 07:29	Approve	7/24/2017	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.
	English	Albert H Fairbanks	09/12/2017 - 12:23	Return		Request for revision of catalog description conveyed by English C&C to proposer 9/12/17.
	Return	Christopher R Vials	09/12/2017 - 19:56	Resubmit		At the request of the English C&C Committee and in response to feedback from prospective instructors in History, I changed the catalog copy. In addition, I also slightly changed the "Course Description" in the sample syllabus to give the content a more clear historical focus.

American Studies	Matthew G McKenzie	09/13/2017 - 09:57	Approve	9/13/2017	Another corss-listing to expand AMST visibility
English	Albert H Fairbanks	10/04/2017 - 15:43	Return		slight changes recommended.
Return	Christopher R Vials	10/04/2017 - 19:37	Resubmit		I made slight changes requested by English C&C (mainly to the catalog copy).
American Studies	Matthew G McKenzie	10/05/2017 - 07:07	Approve	10/5/2017	See my comments from 7/24/17

## 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 20<sup>th</sup> 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%

## Grade Conversion Scale

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

## 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)

Jacobson, "Labor Markets: The World's Peoples as American Workers"

Ngai, "Deportation Policy and the Making and Unmaking of Illegal Aliens"

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-Witthford 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**

COURSE ACTION REQUEST	
CAR ID	17-4411
Request Proposer	Herrnson
Course Title	The Politics of Election Administration
CAR Status	In Progress
Workflow History	Start > Political Science > Return > Political Science > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	The Politics of Election Administration
Course Number	3606
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	<a href="mailto:paul.herrnson@uconn.edu">paul.herrnson@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	45
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	Lecture, discussion, simulations, student presentations

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	POLS 1602
Corequisites	NONE
Recommended Preparation	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?	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	Attachment Link	File Name	File Type
	<a href="#">POLS 3606 Syllabus.doc</a>	POLS 3606 Syllabus.doc	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Paul Herrnson	09/19/2017 - 11:28	Submit		Thank you for considering this course.
	Political Science	Meina Cai	10/04/2017 - 14:28	Return	10/4/2017	Paul, please make the catalog shorter.
	Return	Paul Herrnson	10/04/2017 - 20:00	Resubmit		course catalog shortened. Prerequisites reduced. Title simplified.



	Political Science	Meina Cai	10/13/2017 - 09:31	Approve	10/13/2017	The course was approved by the department on 9/13.
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## 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

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

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

## Research Paper

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

## Prerequisites

Introduction to American Politics (POLS 1602)  
(or with permission of 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)
- Presidential Commission on Election Administration. *Report on the American Voting Experience.*
  - <https://www.supportthevoter.gov/files/2014/01/Amer-Voting-Exper-final-draft-01-09-14-508.pdf>
- Additional readings are posted on HuskyCT site or available online through the library.

## Course Topics (some span more than one week)

### 1: Introduction

### 2: Elections in a Federal System

#### Required Readings:

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

#### Recommended Readings

- Chris W. Bonneau and Melinda Gann Hall. 2009. *In Defense of Judicial Elections*. Routledge [chapters 1, 5, & 6]
- Charles Gardner Geyh. 2003. “Why Judicial Elections Stink,” *Ohio State Law Journal*
- Alec W. Ewald. 2009. *The Way We Vote: The Local Dimension of American Suffrage*. Vanderbilt University Press [ch. 4 & 5]
- Caroline J. Tolbert. 2003. “Direct Democracy and Institutional Realignment in the American States.” *Political Science Quarterly*.
- Elaine C. Kamarck. 2009. *Primary Politics: How Presidential Candidates Have Shaped the Modern Nominating System*. Brookings Institution Press [ch. 3 & 4]
- Mark Baldassare. 2015. “The Role of Public Opinion on the California Governor’s Recall in 2003: Populism, Partisanship, and Direct Democracy,” *American Politics Research*
- John G. Matusaka. 2006. “Direct Democracy and Electoral Reform” in *The Marketplace of Democracy*, ed. Michael P. McDonald and John Samples. Brookings Institution Press
- Alicia Bannon. 2016. “Rethinking Judicial Selection in State Courts,” *Brennan Center Report*.
- Relevant judicial cases:
  - *Republican Party of Minnesota v. White* (2002) (invalidating state prohibition of judicial “announce clause”)
  - *Williams-Yulee v. Florida Bar* (2015) (upholding state prohibition on judicial solicitation)
  - *Pacific States Telephone & Telegraph Co. v. Oregon* (1912) (holding that the “Guaranty Clause” is a nonjusticiable political question)
  - *Doe v. Reed* (2010) (upholding state requirement that petition signatures be publicly disclosed)

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

#### Required Readings:

- Kanthak and Loepp, “Political Parties and Primaries” (Streb, ch. 9)
- Hershey. “Third Parties” (Streb, ch. 10)
- Barry C. Burden. 2007. “Ballot Regulations and Multiparty Politics in the States,” *PS: Political Science & Politics*, pp. 669-773.

- Bullock, “Redistricting” (Streb, ch. 11)
- Excerpt from *Baker v. Carr*, 369 U.S. 186 (1962) (on HuskyCT)
- Excerpt from *Vieth v. Jubelirer*, 541 U.S. 267 (2004) (on HuskyCT)

*Recommended Readings:*

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

#### 4: Redistricting Simulation Presentations

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

#### 5: Voter Eligibility, Registration, and Suppression

*Required Readings:*

- Presidential Commission on Election Administration, section III A,E,F
- Lorraine Minnite, “Voter Identification Laws” (Streb, ch. 5)
- Richard L. Hasen. 2014. “Race or Party? How Courts Should Think About Republican Efforts to Make it Harder to Vote in North Carolina and Elsewhere,” *Harvard Law Review Forum*

*Recommended Readings:*

- Fisher, Garrett & Whitaker. 2016. “State Voter Identification Requirements: Analysis, Legal Issues, and Policy Considerations,” *Congressional Research Service Report R42806*
- Hajnal, Lajevardi, Nielson. 2016. “Voter Identification Laws and the Suppression of Minority Votes,” *Journal of Politics*
- Benjamin Highton. 2016. “Voter Identification Laws and Turnout in the United States,” *Annual Review of Political Science*
- Michael D. Gilbert. 2015. “The Problem of Voter Fraud,” *Columbia Law Review*
- Lorraine Minnite, 2010. *The Myth of Voter Fraud*. Cornell University Press
- Alexander Keyssar. 2009. *The Right to Vote: The Contested History of Democracy in the United States* [ch. 6]

- Nathaniel Persily. 2007. “The Promise and Pitfalls of the New Voting Rights Act,” *Yale Law Journal*
- Michael J. Pitts. 2008. “Empirically Assessing the Impact of Photo ID at the Polls Through an Examination of Provisional Balloting,” *Journal of Law & Politics*
- Cobb, Greiner & Quinn. 2012. “Can Voter ID Laws Be Administered in a Race-Neutral Manner? Evidence from the City of Boston in 2008,” *Quarterly Journal of Political Science*
- Ansolabehere & Persily. 2008. “Vote Fraud in the Eye of the Beholder: The Role of Public Opinion in the Challenge to Voter Identification Requirements,” *Harvard Law Review*
- Ahlquist, Mayer, and Jackman. 2014. “Alien Abduction and Voter Impersonation in the 2012 U.S. General Election: Evidence from a Survey List Experiment,” *Election Law Journal*

## 6: Convenience Voting

### Required Readings:

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

### Recommended Readings:

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

## 7: Voting interfaces

### Prospectus and Bibliography due

#### Required Readings:

- Presidential Commission on Election Administration, sections III.E
- Hall and Smoot, “Voting Machines” (Streb, ch. 4)
- Niemi and Herrnson. 2003. “Beyond the Butterfly: The Complexity of U.S. Ballots,” *Perspectives on Politics*, vol. 1
- Wand, et al. 2001. “The Butterfly Did It: The Aberrant Vote for Buchanan in Palm Beach County, Florida,” *American Political Science Review*, vol. 95
- Pasek et al. 2014. “Prevalence and Moderators of the Candidate Name-Order Effect: Evidence from Statewide General Elections in California,” *Public Opinion Quarterly*, vol. 78

- John Myers, “California’s very long November ballot is now official – and it might get even longer,” L.A. Times, June 30, 2016
  - <http://www.latimes.com/politics/la-pol-ca-november-ballot-propositions-certified-20160630-snap-story.html>

### *Recommended Readings*

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

## **8: MIDTERM EXAM**

## **9: Student papers**

## **10: Election Administration**

### *Required Readings:*

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

### *Recommended Readings:*

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

## **11: Impact of Election Administration on Campaign Strategy**

### *Required Readings:*

- Eitan Hersh. 2015. *Hacking the Electorate*, Cambridge University Press [ch. 1]
- “Running Scared,” *Atlantic Monthly*

- <http://www.theatlantic.com/magazine/archive/1997/01/running-scared/376754/>

*Recommended Readings:*

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

**12: Reform**

*Required Readings:*

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

*Recommended Readings:*

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



COURSE ACTION REQUEST	
CAR ID	17-4389
Request Proposer	Herrnson
Course Title	The Art, Science, and Business of Political Campaigns
CAR Status	In Progress
Workflow History	Start > Political Science > Return > Political Science > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	The Art, Science, and Business of Political Campaigns
Course Number	3608
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	<a href="mailto:paul.herrnson@uconn.edu">paul.herrnson@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	25
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3.0
Instructional Pattern	lecture and discussion

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	Yes
Prerequisites	POLS 1602
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	I do not know of any faculty who would teach it other than myself. I would be happy to teach it at the Hartford campus.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide proposed title and complete course catalog copy	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.						
Reason for the course action	The course treats a body of material not previously treated in my department. The course should not affect teaching loads or class sizes in other courses in the department. The course is not appropriate for listing at the 1000 or 2000 levels. The course is restricted to students who have taken POLS 1602 because it covers advanced subjects that require knowledge of basic aspect of American politics covered in POLS 1602 (Introduction to American Politics). Students that have earned AP credit for an Introductory American politics course should be able to take the course with permission of the instructor.						
Specify effect on other departments and overlap with existing courses	The course content is unique and does not resemble that taught in Political Science or other departments. It should not affect majors in other departments.						
Please provide a brief description of course goals and learning objectives	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.						
Describe course assessments	Student assessments include three short papers (5-10 pages) and a final paper (25-30 pages) that draw from campaigns in one election; performance in campaign simulations; in-class presentations; and participation in classroom discussions. Weekly reading assignments include some classic and some cutting edge studies. Students also collect campaign-specific information by routinely monitoring newspapers, blogs, and campaign websites.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">POLS 3608 Syllabus.docx</a></td> <td>POLS 3608 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">POLS 3608 Syllabus.docx</a>	POLS 3608 Syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
<a href="#">POLS 3608 Syllabus.docx</a>	POLS 3608 Syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Paul Herrnson	09/18/2017 - 20:33	Submit		Thank you for reviewing this proposal. Please contact me at <a href="mailto:paul.herrnson@uconn.edu">paul.herrnson@uconn.edu</a> should you have any questions.
	Political Science	Meina Cai	10/04/2017 - 14:28	Return	10/4/2017	Paul, please make the catalog shorter.
	Return	Paul Herrnson	10/04/2017 - 20:20	Resubmit		Course catalog shortened.
Political Science	Meina Cai	10/13/2017 - 09:31	Approve	10/13/2017	The course was approved by the department on 9/13.	

## THE ART, SCIENCE, AND BUSINESS OF POLITICAL CAMPAIGNS

Prof.: Paul S. Herrnson  
Office: 422 Oak Hall  
Tel.: 860-486-8336  
Email: paul.herrnson@uconn.edu

During a political campaign everyone is concerned with what a candidate will do on this or that question if he is elected except the candidate; he's too busy wondering what he'll do if he isn't elected.

--Everett Dirksen, Minority Leader, U.S. Senate, 1959-1969

There are so many similarities between a startup venture and a political campaign - the rhythm, the tempo, the hours, the intensity.

--Mike McCurry, Press Secretary for President Obama from 1994 1998

Every great political campaign rewrites the rules; devising a new way to win is what gives campaigns a comparative advantage against their foes.

--John Podhoretz, editor, *Commentary*

My first meeting as a senator, my first day, they were already talking about the next election. Part of that's the permanent campaign, part of that's a word I've been using more frequently, 'tribal.' Our politics has become tribal: It's us versus them.

--Evan Bayh, U.S. Senator, 1993- 2011

Of course it's political. I made a political campaign pledge on the political campaign trail to a politically interested group about a politically sensitive subject. It's good politics to fulfill a campaign pledge, and I fulfilled it ... the first chance I got."

-- George Gekas, member of the U.S. House of Representatives, 1983-2003

Elections in the United States have come a long way since the days when party bosses and their political machines sent patronage workers out to canvass their neighborhoods and mobilize the vote. Although volunteers and party leaders remain involved in campaigns, political many candidates now rely on the creative ability, scientific knowledge, and business acumen of experts from an array of fields, including those not always associated with politics. Virtually all campaigns for federal and state-level offices, and many for local office, use polls, consumer and other "big" data, and statistical analyses to define and target their winning coalition. Polls, focus groups, and marketing techniques are used to develop and refine messages. Writers, producers, public relations experts produce television ads and the other content campaigns communicate. Website designers develop platforms to disseminate and collect information from voters and potential volunteers. Similar data and techniques are used to raise campaign funds. Most challengers' campaigns are short-lived organizations. However, many incumbents for federal, statewide, some local offices possess organizations that resemble small businesses in that they are continuously in operation.

### **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.)

Costas Panagopoulos, *Political Campaigns*, Oxford University Press, 2016.

Stephen J. Wayne,, *Road to the White House*, 10<sup>th</sup> ed, Cengage 2016.

Paul S. Herrnson, *Congressional Elections*, 7<sup>th</sup> ed. CQ Press, 2016

William H. Flanigan, Nancy H. Zingale, Elizabeth Theiss-Morse, and Michael Wagner, *Political Behavior of the American Electorate*, 13<sup>th</sup> ed., CQ Press, 2015

Darrell West, *Patrick Kennedy: The Rise to Power*, Prentice Hall, 2001

## Optional Textbooks

Peter L. Francia, et al. *The Financiers of Congressional Elections*, Columbia University Press, 2003

Randall Atkins and David Dulio, eds., *Cases in Congressional Campaigns: Riding the Wave*,  
Routledge 2011

Paul S. Herrnson, et al., *Interest Groups Unleashed*, CQ Press, 2012

Gary Jacobson, *The Politics of Congressional Elections*, any edition

Kim Fridkin Kahn and Patrick Kenney, *The Spectacle of U.S. Senate Campaigns*, Princeton,  
1999

## Additional Reading Assignments

Some reading assignments will be posted on HuskyCT or available at the library, including through online access. Students are expected to follow the events connected to the upcoming elections as they unfold by reading a major newspaper and consulting one or more specialized publications, such as *CQ Weekly*, *National Journal*, *The Cook Political Report*, *The Rothenberg and Gonzalez Political Report*, *Politico*, or *Roll Call*, or *FiveThirtyEight*. Most of these sources are available through the library or online.

*Course Outline* (\*Readings will vary somewhat with presidential and congressional election years.)

### 1. Overview of the Strategic Environment and Class Projects

- Panagopoulos, ch. 2
- Herrnson, Introduction and ch. 1
- [Wayne, ch. 1](#)

### 2. Political Candidates

- [Wayne, chs. 4-6](#)
- [Herrnson, ch. 2](#)
- Richard L. Fox and Jennifer L. Lawless, "Reconciling Family Roles with Political Ambition," *Journal of Politics* 76 (2014): 398–414.
- Richard L. Fox and Jennifer L. Lawless, "To Run or Not to Run for Office," *American Journal of Political Science* 49 (2005): 642–59.
- Monica C. Schneider and Angela L. Bos, "An Exploration of the Content of Stereotypes of Black Politicians" *Political Psychology*, 32 (2011): 205-233. Published by: International Society of Political Psychology Stable URL: <http://www.jstor.org/stable/41262893xxx>
- West, *Patrick Kennedy: The Rise to Power*, entire book

### 3. Campaign Organization

- Panagopoulos, ch. 2
- [Herrnson, ch. 3](#)

### 4. Political Parties and Interest Groups

- Herrnson, chs. 4, 5
- Panagopoulos, ch. 3
- Garrett, "Seriously Funny: Understanding Campaign Finance Policy Through the Colbert Super PAC," *Saint Louis University Law Journal* 56: 711-723 (on HuskyCT)
- Herrnson et al., *Interest Groups Unleashed* (selections on HuskyCT)

- First short case study report due

## 5. Simulations

## 6. Campaign Fundraising

- Francia et al., *The Financiers of Congressional Elections* (selections on HuskyCT)
- Thomas Stratmann and J. W. Verret, "How Does Corporate Political Activity Allowed by Citizens United v. Federal Election Commission Affect Shareholder Wealth?," *Journal of Law and Economics* (2015): 545–559.
- Harrison Hong and Leonard Kostovetsky, "Red and Blue Investing," *Journal of Financial Economics* 103 (2012): 1- 19.xxlooks at donors.
- Clawson, Dan and Alan Neustadt. 1989. "Interlocks, PACs, and Corporate Contributions." *American Journal of Sociology*, Vol. 94, No. 4 (January): 749-73.
- Herrnson, ch. 6
- Practitioner Briefing on Campaign Fundraising

## 7. Voting Behavior

- Flanigan and Zingale, *Political Behavior of the American Electorate*, entire book
- Panagopoulos, ch. 8.
- Gian Vittorio Caprara, Claudio Barbaranelli, Philip G. Zimbardo, "When Parsimony Subdues Distinctiveness: Simplified Public Perceptions of Politicians' Personality," *Political Psychology* 23 (2002), 77-95.
- Second short case study report due

## 8. Campaign Strategy and Communications

- Downs, *An Economic Theory of Democracy*, chs. 1 and 3  
[ftp://ftp.icesi.edu.co/jpmilanese/Sistemas/Clase%202/Downs,%20Anthony\\_Introduction\\_and\\_The\\_Basic\\_logic\\_of\\_Voting.pdf](ftp://ftp.icesi.edu.co/jpmilanese/Sistemas/Clase%202/Downs,%20Anthony_Introduction_and_The_Basic_logic_of_Voting.pdf)
- Panagopoulos, chs. 5-7
- Wayne, ch. 7
- Herrnson, chs. 7 and 8

## 9. Practitioner Briefing on Campaign Strategy and Communications

## 10. Simulations

## 11. Election Outcomes

- [Herrnson, ch. 9](#)
- Thomas Stratmann, "How Prices Matter in Politics: The Returns to Campaign Advertising" *Public Choice* 140 (2009): 357–377.
- Third short case study report due

## 12. Elections, Governance, and Reform

- Panagopoulos, ch. 10
- Wayne, ch. 9
- Herrnson, chs. 10, 11

### 13. Presentations

### 14. Papers and Presentations

A printed copy of final research paper, and all media clippings, internet-based information, and the interview notes used in the case project are due in class. An electronic copy of final paper is also to be submitted via email.

2017-165    POLS 3610/W    Add Course (G) (S) (guest: Paul Herrnson)

COURSE ACTION REQUEST	
CAR ID	17-4476
Request Proposer	Herrnson
Course Title	American Politics in Film
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > Return > Political Science > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Title	American Politics in Film
Course Number	3610W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Paul Herrnson
Initiator Department	Political Science
Initiator NetId	psh13001
Initiator Email	<a href="mailto:paul.herrnson@uconn.edu">paul.herrnson@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	Yes
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No

<b>Content Area 4 Diversity and Multiculturalism (International)</b>	No
<b>General Education Competency</b>	W
<b>W Sections Term(s) Offered</b>	Fall, Spring
<b>Will there also be a non-W section?</b>	Yes
<b>Non-W Sections Term(s) Offered</b>	Fall, Spring
<b>Number of Sections</b>	1
<b>Number of Students per Section</b>	19
<b>Is this a Variable Credits Course?</b>	No
<b>Is this a Multi-Semester Course?</b>	No
<b>Credits</b>	3.0
<b>Instructional Pattern</b>	Lecture, discussion, presentations, substantial amount of writing

### COURSE RESTRICTIONS

<b>Will the course or any sections of the course be taught as Honors?</b>	No
<b>Prerequisites</b>	pols 1602 and English 1010, 1011, or 2011
<b>Corequisites</b>	none
<b>Recommended Preparation</b>	pols 1602 or AP American government
<b>Is Consent Required?</b>	No Consent Required
<b>Is enrollment in this course restricted?</b>	No
<b>Is Consent Required for course?</b>	No Consent Required

### GRADING

<b>Is this course repeatable for credit?</b>	No
<b>What is the Grading Basis for this course?</b>	Graded

### SPECIAL INSTRUCTIONAL FEATURES

<b>Do you anticipate the course will be offered at all campuses?</b>	No
<b>At which campuses do you anticipate this course will be offered?</b>	Storrs
<b>If not generally available at all campuses, please explain why</b>	I teach at the Storrs campus. I could teach this at the Hartford campus. I know of no others who teach it.
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

### COURSE DETAILS

<b>Provide proposed title and complete course catalog copy</b>	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.
<b>Reason for the course action</b>	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.
<b>Specify effect on other departments and overlap with existing courses</b>	This course should have no effect on other departments and it has no overlap with courses currently being taught.
<b>Please provide a brief description of course goals and learning objectives</b>	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.



<b>Describe course assessments</b>	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.								
<b>General Education Goals</b>	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.								
<b>Content Area: Social Sciences</b>	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.								
<b>Skill Code W</b>	This course is designed to ensure that students continue to improve their writing skills after they complete their freshman English writing courses. It will help them learn to better construct and communicate the substantive knowledge they develop in the course and the social sciences more generally. This will be accomplished by having the students write two separate papers (8-10 pages each). The papers will require them to use the reading assignments and other information to critically analyze the material presented in the movies. Each paper will receive written commentary from the professor, be discussed by the student and the professor in at least one individual conference, be revised by the student, and then resubmitted by the student to the professor. Students will receive formal instruction on writing in the class and during individual meetings with the professor. First drafts of each paper will be turned in two weeks after a student analyzes a movie, the student will receive feedback on their paper within one week of its being submitted, students will discuss this written feedback during the professor's office hours and class periods devoted to this purpose. Students will submit the final draft of their first paper during the middle of the semester and on the same day. Students will submit the final draft of their second paper at the end of the semester and on the same day. Fifty percent of the grade for each paper will be based on the quality of the writing.								
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">POLS 3608W Syllabus.doc</a></td> <td>POLS 3608W Syllabus.doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">POLS 3608W Syllabus.doc</a>	POLS 3608W Syllabus.doc	Syllabus		
Attachment Link	File Name	File Type							
<a href="#">POLS 3608W Syllabus.doc</a>	POLS 3608W Syllabus.doc	Syllabus							

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Paul Herrnson	09/22/2017 - 12:25	Submit		I am currently teaching a version of this course as POLS 2998W. It is going very well.
Political Science	Meina Cai	10/04/2017 - 14:25	Return	10/4/2017	Paul, please make the course catalog shorter.	
Return	Paul Herrnson	10/04/2017 - 20:23	Resubmit		Catalog entry shortened. Non-W version added to the request.	
Political Science	Meina Cai	10/13/2017 - 09:32	Approve	10/13/2017	The course was approved by the department on 9/13.	

### AMERICAN POLITICS IN 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](mailto: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**

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)
- Robert G. Kaiser, *An Act of Congress* (Vintage Books, 2014, selected pages)

#### Additional Reading Assignments

Available in Babbidge Library (including online access) or posted on HuskyCT.

#### 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/>.

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

### **Course Schedule**

(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)

Movie: *The Patriot* (2000)

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,

[https://en.wikipedia.org/wiki/United\\_States\\_Declaration\\_of\\_Independence#Influences\\_and\\_legal\\_status](https://en.wikipedia.org/wiki/United_States_Declaration_of_Independence#Influences_and_legal_status)

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

<https://web.archive.org/web/20000817130915/http://showcase.netins.net/web/creative/lincoln/speeches/cooper.htm>

Frederick Douglass, Lecture on Slavery No. 1

<http://etc.usf.edu/lit2go/45/my-bondage-and-my-freedom/1512/the-nature-of-slavery-extract-from-a-lecture-on-slavery-at-rochester-december-1-1850/>

Frederick Douglass, The Future of the Colored Race,

<http://teachingamericanhistory.org/library/document/the-future-of-the-colored-race/>

Frederick Douglass, Oration in Memory of Abraham Lincoln

<http://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>

September 15-17: The Civil War (continued, no class)

Movie: *Glory* (1989), Babbidge Library: PN1997 .U5412 2010

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/](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](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>

James Davies, "Toward a Theory of Revolution, *American Sociological Review*, 27 (1962): 5-19.

October 6-8: The 1960s (continued, no class meeting)

Movie: *The Strawberry Statement* (1970), [https://www.youtube.com/watch?v=ErO\\_wla8\\_o8](https://www.youtube.com/watch?v=ErO_wla8_o8)

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](http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber_presidential_character_4types.pdf)

Richard Neustadt, Presidential Power

<http://www.cybersisman.com/civichonors/unit2/neustadt.pdf>

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

Robert Kaiser, *An Act of Congress*, pp. 1-26, 55-77, 371-386 required (remainder recommended)

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

<https://malcolmapgovernment.wikispaces.com/file/view/hyperpluralism+trap.pdf>

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

Tel.: 860.486.8336

Email: [paul.herrnson@uconn.edu](mailto: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*

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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

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## Required Assignments

### Books

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### Additional Reading Assignments

Available in Babbidge Library (including online access) or posted on HuskyCT.

### Movies

Available on Amazon Prime, Hulu, IMDb, Movies123, Netflix, Youtube, or other online sources. Some are available at Babbidge Library. Students are encouraged to watch the movies together to facilitate discussion and save money.

## Recommended Reading

The appropriate chapters in any introductory American government or American history textbook for topics which you do not feel you have sufficient knowledge.

Stephen J. Wayne, *The Road to the White House* (Cengage Learning, 2015)

### Prerequisites

English 1010, 1011, or 2011

### Additional University Policies

The University invites all students to visit the University Writing Center for individualized tutorials. Information can be found at <http://writingcenter.uconn.edu/>.

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

### Course Schedule

(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)

Movie: *The Patriot* (2000)

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,

[https://en.wikipedia.org/wiki/United\\_States\\_Declaration\\_of\\_Independence#Influences\\_and\\_legal\\_status](https://en.wikipedia.org/wiki/United_States_Declaration_of_Independence#Influences_and_legal_status)

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

<https://clockworkconservative.wordpress.com/freedom/primary-documents/south-carolina-exposition-and-protest/>

John C. Calhoun, Fort Hill Address

<http://teachingamericanhistory.org/library/document/fort-hill-address/>

Abraham Lincoln, A House Divided

<https://www.nps.gov/liho/learn/historyculture/housedivided.htm>

Abraham Lincoln, Address at Cooper Institute

<https://web.archive.org/web/20000817130915/http://showcase.netins.net/web/creative/lincoln/speeches/cooper.htm>

Frederick Douglass, Lecture on Slavery No. 1

<http://etc.usf.edu/lit2go/45/my-bondage-and-my-freedom/1512/the-nature-of-slavery-extract-from-a-lecture-on-slavery-at-rochester-december-1-1850/>

Frederick Douglass, The Future of the Colored Race,

<http://teachingamericanhistory.org/library/document/the-future-of-the-colored-race/>

Frederick Douglass, Oration in Memory of Abraham Lincoln

<http://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>

September 15-17: The Civil War (continued, no class)

Movie: *Glory* (1989), Babbidge Library: PN1997 .U5412 2010

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/](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](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>

James Davies, "Toward a Theory of Revolution, *American Sociological Review*, 27 (1962): 5-19.

October 6-8: The 1960s (continued, no class meeting)

Movie: *The Strawberry Statement* (1970), [https://www.youtube.com/watch?v=ErO\\_wla8\\_o8](https://www.youtube.com/watch?v=ErO_wla8_o8)

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:

James David Barber, Presidential Character

[http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber\\_presidential\\_character\\_4types.pdf](http://www.bxscience.edu/ourpages/auto/2013/2/1/51085783/barber_presidential_character_4types.pdf)

Richard Neustadt, Presidential Power

<http://www.cybersisman.com/civichonors/unit2/neustadt.pdf>

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

Robert Kaiser, *An Act of Congress*, pp. 1-26, 55-77, 371-386 required (remainder recommended)

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

<https://malcolmapgovernment.wikispaces.com/file/view/hyperpluralism+trap.pdf>

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	
CAR ID	17-5018
Request Proposer	McAlhany
Course Title	Pyramids, Pirates, and the Pölis: The Ancient Mediterranean
CAR Status	In Progress
Workflow History	Start > History > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Title	Pyramids, Pirates, and the Pölis: The Ancient Mediterranean
Course Number	2020
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Joseph McAlhany
Initiator Department	History
Initiator NetId	jom14018
Initiator Email	<a href="mailto:joseph.mcalhany@uconn.edu">joseph.mcalhany@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area C: History
General Education Competency	
Number of Sections	1
Number of Students per Section	75
Is this a Variable Credits Course?	No

Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture

### COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	N/A
Corequisites	N/A
Recommended Preparation	N/A
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	Staffing limitations
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	HIST 2020: Pyramids, Pirates, and the Pölis: 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.
Reason for the course action	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.
Specify effect on other departments and overlap with existing courses	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 serve as a bridge from 1000-level surveys in both HIST and CAMS to the upper-level cross-listed courses in HIST and CAMS.
Please provide a brief description of course goals and learning objectives	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.
Describe course assessments	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.
General Education Goals	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.
Content Area: Arts and Humanities	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.
Content Area: Diversity and Multiculturalism (International)	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.

Syllabus and other attachments	Attachment Link	File Name	File Type
	<a href="#">HIST2020_AncMed.pdf</a>	HIST2020_AncMed.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Joseph McAlhany	11/01/2017 - 09:05	Submit		Thank you for your consideration.
	History	Melina A Pappademos	11/16/2017 - 13:18	Approve	11/16/2017	Changes to the current title of this course will clarify for students the topics examined in this course.

# HIST 2020 PYRAMIDS, PIRATES, & THE POLIS

## THE ANCIENT MEDITERRANEAN

Prof. Joseph McAlhany

 WOOD HALL 230

 joseph.mcalhany@uconn.edu

### Required Texts

S. Dalley, *Myths from Mesopotamia*. Oxford 1998.

C. Freeman, *Egypt, Greece, & Rome: Civilizations of the Ancient Mediterranean*. 3<sup>rd</sup> ed. Oxford 2014.

R. W. Mathisen, *Sources for Ancient Mediterranean Civilizations*. Oxford 2017.

*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.*

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### Requirements & Grading

*A-range: 90-100*

*B-range: 80-89*

*C-range: 70-79*

*D-range: 60-69*

*The Abyss: <60*

*Weekly Quizzes*

*30%*

*A brief multiple-choice quiz based on the readings for that week every Friday.*

*Short Writing Assignments*

*35%*

*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.*

*Exams*

*2 @ 10%*

*Questions based on specific passages and images from the lectures or the course texts.*

*Final Exam*

*15%*

*Similar to the exams during the semester, but will be cumulative.*

### *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](http://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

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- 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

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- 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

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- 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

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- 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

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☞ 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 Arētē* (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 5<sup>th</sup> 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

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### ➔ 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

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- 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

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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)



- F "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	
CAR ID	17-4958
Request Proposer	Pappademos
Course Title	History of the Caribbean
CAR Status	In Progress
Workflow History	Start > Draft > History > Africana Studies Institute > Latino and Latin American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	3
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History
Course Subject Area #2	AFRA
School / College #2	College of Liberal Arts and Sciences
Department #2	Africana Studies Institute
Course Subject Area #3	LLAS
School / College #3	College of Liberal Arts and Sciences
Department #3	Latino and Latin American Studies
Reason for Cross Listing	This course has significant content in all subject areas.
Course Title	History of the Caribbean
Course Number	3619W
Will this use an existing course number?	Yes
Please explain the use of existing course number	This new course is a W version of the existing course.

CONTACT INFO	
Initiator Name	Melina A Pappademos
Initiator Department	History
Initiator NetId	mep04005
Initiator Email	<a href="mailto:melina.pappademos@uconn.edu">melina.pappademos@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No

Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	Yes
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area A: Arts,Area E: World Culture
General Education Competency	W
W Sections Term(s) Offered <sup>1</sup>	Fall, Spring, Summer (over 4 weeks)
Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered <sup>1</sup>	Fall, Spring, Summer (over 4 weeks)
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Seminar discussion/ research

### COURSE RESTRICTIONS

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

### 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	Faculty teaching this course located at Storrs and Hartford 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	3619 W. History of the Caribbean (Also offered as AFRA 3619W and LLAS 3619W) 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.
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.

<b>Describe course assessments</b>	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.									
<b>General Education Goals</b>	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.									
<b>Content Area: Arts and Humanities</b>	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.									
<b>Content Area: Diversity and Multiculturalism (International)</b>	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.									
<b>Skill Code W</b>	This course requires students to draft and twice revise a lengthy (fifteen page) project of scholarly argumentation.									
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td></td> <td>HIST/AFRA/LLAS</td> <td>Syllabus</td> </tr> <tr> <td><a href="#">3619W Caribbean History syllabus (Pappademos, Melina).pdf</a></td> <td>3619W Caribbean History syllabus (Pappademos, Melina).pdf</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type		HIST/AFRA/LLAS	Syllabus	<a href="#">3619W Caribbean History syllabus (Pappademos, Melina).pdf</a>	3619W Caribbean History syllabus (Pappademos, Melina).pdf	Syllabus
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### COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	<b>Comments &amp; Approvals Log</b>	Draft	Melina A Pappademos	10/30/2017 - 15:30	Submit	
History		Melina A Pappademos	11/05/2017 - 00:26	Approve	10/30/2017	Course meets all requirements for majors/minors, W course.
Africana Studies Institute		Melina A Pappademos	11/16/2017 - 13:28	Approve	11/16/2017	This course will serve History majors interested in a non-US focus for completion of their major capstone requirement.
Latino and Latin American Studies		Anne Gebelein	11/16/2017 - 14:01	Approve	11/8/2017	LLAS approves of this course cross-list

COURSE ACTION REQUEST	
CAR ID	17-4515
Request Proposer	Bedore
Course Title	American Utopias and Dystopias
CAR Status	In Progress
Workflow History	Start > American Studies > English > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	AMST
School / College	College of Liberal Arts and Sciences
Department	American Studies
Course Subject Area #2	ENGL
School / College #2	College of Liberal Arts and Sciences
Department #2	English
Reason for Cross Listing	This course will always use an American Studies approach to teach a literary topic.
Course Title	American Utopias and Dystopias
Course Number	2276
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Pamela Bedore
Initiator Department	English
Initiator NetId	pab05001
Initiator Email	<a href="mailto:pamela.bedore@uconn.edu">pamela.bedore@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area B: Literature

General Education Competency	W
W Sections Term(s) Offered	Fall, Spring
Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered	Fall, Spring
Number of Sections	2
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	lecture, discussion, and writing workshop

### 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
Is Consent Required for course?	No Consent Required

### GRADING

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

### SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Avery Point, Storrs
If not generally available at all campuses, please explain why	At the moment, faculty available to teach the course are at AP and Storrs. Faculty at other campuses may eventually teach it.
Will this course be taught off campus?	No
Will this course be offered online?	No

### COURSE DETAILS

Provide proposed title and complete course catalog copy	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
Reason for the course action	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.
Specify effect on other departments and overlap with existing courses	To our knowledge, this course does not overlap with existing courses.
Please provide a brief description of course goals and learning objectives	-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.
Describe course assessments	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.

<b>General Education Goals</b>	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.		
<b>Content Area: Arts and Humanities</b>	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.		
<b>Skill Code W</b>	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.		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">AMST ENGL 2415 American Utopia Syllabus.doc</a>	AMST ENGL 2276 American Utopia Syllabus.doc	Syllabus
	<a href="#">AMST ENGL 2415W American Utopia Syllabus.doc</a>	AMST ENGL 2276W American Utopia Syllabus.doc	Syllabus

## COMMENTS / APPROVALS

<b>Comments &amp; Approvals Log</b>	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Pamela Bedore	09/26/2017 - 18:45	Submit		I'm submitting this course after conversations with Chris Vials (AMST) and Hap Fairbanks (ENGL).
American Studies	Matthew G McKenzie	10/16/2017 - 10:09	Approve	10/16/2017	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.	
English	Albert H Fairbanks	11/16/2017 - 12:59	Approve	10/25/2017	ENGL C&C approval 10/25/17; department approval 11/15/17.	

## 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](mailto: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:

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:

Nathaniel Hawthorne. *The Blithedale Romance*. 1852.

Edward Bellamy. *Looking Backward*. 1888.

Ray Bradbury. *Fahrenheit 451*. 1953.

Ursula K. Le Guin. *The Dispossessed*. 1974.

Octavia Butler. *Lilith’s Brood*. 1989.

M.T. Anderson. *Feed*. 2002.

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?
- Read: Ursula K. Le Guin. "The Ones Who Walk Away from Omelas"
- Read: Kenneth M. Roemer. "The Talking Porcupine Liberates Utopia: Le Guin's 'Omelas' as Pretext to the Dance" 1991.

### 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.**

- Read: Edward Bellamy. *Looking Backward*.
- Due: Response Paper 2
- Due: Paper 1

**Week 5.**

- Read: Martin Gardner. "Looking Backward at Edward Bellamy's Utopia." 2000.
- Read: Jonathan Auerbach. "'The Nation Organized': Utopian Impotence in Edward Bellamy's *Looking Backward*." 1994.

**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.**

- Read: Ursula K. Le Guin. *The Dispossessed*.
- Due: Response Paper 5

**Week 11.**

- Read: Samar Habib. "Re-visiting Ursula Le Guin's *The Dispossessed*: Anarcho-Taoism and World Resource Management." 2007.
- 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**

## AMST/ENGL 2415W: 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](mailto: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

**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.

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A- 90-92	A 93-100	
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### Required Texts

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Ursula K. Le Guin. *The Dispossessed*. 1974.

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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.

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- 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?
- Read: Ursula K. Le Guin. "The Ones Who Walk Away from Omelas"
- Read: Kenneth M. Roemer. "The Talking Porcupine Liberates Utopia: Le Guin's 'Omelas' as Pretext to the Dance" 1991.
- 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 Backward*.
- Due: Response Paper 2
- Writing Workshop: Revision Strategies
- Due: Paper 1 Redraft

### Week 5.

- Read: Martin Gardner. "Looking Backward at Edward Bellamy's Utopia." 2000.
- Read: Jonathan Auerbach. "'The Nation Organized': Utopian Impotence in Edward Bellamy's *Looking Backward*." 1994.
- 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.**

- Read: Ursula K. Le Guin. *The Dispossessed*.
- Due: Response Paper 5

**Week 11.**

- Read: Samar Habib. "Re-visiting Ursula Le Guin's *The Dispossessed*: Anarcho-Taoism and World Resource Management." 2007.
- 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	
CAR ID	17-3962
Request Proposer	Carillo
Course Title	Introduction to Writing Studies
CAR Status	In Progress
Workflow History	Start > Draft > English > Return > English > Return > English > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ENGL
School / College	College of Liberal Arts and Sciences
Department	English
Course Title	Introduction to Writing Studies
Course Number	2013
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Ellen Carillo
Initiator Department	English
Initiator NetId	elc08005
Initiator Email	<a href="mailto:ellen.carillo@uconn.edu">ellen.carillo@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Fall, Spring
Will there also be a non-W section?	No
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No

Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

### COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ENGL1010 or ENGL1011 or ENGL2011
Corequisites	None
Recommended Preparation	N/A
Is Consent Required for course?	No Consent Required
Is enrollment in this course restricted?	No

### GRADING

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

### SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	Yes
Will this course be taught off campus?	No
Will this course be offered online?	No

### COURSE DETAILS

<b>Provide proposed title and complete course catalog copy</b>	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.								
<b>Reason for the course action</b>	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.								
<b>Specify effect on other departments and overlap with existing courses</b>	None.								
<b>Please provide a brief description of course goals and learning objectives</b>	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.								
<b>Describe course assessments</b>	Weekly Reading (e.g., essays; chapters in 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.								
<b>General Education Goals</b>	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.								
<b>Skill Code W</b>	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.								
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">Intro Writing Studies Syllabus.docx</a></td> <td>Intro Writing Studies Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">Intro Writing Studies Syllabus.docx</a>	Intro Writing Studies Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
<a href="#">Intro Writing Studies Syllabus.docx</a>	Intro Writing Studies Syllabus.docx	Syllabus							

### COMMENTS / APPROVALS



Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Ellen Carillo	08/02/2017 - 10:50	Submit		Submitting for approval.
	English	Albert H Fairbanks	09/12/2017 - 12:18	Return		A few requests from English C&C for revisions e-mailed to proposer 9/12/17
	Return	Ellen Carillo	09/25/2017 - 16:06	Resubmit		Comments/feedback addressed in this revised version. Resubmitting for approval. Thank you!
	English	Albert H Fairbanks	10/12/2017 - 10:58	Return		C&C requests change to catalog description.
	Return	Ellen Carillo	10/30/2017 - 21:57	Resubmit		I made the requested change to the catalog description under the Course Details tab. Thank you!
	English	Albert H Fairbanks	11/16/2017 - 12:50	Approve	10/25/2017	ENGL C&C approval 10/25/17, department approval 11/15/17

## Introduction to Writing Studies

Professor Tom Deans

Austin/CLAS 132 | [tom.deans@uconn.edu](mailto: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, 2<sup>nd</sup> Edition* [Wardle & Downs]

*Style: The Basics of Clarity and Grace, 5<sup>th</sup> 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).

Final Portfolio	600
Style Quizzes 10@20pts each	200
Mid-Term Exam	100
Quality of informal writing, peer review, & in-class contributions	100
To convert x to letter, see below	x/1000
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.

	Write 2 pages of your discourse community/activity theory paper [can be any part—beginning or middle or fragments]	
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**Unit 1: Writing as Rooted in Discourse Communities and Genres**

**Unit 2: Rhetoric and the Rhetorical Situation**

	Tuesday	Thursday	Tuesday	Other Deadlines	Thursday
<b>Aug 26</b>	<p>“Can Writing Be Taught?” from <i>NY Times Book Review</i> 24 Aug 2014</p> <p>Introduction and Concept 1 (‘Writing is Social and Rhetorical Activity’) in <i>Naming What We Know: Threshold Concepts of Writing Studies</i></p>	<p>Sept 16 <i>Writing About Writing</i>, p. 215-261 (Swales, McCarthy) + <b>one of the following:</b></p> <ul style="list-style-type: none"> <li>–Branick on football (261-271)</li> <li>–“Writing About Numbers: Writing in Mathematics” &amp; “Beyond the Textbook: Language of Historians” (PDF posted in HuskyCT)</li> <li>–Mirabelli, “Learning to Serve: Language and Literacy of Food Service Workers” (e-pages of google it)</li> </ul> <p>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.</p>		<p>analyzing Wayne Booth, “The Rhetorical Stance”</p>	<p>Finish Booth and prep your assignment</p> <p>Review the footnotes in Lloyd Bitzer, “The Rhetorical Situation” <a href="http://comphumanities.org/files/2012/09/Bitzer-1968.pdf">http://comphumanities.org/files/2012/09/Bitzer-1968.pdf</a></p> <p>“Rhetorical Situation” <a href="http://www.northeastern.edu/centers/JournalofWritingStudies/feb2010/CCO.html">http://www.northeastern.edu/centers/JournalofWritingStudies/feb2010/CCO.html</a></p> <p>“Rhetorical Situation” includes a section on the bottom). Review on the page. Booth’s “rhetorical situation” <a href="https://www.write/fieldguides/rhetorical.situation">https://www.write/fieldguides/rhetorical.situation</a></p> <p>If you can’t find field guide then</p> <p>Selections from</p> <p>Read Williams’ “Coherence / Cohesion”</p>
<b>Sept 2</b>	<p><i>Writing About Writing</i>, p.273-283 (Kain &amp; Wardle) + <b>one of the following:</b></p> <ul style="list-style-type: none"> <li>–Wardle, “Identity, Authoring and Learning to Write in New Workplaces” (284-297)</li> <li>–Marro, “The Genres of Chi Omega” (320-312)</li> </ul> <p>Read Lesson 8, “Concision” in Williams and bring to class.</p>	<p><b>Style Quiz 1 due</b>—bring hard copy/last question completed at start of class</p> <p>Read WAW p. 314-317: Which of those 2 assignments 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?</p> <p>Review readings from last 2 classes: during class, a brief open-book, open-notes oral exam (in trios) on all readings to date.</p>	<p>Sept 23 Colyng/Lollite, “What is Rhetoric?” in WAW, p. 325-344</p> <p>Selections from <i>Writing Material</i></p> <p>Prepare your assigned discussion questions/quick presentation</p>	<p><b>Proposal for first paper due by 5pm on Friday Sept. 5. Submit to HuskyCT.</b></p>	
<b>Sept 9</b>	<p>Concept 2 (‘Writing Speaks to Situations Through Recognizable Forms’) in <i>Naming What We Know: Threshold Concepts of Writing Studies</i></p> <p>Read Lessons 2 and 3 in Williams (Action &amp; Characters) and bring book to class</p> <p>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.</p>	<p><b>Style Quiz 2 due</b>—bring hard copy/last question completed at start of class</p> <p>Draft due in class—</p>	<p>Sept 30 Ede and Lunstord, “Audience Addressed/Audience Invoked”, posted in HuskyCT</p> <p>at least 4 pages.</p> <p>Bring to sample of a text or video clip—preferably one related to science—that “invokes” an audience or that shows a combination of invoking/addressing</p>	<p><b>By Fri, 9/12 at 11am: full draft due, with cover letter to HuskyCT. You should get a response by end of day Friday.</b></p> <p><b>Final submission due Monday, 9/15 at 5pm to HuskyCT.</b></p>	<p>Read Grant-Davies’ “Their Constituents”</p> <p>Do question 2 “Ideas” on p. 3</p> <p>Midterm Prep</p>

Oct 7	[Almost] Midterm Exam in Class  Covers all readings to date	Fahenstock, "Accommodating Science" posted in HuskyCT  <b>Unit 4: Topic TBA</b>  Review assignment to decide on the topic of the final consultation with the class. This may focus on  Find 2 scientific findings reported in the news (any media—print, radio, web or TV, or bring those texts to class, or send Deans the links before class)  political, or disciplinary debate about literacy. In any case, students follow the same basic process of reading, discussion, and informal writing, followed by drafting and	Submit paper plan [including the article or video you will focus on] by Friday by 5pm (Writing Material);  questions of new media and multimodal writing; or on a current cultural, political, or disciplinary debate about literacy. In any case, students follow the same basic process of reading, discussion, and informal writing, followed by drafting and
Oct 14	Bring at least 3 pages of draft to class (these will be shared)  Review Williams Lesson 5/Emphasis and come ready to apply to samples	Bring full draft due in class: Peer Review  Style Quiz 4 due / final question in class	Submit Paper 2: Rhetorical Analysis of Science Accommodation to HuskyCT by Saturday, Oct 18, 10am,  <i>Portfolio Guidelines</i>

**Unit 3: Studying the (and your) Writing Process**

Your portfolio should reveal the *range and quality* of your thinking and writing. There are a few non-negotiable

	Tuesday	Thursday	Other Deadlines
Oct 27	Sondra Perl, "The Composing Processes of Unskilled College Writers" (615-639 in WAW)  Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" (576-587 in WAW)	Thomas Osborne, "Late Nights, Last Rites, and the Rain-Slick Road to Self-Destruction"  In the style of Osborne—or better yet, in your own style—write a one-page, single-spaced narration of a moment (or series of moments) in your writing life. It must be real and have happened last year or this year. Bring it to CLAS 132	The cover letter should be addressed to Professor Deans and signed by you. In the body of the letter, (1) reflect on this question: <i>What do the contents of this portfolio say about you as a thinker, reader, and writer?</i> And (2) wrestle with this one: <i>Given all we've done all semester, what is your current working theory of writing?</i>
Nov 3	Concept 4 ('Writing Is (also always) a Cognitive Activity') in <i>Naming What We Know: Threshold Concepts of Writing Studies</i>  Kevin Roozen, "Tracing Trajectories of Practice" (157-189 in WAW)  Write 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.	Review Paper 3 Assignment (HuskyCT) and welcome to submit the portfolio earlier.  Review Williams, <i>Style</i> , Lesson 6: Motivation (56-69)  The portfolio must include: □ At least 9 of your papers from the semester □ Cover Letter (at least 1 page single-spaced but not more than 2 pages) □ Final essay due: bring hard copy to class (but are not required) include in class Editing/audit of Paper 3 + Discussion class (4 options)  Come to class with a potential opening paragraph (or two) for Paper 3—it must implement at least one of the specific strategies in Lesson 6/Motivation. In the margin, name the strategy.	The best cover letters will not traffic in general and vague claims, instead they will point to specific papers and passages of your own Motivation evidence to claim you make. They will also devote a section (though not more than 1/3 of the letter) to discussing that we devoted a fair amount of time to that (and 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, or your aspirations for future development in writing.  The format of the letter is up to you. You can use headings or not. You can adapt the format creatively (though not randomly!).
Nov 10	Bring full draft of Paper 3 (at least 4 pages) to class in hard copy.  In class: Style Quiz 6 in class (on parentheses). No need for advance prep.  Take-home Quiz 6 distributed	Take-home Quiz 6 due by Wed at 4pm to HuskyCT	Style Quiz 5 due Friday by 4pm to HuskyCT  Style Quiz 6 due in class

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.

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

COURSE ACTION REQUEST	
CAR ID	17-4720
Request Proposer	Dierssen
Course Title	Marine Sciences and Society
CAR Status	In Progress
Workflow History	Start > Marine Sciences > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Marine Sciences and Society
Course Number	3801W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	<a href="mailto:heidi.dierssen@uconn.edu">heidi.dierssen@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No

Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring
Will there also be a non-W section?	No
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Discussions, Workshops, and Evening Lectures

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Currently: MARN 2002 and 3001 or instructor consent; Changing to: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011.
Corequisites	none
Recommended Preparation	none
Is Consent Required for course?	No Consent Required
Is enrollment in this course restricted?	No

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

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

COURSE DETAILS	
Provide existing title and complete course catalog copy	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.
Provide proposed title	2801W. Marine Sciences and Society Second semester (Avery Point). Three credits.

<b>and complete course catalog copy</b>	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.
<b>Reason for the course action</b>	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.
<b>Specify effect on other departments and overlap with existing courses</b>	None
<b>Please provide a brief description of course goals and learning objectives</b>	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.
<b>Describe course assessments</b>	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.
<b>General Education Goals</b>	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.
<b>Skill Code W</b>	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 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."		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>
	<a href="#">MARN3801w syllabus schedule.pdf</a>	MARN3801w syllabus schedule.pdf	Syllabus

COMMENTS / APPROVALS						
	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
<b>Comments &amp; Approvals Log</b>	Start	Heidi M Dierssen	10/12/2017 - 15:35	Submit		Submitting for DMS approval
	Marine Sciences	Heidi M Dierssen	10/20/2017 - 14:34	Approve	10/6/2017	The DMS C&C and the DMS approved this change.



MARN 2801W  
Spring 20xx  
Syllabus

## Marine Sciences and Society

**Syllabus information is subject to change.  
The most up-to-date syllabus is located within the course in HuskyCT.**

### Course and Instructor Information

**Course Title:** Coastal Studies Seminar - Marine Sciences and Society

**Credits:** 3

**Prerequisites:** MARN 1002 or 1003 or instructor consent; ENGL 1010 or 1011.

**Professor:** Jamie Vaudrey, Ph.D.

**Email:** jamie.vaudrey@uconn.edu

**Telephone:** 860-405-9149

**Office:** Marine Sciences Building, room 191

**Office Hours/Availability:** By appointment. Response time to email is typically less than 12 hours.

**Teaching Assistant:**

**Email:**

**Office:** Marine Sciences Building, room

**Office Hours/Availability:** By appointment.

#### 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 3<sup>rd</sup> versions will not be accepted – I'm saying this again – you must discuss the 3<sup>rd</sup> 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 ( $\geq 60\%$ ) 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	<u>Punctuality (on-time assignments)</u>
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 ( $\geq 60$ ) on each paper.

### Grading Scale:

Undergraduate

Grade	Letter Grade	GPA
97-100	A	4.0
93-96.5	A	4.0
90-92.5	A-	3.7
87-89.5	B+	3.3
83-86.5	B	3.0
80-82.5	B-	2.7
77-79.5	C+	2.3
73-76.5	C	2.0
70-72.5	C-	1.7
67-69.5	D+	1.3
63-66.5	D	1.0
60-62.5	D-	0.7
<60.5	F	0.0

Grade	Letter Grade	GPA
77-79.5	C+	2.3
73-76.5	C	2.0
70-72.5	C-	1.7
67-69.5	D+	1.3
63-66.5	D	1.0
60-62.5	D-	0.7
<60.5	F	0.0

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96.5	A	4.0
90-92.5	A-	3.7
87-89.5	B+	3.3
83-86.5	B	3.0
80-82.5	B-	2.7

## Software Requirements and Technical Help

- Microsoft Word and Power Point
- [Adobe Acrobat Reader](#)
- Internet access

**NOTE: Microsoft Word, Excel, and Power Point 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.** Skybox 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/> [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](#)
- [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 proof read 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](mailto: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.)

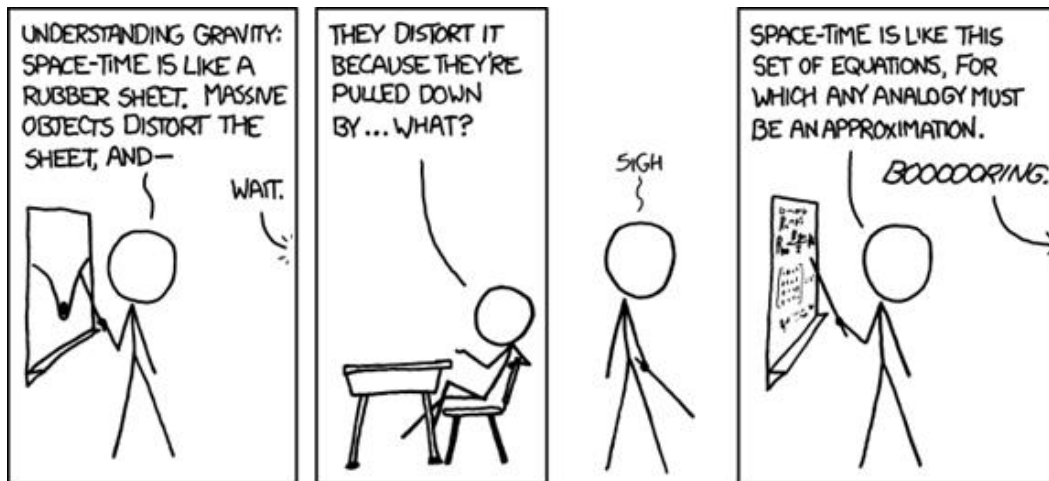
Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

**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/>

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## COMMITTEE ON CURRICULA AND COURSES

### 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](mailto: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.

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

\_\_\_\_\_ 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

## Group2:

\_\_\_\_\_ 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.

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\_\_\_\_\_ 45 credits at the 2000-level or above (minimum)

\_\_\_\_\_ 120 credits total (minimum)

Signed:

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Student Date

Approved:

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Advisor Date

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James Edson, Dept. Head, Marine Sciences Date



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

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

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

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2017
Will this course be taught in a language other than English?	No
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	No
Content Area 2 Social Sciences	No

Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Number of Sections	2
Number of Students per Section	14
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Lecture/laboratory or Studio depending on space and number registered

### COURSE RESTRICTIONS

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

### GRADING

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

### SPECIAL INSTRUCTIONAL FEATURES

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

### COURSE DETAILS

Provide proposed title and complete course catalog copy	MCB 2612. Honors Core: Microbe Hunters—Crowdsourcing Antibiotic Discovery Four credits. Two 50-minute lecture periods and two 2-hour lab periods. Concepts of microbiology taught through the lens of antibiotic resistance. Using environmental samples students actively engage in the hunt for novel antimicrobials. Broader concepts include the meaning of disease, how that meaning has changed over time and the implications of widespread antibiotic resistance for society.
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<b>Reason for the course action</b>	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		
<b>Specify effect on other departments and overlap with existing courses</b>	none		
<b>Please provide a brief description of course goals and learning objectives</b>	<p>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-resistant microorganisms and the ethical, philosophical, and policy issues we may face if antibiotics cease to be effective in treating many common diseases.</p>		
<b>Describe course assessments</b>	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.		
<b>General Education Goals</b>	<p>Microbe Hunters: Crowdsourcing Antibiotic Discovery is the UConn partnership to The Small World Initiative (<a href="http://www.smallworldinitiative.org">http://www.smallworldinitiative.org</a>), 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 Gen Ed 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 in society 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 let's 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.</p>		
<b>Content Area: Science and Technology (Lab)</b>	<p>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.</p>		
<b>Syllabus and other attachments</b>	<b>Attachment Link</b>	<b>File Name</b>	<b>File Type</b>

	<a href="#">MCB 2612 Microbe Hunting 2017revised syllabus.docx</a>	MCB 2612 Microbe Hunting 2017revised syllabus.docx	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	David A Knecht	03/08/2017 - 11:19	Submit		not sure what you want here and why it is required
	Molecular and Cell Biology	David A Knecht	03/20/2017 - 13:12	Approve	3/3/2017	?
	College of Liberal Arts and Sciences	Pamela Bedore	04/28/2017 - 20:44	Approve	4/25/2017	CLAS C&C approved 4/25/2017
	Senate C&C	Michael J Darre	05/11/2017 - 16:25	Return	5/10/2017	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.
	Return	David A Knecht	10/16/2017 - 17:03	Resubmit		Syllabus revised according to comments and CA3 GEOC added
	Molecular and Cell Biology	David A Knecht	10/30/2017 - 09:01	Approve	10/13/2017	approved by MCB faculty

MCB 3895

~~003 Microbiology~~ Antibiotic 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](mailto: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<sup>1</sup>. Over the course of the semester you will learn to isolate and identify bacteria through biochemical and molecular means, test these isolates for bioactivity, extract their bioactive compounds and ultimately test the effects of these extracts on both eukaryotic and prokaryotic organisms. The opportunity exists for further characterization and pursuit of any promising isolated antibiotics. This course is being taught in parallel with ~100 other institutions worldwide, and at the end of the semester all students will contribute their data to the *student discovered repository of potential antibiotic producing bacteria, and their varied environmental origins!* The laboratory research ends up becoming widely self-driven with you choosing your soil, how to isolate the microbes, choosing your tester strains, identifying your bacteria and then designing and testing antibiotic activity in eukaryotes with our guidance

This is not a traditional lecture-based class and the “textbook” based learning is designed to be organic and flow with concepts from lab. **Throughout the semester we will connect broader themes with the class including chemistry, evolution, ecology and even things as far-reaching as business economics and societal perceptions and misconceptions of antibiotics and how these issues can both hinder antibiotic development and can spur further antimicrobial**

resistance. We will also incorporate elements from art and literature, specifically the compelling story of Mary Mallon, otherwise known as “Typhoid Mary” and the science fiction novel “The Andromeda Strain” to discuss how disease is portrayed and how ideas of disease and treatment have changed over time.

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

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

- An appreciation for self-motivated, curiosity-driven learning
- The ability to approach novel problems with flexibility, creativity, and confidence
- An appreciation for the interconnectedness of knowledge
- An appreciation that science can be exciting, fun and fulfilling
- The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science
- An appreciation of the **intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health** and the ability to relate concepts to other disciplines

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

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

**Assignment Schedule**

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

**Exams**

Exam 1 will be an in-class exam on Thursday, September 29th. Exam 2 will be a take-home exam due November 8<sup>th</sup> 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.

### Grade Breakdown

Assignment	Percentage
------------	------------

EXAMS AND QUIZZES	
Exam 1	10

Exam 2	10
Final Exam	20
Quizzes	5
<b>PRESENTATIONS</b>	
ESKAPE pathogen presentation	5
Expert technique presentation	5
Poster	15
Lab Notebook	20
Participation and attendance	5
Database	5
<b>Final Grade Total</b>	<b>100</b>

Grade %	Letter Grade
>92	A
90-92	A-
88-90	B+
82-88	B
80-82	B-
78-80	C+
72-78	C
70-72	C-
68-70	D+
62-68	D
60-62	D-
<60	F

### Grade Scale

#### **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:**



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

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

**Small Microbial World MCB 3895**  
**Topic Schedule**  
**Fall 2017**

Week	Dates	Lab Activities	Lecture Topic	Materials needed
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 R: 4-5 LB plates Sterile water Beads or spreader toothpicks
2	Sept. 5, 7	T: Design own culture Conditions R: Quantify microbes & pick diverse colonies	The $\beta$ -lactams: proteins, carbohydrates and cell wall chemistry	T: 4-5 plates m couple L of each can be stored a For both: Steril beads/spreader R: Count & Pat student, sterile
3	Sept. 12, 14	T: Quantify selective media & pick diverse colonies R: Choose ESKAPE pathogen & discuss safe ESKAPE relatives	Gramicidin: lipids and membrane chemistry <b>Sept. 14: ESKAPE Pathogen presentation</b>	T: Count & Pat media per stud R: Tester strain sterile toothpick each tester stra 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 pla Sel media plate toothpicks, liqu tester strain). S G- each.  R: Score Sel m
5	Sept. 26, 28	1. Isolate single colonies 2. Re-test isolates for activity	Energy (cont'd) Intro to scientific literature <b>Sept 28: Exam 1 (In class)</b>	T: Isolate single activity from LE  R: Exam; Re-s needed. Test p tester strains.
6	Oct. 3, 5	1. 16S rRNA gene PCR 2. Gel electrophoresis 3. Gram staining, cellular morph	Information Flow: nucleic acids, transcription, translation	T: PCR reager R: Run gel (stu and materials f
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 disc testing (plates R: antibiotic dis dispenser)
8	Oct. 17, 19	Biochemical characterization Plates for extraction	Tetracycline: Genetic mutations and ribosome structure Scientific literature discussion	T: Set up tests

				R: record results (plates for extra swabs)
9	Oct. 24, 26	Organic extraction Apply extract to tester strain	Evolutionary relationships: molecular phylogeny, endosymbiosis <b>Oct 26: Expert techniques presentation</b>	T: freeze agar acetate, 2-butanol W: students write to scintillation vials R: resuspend and plate (strains)
10	Oct. 31, Nov 2	Test isolates/extracts on Fast Plants and against oomycetes, yeast/fungi, drosophila (Nichole will provide)	Antibiotic resistance: Genetic variation Scientific literature discussion	T: go through experiment prep isolates/extracts R: First set-up needed may vary
11	Nov. 7, 9	Cont. Experiments to assess activity	<b>Nov. 9: Exam 2 due (take home)</b>	T & R: experiment
12	Nov. 14, 16	Cont. Experiments to assess activity  Finalize characterization	Bacterial communities and interactions: the gut microbiome	T & R: experiment  Refine as needed
	Nov. 21, 23	Thanksgiving recess		No Lab
13	Nov. 28, 30		<b>Nov. 30: Poster draft discussion</b>	Potential eukaryotes
14	Dec. 5, 7		<b>Dec 5: wrap-up, lab clean-up</b> <b>Dec 7: Public Poster presentation</b>	No lab

Draft

19 September 2017

Change of Graduate Certificate Proposal  
Human Rights

Current Catalog Copy:

## **GRADUATE CERTIFICATE COURSE REQUIREMENTS**

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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
- 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
- SWEL 5348 International Social Work Global Issues
- SWEL 5350 Comparative Social Welfare Policy between the U.S. and the 2<sup>nd</sup> 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 Nuremburg Trials
- LAW 7814: Refugee Law
- LAW 7815: Worker's Rights in a Global Economy
- LAW 7831: Comparative Constitutional Law
- LAW 7838: Advanced Constitutional Law: Individual Rights [pre-requisite 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

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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)
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#### Economics

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- ECON 5473: Economic Development
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#### 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
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#### Sociology

- SOCI 5515: Sociology of Immigration
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[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	
CAR ID	17-4264
Request Proposer	Adams
Course Title	Independent Study
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Independent Study
Course Number	5899
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are revising an existing course.

CONTACT INFO	
Initiator Name	Eldridge S Adams
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	esa02002
Initiator Email	<a href="mailto:eldridge.adams@uconn.edu">eldridge.adams@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	Variable
Number of Students per Section	1
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No

<b>Instructional Pattern</b>	Independent study under the supervision of a faculty member. 42 hours of work are expected per semester per credit.
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<b>COURSE RESTRICTIONS</b>	
<b>Will the course or any sections of the course be taught as Honors?</b>	No
<b>Prerequisites</b>	Instructor consent.
<b>Corequisites</b>	None.
<b>Recommended Preparation</b>	None.
<b>Is Consent Required?</b>	Instructor Consent Required
<b>Is enrollment in this course restricted?</b>	No

<b>GRADING</b>	
<b>Is this course repeatable for credit?</b>	Yes
<b>Number of Total Credits Allowed</b>	6
<b>Is it repeatable only with a change in topic?</b>	Yes
<b>Does it allow multiple enrollments in the same term?</b>	Yes
<b>What is the Grading Basis for this course?</b>	Graded

<b>SPECIAL INSTRUCTIONAL FEATURES</b>	
<b>Do you anticipate the course will be offered at all campuses?</b>	Yes
<b>Will this course be taught off campus?</b>	No
<b>Will this course be offered online?</b>	No

<b>COURSE DETAILS</b>							
<b>Provide existing title and complete course catalog copy</b>	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.						
<b>Provide proposed title and complete course catalog copy</b>	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.						
<b>Reason for the course action</b>	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.						
<b>Specify effect on other departments and overlap with existing courses</b>	None.						
<b>Please provide a brief description of course goals and learning objectives</b>	The course goals and learning objectives are worked out individually for each offering.						
<b>Describe course assessments</b>	For each offering, the student and instructor agree on individualized course assessments.						
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">EEB 5899 Independent Study.docx</a></td> <td>EEB 5899 Independent Study.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">EEB 5899 Independent Study.docx</a>	EEB 5899 Independent Study.docx	Syllabus
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<a href="#">EEB 5899 Independent Study.docx</a>	EEB 5899 Independent Study.docx	Syllabus					

**COMMENTS / APPROVALS**

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Eldridge S Adams	09/12/2017 - 13:32	Submit		Updated course description.
	Ecology and Evolutionary Biology	Eldridge S Adams	11/15/2017 - 15:18	Approve	11/15/2017	Approved by the EEB C&C Committee and by the Department of Ecology and Evolutionary Biology.

**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	
CAR ID	17-4718
Request Proposer	Connors
Course Title	Probability Theory and Stochastic Processes I
CAR Status	In Progress
Workflow History	Start > Draft > Mathematics > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MATH
School / College	College of Liberal Arts and Sciences
Department	Mathematics
Course Title	Probability Theory and Stochastic Processes I
Course Number	5160
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are simply removing a prerequisite for the course, nothing else, and want to retain the original course number.

CONTACT INFO	
Initiator Name	Jeffrey Connors
Initiator Department	Mathematics
Initiator NetId	jmc13021
Initiator Email	<a href="mailto:jeffrey.connors@uconn.edu">jeffrey.connors@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes

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

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

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

SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Graduate courses in MATH are only offered at Storrs.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide existing title and complete course catalog copy	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.						
Provide proposed title and complete course catalog copy	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.						
Reason for the course action	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.						
Specify effect on other departments and overlap with existing courses	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.						
Please provide a brief description of course goals and learning objectives	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.						
Describe course assessments	Regularly assigned written problem sets and two paper, proctored exams (a midterm and a final).						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">MATH_5160_syllabus.docx</a></td> <td>MATH_5160_syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">MATH_5160_syllabus.docx</a>	MATH_5160_syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
<a href="#">MATH_5160_syllabus.docx</a>	MATH_5160_syllabus.docx	Syllabus					

**COMMENTS / APPROVALS**

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jeffrey Connors	10/12/2017 - 12:41	Submit		Please add to the CLAS CC&C November 2017 agenda.
	Mathematics	Jeffrey Connors	10/20/2017 - 13:36	Approve		This has been approved by the MATH department. Please add to the CLAS CC&C November 2017 agenda.

## 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](mailto: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:

Homework	46%
Midterm exam	23%
Final exam	31%

**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	
CAR ID	17-4778
Request Proposer	Goldhamer
Course Title	Developmental Biology Laboratory
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Developmental Biology Laboratory
Course Number	3220
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Lisa A Dejesse
Initiator Department	Molecular and Cell Biology
Initiator NetId	lad02009
Initiator Email	<a href="mailto:lisa.dejesse@uconn.edu">lisa.dejesse@uconn.edu</a>
Is this request for you or someone else?	Someone else
Proposer Last Name	Goldhamer
Proposer First Name	David
Select a Person	djg02005
Proposer NetId	djg02005
Proposer Phone	+1 860 486 8337
Proposer Email	<a href="mailto:david.goldhamer@uconn.edu">david.goldhamer@uconn.edu</a>
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	14



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

	for Module 1 15% Lab Report for Module 2 15% Lab Report for Module 3 20% Independent Study Lab Report and presentation.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	<a href="#">MCB 3220 Syllabus.pdf</a>	MCB 3220 Syllabus.pdf	Syllabus

### COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Lisa A Dejesse	10/17/2017 - 09:02	Submit		This should be complete. Lisa DeJesse
Molecular and Cell Biology	David A Knecht	10/18/2017 - 11:30	Approve	5/3/2017	MCB C&C signed off on May 3, 2017. Not sure where department approval gets recorded. This form does not say anything about the context in which I am approving. Does the Sign-off status refer to MCB C&C committee or department? Presumably committee only since date is for committee. It would be clearer if it said C&C Committee Sign-off Status and then C&C committee Sign-off Date.	

## Developmental Biology Laboratory Fall 2017 Tuesdays & Thursdays, 9am-12pm; TLS 255

### Instructors:

David Daggett

[david.daggett@uconn.edu](mailto:david.daggett@uconn.edu)

Phone: 860-486-2361

TLS 281

David Goldhamer

[david.goldhamer@uconn.edu](mailto:david.goldhamer@uconn.edu)

Phone: 860-486-8337

BSP G24

### Teaching Assistants:

Madhavi Devarakonda

[parvathi.devarakonda@uconn.edu](mailto:parvathi.devarakonda@uconn.edu)

Tony Patelunas

[anthony.patelunas@uconn.edu](mailto: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](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](http://www.csd.uconn.edu/accommodation_services.htm)

<b>Week</b>	<b>Lab Meets Tues/Thurs 9am-12pm Classes Include Lectures</b>
1	Lab Safety & Orientation, Course overview, Microscopes and Tools; Introduction to Zebrafish as a Model System and Common Methods, Staging, Fixation, Dechoriation
2	Intro to <b>Module 1</b> - Early Patterning Chemical perturbation of Dorsal Ventral Patterning by LiCl Mounting embryos for live imaging, Embryo fixation
3	Introduction to <i>in situ</i> 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	<i>in situ</i> hybridization on Chordin MO and mRNA injected embryos
7	<b>Module 2</b> Gastrulation Cell Movements: PCP pathway and Convergent Extension Strabismus Knockdown via Morpholino injection Intro to Module 3- Muscle Specification Intro
8	<i>in situ</i> hybridization on Strabismus MO embryos
9	<b>Module 3- Muscle Specification</b> Blimp MO injections & Pharmacological inhibition of HH signaling
10	MyoD <i>in situ</i> 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 Patterning, Segmentation, Heart Development.....
12	Independent Projects
-	Thanksgiving Break
13	Independent Projects

14	Independent Project Presentations
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COURSE ACTION REQUEST	
CAR ID	17-4716
Request Proposer	Pappademos
Course Title	Minor in Social Justice Organizing Capstone Seminar/Internship
CAR Status	In Progress
Workflow History	Start > Draft > Africana Studies Institute > Latino and Latin American Studies > AASI > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	3
Course Subject Area	AFRA
School / College	College of Liberal Arts and Sciences
Department	Africana Studies Institute
Course Subject Area #2	LLAS
School / College #2	College of Liberal Arts and Sciences
Department #2	Latino and Latin American Studies
Course Subject Area #3	AASI
School / College #3	College of Liberal Arts and Sciences
Department #3	AASI
Reason for Cross Listing	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.
Course Title	Minor in Social Justice Organizing Capstone Seminar/Internship
Course Number	4100
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Melina A Pappademos
Initiator Department	History
Initiator NetId	mep04005
Initiator Email	<a href="mailto:melina.pappademos@uconn.edu">melina.pappademos@uconn.edu</a>
Is this request for you or someone else?	Myself
Does the department/school/program currently have resources to offer the course as proposed?	Yes



COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture/Seminar/Internship

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?	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?	Hartford, Storrs
If not generally available at all campuses, please explain why	Relevant faculty are located at these locations.
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	<a href="#">AASI/AFRA/LLAS/WGSS 4100 Service Learning Seminar/Internship</a> 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.
Reason for the course action	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

	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.						
<b>Specify effect on other departments and overlap with existing courses</b>	None.						
<b>Please provide a brief description of course goals and learning objectives</b>	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.						
<b>Describe course assessments</b>	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.						
<b>Syllabus and other attachments</b>	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td><a href="#">Social Justice Capstone Course.docx</a></td> <td>Social Justice Capstone Course.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	<a href="#">Social Justice Capstone Course.docx</a>	Social Justice Capstone Course.docx	Syllabus
	Attachment Link	File Name	File Type				
<a href="#">Social Justice Capstone Course.docx</a>	Social Justice Capstone Course.docx	Syllabus					

### COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
<b>Comments &amp; Approvals Log</b>	Draft	Melina A Pappademos	10/12/2017 - 10:11	Submit		This course will be cross-listed by 4 units: WGSS, LLAS, AFRA, and AASI.
	Africana Studies Institute	Melina A Pappademos	10/12/2017 - 21:04	Approve	5/5/2017	This course is required for the Social Justice Minor.
	Latino and Latin American Studies	Anne Gebelein	11/16/2017 - 14:00	Approve	11/8/2017	LLAS approves of this capstone course
	AASI	Cathy Schlund-Vials	11/16/2017 - 14:05	Approve	9/13/2017	This proposal is very much in line with AASI's mission/vision.

## 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 humiliate 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 adventurers 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%

- IV. Midterm Research Dossier 20%
- V. Group Workshop 30%

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](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

## **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>

### **\*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**

- Ralph Young, *Dissent: The History of an American Idea*. NYU Press, 2015, intro and conclusion.

### **Primary Documents**

- Ralph Young, *Dissent: Voices that Shaped a Nation*. Longman Press, 2008, selections.

### **\*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**

- Stave, Bruce and Laura Burmeister, [\*Red Brick in the Land of Steady Habits: Creating the University of Connecticut, 1881-2006\*](#). University of Connecticut Press, 2006. Chapter 4, “Homer’s Odyssey--the Babbidge Years: 1962-1972,” chapters 4 and 5 (pgs. 100-211).

## Primary Documents

- 1960s UConn Student Rebellion <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](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)
  - The Strike Demands, 1969  
<http://blogs.lib.uconn.edu/archives/files/2015/05/image2.jpg>

## \*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

- *Second Nature: An Environmental History of New England* by Richard W. Judd part III (pgs. 175-273).
  - <http://www.ctlcvt.org>
  - <https://moralmondayct.org/demands/environmental-justice/>

### Primary Documents

- Paris Agreement (summary) <http://www.bbc.com/news/science-environment-35073297>
- <http://standingrock.org/fort-laramie-treaty/> (Fort Laramie Treaty of 1869)
- <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).

- <https://www.plannedparenthood.org/planned-parenthood-southern-new-england>

### Primary Documents

- <http://www.splitthisrock.org/poetry-database/poem/the-world-where-it-is> (poem about reproductive rights), by Beth Spencer

### \*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*
- CT Students for Dream <http://www.ct4adream.org/>
- Young Immigrants Want ‘Dream Warrior’ Army  
<http://www.nytimes.com/2012/12/06/us/young-immigrants-want-dream-warrior-army.html? r=0>
- Living the DREAM: Undocumented Youth Build Lives in America  
<http://www.theatlantic.com/national/archive/2012/04/living-the-dream-undocumented-youth-build-lives-in-america/255611/>
- June 2016 SCOTUS decision protest in Hartford  
<http://www.nbcconnecticut.com/news/local/Police-Arrest-9-Protesters-Blocking-Road-in-Hartford-at-Immigration-Rally-384599281.html> AND  
<http://fox61.com/2016/06/27/dozens-protest-in-front-of-hartford-immigration-customs-enforcement-office/>
- UConn Undocumented Students and Institutional Aid  
[http://dailycampus.com/stories/2016/4/6/undocumented-students-fight-for-equal-access-to-institutional-aid?utm\\_campaign=shareaholic&utm\\_medium=facebook&utm\\_source=socialnetwork](http://dailycampus.com/stories/2016/4/6/undocumented-students-fight-for-equal-access-to-institutional-aid?utm_campaign=shareaholic&utm_medium=facebook&utm_source=socialnetwork)
- What Undocumented Students Bring to the Classroom  
<http://www.theatlantic.com/education/archive/2015/04/what-undocumented-students-bring-to-the-classroom/390333/>

### Videos

- Assisting Undocumented/DACA Students (Minutes 1-25 and 45:38 to 1:30:10)  
<https://www.youtube.com/watch?v=0HvN4ZOxj8I>



- Undocumented and Awkward <https://www.youtube.com/watch?v=1XbnTK6udQA>

### Primary Documents

- <http://www.sanctuaryct.org/>
- <https://unitedwedream.org/>
- “Protect yourself from Immigration Raids” <http://dmrs-ep.org/wp-content/uploads/2016/01/Protect-Yourself-from-Immigration-Raids.pdf>
- The Hamilton Mixed Tape [https://www.youtube.com/watch?v=6\\_35a7sn6ds](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/>
- *When Ivory Towers Were Black: A Story about Race in America's Cities and Universities* by Sharon Egretta Sutton and James Stewart Polshek. Chapters 3 and 4.

### \*Quiz Black Power on college campuses

### Primary Documents

- <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>
- *Contact: the Voice of the African American Cultural Center of the University of Connecticut*, volume 2, number 3, November-December 1972

## 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](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**

- <https://www.theguardian.com/us-news/2016/nov/29/fight-for-15-protest-minimum-wage-fast-food-airport-workers>
- <http://www.nelp.org/publication/fighting-preemption-local-minimum-wage-laws/>
- <http://www.nelp.org/publication/why-america-needs-a-15-minimum-wage/>

### **\*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>

### 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  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  
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  
SOC 2503 (W) Prejudice and Discrimination  
SOC 2509 (W) Sociology of Anti-Semitism  
SOC/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 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**

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  
SOC 1251(W) Social Problems  
SOC 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  
**Africana 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](mailto:melina.pappademos@uconn.edu)**

**Plan of Study**

\*Attached

**Minor in Social Justice Organizing  
Plan of Study**

Date\_\_\_\_\_ Name\_\_\_\_\_ Peoplesoft #  
\_\_\_\_\_

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  
SOC 2503 (W) Prejudice and Discrimination  
SOC 2509 (W) Sociology of Anti-Semitism  
SOC/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  
SOC 2310 Introduction to Criminal Justice  
SOC 2501 (W) Sociology of Intolerance and Injustice  
SOC 2701 Sustainable Societies  
SOC 2709 (W) Society and Climate Change  
SOC 2841 (W) Public Opinion and Mass Communication  
SOC 3307 (W) Drugs and Society  
SOC 3315 (W) Juvenile Delinquency  
SOC 3425 Social Welfare and Social Work  
SOC 3429 (W) Sociological Perspectives on Poverty  
SOC 3451 Sociology of Health  
SOC 3457 (W) Sociology of Mental Illness  
SOC 3471 (W) Sociology of Education  
SOC 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**

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  
SOC 1251(W) Social Problems  
SOC 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

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### Proposal to Change a Minor

Last revised: September 24, 2013

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 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](#).

## 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

## 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>

### *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:**

Category	Course #
_____	_____
Category	Course #
_____	_____
Category	Course #
_____	_____

**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:**

	Category	Course #
	Category	Course #
	Category	Course #

**List an additional 6 credits in Philosophy at or above the 2000s level:**

\_\_\_\_\_

\_\_\_\_\_

**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): \_\_\_\_\_

DUS, Philosophy

Date: \_\_\_\_\_

# UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

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## COMMITTEE ON CURRICULA AND COURSES

### 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)

##### SPAN

3207, 3208, 3230, 3231, 3232, 3233, 3234, 3260, 3261, 3262, 3263, 3264, 3265, 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, 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):

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 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.

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CATALOG YEAR \_\_\_\_\_ STUDENT I.D. \_\_\_\_\_

STUDENT NAME \_\_\_\_\_

MAJOR ADVISOR \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

## 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.