

*Pam Bedore, Chair*

*February 20th, 2018*

**A. Approvals by the Chair**

2018-79 MARN 4995 Add Special Topic: Polar Climate

2018-80 MARN 5995 Add Special Topic: Polar Climate

**B. New Proposals**

2018-84 HIST 3559 Add Course (guest: Peter Baldwin)

2018-81 AASI/ARTH 2030 Add Course (guest: Yan Geng) (S)

2018-82 PSYC 3405 Add Course (guest: Rhiannon Smith)

2018-83 HEJS/HIST 3362 Add Course (guest: Susan Einbinder) (G) (S)

2018-85 GEOG 4000W Add Course (guest: Andy Ballantine) (G) (S)

2018-86 GEOG 4001W Add Course (guest: Andy Ballantine) (G) (S)

2018-87 ARAB 1101 Revise Course (guest: Nicola Carpentieri) (S)

2018-88 ARAB 1102 Revise Course (guest: Nicola Carpentieri) (S)

2018-89 ARAB 1103 Revise Course (guest: Nicola Carpentieri) (S)

2018-90 ARAB 1104 Revise Course (guest: Nicola Carpentieri) (S)

2018-91 ARAB 1751 Revise Course (guest: Nicola Carpentieri) (S)

2018-92 ARAB 1771 Revise Course (guest: Nicola Carpentieri) (S)

2018-93 PERS Add Subject Area (guest: Nicola Carpentieri)

2018-94 PERS 1101 Add Course (guest: Nicola Carpentieri) (S)

2018-95 PERS 1102 Add Course (guest: Nicola Carpentieri) (S)

2018-96 FREN 1101 Revise Course (guest: Gustavo Nanclares) (S)

2018-97 FREN 1102 Revise Course (guest: Gustavo Nanclares) (S)

2018-98 FREN 1103 Revise Course (guest: Gustavo Nanclares) (S)

2018-99 FREN 1104 Revise Course (guest: Gustavo Nanclares) (S)

2018-100 FREN Revise Major (guest: Gustavo Nanclares)

2018-101 FREN 5363 Add Course (guest: Gustavo Nanclares)

2018-102 FREN 5365 Add Course (guest: Gustavo Nanclares)

2018-103 LCL 5040 Add Course (guest: Gustavo Nanclares)

2018-104 Film Studies Revise Minor (guest: Gustavo Nanclares)

2018-105 ANTH/HRTS/LLAS 3327 Add Course

2018-106 ENGL/MAST 3652 Add Course

2018-107 ENGL/MAST 3653 Add Course

2018-108 PHYS 2501W Revise Course (G) (S)

2018-109 PHYS Revise Minor

2018-110 URBN Revise Major

2018-111 URBN Revise Minor

**C. Discussion**

Streamlining discussions of catalog text (Knecht)

**NEW PROPOSALS:**

**2018-81 AASI/ARTH 2030 Add Course (guest: Yan Geng) (S)**

*Proposed Copy:*

ARTH 2030 Art, Politics, and Propaganda (Also offered as AAASI 2030)

Three credits. Asian art and propaganda in the Cold-War era (1949-1991) and its relation to Europe, the Soviet Union and the United States.

**2018-82 PSYC 3405 Add Course (guest: Rhiannon Smith)**

*Proposed Copy:*

PSYC 3405. Social Development

Three credits. Prerequisites: PSYC 1100, 1101 or 1103; and PSYC 2400 or HDFS 2100. Social development in infancy, childhood, and adolescence. Theoretical approaches and practical applications. Special emphasis on critically evaluating empirical research.

**2018-83 HEJS/HIST 3362 Add Course (guest: Susan Einbinder) (G) (S)**

*Proposed Copy:*

HEJS/ HIST 3362. The Black Death: Medieval Responses to Catastrophe.

Three credits. The Black Death (1346-50) from its origins in China through Europe. Readings explore institutional, medical, religious, literary, social responses to the plague, how modern scholars reconstruct medieval experience, and new findings by historians and scientists that shed light on the challenges of past, present and future pandemics.

**2018-84 HIST 3559 Add Course (guest: Peter Baldwin)**

*Proposed Copy:*

HIST 3559: History of Childhood in the United States, 1620-present.

Three credits. Recommended preparation: HIST 1501 or 1502 or 2100. An overview of the history of childhood in America, examining both adults' perception and children's experience. Attention to changes in childhood over time and to the diversity of childhood within each historical moment.

**2018-85 GEOG 4000W Add Course (guest: Andy Ballantine) (G) (S)**

*Proposed Copy:*

GEOG 4000W. Capstone Seminar in Geography

Three credits. Prerequisite: ENGL 101 or 1011 or 2011. Prerequisite or corequisite: one Geography class at the 3000 level or higher. Open to juniors or higher. Open to Geography majors; others by instructor permission. Techniques for, and practice in, research, writing, citation, and data presentation in geography.

**2018-86 GEOG 4001W Add Course (guest: Andy Ballantine) (G) (S)**

*Proposed Copy:*

GEOG 4001W. Writing in Geography

One credit. Prerequisite: One Geography class at the 2000 level or higher. Co-requisite: One Geography class at the 3000-level or higher. Open to juniors or higher. Open to Geography majors only. May not be taken concurrently with another Geography W class. Instructor consent required. Techniques for, and practice in, research, writing, citation, and data presentation in geography.

**2018-87 ARAB 1101 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1111. Elementary Arabic I

Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school. Development of ability to communicate in Arabic, orally and in writing.

*Proposed Copy:*

ARAB 1101. Elementary Arabic I

Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Beginner Modern Standard Arabic. Basic conversation in formal Arabic. Development of basic reading and writing skills.

**2018-88 ARAB 1102 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1112. Elementary Arabic II

Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1111. Development of ability to communicate in Arabic, orally and in writing.

*Proposed Copy:*

ARAB 1102. Elementary Arabic II

Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1101 or equivalent proficiency. Instructor consent required. Development of ability to communicate in Modern Standard Arabic, orally and in writing.

**2018-89 ARAB 1103 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1113. Intermediate Arabic I

Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1112. Development of ability to communicate in Arabic, orally and in writing.

*Proposed Copy:*

ARAB 1103. Intermediate Arabic I

Four credits. Taught in English and Arabic. Prerequisite: ARAB 1102 or comparable proficiency. Instructor consent required. Lower to upper intermediate level in Modern Standard Arabic. Development of ability to communicate orally and in writing.

**2018-90 ARAB 1104 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1114. Intermediate Arabic II

Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1113. Development of ability to communicate in Arabic, orally and in writing.

*Proposed Copy:*

ARAB 1104. Intermediate Arabic II

Four credits. Taught in English and Arabic. Prerequisite: ARAB 1103 or equivalent proficiency. Instructor consent required. Development of ability to communicate in Modern Standard Arabic. Lower to upper intermediate skills in speaking and writing.

**2018-91 ARAB 1751 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1121. Traditional Arab Literatures, Cultures, and Civilizations

Three credits. Taught in English. Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT.

*Proposed Copy:*

ARAB 1751. Traditional Arab Literatures, Cultures, and Civilizations

Three credits. Taught in English. Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT.

**2018-92 ARAB 1771 Revise Course (guest: Nicola Carpentieri) (S)**

*Current Copy:*

ARAB 1122. Modern Arabic Culture

Three credits. Taught in English. Introduction to modern Arabic culture from Napoleon’s Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT.

*Proposed Copy:*

ARAB 1771. Modern Arabic Culture

Three credits. Taught in English. Introduction to modern Arabic culture from Napoleon’s Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT.

**2018-93 PERS Add Subject Area (guest: Nicola Carpentieri)**

*Proposed Subject Area:* Persian

*Proposed Abbreviation:* PERS

**2018-94 PERS 1101 Add Course (guest: Nicola Carpentieri) (S)**

*Proposed Copy:*

PERS 1101. Elementary Persian I

Four credits, taught in English and Persian. Persian language from zero to lower intermediate: reading, writing, speaking, listening and cultural context. Development of linguistic skills required to interact in everyday contexts.

**2018-95 PERS 1102 Add Course (guest: Nicola Carpentieri) (S)**

*Proposed Copy:*

PERS 1102. Elementary Persian II.

Four credits, taught in English and Persian. Prerequisite: PERS 1101 or comparable proficiency. Instructor consent required. Continuation of Elementary Persian I. Oral and written skills from lower to advanced intermediate. Deepening of cultural competence and development of vocabulary to interact in everyday situation as well as to approach a variety of other topics.

**2018-96 FREN 1101 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

FREN 1161 Elementary French I

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

*Proposed Copy:*

FREN 1101 Elementary French I

Four credits. Four class periods with the fourth class period devoted to online activities. Not open for credit to students who have had three or more years of high school French. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills taught in every class.

**2018-97 FREN 1102 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

FREN 1162 Elementary French II

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

*Proposed Copy:*

1102 Elementary French II

Four credits. Four class periods with the fourth class period devoted to online activities. Prerequisite: French 1101 or permission of the Language Coordinator. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills taught in every class.

**2018-98 FREN 1103 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

1163 Intermediate French I.

Prerequisite: FREN 1162 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

*Proposed Copy:*

FREN 1103 Intermediate French I.

Prerequisite: FREN 1102 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101 and 1102. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

**2018-99 FREN 1104 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

FREN 1164 Intermediate French II.

Prerequisite: FREN 1163 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

*Proposed Copy:*

FREN 1104 Intermediate French II.

Prerequisite: FREN 1103 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101, 1102 and 1003. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

**2018-100 FREN Revise Major (guest: Gustavo Nanclares)**

*Current Copy:*

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French. All majors must complete the following courses: [FREN 3211](https://catalog.uconn.edu/FREN/#3211), [3257](https://catalog.uconn.edu/FREN/#3257), [3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), [3268/W](https://catalog.uconn.edu/FREN/#3268W), and [3269](https://catalog.uconn.edu/FREN/#3269). Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

**French for the Global Community**

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows: [FREN 3215](https://catalog.uconn.edu/FREN/#3215), [3216](https://catalog.uconn.edu/FREN/#3216), or [3222](https://catalog.uconn.edu/FREN/#3222); [FREN 3217](https://catalog.uconn.edu/FREN/#3217); [FREN 3218](https://catalog.uconn.edu/FREN/#3218) or [3250](https://catalog.uconn.edu/FREN/#3250) or [3270W](https://catalog.uconn.edu/FREN/#3270W) or [3280](https://catalog.uconn.edu/FREN/#3280); [FREN 3224](https://catalog.uconn.edu/FREN/#3224) or [3274](https://catalog.uconn.edu/FREN/#3274).

**French Cultural and Literary Studies**

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows: [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3223](https://catalog.uconn.edu/FREN/#3223), or [3224](https://catalog.uconn.edu/FREN/#3224); [FREN 3218](https://catalog.uconn.edu/FREN/#3218), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), or [3235](https://catalog.uconn.edu/FREN/#3235); [FREN 3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), or [3250](https://catalog.uconn.edu/FREN/#3250); [FREN 3272](https://catalog.uconn.edu/FREN/#3272).

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) course from study abroad in Paris.

**Education Abroad in Paris**

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year’s credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), and [3268W](https://catalog.uconn.edu/FREN/#3268W).

A minor in [French](https://catalog.uconn.edu/minors/french/) is described in the Minors section.

*Proposed Copy:*

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French. All majors must complete the following courses: [FREN 3211](https://catalog.uconn.edu/FREN/#3211), [3257](https://catalog.uconn.edu/FREN/#3257), [3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), [3268/W](https://catalog.uconn.edu/FREN/#3268W), and [3269](https://catalog.uconn.edu/FREN/#3269). Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

**French for the Global Community**

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows: [FREN 3215](https://catalog.uconn.edu/FREN/#3215), [3216](https://catalog.uconn.edu/FREN/#3216), or [3222](https://catalog.uconn.edu/FREN/#3222); [FREN 3217](https://catalog.uconn.edu/FREN/#3217); [FREN 3218](https://catalog.uconn.edu/FREN/#3218) or [3250](https://catalog.uconn.edu/FREN/#3250) or 3251 or [3270W](https://catalog.uconn.edu/FREN/#3270W) or [3280](https://catalog.uconn.edu/FREN/#3280); [FREN 3224](https://catalog.uconn.edu/FREN/#3224) or [3274](https://catalog.uconn.edu/FREN/#3274).

**French Cultural and Literary Studies**

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows: [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3223](https://catalog.uconn.edu/FREN/#3223), or [3224](https://catalog.uconn.edu/FREN/#3224); [FREN 3218](https://catalog.uconn.edu/FREN/#3218), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), or [3235](https://catalog.uconn.edu/FREN/#3235); [FREN 3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), or [3250](https://catalog.uconn.edu/FREN/#3250) or 3251; [FREN 3272](https://catalog.uconn.edu/FREN/#3272).

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) course from study abroad in Paris.

**Education Abroad in Paris**

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year’s credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take two of the following three options: [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W) and [3268W](https://catalog.uconn.edu/FREN/#3268W).

A minor in [French](https://catalog.uconn.edu/minors/french/) is described in the Minors section.

**2018-101 FREN 5363 Add Course (guest: Gustavo Nanclares)**

*Proposed Copy:*

FREN 5363. Topics in Nineteenth-Century French Literature

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits. Explores the problems of genre, criticism, theory, and material conditions of the literary production of nineteenth-century France.

**2018-102 FREN 5365 Add Course (guest: Gustavo Nanclares)**

*Proposed Copy:*

FREN 5365. Topics in Nineteenth-Century Media

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits. Explores visual, spectacle-oriented, and print media; the commercial and technological dimensions of nineteenth-century media production, genre, advertising, and information theory; and the ways in which these elements challenge traditional literary categories.

**2018-103 LCL 5040 Add Course (guest: Gustavo Nanclares)**

*Proposed Copy:*

LCL 5040. Introduction to Literary and Cultural Theory

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. A broad introduction to the historical, interdisciplinary, and contemporary theoretical parameters and models in literary, visual and cultural studies.

**2018-104 Film Studies Revise Minor (guest: Gustavo Nanclares)**

*Current Copy:*

Students electing this minor must take two courses from each of the following three Distribution Groups:

* **Two courses in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208); [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [FREN 3223](https://catalog.uconn.edu/FREN/#3223)\*, [3226](https://catalog.uconn.edu/FREN/#3226)\*\*; [GERM 3261W](https://catalog.uconn.edu/GERM/#3261W), [3264W](https://catalog.uconn.edu/GERM/#3264W)\*\*; [ILCS 3259](https://catalog.uconn.edu/ILCS/#3259)\*; [ILCS 3260W](https://catalog.uconn.edu/ILCS/#3260W)\*\*; [SPAN 3250](https://catalog.uconn.edu/SPAN/#3250)\*\*, [3251](https://catalog.uconn.edu/SPAN/#3251)\*, [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254)\*\*
* **Two interdisciplinary courses:** [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [CLCS 3201](https://catalog.uconn.edu/CLCS/#3201); [CAMS 3245](https://catalog.uconn.edu/CAMS/#3245); [COMM](https://catalog.uconn.edu/COMM/#4320)/[LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [COMM/LLAS 4470](https://catalog.uconn.edu/COMM/#4470); [ENGL 3621](https://catalog.uconn.edu/ENGL/#3621); [DRAM](https://catalog.uconn.edu/DRAM/#2203)/[HEJS](https://catalog.uconn.edu/HEJS/#2203)/[HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ILCS 3258W](https://catalog.uconn.edu/ILCS/#3258W); [JOUR 2010](https://catalog.uconn.edu/JOUR/#2010); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575); [POLS 3426](https://catalog.uconn.edu/POLS/#3426); [POLS 3822](https://catalog.uconn.edu/POLS/#3822); [WGSS 3217](https://catalog.uconn.edu/WGSS/#3217), [3253/W](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

*Proposed Copy:*

Students electing this minor must one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses):

* **One course in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208); [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** ARAB 3771; [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270); [CHIN 3282](https://catalog.uconn.edu/chin/); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [FREN 3223](https://catalog.uconn.edu/FREN/#3223)\*, [3226](https://catalog.uconn.edu/FREN/#3226)\*\*; [GERM 3261W](https://catalog.uconn.edu/GERM/#3261W), [3264W](https://catalog.uconn.edu/GERM/#3264W)\*\*; [ILCS 3259](https://catalog.uconn.edu/ILCS/#3259)\*; [ILCS 3260W](https://catalog.uconn.edu/ILCS/#3260W)\*\*; [SPAN 3250](https://catalog.uconn.edu/SPAN/#3250)\*\*, [3251](https://catalog.uconn.edu/SPAN/#3251)\*, [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254)\*\*
* **Two interdisciplinary courses:** [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [CLCS 3201](https://catalog.uconn.edu/CLCS/#3201); [CAMS 3245](https://catalog.uconn.edu/CAMS/#3245); [COMM](https://catalog.uconn.edu/COMM/#4320)/[LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [COMM/LLAS 4470](https://catalog.uconn.edu/COMM/#4470); [ENGL 3621](https://catalog.uconn.edu/ENGL/#3621); [DRAM](https://catalog.uconn.edu/DRAM/#2203)/[HEJS](https://catalog.uconn.edu/HEJS/#2203)/[HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ILCS 3258W](https://catalog.uconn.edu/ILCS/#3258W); [JOUR 2010](https://catalog.uconn.edu/JOUR/#2010); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575); [POLS 3426](https://catalog.uconn.edu/POLS/#3426); [POLS 3822](https://catalog.uconn.edu/POLS/#3822); [WGSS 3217](https://catalog.uconn.edu/WGSS/#3217), [3253/W](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

**2018-105 ANTH/HRTS/LLAS 3327 Add Course**

*Proposed Copy:*

ANTH/HRTS/LLAS 3327. Power and Health in Latin America and the Caribbean.

Three credits. Prerequisite: Open to sophomores or higher. History, theories, and concepts about the human right to health and structural inequalities in the region.

**2018-106 ENGL/MAST 3652 Add Course**

*Proposed Copy:*

ENGL/MAST 3652. Maritime Literature to 1800

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to sophomores or higher. Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

**2018-107 ENGL/MAST 3653 Add Course**

*Proposed Copy:*

ENGL/MAST 3653. Maritime Literature Since 1800.

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to sophomores or higher. Not open for credit to students who have passed ENGL 3650. Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others.

**2018-108 PHYS 2501W Revise Course (G) (S)**

*Current Copy:*

2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, PHYS 1201Q or 1401Q or 1501Q or 1601Q; Second semester, PHYS 1202Q or 1402Q or 1502Q or 1602Q. Both semesters, prerequisite: ENGL 1010 or 1011 or 2011. Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics.

*Proposed Copy:*

2501W. Advanced Undergraduate Laboratory

Four credits. One 3-hour laboratory meeting and three additional classroom meetings per week to cover best scientific writing practices and theory of the experiments. Extensive writing in the style of experimental reports and/or journal articles. Prerequisite: PHYS 1201Q or 1401Q or 1501Q or 1601Q; ENGL 1010 or 1011 or 2011. Experiments in classical and/or quantum phenomena with an emphasis on acquiring, analyzing, and interpreting experimental data and disseminating scientific results.

2018-109 PHYS Revise Minor

*Current Copy:*

Although this minor is particularly suitable for students in the physical or life sciences as well as in engineering, it will also serve other students who have the appropriate Freshman/Sophomore calculus-based physics preparation. The minor introduces the students to the core concepts in mechanics, electricity and magnetism, thermal physics, and quantum physics, and provides further opportunities to study laser physics, optics, nuclear and particle physics, and astrophysics. The minor requires a minimum of fifteen credits of 2000-level or higher course work.

### Course Requirements

1. Nine credits of required courses: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201) or [ECE 3001](https://catalog.uconn.edu/ECE/#3001)
2. Six credits of elective courses chosen from any of the PHYS 2000-level or higher courses, other than the ones already taken above, with no more than three credits from [PHYS 4096W](https://catalog.uconn.edu/PHYS/#4096) and [4099](https://catalog.uconn.edu/PHYS/#4099).

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

*Proposed Copy:*

Although this minor is particularly suitable for students in the physical or life sciences as well as in engineering, it will also serve other students who have the appropriate Freshman/Sophomore calculus-based physics preparation. The minor introduces the students to the core concepts in mechanics, electricity and magnetism, thermal physics, and quantum physics, and provides further opportunities to study laser physics, optics, nuclear and particle physics, and astrophysics. The minor requires a minimum of fifteen credits of 2000-level or higher course work.

### Course Requirements

1. Nine credits of required courses: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), 3401 or [ECE 3001](https://catalog.uconn.edu/ECE/#3001)
2. Six credits of elective courses chosen from any of the PHYS 2000-level or higher courses, other than the ones already taken above, with no more than three credits from [PHYS 4096W](https://catalog.uconn.edu/PHYS/#4096) and [4099](https://catalog.uconn.edu/PHYS/#4099).

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

**2018-110 URBN Revise Major**

*Current Copy:*

### Requirements of the major

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. One of the following: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500); [ECON 2327](https://catalog.uconn.edu/ECON/#2327); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [POLS 2072Q](https://catalog.uconn.edu/POLS/#2072Q); [PP/URBN 2100](https://catalog.uconn.edu/URBN/#2100); [PP 3010](https://catalog.uconn.edu/PP/#3010); [SOCI 3201](https://catalog.uconn.edu/SOCI/#3201); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q); [URBN 2301Q](https://catalog.uconn.edu/URBN/#2301Q), [2302](https://catalog.uconn.edu/URBN/#2302).
4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4497W](https://catalog.uconn.edu/URBN/#4997W), [4999](https://catalog.uconn.edu/URBN/#4999).

*Proposed Copy:*

### Requirements of the major

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. One of the following: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500); [ECON 2327](https://catalog.uconn.edu/ECON/#2327); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [POLS 2072Q](https://catalog.uconn.edu/POLS/#2072Q); [PP/URBN 2100](https://catalog.uconn.edu/URBN/#2100); [PP 3010](https://catalog.uconn.edu/PP/#3010); [SOCI 3201](https://catalog.uconn.edu/SOCI/#3201); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q); [URBN 2301Q](https://catalog.uconn.edu/URBN/#2301Q), [2302](https://catalog.uconn.edu/URBN/#2302).
4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 2810, 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 2400, 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4497W](https://catalog.uconn.edu/URBN/#4997W), [4999](https://catalog.uconn.edu/URBN/#4999).

**2018-111 URBN Revise Minor**

*Current Copy:*

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department):
   * [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456);
   * [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210);
   * [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220);
   * [POLS 3632/W](https://catalog.uconn.edu/POLS/#3632) or [URBN 3632W](https://catalog.uconn.edu/URBN/#3632W); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031);
   * [PP 4034](https://catalog.uconn.edu/PP/#4034);
   * [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425), [3911](https://catalog.uconn.edu/SOCI/#3911); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275);
   * [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. Two additional courses selected from group 2 or the following list:
   * [ANTH 3150](https://catalog.uconn.edu/anth/#3150)
   * [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439);
   * [EDLR 3547](https://catalog.uconn.edu/EDLR/#3547);
   * [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W);
   * [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500), [4200W](https://catalog.uconn.edu/GEOG/#4200W);
   * [HIST 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST](https://catalog.uconn.edu/HIST/#3650)/[URBN 3650](https://catalog.uconn.edu/URBN/#3650)
   * [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540);
   * [INTD 3584](https://catalog.uconn.edu/INTD/#3584);
   * [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 3662](https://catalog.uconn.edu/POLS/#3662)/[LLAS 3270](https://catalog.uconn.edu/LLAS/#3270);
   * [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP 3033](https://catalog.uconn.edu/PP/#3033)/[AFRA 3033](https://catalog.uconn.edu/AFRA/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633);
   * [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825);
   * [URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (three credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4999](https://catalog.uconn.edu/URBN/#4999).

*Proposed Copy:*

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department):
   * [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456);
   * [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210);
   * [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220);
   * [POLS 3632/W](https://catalog.uconn.edu/POLS/#3632) or [URBN 3632W](https://catalog.uconn.edu/URBN/#3632W); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031);
   * [PP 4034](https://catalog.uconn.edu/PP/#4034);
   * [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425), [3911](https://catalog.uconn.edu/SOCI/#3911); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275);
   * [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. Two additional courses selected from group 2 or the following list:
   * [ANTH 3150](https://catalog.uconn.edu/anth/#3150)
   * [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439);
   * [EDLR 3547](https://catalog.uconn.edu/EDLR/#3547);
   * [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W);
   * [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500), [4200W](https://catalog.uconn.edu/GEOG/#4200W);
   * [HIST 2810, 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST](https://catalog.uconn.edu/HIST/#3650)/[URBN 3650](https://catalog.uconn.edu/URBN/#3650)
   * [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540);
   * [INTD 3584](https://catalog.uconn.edu/INTD/#3584);
   * [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 3662](https://catalog.uconn.edu/POLS/#3662)/[LLAS 3270](https://catalog.uconn.edu/LLAS/#3270);
   * [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP 3033](https://catalog.uconn.edu/PP/#3033)/[AFRA 3033](https://catalog.uconn.edu/AFRA/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633);
   * [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825);
   * [URBN 2400, 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (three credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4999](https://catalog.uconn.edu/URBN/#4999).

**ADDITIONAL MATERIALS:**

**2018-79 MARN 4995 Add Special Topic: Polar Climate**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 12 Feb 2018

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

3. Department: Marine Sciences

4. Course number and title proposed: MARN 4995 ‘Polar Climate’

5. Number of Credits: 3

6. Instructors: Kelly Lombardo and David Lund

7. Instructor's position: Assistant Prof. (Lombardo), Associate Prof. (Lund)

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

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

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

10. Short description:

This course will emphasize the fundamental of Earth’s climate system across a range of timescales. The focus for Fall 2018 will be polar climatology, in particular the key factors than govern the evolution of Antarctic climate, from synoptic to millennial time scales. The course will involve lectures covering fundamental concepts and discussion of seminal scientific papers.

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 Lund

860-415-9331

david.lund@uconn.edu

**Supporting Documents**

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

MARN 4995/5995

 Polar Climate

Department of Marine Sciences

Syllabus – Fall 2018

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

Program Information

This course is open to graduate students or undergraduates that have taken MATH 1132 and PHYS 1401-1402.

Course and Instructor Information

**Course Title:** Polar Climate

**Credits:** 3

**Format:** classroom lecture and discussion

**Prerequisites:**  MATH 1132 and PHYS 1401-1402 (for undergraduates)

**Professors:** Kelly Lombardo and David Lund

**Email:** kelly.lombardo@uconn.edu, lund.david@uconn.edu

**Telephone:** 860-415-9331

**Other:** (If applicable)

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

Course Materials

*Course readings and media will be available within HuskyCT, through either an Internet link or Library Resources*

Course Description

This course will emphasize the fundamental of Earth’s climate system across a range of timescales. The focus for Fall 2018 will be polar climatology, in particular the key factors than govern the evolution of Antarctic climate, from synoptic to millennial time scales. The course will involve lectures covering fundamental concepts and discussion of seminal scientific papers.

Course Objectives

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

1) Understand Earth’s energy budget and carbon cycle

2) Be acquainted with fundamental techniques in meteorology and paleoclimatology

3) Learn to critically analyze the primary scientific literature

4) Understand the evolution of polar (Antarctic) climate across timescales

5) Apply course knowledge of historical processes to potential future climate scenarios

Course Outline (and Calendar if Applicable)

Week 1 - Earth's energy budget and radiative balance (lectures)

Week 2 - Greenhouse gases and carbon cycle (lectures)

Week 3 - Fundamentals of meteorology (lectures)

Week 4 - Fundamentals of paleoclimatology (lectures)

Week 5 - Climate models (lectures)

Week 6 - Polar climate, days to seasonal (lectures)

Week 7 - Polar climate, interannual to millennial (lectures)

Week 8 - Impacts of global warming on polar climate (scientific literature)

Week 9 - Impacts of global warming on polar climate (scientific literature)

Week 10 - Impacts of global warming on polar climate (scientific literature)

Week 11 - Impacts of global warming on polar climate (scientific literature)

Week 12 - Impacts of global warming on polar climate (scientific literature)

Week 13 - Student project presentations

Week 14 - Student project presentations

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| A. Course participation | 50% |
| B. Course project | 50% |

Component A

Students will be expected to ask questions during lecture, as well as lead and be engaged during discussions of the scientific literature.

Component B

The course project will focus on a topic of the student’s choosing related to the subject area of polar climate. The project will be based on individual research, synthesis of the relevant scientific literature, and a final presentation to the class.

**Graduate Students** will be required to provide a 5-10 page paper on their research topic, to complement their presentation and provide additional detail.

Grading Scale:

Undergrad

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

Graduate

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

Due Dates and Late Policy

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

Feedback and Grades

We will make every effort to provide feedback and grades within one week of the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards and policies on the following webpage:

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

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

Software Requirements

The technical requirements for this course include:

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Reliable internet access
* Use of PowerPoint

Help

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

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) 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.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information.

Evaluation of the Course

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

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

**2018-80 MARN 5995 Add Special Topic: Polar Climate**



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

Last revised: September 24, 2013

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4. Course number and title proposed: MARN 5995 ‘Polar Climate’

5. Number of Credits: 3

6. Instructors: Kelly Lombardo and David Lund

7. Instructor's position: Assistant Prof. (Lombardo), Associate Prof. (Lund)

(**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).

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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 Lund

860-415-9331

david.lund@uconn.edu

**Supporting Documents**

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For Syllabus, See above (MARN 4995)

# 2018-81 AASI/ARTH 2030 Add Course (guest: Yan Geng) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5509 |
| **Request Proposer** | Geng |
| **Course Title** | Art, Politics, and Propaganda |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Art and Art History > AASI > School of Fine Arts > Return > Art and Art History > AASI > School of Fine Arts > Return > Art and Art History > AASI > School of Fine Arts > 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** | ARTH |
| **School / College** | School of Fine Arts |
| **Department** | Art and Art History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | The course takes an interdisciplinary approach to study art and propaganda production in a transnational context. |
| **Course Title** | Art, Politics, and Propaganda |
| **Course Number** | 2030 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Yan Geng |
| **Initiator Department** | Art and Art History |
| **Initiator NetId** | yag13003 |
| **Initiator Email** | [yan.geng@uconn.edu](mailto:yan.geng@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | co-teaching with Professor Cathy Schlund-Vials |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | no |
| **Corequisites** | no |
| **Recommended Preparation** | no |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ARTH 2030 Art, Politics, and Propaganda (Also offered as AAASI 2030) Three credits. Asian art and propaganda in the Cold-War era (1949-1991) and its relation to Europe, the Soviet Union and the United States. |
| **Reason for the course action** | The proposed course will enhance the current curriculum of both the department and the institute. As a 2000-level course, it will build on the introductory courses of the programs and will prepare students for more advanced 3000 level upper-division courses. |
| **Specify effect on other departments and overlap with existing courses** | No overlap with existing courses |
| **Please provide a brief description of course goals and learning objectives** | This course will focus on Asia, but will be considered in the context of developments in the Soviet Union, Europe and the US. Students will develop rich understanding of art and politics in Asia during the Cold War period. Students will acquire critical analytical skills and familiarity about the different methodological approaches about propaganda production and reception. Students will develop a global perspective on contemporary visual culture. |
| **Describe course assessments** | 20% Class participation 25% Four Responses (Short Prompt Papers) 25% Midterm Assignment (Cultural Artifact) 30% Final Paper |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [AAH AND AASI PROPAGANDA SYLLABUS\_5.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/106911) | AAH AND AASI PROPAGANDA SYLLABUS\_5.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Yan Geng | 12/05/2017 - 19:00 | Submit |  | I made some changes to the previous draft by adding sections on propaganda theory and political works from Japan, Korea, India and Pakistan. As I filled the form, I have two questions : what course number shall I use for the course? what class size would be appropriate? I'd appreciate your advice! | | Art and Art History | Monica M Bock | 12/13/2017 - 22:48 | Approve | 12/13/2017 | Approved unanimously but Faculty Meeting Vote 12/13/2017 | | AASI | Cathy Schlund-Vials | 12/14/2017 - 08:31 | Approve | ‎12‎/‎14‎/‎2017 | The class will enhance the Institute's ability to expand the minor to include other schools and colleges. | | School of Fine Arts | Thomas Meacham | 12/14/2017 - 16:15 | Return | 12/14/2017 | Editorial changes to be made to the syllabus and CAR | | Return | Yan Geng | 12/14/2017 - 16:21 | Resubmit |  | I made the changes to "Course Details" and highlighted the transnational approach of relating Asian art and propaganda to the larger context of developments in the Soviet Union, Europe and the United States. | | Art and Art History | Monica M Bock | 12/14/2017 - 16:47 | Approve | 12/14/2017 | Approved by AAH Dept C&C Committee as resubmitted 12/14/2017 | | AASI | Cathy Schlund-Vials | 12/14/2017 - 17:09 | Approve | ‎12‎/‎14‎/‎2017 | The edits strengthen the course, which remains a key class for the Asian Studies minor. | | School of Fine Arts | Thomas Meacham | 12/15/2017 - 10:35 | Return | 12/15/2017 | Returning to the initiator in order to edit portions of the CAR rationale and add university policies to the syllabus | | Return | Yan Geng | 12/15/2017 - 12:57 | Resubmit |  | I revised the part on the university policies and added the link to the university policies in the syllabus. Thank you so much for the advice. I really appreciate it! | | Art and Art History | Monica M Bock | 12/15/2017 - 15:54 | Approve | 12/15/2017 | Second re-submission approved by AAH Dept. C&C Committee 12/15/2017 | | AASI | Cathy Schlund-Vials | 12/15/2017 - 15:59 | Approve | 12/15/2017 | Approved. | | School of Fine Arts | Thomas Meacham | 02/02/2018 - 15:41 | Approve | 1/29/2018 | SFA C&C Committee and SFA faculty have voted and approved this course. | |

**ARTH / AAASI 2030**

**Art, Politics, and Propaganda**

**Fall 2018**

|  |  |
| --- | --- |
| Professor Cathy Schlund-Vials  Email: [cathy.schlund-vials@uconn.edu](mailto:cathy.schlund-vials@uconn.edu)  Office: Austin 138/Beach Hall 417 | Professor Yan Geng  Email: [yan.geng@uconn.edu](mailto:yan.geng@uconn.edu)  Office: Art Building 225 |

**Course Description**

This course takes as a starting point the aesthetics of what has more often than not been characterized as “propaganda.” Linked to the promotion of a specific political agenda and suggestive of a biased point of view, propaganda has figured keenly in Asian art, particularly in the so-termed “Cold War era” (1949-1991). This class considers the various politics and dynamics which bring such productions “into being.” From the Soviet Union to the Democratic Republic of Vietnam, from Europe to Asia, and from state-authorized exhibitions to individual artist depictions, this course will examine the currency of socialist realism across multiple geographic spaces and geopolitical imaginaries. To better situate the reading of this particular aesthetic mode, we will delve deeply into major theorists and consider major movements (including the Russian Revolution, the formation of the Republic of China, and the rise of the Democratic Republic of Vietnam, among others).

To better contextualize our consideration of propaganda through socialist realism, we will consider influential and contemporaneous movements, inclusive of realism and modernism. Moreover, we will not limit our readings to visual culture; instead, we will also delve into literature and film as a means of making more expansive our discussions. Last, but certainly not least, though we will direct much of our focus on the aforementioned countries (the Soviet Union, China, and Vietnam), we will include artists and writers from other sites (inclusive of France, the United States, England, and Germany).

**Course Requirements**

20% Class participation

25% Four Responses (Short Prompt Papers)

25% Midterm Assignment (Cultural Artifact)

30% Final Paper

The grading system for calculating the final grade will be as follows:

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 or below

**Class Participation**

You will be required to actively participate in class discussions. Come to class prepared and be ready to discuss the material. This means that you MUST bring your book or the article we are reading. Moreover, you MUST be alert, which means that you should not be texting, checking email, or checking social network sites during class. One of the strengths of the class is the opportunity you have to discuss the material in such depth, and I envision this class as one that depends on engaged discussion moments for its success.

**Prompts**

You will be asked to write two-page response to a particular question based on the readings. We will give you the prompt one class day in advance. **IT IS YOUR RESPONSIBILITY to contact us if you happen to miss class.** This assignment will give you an opportunity to collect your thoughts for class discussion. We will collect these assignments and assign a grade based on the content of your response. We will not accept late prompt assignments. To reiterate and expand, the prompt must be a MINIMUM of two pages, include direct quotes from the text (with correct MLA citation), and be free of typos, spelling errors, and grammatical issues.

**Midterm Paper: Cultural Artifact Assignment**

The purpose of this assignment is to give you some experience investigating “primary documents.” A primary document is any text or artifact produced by those living in the time you are researching (on the other hand, essays by historians or other scholars written after the fact are called “secondary sources”). For the purpose of this assignment, we will call artistic productions “cultural artifacts.” **We will meet in advance to talk about your topic, which will focus on one or two works of socialist realism and/or popular propaganda (e.g., posters, media, or film).**

**Final Paper Assignment**

Your final project should compellingly engage some of the themes we will cover through the course of the semester. You could expand on the topic chosen for the midterm. We do give you some flexibility with the final project, and you can certainly use multiple texts we have covered through the course of the semester. The final paper should be 10-12 pages in length, double spaced. You should have a final project topic by the middle of November. **In addition to class time, we will schedule a conference with each of you so that you can discuss, in more depth, what you plan on doing for the final project.**

**NOTE: All assignments must be typed, double-spaced, with one-inch margins. You must use a 12-point, Times New Roman (or equivalent) font. Points will be deducted for deviations from this requirement (e.g. use of a larger font, manipulation of margins, etc.). Moreover, if you turn in a paper after the deadline, I will deduct ten points from the final grade for each day it is late. If it is more than a week late, you will receive a “0” for the assignment.**

**Grades**

We consider a “B”, “B+” and an “A-” high grades. The University also considers these high grades – according to the Student Handbook, a “B” is given for “good” work and an “A” is given for “excellent” work. If you complete the work and participate regularly in class, you can expect a grade of “B.” A “B+”, “A-”, and an “A” will be given for very good, excellent, and exceptional work, and these grades are reserved for those students who exhibit outstanding performances in participation, discussion, in-class writings, and projects. A “C” is given for average work.

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

**Policy on Looking Over Drafts**

We would be more than happy to look over drafts, provided they are given to me at least **TWO DAYS** before the paper is due. We will provide specific reminders about this policy when assignments are due.

**Office Hours/Emailing**

TBA

**Required Texts:**

In the interest of providing a wide-ranging perspective, all readings will be posted on HuskyCT (which also minimizes the costs for the course).

**Plagiarism Policy**

According to the University of Connecticut web site on plagiarism:

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned. "

University of Connecticut, Student Code, Section VI

IT IS YOUR RESPONSIBILITY to familiarize yourself with the University of Connecticut’s academic integrity statement and academic honesty policy. For further university policies, please see the following website

<https://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

If you are caught plagiarizing an assignment, I will give you an automatic “0” for that assignment. I will also file a report documenting the instance of academic dishonesty. If you are caught a second time, I will automatically fail you for the course.

**Syllabus**

Week 1:

Introductions, Course Expectations, Syllabus

Setting the Stage: Realism and Modernism

Readings: Gustave Courbet, “Realist Manifesto”; William Dean Howells, *Criticism and Fiction*

(excerpt); George Orwell’s “Politics and the English Language”; Walter Benjamin’s “The Work of Art in the Age of Mechanical Reproduction”; and Viktor Shoklovsky, “Art as Technique”

Artists: Gustave Courbet, Edouard Manet, Jean-Francois Millet, Honore Daumier, Francisco Goya, Dorothea Lange, Lewis Hines, Thomas Eakins, Pablo Picasso, Gustav Klimt, Diego Rivera, and WPA murals.

Week 2

Propaganda Theory: the Leftist, the Right-Wing, and the Fascist

Readings: Sheryl Tuttle Ross, “Understanding Propaganda;” Garth S. Jowett and Victoria J. O’Donnell, *Propaganda and Persuasion* (excerpts); Edward S. Herman and Noam Chomsky, *Manufacturing Consent: The Political Economy of the Mass Media* (excerpts); Toby Clark, *Art and Propaganda in the Twentieth Century* (excerpts)

Week 3

Revolutionary Manifestos and Revisionary Movements (Pre-WWII)

Readings: *The Communist Manifesto* (Marx and Engels); Jack London, “Why I Became a Socialist”; Vladamir Lenin, “The Manifesto of the Workers’ Deputies in the State Duma”; Leon Trotsky, *The History of the Russian Revolution* (excerpts); excerpts from *The New Masses*; excerpt from Michael Denning, *The Cultural Front*

Artists: Boris Gorelick, Werner Drewes, Mabel Dwight, Todros Geller, Harry Gottilieb, and Edward Millan

Week 4

The Moscow School and Leningrad School (the Soviet Union)

Reading: Boris Groys, *The Total Art of Stalinism* (excerpts); Evgeny Dobrenko, *Political Economy of Socialist Realism* (excerpts); Maria Gough, *Artist as Producer: Russian Constructivism in Revolution* (excerpts); Christina Kiaer, *Imagine No Possession: The Socialist Objects of Russian Constructivism* (excerpts).

Artists: Alexander Samokhvalov, Aleksandr Deyneka, Aleksandr Lakitoniv, Yuri Neprintsev, Isaak Brodksy, Aleksandr Gerasimov, and Boris Ioganson

Week 5

“The Spirit of Bandung,” Third World Non-Alignment, and Cold War Politics

Readings: Richard Wright, *The Color Curtain* (excerpt); Vijay Prashad, *People’s History of the Third World* (excerpt); Declaration of Independence (Vietnam); Ten Principles of Bandung, *Universal Declaration of Human Rights*, the Truman Doctrine, John Foster Dulles, “Massive Retaliation”

Week 6

Memory and Memory Work (Memorials and Monuments)

Readings: James Young, *Texture of Memory* (excerpt); Jenny Edkins, *Trauma and the Memory of Politics* (excerpts)

Visual Focus: Communist monuments and memorials (Soviet Union and Eastern Europe)

Week 7

China’s Socialist Art and Cultural Revolution

Readings: Barbara Mittler. *A Continuous Revolution: Making Sense of Cultural Revolution Culture*

(Harvard 2012): chapter 5; Jerome Silbergeld. *Contradictions: Artistic Life, the Socialist State, and the Chinese Painter Li Huasheng* (University of Washington Press, 1993): chapter 3; Christine Ho, “The People Eat for Free and the Art of Collective Production in Maoist China,” in *Art Bulletin* 2016

Week 8

The Second Indochina War

Readings: *The Ivory Comb* (short stories); Ho Chi Minh (writings); Tim O’Brien’s *The Things They*

*Carried* (excerpt); GB Tran, *Vietnamerica* (excerpt), Marilyn Young, *The Vietnam War*

(excerpt); and Alla Effimova, “To Touch on the Raw: The Aesthetic Affectations of

Socialist Realism”

Visual Focus: Vietnam War photographs, anti-war posters, National Liberation Front Posters,

sketches by Co Tan Long Chau, work by Pham Thanh Tam, work by Truong Hong Thanh, and work by Tran Kim Hung.

Week 9

East Asia: The Control, Imperialism, and Unending Postwar

Readings: Jane Portal, *Art under Control in North Korea* (Excerpts); Charlotte Horlyck, “Art,

Nationalism and Ideology: The Formation of Socialist Realism in North Korea;” Barak Kushner, *The Thought War: Japanese Imperial Propaganda* (Excerpts); Akiko Takenaka, *Yasukuni Shrine: History, Memory and Japan’s Unending Postwar* (Excerpts)

Week 10

South Asia: The State, Popular Culture, and Contemporary Art

Readings: Balmiki Prasad Singh, *India’s Culture: The State, the Arts and Beyond* (Excerpts); Jyotindra Jain, *India’s Popular Culture: Iconic Spaces and Fluid Images* (Excerpts); Virginia Whiles, *Art and Polemic in Pakistan: Cultural Politics and Tradition in Contemporary Miniature Painting* (Excerpts)

Week 11

“Multiple Falls”: Post-1975 Cambodia and Vietnam

Readings: Bao Ninh, *The Sorrow of War* (excerpt), Viet Thanh Nguyen, *The Refugees* (excerpts); Cathy Schlund-Vials, *War, Genocide, and Justice* (excerpts); Viet Thanh Nguyen, *Nothing Ever Dies* (excerpts)

Visual Focus: Postwar memorials in Cambodia and Vietnam (curated by Colonel Mai Lam)

Week 12

Screening Propaganda (documentary films to be selected)

Weeks 13 & 14

Screening Resistance (films that militate against propagandistic agendas, such as Rithy Panh’s *The Missing Picture*, which also includes excerpts of Khmer Rouge propaganda films)

# 2018-82 PSYC 3405 Add Course (guest: Rhiannon Smith)

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6407 |
| **Request Proposer** | Smith |
| **Course Title** | Social Development |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Social Development |
| **Course Number** | 3405 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert A Henning |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | rah02008 |
| **Initiator Email** | [robert.henning@uconn.edu](mailto:robert.henning@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Smith |
| **Proposer First Name** | Rhiannon |
| **Select a Person** | rhs11002 |
| **Proposer NetId** | rhs11002 |
| **Proposer Phone** | +1 860 486 4941 |
| **Proposer Email** | [rhiannon.smith@uconn.edu](mailto:rhiannon.smith@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3h lecture/web-based |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PSYC 1100, 1101 or 1103; and PSYC 2400 or HDFS 2100 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 3405. Social Development Three credits. Prerequisites: PSYC 1100, 1101 or 1103; and PSYC 2400 or HDFS 2100. Social development in infancy, childhood, and adolescence. Theoretical approaches and practical applications. Special emphasis on critically evaluating empirical research. |
| **Reason for the course action** | This course fulfills a major content area requirement for the Psychological Sciences major (Area IV: Advanced and Specialty). I have taught this course in three previous semesters as a special topics course, and each time the course has enrolled at or near capacity (30). The current proposal is to make this special topics course a permanent course. |
| **Specify effect on other departments and overlap with existing courses** | No negative impacts foreseen. Open to all students. HDFS was consulted and was supportive of this new course offering, which may be of interest to HDFS majors. |
| **Please provide a brief description of course goals and learning objectives** | The proposed course builds on select topics introduced in the prerequisite courses, PSYC 1100, 1101 or 1103, PSYC 2400 or HDFS 2100. In the case of PSYC 2400 (Developmental Psychology; Course description: Social behavior, personality, perception, cognition, language, intelligence, learning, biobehavioral processes, and research methodology in developmental perspective), the aim is to provide breadth of coverage for various developmental topics. HDFS 2100 (Human Development: Infancy Through Adolescence; Course description: Individual development and behavior from prenatal period through adolescence; impact of peers, school, other social agencies, and especially the family) has similar topical coverage. The proposed new course offers in-depth coverage of social development topics. For example, PSYC 2400 focuses heavily on cognitive development topics (perception, cognition, language, intelligence, learning), whereas the proposed course focuses on social development. COURSE DESCRIPTION This course builds on the foundation established in introductory developmental psychology, covering social development in infancy, childhood, and adolescence. Topics include temperament, relationships with parents and peers, gender, social cognition, and aggression. The course is designed to advance students’ knowledge of theory and key social development concepts. Special emphasis is placed on empirical research within the field. In addition, practical applications are explored. Students read and critically evaluate published empirical research, participate in group discussions, and complete experiential learning activities. LEARNING OBJECTIVES 1. Describe the major theoretical perspectives in social development. 2. Define social developmental key concepts. 3. Identify psychological research methods used to study social developmental key concepts. 4. Critically evaluate published psychological research on social development. 5. Apply social developmental key concepts to situations in your own life. 6. Debate both sides of historic and current controversies in the field. |
| **Describe course assessments** | ASSIGNMENTS AND GRADING Your grade for the course will be total points earned out of 500 possible points. In-class assignments- 50 points You must be present in class to complete in-class assignments, which include learning activities and class debates on controversies in the field. There will be no make-up for missed in-class assignments, no exceptions. There are 12 opportunities to complete in-class assignments. 10 of these will count toward your grade at 5 points each, for a maximum of 50 points. This means completing 10 assignments will earn you full credit. You may miss 2 assignments without penalty. Each additional assignment completed beyond the required 10 will earn 3 extra credit points each, for a possible 6 extra credit points (2 assignments @ 3 points each). Please bring notebook paper and pen to class for these assignments. Journal article response assignments- 135 points There are 9 journal article response assignments. Each is worth 15 points for a total of 135 points. For these assignments, you will read peer-reviewed journal articles and write a response in which you critically evaluate the research, identifying strengths and weaknesses. Further details regarding these assignments will be provided in a separate handout. Responses will be discussed in class and turned in at the end of class on the date due. Out of class (OOC) assignments- 90 points These experiential learning activities are designed to encourage you to think about ways to apply the knowledge gained in this course to everyday life. There are 9 out of class (OOC) assignments. Each is worth 10 points, for a maximum of 90 points. NOTE: The journal response assignments and the out of class assignments will be discussed in class. Half of your grade for these assignments will be based on your participation in the class discussion. Thus, you must turn in the assignments in person during class on the day they are due in order to receive full credit. Half credit will be given for assignments turned in on time (i.e., by the start of class time- 2:00pm- on the date due) but not in person. No credit will be given for late assignments. Exams- 225 points There are 3 non-cumulative exams for the course. Each has a possible 75 points available. The exams will consist of approximately 30 questions and may include any combination of multiple choice, matching, fill in the blank and/or short answer questions. Exams will assess learning objectives 1-3. Extra credit (15 points possible) There are two opportunities for extra credit. 1) Via in-class assignments, as outlined above (6 points possible). 2) Written 4-5 page (double spaced) paper worth 9 points. If you wish to complete this assignment, contact Dr. Smith for instructions. Papers should be submitted via email and will not be returned. Papers may be submitted any time during the semester, but the last day for submission will be [DATE]. Late papers will not be accepted. Grade Scale: A 100+ to 93 (500+ - 463 points) A- 92 to 90 (462 – 448 points) B+ 89 to 87 (447 – 433 points) B 86 to 83 (432 – 413 points) B - 82 to 80 (412 – 398 points) C+ 79 to 77 (397 – 383 points) C 76 to 73 (382 – 363 points) C- 72 to 70 (362 – 348 points) D+ 69 to 67 (347 – 333 points) D 66 to 63 (332 – 312 points) F Below 63 (below 312 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PSYC 3405 syllabus\_Rhiannon.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113299) | PSYC 3405 syllabus\_Rhiannon.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert A Henning | 02/13/2018 - 13:50 | Submit |  | Prof. Smith would like to offer this course in SSI 2018, and so timely CLAS CC&C review would be appreciated. | | Psychological Sciences | Robert A Henning | 02/13/2018 - 14:24 | Approve | 2/12/2018 | None | |

**PSYC 3405**

**SOCIAL DEVELOPMENT TERM DATE/TIME/LOCATION**

**COURSE SYLLABUS**

Dr. Rhiannon L. Smith

Office: Bousfield 154

Email[: rhiannon.smith@uconn.edu](mailto:rhiannon.smith@uconn.edu)

Phone: (860) 486-4941 (but email is preferred!)

Office Hours: [TBD]

**COURSE DESCRIPTION**

This course builds on the foundation established in introductory developmental psychology, covering social development in infancy, childhood, and adolescence. Topics include temperament, relationships with parents and peers, gender, social cognition, and aggression. The course is designed to advance students’ knowledge of theory and key social development concepts. Special emphasis is placed on empirical research within the field. In addition, practical applications are explored. Students read and critically evaluate published empirical research, participate in group discussions, and complete experiential learning activities.

**LEARNING OBJECTIVES**

1. Describe the major theoretical perspectives in social development.

2. Define social developmental key concepts.

3. Identify psychological research methods used to study social developmental key concepts.

4. Critically evaluate published psychological research on social development.

5. Apply social developmental key concepts to situations in your own life.

6. Debate both sides of historic and current controversies in the field.

**READINGS**

Required readings (peer-reviewed journal articles) will be posted on HuskyCT.

Optional (not required) textbook: *Social Development* (2011), by Marion K. Underwood & Lisa H. Rosen

**HUSKYCT**

All course materials, including notes, assignments, required readings, and announcements, will be provided on HuskyCT ([http://huskyct.uconn.edu](http://huskyct.uconn.edu/)).

Name & contact info for classmate

Name & contact info for classmate

**ASSIGNMENTS AND GRADING**

Your grade for the course will be total points earned out of 500 possible points.

**In-class assignments- 50 points**

You must be present in class to complete in-class assignments, which include learning activities and class debates on controversies in the field. There will be no make-up for missed in-class assignments, no exceptions. There are 12 opportunities to complete in-class assignments. 10 of these will count toward your grade at 5 points each, for a maximum of 50 points. This means completing 10 assignments will

earn you full credit. You may miss 2 assignments without penalty. Each additional assignment completed beyond the required 10 will earn 3 extra credit points each, for a possible 6 extra credit points (2 assignments @ 3 points each).

*Please bring notebook paper and pen to class for these assignments.*

**Journal article response assignments- 135 points**

There are 9 journal article response assignments. Each is worth 15 points for a total of 135 points. For these assignments, you will read peer-reviewed journal articles and write a response in which you critically evaluate the research, identifying strengths and weaknesses. Further details regarding these assignments will be provided in a separate handout. Responses will be discussed in class and turned in at the end of class on the date due.

**Out of class (OOC) assignments- 90 points**

These experiential learning activities are designed to encourage you to think about ways to apply the knowledge gained in this course to everyday life. There are 9 out of class (OOC) assignments. Each is worth 10 points, for a maximum of 90 points.

**NOTE:** The journal response assignments and the out of class assignments will be discussed in class. Half of your grade for these assignments will be based on your participation in the class discussion. Thus, you must turn in the assignments in person during class on the day they are due in order to receive full

credit. Half credit will be given for assignments turned in on time (i.e., by the start of class time- 2:00pm-

on the date due) but not in person. No credit will be given for late assignments.

**Exams- 225 points**

There are 3 non-cumulative exams for the course. Each has a possible 75 points available. The exams will consist of approximately 30 questions and may include any combination of multiple choice, matching,

fill in the blank and/or short answer questions. Exams will assess learning objectives 1-3.

**Extra credit (15 points possible)**

There are two opportunities for extra credit.

1) Via in-class assignments, as outlined above (6 points possible).

2) Written 4-5 page (double spaced) paper worth 9 points. If you wish to complete this assignment, contact Dr. Smith for instructions. Papers should be submitted via email and will not be returned. Papers may be submitted any time during the semester, but the last day for submission will be [DATE]. Late

papers will not be accepted.

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| --- | --- | --- |
| **Grade Scale:** | A | 100+ to 93 (500+ - 463 points) |
|  | A- | 92 to 90 (462 – 448 points) |
|  | B+ | 89 to 87 (447 – 433 points) |
|  | B | 86 to 83 (432 – 413 points) |
|  | B - | 82 to 80 (412 – 398 points) |
|  | C+ | 79 to 77 (397 – 383 points) |
|  | C | 76 to 73 (382 – 363 points) |
|  | C- | 72 to 70 (362 – 348 points) |
|  | D+ | 69 to 67 (347 – 333 points) |
|  | D | 66 to 63 (332 – 312 points) |
|  | F | Below 63 (below 312 points) |

**COURSE POLICIES**

*Respect.* Students are expected to demonstrate respect towards the instructor, their fellow classmates, and themselves. Please be respectful of others’ ideas and viewpoints. Arrive on time to class. Do not use your phone in class.

*Plagiarism.* Academic integrity lies at the foundation of learning. Plagiarism will not be tolerated. Examples of plagiarism include, but are not limited to, improperly citing published work, improperly quoting published work, copying text of any length (even a few words), or allowing another student to copy your work. When in doubt, ask Dr. Smith!

The University policy on academic misconduct is available at <http://www.ossa.uconn.edu/>. Sanctions for academic dishonesty may include failing the entire course for any violation. In addition, a report will be made to the Dean of Students, which may result in additional disciplinary sanctions ranging from probation to expulsion.

*Email*. Please allow an appropriate amount of time for email responses. During the week, I will do my best to get back to you within 24 hours. I typically will not reply to email over the weekend.

*Students with special needs.* If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or make an appointment

to meet with me in my office. To request academic accommodations, students must also register with the

UConn Center for Students with Disabilities <http://www.csd.uconn.edu/>Wilbur Cross Building Room 204,

486-2020, email: [csd@uconn.edu.](mailto:csd@uconn.edu) This is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

**UNIVERSITY POLICIES**

*University 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.](http://policy.uconn.edu/?p=2884)

*University Sexual Assault Reporting Policy*

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy.](http://policy.uconn.edu/?p=2139) 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://sexualviolence.uconn.edu/)

**UNIVERSITY RESOURCES**

Learning Resource Center: <http://lrc.uconn.edu/>

University Writing Center: <http://www.writingcenter.uconn.edu/>Tutoring: <http://uconnconnects.uconn.edu/tutor.htm>

CLAS Academic Services Center: <http://www.services.clas.uconn.edu/>

Counseling and Mental Health Services: 486-4705 (after hours 486-3427) or [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu/)

Alcohol and other Drug Services: 486-9431 or [www.aod.uconn.edu](http://www.aod.uconn.edu/)

Career Services: 486-3013 or [www.career.uconn.edu](http://www.career.uconn.edu/)

Dean of Students Office: 486-3426 or [www.dos.uconn.edu](http://www.dos.uconn.edu/)

UConn Alert (emergencies, closings, inclement weather, etc.): 486-3768 or [http://alert.uconn.edu](http://alert.uconn.edu/)

**COURSE SCHEDULE**

**Note that this schedule is tentative and subject to change.**

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| --- | --- |
| **Module 1** | Introduction |
| **Module 2** | Temperament & Attachment |
| **Module 3** | Social Cognition |
| **Module 4** | Gender Development |
| **Module 5** | Aggression |
| **Module 6** | Empathy & Prosocial Behavior |
| **Module 7** | Parenting |
| **Module 8** | Peer Relationships |
| **Module 9** | Romantic Relationships |
| **Module 10** | Race, Ethnicity, and Culture |

**[In this section, assignment due dates and exam dates will be provided based on current semester schedule.]**

# 2018-83 HEJS/HIST 3362 Add Course (guest: Susan Einbinder) (G) (S)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3720 |
| **Request Proposer** | Einbinder |
| **Course Title** | Responses to the Black Death |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | HIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | History |
| **Reason for Cross Listing** | Course subject and content are interdisciplinary and appropriate for history listing; there is no comparable course in the History dept and they are enthusiastic about this one, which will also be a worthwhile addition for students interested in medieval and early modern periods. |
| **Course Title** | Responses to the Black Death |
| **Course Number** | 3362 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Susan L Einbinder |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | sue12001 |
| **Initiator Email** | [susan.einbinder@uconn.edu](mailto:susan.einbinder@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | 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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture, podcasts, break-out groups, discussion |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HEJS/ HIST 3362. The Black Death: Medieval Responses to Catastrophe. Three credits. The Black Death (1346-50) from its origins in China through Europe. Readings explore institutional, medical, religious, literary, social responses to the plague, how modern scholars reconstruct medieval experience, and new findings by historians and scientists that shed light on the challenges of past, present and future pandemics. |
| **Reason for the course action** | Although the premodern history survey offered by Prof. Olson includes some mention of the Black Death, there is currently no course in any CLAS department specifically devoted to this topic. Nonetheless, the Black Death offers an extraordinarily rich opportunity to explore questions and concerns at the heart of a humanities program as well as a way to bridge the humanities to studies in medicine, public/global health, forensics and genetics. The approach I offer in this course is also "new," in the sense that it also bridges humanistic and scientific perspectives and methods. At the same time, the global sweep of the pandemic permits investigation of the ways individuals and groups (communities, municipalities, royal administrations; religious institutions; professional groups -- physicians, priests, notaries, rabbis, servants,merchants) responded to massive and unprecedented crisis and to each other. Those responses range from the production of new forms of literature and art to new ideas about disease and particularly contagion, to examples of selflessness and compassion and examples of scapegoating and violence. The threat of new pandemics makes this a particularly interesting and relevant topic also, and I will bring in contemporary examples to encourage comparison. |
| **Specify effect on other departments and overlap with existing courses** | This course will enrich current departmental offerings in History and LCL, and should draw interest from students in Medieval Studies and possibly health sciences fields. I have been in contact with Sherri Olson and Melina Pappademos in the History department and they are in favor of cross-listing. |
| **Please provide a brief description of course goals and learning objectives** | Goals: to provide an overview of the origins, trajectory, and impact of the Black Death (1347-52) from its beginnings in Asia to western Europe; to provide an in-depth look at specific and local experiences to examine how individuals and communities responded to the catastrophic effects of the plague; to consider the relevance of medieval experience for modern pandemic preparedness and response. Objectives: Students will be able to (1) identify the Black Death as bubonic plague, its causative agent (yersinia pestis) and its trajectory from China through Europe; (2) explain how modern historians and geneticists have proven this; (3) compare and contrast the responses of specific medieval communities to the 1347-52 plague, with respect to categories of (a) religious beliefs, rituals and institutions; (b) municipal and governmental responses; (c) literary, artistic and other cultural forms; (d) medical theory and practice, and the role of physicians; (e) political and social upheaval or collaboration; (3) early steps toward public health policies and commitments; (4) compare and contrast the challenges posed by 20th-21st century pandemics (AIDs, SARS, Ebola, Zika etc). |
| **Describe course assessments** | Readings will be drawn from recent research (mainly in academic journals) and podcasts. I will post excerpts and articles on HuskYCT for each unit. If he is available, I will Skype in a friend who was the head of the Ontario Family Physicians group during the SARS epidemic. In addition, we will be relying a lot on the following: John Aberth, The Black Death: The Great Mortality (Palgrave 2005); Ole Benedictow, The Black Death (Boydell 2004); Bruce Campbell, The Great Transition: Climate, disease and Society in the Late Medieval World (Cambridge 2016); Monica Green, ed., Pandemic Disease in the Medieval World, The Medieval Globe 1.1 (2014) (the whole issue is available online for free); Rosemary Horrox, The Black Death sourcebook (Manchester, 1994); these are general works except for Campbell's, which is a serious study of the role played by environmental and ecological factors in creating the context for a devastating pandemic. There will be several short writing assignments throughout the semester, designed to assess students' grasp and ability to extract the main points of the readings. We will also try breaking into groups of three or four with each group responsible for presenting a more in-depth view of a particular unit to the rest of the class. Exam format will be a mix of short identifications and essays; generally I offer students three or four essay options and ask them to select two for completion. |
| **General Education Goals** | The proposed course meets the overall goals of General Education first in its sheer interdisciplinarity; it crosses conventional divides of humanities and science, genre, geography and cultural group. It asks students to demonstrate intellectual breadth not only with respect to the medieval sources and secondary readings, but with respect to present-day implications of, parallels to, and divergences from fourteenth-century experience. The diversity of the communities addressed and the ways their responses to catastrophe were shaped by environment and belief also serve as a lesson in thinking about responses to catastrophe around the world today and where western approaches might have limitations or demand additional sensitivity toward non-Western sufferers. The course also demands that students learn to respect the enormous intelligence and often courage of medieval physicians, notaries, priests, family members, and local governments as they tried to grapple with an unprecedented crisis, and to compare their actions to those of humanitarian, political, religious, and scientific institutions today. In terms of literature, music, art, ritual and religious responses, the readings and discussions also consider the ways that art and culture shape the understanding of social and environmental catastrophe, and how they forge and transmit "meaning" that has its own fate over time, sometimes offering consolation or instruction by virtue of distortion and misreading as much as by accurately preserving the past. |
| **Content Area: Arts and Humanities** | A significant component of this course is dedicated to examining cultural (religious, artistic, literary, ritual) responses to the plague, primarily in the wake of the Black Death (1348) but also over time. The so-called "second pandemic" lasted from 1348 until the mid-19th century and the range of responses is both moving and rich. We also examine the impact of the plague on cultural production, including universities and curriculum, migration, economies, institutions (the emergence of plague hospitals and sanitary legislation, for example). But the units that focus on Jewish, Christian and Islamic attitudes toward the plague, petitionary and penitential rituals, the production of literature and art (from Boccaccio to danse macabre forms, transi tombs, epitaphs, plague obelisks, chronicles, and later novels such as Manzoni's Betrothed or Sinclair Lewis' Arrowsmith) fall squarely within the canonical genres of "arts and humanities" concerns. |
| **Content Area: Diversity and Multiculturalism (International)** | The geographical terrain covered by this course ranges from Asia (China/ Mongolia) to the western edge of Europe. The emphasis of the readings will be on Europe, but there will be room to reflect on the Asian experience and why it was or wasn't distinct from that observed further west. One entire unit is dedicated to comparing the religious responses of Christian, Muslim and Jewish communities to the Black Death. In the case of the Jewish response, since Jews were a minority in Christian and Muslim societies, we also read about the interactions of majority and minority cultures in the crisis conditions posed by the plague. In some cases, those conditions encouraged collaboration and in Christian southern Europe, we also see scapegoating of Jews (and occasionally other vulnerable groups) and anti-Jewish violence. The readings for these discussions are selected to encourage students to think about what factors play a role in setting the stage for violence against targetted minorities, as well as what settings encourage mutual aid. Other readings follow recent attempts to break down the demographics of medieval plague and its variable effect by gender, age, social class, living conditions, etc., and to learn about some of the steps medieval authorities took towards policies geared to provide medical, financial, social and legal attention to the poor, the vulnerable and the bereft. I am interested in how different groups understand and respond to catastrophe, and that is a question I shall hammer throughout the semester. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [BD syllabus f17.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/110748) | BD syllabus f17.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Susan L Einbinder | 06/08/2017 - 11:39 | Submit |  | The syllabus submitted is still in formation but should be sufficiently detailed to provide a sense of what I am doing. If you desire it, I will be happy to submit the finalized syllabus later in the summer. | | Literatures, Cultures and Languages | Cheryl D Galli | 01/01/2018 - 17:58 | Return |  | Returned per request by Gustavo Nanclares on 12/30/2017 | | Return | Susan L Einbinder | 01/24/2018 - 14:14 | Resubmit |  | I have been in touch with Sherri Olson (medieval history) and Melina Pappademos (C&C History rep) in the History department. They are enthusiastically in favor of cross-listing this course in the History department. I do not see how to supply that cross-listing in this form (your menu does not permit me to enter "History" ), but would like this to happen. | | Literatures, Cultures and Languages | Cheryl D Galli | 01/29/2018 - 07:24 | Return |  | Returning form to proposer per P. Before's request (see email thread 1/27/2018) | | Return | Susan L Einbinder | 02/07/2018 - 11:03 | Resubmit |  | I have reread the application cross-listed with History, and am resubmitting. Thank you to Melina Pappademos and Pam Bedore for their help! | | Literatures, Cultures and Languages | Jennifer Terni | 02/08/2018 - 08:13 | Return |  | Returned for clarification of a few details, clarification of concentration area for CA1, completion of Arts & Humanities Content Area Box in course detail page, the selection of one syllabus, and small amendment to title line in box1 of Course detail page. | | Return | Susan L Einbinder | 02/09/2018 - 13:39 | Resubmit |  | I hope I have now addressed the concerns raised. | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:14 | Approve | 2/13/2018 | committee approved today. | | History | Melina A Pappademos | 02/15/2018 - 23:20 | Approve | 2/15/2018 | Course proposal to cross list has very enthusiastic support. | |

THE BLACK DEATH: RESPONSES TO CATASTROPHE Fall 2017

Dr. Susan L. Einbinder, 256 Oak Hall

Office Hours: Mon. 10:30-11:00, 12:30-1:30 or by appointment

This course centers on the Black Death (1347-52), the second great pandemic of bubonic plague and the one best remembered for its staggering mortality rates, as it is estimated to have killed 40-60% of the population of Europe and spanned from China across Europe and Africa, eventually reaching the New World. Recent research on the Black Death has made this an exciting historical moment to study. This is not only because collaborations of historians and scientists have clarified and transformed our knowledge of what transpired in the mid-fourteenth century, but because the fact of their collaboration has opened new pathways for thinking about history, health and disease in the present and future as well as the past. Readings for this course will introduce you to the questions – old and new – scholars have asked about the Black Death. How do we know what happened and how it affected people, institutions, economies, governments, behaviors and beliefs? How do we know what disease the medieval accounts were describing, where did it come from and how did it move so rapidly across Europe, the Middle East, and North Africa? What role did medieval governments and religions play in responding to the pandemic? What role was played by universities and physicians? Did the plague constitute a fundamental crisis of belief and social institutions? Did it change medicine or medical theory, and how did it contribute to new approaches to public health? Finally, where did the plague go and where is it now? What can we learn from medieval experience that might apply to future pandemics?

The course will be divided into units. You are responsible for preparing the readings or watching the videos assigned for each unit, which we will discuss together in class. At the end of each unit, I will ask you to provide me with a short reaction paper on a specific question raised by our readings and discussion. For a final project, you can either pursue in greater depth something we have touched upon in class, or a topic we have not had time to cover. **Your final grade will depend upon all of these components: readings/discussion (30%); reaction papers (30%); final project (40%).**

**Readings**: I will post excerpts and articles on HuskYCT for each unit. In addition, we will be relying a lot on the following:

John Aberth, *The Black Death: The Great Mortality* (Palgrave 2005)

Monica Green, ed*., Pandemic Disease in the Medieval World, The Medieval Globe* 1.1 (2014). Online at: **http://scholarworks.wmich.edu/medieval\_globe/1/**

Rosemary Horrox, *The Black Death* sourcebook (Manchester, 1994) (excerpts on HuskyCT).

The course units as currently conceived will follow these rubrics:

1. The sources, then and now. What happened and how do we know? Welcome to Yersinia pestis. The skeptics, the challenges, the evidence. New thinking about the role of ecological and climate disruption).

Plague catcher (article by Eric Boodman)

: <https://www.statnews.com/2017/07/19/plague-scientist-arizona-prairie-dogs/>

Video lecture, Paleogeneticist, Johannes Krause, Max Planck Institute at Jena, delivered at Harvard (Feb 2017). The videotape of the lecture is at

<https://youtu.be/ywlXj46SeUg>

Bruce Campbell, *The Great Transition*, chaps. 1 and 4.

1. Eastern origins. The China story. China to Crimea to Italy. Establishing the genetic trail. Crossing continents. Carriers (fleas, lice), animal vectors (fleas on what? The problem of rattus rattus. Prairie dogs, marmots, camels and rabbits.) Trade routes, human disruption of ecosystems, changes in diet and fashion (ermine, venison). Some modern parallels.

Monica Green, *Medieval Globe* 1.1 (2014), “Taking ‘Pandemic’ Seriously: Making the Black Death Global,” pp. 27-62.

1. The Muslim World. What difference it made to have Islamic responses to the first (Justinian) pandemic of the 7th century. How the scholarly perspective on Islam and plague has changed.

Aberth, 16-18; 55-62.

Michael Dols, “The Comparative Communal Responses to the Black Death in Muslim and Christian Societies,” Viator 5 (1974): 269-87.

Justin Stearns, *Infectious Ideas: Contagion in Premodern Islamic and Christian Thought* (2014), Chapter 3: Contagion Contested: Greek Medical Thought, Prophetic Medicine and the First Plague Treatises, 67-90.

1. Christian Europe. From Sicily to Genoa to Marseille. Central Europe and the east.
2. The early plague tractates (Jacme d’Agramant, Paris physicians, Gentile da Foligno; Montpellier anonymous; Alphonse de Cordoba; Abraham Caslari: the physicians weigh in. Medieval medical theory and the plague. Christian, Muslim, Jewish physicians.)

Aberth, 37-63. (2d ed., 40-52)

Jon Arrizabalaga, “Facing the Black Death: perceptions and reactions of university medical practitioners,” in *Practical Medicine from Salerno to the Black Death*, eds. Luis García-Ballester, Roger French, Jon Arrizabalaga and Andrew Cunningham (Cambridge:Cambridge Univ. Press 1994), 237-288.

Erik Heinrichs, “The Live Chicken Treatment for Buboes: Trying a Plague Cure in Medieval and Early Modern Europe,” *Bulletin of the History of Medicine 91.2* (summer 2017).

1. Social/economic/institutional impact: How we put the evidence together. Look forward: quarantines, lazarettos, customs and border controls, public sanitation and health measures.

Aberth, intro, 67-70, 80-82, 84-93. (2d ed.: 57-79)

1. Campbell, 160-70 (universities)

Ann Carmichael, “Plague legislation in Early Modern Italy.”

Jane Crawshaw, *Plague hospitals* (Ashgate,2012), chapter 1 (introd.), 2 (the sick and poor), 3 (expenses of staff and daily routine).

Maynard Swanson, “The Sanitation Syndrome: Bubonic Plague and Urban Native Policy in the Cape Colony, 1900-09,” in Wm. Beinart and Saul Dubow, eds., *Segregation and Apartheid in Twentieth Century South Africa* (Lon: Routledge, 1995), 19-25.

The Great Plague of Marseilles and building a plague wall: “Examining DNA from the Great Plague Pits of Marseille,” <https://globalbiodefense.com/2016/01/25/examing-DNA-from-the-great-plague-pits-of-marseille>.

Podcast, Cindy Ermus at the AskHistorians Project:

<http://askhistorians.libsyn.com/askhistorians-podcast-090-la-peste-the-great-plague-of-marseille?tdest_id=181064>. It is listed as Podcast 90. This is about the great plague of 1720-22 in Marseille (Provence).

1. Literary, religious responses. Examples of artistic representations, new cemetery rituals, penitential practices, liturgical forms. Dance of Death (Hamilton).

Aberth, (danse macabre) 160-79 = 2nd ed., 144-61

Aberth (flagellants), 93-111; 139-57 = 2nd edition 113-31.

Mark Jenner. “Plague on a Page: Lord Have Mercy Upon Us in Early Modern London,” *The Seventeenth Century* 27.3 (2012): 255-86.

Lerner, Robert. “The Black Death and Western European Eschatological Mentalities,” in Daniel Williman, ed., *The Black Death* (SUNY 1982), 77-105.

Stearns, Justin, “New Directions in the Study of Religious Responses to the Black Death,” *History Compass* 7.5 (Sept 2009): 1363-75.

Jacob ben Solomon, *Evel Rabbati*, excerpt (his daughter’s death from plague in 1382 Avignon) (Einbinder translation).

1. Jewish responses in Europe. When plague brought violence. The scholarship’s changing perspective, and the early focus on Ashkenaz (central and eastern Europe). The sources. The Jewish physicians. Attacks on Jewish communities. The excavations at Tàrrega and what they tell us. Religious literature and response.

Aberth, 139-60 = 111-132 (overlaps with much of Horrox, 207-23)

Samuel K. Cohn, Jr. “The Black Death and the Burning of the Jews,” *Past & Present* 196 (2007): 3-36.

Anna Colet et al., The Black Death and its Consequences for the Jewish Community in Tàrrega: Lessons from History and Archeology,” *The Medieval Globe* 1.1 (2014): 63- 96.

Einbinder, *After the Black Death*, from chap. 4 – Toledo epitaphs.

1. England, Scandinavia, and beyond. The East Smithfield Cemetery and more mass graves. The challenge of mass graves as evidence.

Colomer, Laia. “The Politics of Human Remains in Managing Archaeological Medieval Jewish Burial Grounds in Europe,” *Nordisk Kulturpolitisk Tidskoff [Nordic Journal of Cultural Politics)* 17.2(2014): 168-86.

Sam Pfizenmaier. *Charterhouse Square: Black Death Cemetery and Carthusian Monastery, Meat Market and Suburb*. (London: Crossrail Archaeology/ Museum of London 2016), introd and 17-28.

Gwynn Henderson ,”Remembering Slack Farm,” in *Archaeology for the People*, eds. John Cherry and Felipe Rojas (Oxbow, 2015), 53-69.

Nick Henderson, “Digging Deep: A Hauntology of Cape Town,” in *Archaeology for the People,* see just above, 95-109.

1. More literary representations (early modern and modern):

Manzoni, The Betrothed, excerpt.

Sinclair Lewis, Arrowsmith, excerpt.

Diary of Sam Pepys, “plague extracts,” [www.pepys.info/1665/plague.html](http://www.pepys.info/1665/plague.html)

1. Long-term effects. The recurring “waves” of plague outbreaks and their significance; new research on low-level persistence in animal hosts. What differences can we see in responses to the plague as a recurring phenomenon? Economic/institutional (municipal, taxes, wages, wills); public health (quarantines, hospitals, municipal physicians); theological and cultural.

Ann Carmichael, “Plague Persistence in Western Europe: A Hypothesis,” *The Medieval Globe* 1 (2014): 157-92.

Samuel K. Cohn, Jr., *Cultures of Plague* (Oxford Univ., 2010), chapter 8: Towards a New Public Health Consciousness in Medicine (238-63).

Plague and visual art: Invited lecture, Michael Young (UConn librarian and art historian)

1. Modern and Future Pandemics: Lessons from the Black Death.

R. Barrett, “The 1994 Plague in Western India: Human Ecology and the Risks of Misattribution,” in Anne Clunan et al., eds., *Terrorism, War or Disease*? *Unravelling the Use of Biological Weapons* (Stanford Univ., 2008), 49-71.

David Quammen, *Spillover: Animal Infections and the Next Human Pandemic* (2012). Pick your pandemic: AIDs, Ebola, SARs, etc – you vote, we’ll read!

Benjamin Shapiro, “The Return of the Black Death,” *Vice Magazine*, Sept. 26, 2014. Online at <https://www.vice.com/sv/article/ppa8qm/the-return-of-the-black-death-part-2-151> or watch on YouTube at https://www.youtube.com/watch?v=Ofsy84dpGKU

1. The Justinianic Plague:

Dionysios Stathakopoulos, “Crime and Punishment: The Plague in the Byzantine Empire, 541-749,” in Lester Little, ed., *Plague and the End of Antiquity* (Cambridge Univ., 2007), 99-118.

Michael McCormick, “Tracking Mass Death during the Fall of Rome’s Empire, part I,” *Journal of Roman Archaeology* 28 (2015): 325-57.

1. Summing Up:

Jo Hays, “Historians and Epidemics: Simple Questions, Complex Answers,” in L. Little, ed., *Plague and the End of Antiquity* (2007), 33-58.

Michelle Ziegler, “The Black Death and the Future of the Plague,” *The Medieval Globe* 1.1 (2014): 259-84.

# 2018-84 HIST 3559 Add Course (guest: Peter Baldwin)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6167 |
| **Request Proposer** | Baldwin |
| **Course Title** | History of Childhood in the United States, 1620-present |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | History of Childhood in the United States, 1620-present |
| **Course Number** | 3559 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Peter C Baldwin |
| **Initiator Department** | History |
| **Initiator NetId** | pcb02005 |
| **Initiator Email** | [peter.baldwin@uconn.edu](mailto:peter.baldwin@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | HIST 1501 or HIST 1502 or HIST 2100 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | I only teach at two campuses, and I don't of anyone else who would teach the course. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | HIST 3559: History of Childhood in the United States, 1620-present. Three credits. Recommended preparation: HIST 1501 or 1502 or 2100. An overview of the history of childhood in America, examining both adults' perception and children's experience. Attention to changes in childhood over time and to the diversity of childhood within each historical moment. |
| **Reason for the course action** | No such course is currently taught at UConn despite the growth of scholarly interest in the subfield of children's history. |
| **Specify effect on other departments and overlap with existing courses** | There is a slight overlap with HIST 3203: The History of the Family, but this course is more tightly focused in geography, in time, and in its attention to children. There may be some overlap with HDFS 3110. Social and Community Influence on Children in the United States. Yet the proposed course differs significantly in its attention to historical development rather than current conditions. |
| **Please provide a brief description of course goals and learning objectives** | • To study the ways in which Americans have understood and experienced childhood from the colonial era to the present. • To help students strengthen their skills in reading and understanding historical documents. |
| **Describe course assessments** | There will be regular homework assignments, mostly responding to questions about the assigned readings. Additional graded assignments will include a major written research project. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Kidsyllabus2018.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/110891) | Kidsyllabus2018.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter C Baldwin | 01/25/2018 - 14:32 | Submit |  | Thank you for your consideration of my proposal. Peter Baldwin | | History | Melina A Pappademos | 02/15/2018 - 23:18 | Approve | 2/15/2018 | This course enriches curricular offerings and has support from departmental faculty. | |

***History 3098, Variable Topics:***

***Childhood in the United States, 1620-present***

***Spring 2018***

*MW 2:30 – 3:45, Laurel Hall # 106*

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| Instructor: Prof. Peter C. Baldwin (pbaldwin@uconn.edu)  Office Hours (235 Wood Hall): Mon. and Thurs., 10:30 to noon and by appointment |

**Course Objectives**

* To study the ways in which Americans have understood and experienced childhood from the colonial era to the present.
* To help students strengthen their skills in reading and understanding historical documents. The final project for the course will be a historically informed analysis of a primary source on the history of childhood before 1968.

**Assignments and Course Grades**

There will be weekly homework assignments, mostly responding to questions about the assigned readings. Additional graded assignments will include three tests, a paper prospectus, an annotated bibliography, a rough draft, and a final paper. Class participation will also be graded.

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| Homeworks | 25% |
| Class participation | 5% |
| Best test | 15% |
| Second best test | 10% |
| Prospectus | 5% |
| Annotated bibliography | 5% |
| Final paper | 25% |
| Presentation, or third test\* | 10% |
| \*(whichever is best) | TOTAL: 100% |

**Homework Assignments:**

There will be a homework assignment most weeks. Typically, the homework will include questions about the assigned readings. A brief paragraph will suffice as an answer to each question. Each homework submission will be given a grade of “check” (2 points), “check minus” (1 point) or “unsatisfactory” (0 points). Of the 11 homework assignments, you will be graded on your eight best. Students who get full credit for nine or more homeworks will get an A +.

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| 16 points: A |
| 15 points: A – |
| 14 points: B |
| 13 points: B – |
| 12 points: C |
| 11 points: C – |
| 10 points: D |
| 9 points: D – |

**Class Participation:**

Students’ attendance will be noted, but perfect attendance will not be enough to earn a passing grade for class participation. I will be looking for evidence that your mind is present during our discussions and not just your body. Students will be encouraged to make informed observations about the material, pose thoughtful questions, and make informed and respectful responses to other students’ remarks. Students will not receive high marks if their comments persistently reveal a lack of knowledge about the material.

**Format of Tests**

The three tests will each include one essay andmay also include any or all of the following types of short questions: multiple choice, matching, true/false, and "long identification." Long identification questions will ask you to identify a term and discuss its significance in the history of American childhood. The third test will take the place of the final examination.

**Research Project:**

The major graded component of the class will be an original research project in which you use the knowledge and perspective you gain from scholarly secondary sources to interpret an original primary source. You will select a primary source originally produced before 1968 that will allow you to examine an issue in the history of American childhood. This is not a public policy class or a psychology class, so your topic must be a historical one. You will proceed to completion through a series of steps.

1. **Document and topic.** At first, you will be asked simply to name your document and describe the historical topic that the document allows you to consider. Provide a one-sentence explanation. I will provide a list of suggestions, but you are welcome to choose other historical documents and topics that are not on the list.
2. **Prospectus.** Once I have given tentative approval to your document and topic, you will be asked to write a one-page prospectus with an attached bibliography. The prospectus should clearly identify your topic, provide a brief overview of what you know about the topic already, and pose a specific question or hypothesis on which you will focus your research. The bibliography should contain at least three scholarly works of history published within the last 50 years. These can include scholarly articles, books with footnotes, or dissertations. Your research will focus on interpreting a single primary source (or at most a small cluster of sources). All primary sources should also be listed in your bibliography.
3. **Annotated bibliography**. Assuming your prospectus is approved, your next submission will be a two or three page annotated bibliography. This bibliography will include a one-paragraph overview of each of your sources, focusing on what you have found in each source that will be useful for your project. Don’t just provide a general summary. Your bibliography will probably be different from the original one you submitted, as you will cut works that prove to be useless and add ones that will be useful.
4. **Rough draft (optional)**. This will be a low-stakes, first version of the completed project. It will be written as a formal essay, and will present a clear argument with supporting evidence taken from your research. It will provide proper footnotes in the Chicago style used by historians.
5. **Presentation (optional)**. This is a component that can replace the grade for a weak test. Alternatively, it can provide some extra credit. (I’ll figure out in May which grading strategy would be most advantageous for you).
6. **Final paper**. This is the culmination of your semester’s work, incorporating significant revisions made in response to my comments on the rough draft.

**Books available for purchase:**

* Alger, Horatio. *Ragged Dick: Or, Street Life in New York with the Boot Blacks.* New York: Signet, Penguin, 2014.
* Mintz, Steven. *Huck’s Raft: A History of American Childhood.* Cambridge: Belknap, Harvard University Press, 2004.
* Moody, Anne. *Coming of Age in Mississippi*. New York: Delta Trade Paperbacks, 2004.
* Fass, Paula, and Mary Ann Mason, eds. *Childhood in America.* New York: New York University Press, 2000

**Ground Rules**

* Please turn off all electronic devices during class. Computers, iPads, and phones cause distractions both for the users and for those surrounding them. Students who need to be reminded of this requirement may see their grades significantly reduced. If you have to use your device, you should stay home that day. Students who persist in using their devices will be asked to leave. If your dependence on the device is a chronic condition, you should drop this class and take one in which the instructor doesn’t care.
* Daily attendance is strongly encouraged but not required. Students are expected to keep up with the material presented in class regardless of whether they miss a day. If you know that you will be absent, try to arrange with someone else to take notes.
* Punctuality is important and expected. By arriving late, you cause a minor distraction for everybody. By doing so repeatedly, or by leaving before the end of class without notifying me in advance, you are likely to annoy me.
* Please don't wander out for a "break" during class. It's distracting. No breaks will be allowed during the tests. If you leave the room you are finished with the test.
* Drinks are OK, but please don’t eat your lunch in class.
* Students are expected to participate regularly, actively, and constructively in class discussions. Students will receive good marks for participation only if they express informed judgments and engage with ideas raised by other class members.
* Students are expected to treat everyone in the room with courtesy. They are expected to be attentive and respectful. Language or behavior that demeans or harasses other students will not be tolerated.
* All students are required to submit all components of the research project on time. Students who encounter an emergency that prevents them from submitting an assignment on time are required to discuss the matter with Prof. Baldwin in advance, if at all possible, or to notify me by voice mail (486-3854). Students who submit late work without advance permission will be penalized. For each weekday that an assignment is late, the grade will be reduced by a third of a grade (for instance from an A- to a B+).
* No homework will be accepted late, regardless of how good your reason may be. There are more than enough homework assignments, so it won’t hurt you to skip a couple.
* Plagiarism and cheating will not be tolerated. Plagiarism is the use of the ideas, organization, or words of another writer without giving proper credit. Students must produce their own, original work for this course. **Any student found to have committed a serious act of plagiarism or cheating will fail the course**. I take this requirement very seriously and I actively hunt for plagiarism. If I catch you, I will not care about any excuses. Don't plagiarize! It's not worth the risk.

**Class Schedule**

Students should read each assignment before the scheduled date, so that we may discuss it in class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Required Reading** | **Assessment** | **Main topic of class** |
| Mon., Jan. 22 |  |  | Welcome! |
| Wed., Jan. 24 | Mintz, prologue and Chap. 1 (Puritans); Fass #77, #137; CT laws on HuskyCT | **Homework 1** | Colonial childhood. |
| Mon., Jan. 29 | Mintz, Chap. 2 (Colonial era); Fass # 53, #63, # 64 | **Homework 2** | Unfree children. |
| Wed., Jan. 31 | Mintz, Chap. 3 (Revolution); Fass # 54 |  | Children’s work |
| Mon., Feb. 5 | Mintz, Chap. 4 (Middle class); Fass # 27, #56, # 57 | **Homework 3** | Educational reform |
| Wed., Feb. 7 | Mintz, Chap. 5 (Slavery); Fass # 58, #97 |  | Slavery |
| Mon., Feb. 12 | Mintz, Chap. 6 (Civil War); primary source on HuskyCT | **Homework 4** | Friendships |
| Wed., Feb. 14 | Mintz, Chap. 7 (Laboring Children); Fass # 69; Spargo on HuskyCT |  | Child labor reform |
| Mon., Feb. 19 |  | **FIRST TEST** |  |
| Wed., Feb. 21 | Alger, *Ragged Dick;* Fass # 25 | **Homework 5** | Children’s books |
| Mon., Feb. 26 | Mintz, Chap. 8 (Save the Child); Fass #98, #109 | **Homework 6** | Orphans |
| Wed., Feb. 28 | Mintz, Chap. 9 (Science of childhood) |  | Protecting innocence |
| Mon., March 5 | Mintz, Chap. 10 (Immigrants); Fass # 159 | **PROSPECTUS** | Immigrants and their parents |
| Wed., March 7 | Documents on HuskyCT | **Homework 7** | Play reform movement |
| Mon., March 19 | Mintz, Chap. 11 (1920s), Fass # 47 |  | Improved child health |
| Wed., March 21 |  | **BIBLIOGRAPHY** | Children as consumers |
| Mon., March 26 | Mintz, Chap. 12 (Depression) |  | Great Depression |
| Wed., March 28 |  | **SECOND TEST** |  |
| Mon., April 2 | Mintz, Chap. 13 (World War II); Fass # 14, # 15, # 59 | **Homework 8** | Child rearing advice |
| Wed., April 4 | Mintz, Chap. 14 (1950s) |  | Duck and cover! |
| Mon., April 9 | Moody, *Coming of Age in Mississippi* (part one) | **Homework 9** | Learning about race |
| Wed., April 11 | Mintz, Chap. 15 (1960s) |  | Learning about gender |
| Mon., April 16 | Graham on HuskyCT; Fass # 145; primary sources on HuskyCT | **Homework 10** | Hair and clothes |
| Wed., April 18 | Fass # 45, #101. | **ROUGH DRAFT** | Changing family structure |
| Mon., April 23 | Mintz, Chap. 16 (Parental panics); Fass #115 thru 118 | **Homework 11** | Children and sexuality |
| Wed., April 25 |  |  | Presentations |
| TBA |  | **THIRD TEST** |  |

# 2018-85 GEOG 4000W Add Course (guest: Andy Ballantine) (G) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6248 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | Capstone Seminar in Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Capstone Seminar in Geography |
| **Course Number** | 4000W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | John A Jolly-Ballantine |
| **Initiator Department** | Geography |
| **Initiator NetId** | jcb08002 |
| **Initiator Email** | [john-andrew.ballantine@uconn.edu](mailto:john-andrew.ballantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | 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 |
| **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** | Seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Pre-requisite of ENGL 1010, 1011, or 2010. Pre-/Co-requisite: At least one prior Geography class at 3000-level or higher. Declared major in geography or instructor permission |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is this course open to?** | Junior,Senior |
| **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 |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The staffing for this class is only available in Storrs, but it may be taught in the future at Avery Point |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | GEOG 4000W. Capstone Seminar in Geography Three credits. Prerequisite: ENGL 101 or 1011 or 2011. Prerequisite or corequisite: one Geography class at the 3000 level or higher. Open to juniors or higher. Open to Geography majors; others by instructor permission. Techniques for, and practice in, research, writing, citation, and data presentation in geography. |
| **Reason for the course action** | This course represents an effort to make the delivery of W courses in Geography both more efficient and more valuable to students. Majors and minors currently find it difficult to satisfy degree requirements in a timely manner, with few opportunities to take W courses. Consolidating the W requirements of the department into one capstone seminar will allow students to focus on a geographic project, based on their personal interests, learn about advanced geographic concepts, and build community among the geography majors. The course would stress not only the mechanics of presenting data and theoretical results but also the skillset needed to communicate interpretation and discussion points on a broad range of geographic concepts. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course seeks to enhance students' ability to effectively 1) research issues in geography, 2) present data to convey concepts in geography, 3) develop, organize and analytically convey ideas about geographic issues, and 4) clearly and cogently write properly referenced and cited technical geography and related papers. |
| **Describe course assessments** | Weekly readings from a book and/or online on effective writing in geography will be assigned and assessed through discussion. Students will apply the skills learned through lectures and readings in the process of writing and revising a substantial analytical paper of at least 15 pages on a topic in geography. Additionally, the course material will be reinforced though large and small group discussions and participation in the critical review of other students' papers. |
| **General Education Goals** | The content of this course directly focuses on writing as a means of understanding geographic issues, making analytical geographic arguments, and conveying geographic information. Students will apply the course content in the process of researching, drafting and revising a substantial geography paper of at least 15 pages on a topic approved by the instructor. An additional 5 pages of material will be written and revised in other assignments. |
| **Skill Code W** | The Course grade summary on the second page of the syllabus makes it clear that more than half of the course grade is based on the course writing components. An additional note to the student is included directly under the course grade summary explicitly stating that in order to pass the course the student must pass the "W" component of the course. The writing component requires review from both the professor and peers. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG4000WSyllabus.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112133) | GEOG4000WSyllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John A Jolly-Ballantine | 02/02/2018 - 16:17 | Submit |  | This proposal was approved by the Geography C&C committee and Geography Department. | | Geography | Carol Atkinson-Palombo | 02/02/2018 - 16:56 | Approve | 12/13/2017 | Approved by both the C&C Committee and the faculty in Department Meeting. | |

**Capstone Seminar in Geography**

**Geography 4000W: Fall, 2018**

This course is a culmination of your work in Geography over the past few years. As you have learned, Geography is as diverse as human thought, but there are common threads that bring us together as Geographers. Thinking spatially, identifying the linkages between diverse areas of study, and using geo-spatial tools are the hallmarks of Geography. In this class, we will pursue an advanced study of geographic ideas, while also considering the individualized, geographic interests of you, and your classmates. This is a W class with all of the requirements that come with a W class, but it is also a way to bring your summer and fall working in the community to a close and write about that process.

Here are answers to a few questions you may have about the class. Throughout the semester, you should feel welcome in my office and ask me questions about class or any other topic on your mind.

**WHO?** Instructor: Andy Jolly-Ballantine E-mail: andy.ballantine@uconn.edu

Office: AUST 432 Office Hours: By appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

**WHAT?**

According to the catalog: This class is a capstone seminar in Geography. Because Geography is a diverse discipline, the course topics will vary based on the interests of the students and professor. In all cases, fundamental research, writing, citation, and data presentation skills in various forms used by geographers will be emphasized.

We will explore a number of topics as a class and become familiar with each person’s individual topic through peer evaluation and presentation. Thus, you should come out of this class with a deep understanding of one topic and a broad understanding of many of the important geographic issues of our day, not to mention scientific writing styles.

**WHERE?** \*\*\*

**WHEN?** \*\*\*

**A World of Writing**

We will be addressing a number of forms of writing in this class. The most important writing will be done by you, both as informal exploratory or reaction pieces and as more formal writing assignments. There is no one book that covers the basics of writing and all of the forms we will study, so there is no required text at present. We will be picking a lot of readings from current events and academic writings related to each intern’s topic. You will also be the sounding board for all of your fellow students so peer review will be a big part of this process.

**Course Requirements**

**ASSIGNMENTS**

Assignments in this class are designed to move systematically through the process of writing, using styles that are relevant to exploring your thoughts on your experience, explaining your results to others, and providing clear instructions to those who will come after you. Each of you will pursue a focused topic based on your internship by researching the topic throughout the semester and writing a series of pieces. You will begin with the architecture of a research paper in the form of a research proposal, a detailed outline, and an annotated bibliography. This building process will culminate with the writing of a critical literature review research paper on your topic.

These assignments will go through a review process. However, I view this class as a chance for you to explore and take risks with your writing in a safe environment so there will also be a several informal papers and reaction pieces that will not be formally reviewed, but will count toward your participation grade. Throughout the semester, we will be engaging in current topics, through popular and research literature as well as film and radio. Discussions and informal writing in response to these pieces will be an important part of our critical assessment of the way the environment is portrayed in the media and academia.

The following is a brief description of the formal writing pieces that will undergo some process of review. I will provide more detailed versions of these assignments with grading rubrics when I present each form in class. Page numbers are minimum and I welcome longer pieces.

1. Research Proposal (1 page): You will begin your exploration of your topic with a proposal concisely summarizing your topic and describing your approach to pursuing your topic.
2. Detailed Outline and Annotated Bibliography (4 pages): Once topics have been decided, we will dive into the research process. The outline will be a paragraph-level road-map of your research paper and the annotated bibliography will provide a summary of the reference sources you are using in your research paper.
3. Critical Literature Review Research Paper (15 pages): This will be a paper in the style of an academic review article. You will not only summarize the state of the science from the primary literature, but critically analyze these articles to say something about their strengths and flaws. You will extend this critical understanding to make a new conclusion about your topic based on the compilation of these articles’ view of the topic.

**GRADING:**

Assignment Pages % of Final Grade

Research Proposal 1 page 5%

Outline and Annotated Bibliography 4 pages 10%

Research Paper 15 pages 60%

Participation (informal papers & discussion) 25%

**THE REVIEW PROCESS**

The formal assignments described above will go through at least one stage of review which may include individual meetings with me, peer review by your colleagues in class, and more traditional written comments from me. The type of review will vary by assignment and be described more thoroughly in the assignment handout.

In general, you will provide a draft with a cover letter on the date indicated in the syllabus for each formal assignment. The draft will not be graded, but receive comments from me and one or more of your classmates. In the cover letter for the draft, you will describe your writing process and the challenges you encountered. I have included sample guidelines for cover draft and final paper cover letters at the end of this syllabus.

In creating the final draft, I want you to take my comments and your colleagues’ comments seriously, but be critical about them. If you disagree with a comment, say so in your cover letter for the final draft and justify your decision. I also encourage you to go beyond the comments you are given and critique your own draft to improve the final product (and say so in your final cover letter). The most important skill that can come out of this process is for you to be a better self-editor.

Junk Draft Policy: The draft does not give you license to turn in a poorly thought-out or composed product. I will return junk drafts for re-writing without comment. If a junk draft is returned to you, you will have to re-write and provide a review from a classmate or the Writing Center, by the next class meeting. The University writing class policy requires the review process as part of the writing class so missing the draft phase of any assignment means missing the whole assignment and receiving a failing grade for that assignment. Strive to write the highest quality product possible.

Learning to review and accept reviews (which may include justifying why you did not follow some comments) is an important skill that will serve you well in the working world. Having a well thought-out draft is the first step in making the review possible.

**POLICIES AND EXPECTATIONS:**

Attendance and Participation:I expect everyone to attend all class sessions. Discussion and constant writing about the environmental pieces we are reading, watching, or listening to is an essential component of this class, as expressed in the importance of the participation grade. You can miss one of these participation days with no penalty. If a prolonged illness or other tragedy forces you to miss more than two classes, I will require written documentation from an appropriate professional.

Missing classes and assignments when we are doing peer-review or not having an adequate initial submission ready for peer review is very disruptive. The initial submission is essential and the assignment will not be accepted without it. Lateness on the final draft of any reviewed assignment will cost you a half letter grade each day. Assignments *cannot* be turned in more than one week late.

Please inform me in advance if you will miss a class meeting or will have a personal situation that will affect your attendance, performance, or ability to turn in assignments on time. I will require a note from an appropriate professional (doctor, etc.) if you miss a class where peer review is involved or an assignment is due. Please back up your work so that you will not have technical problems. Late drafts cannot be discussed and processed in class and therefore cannot be accepted so you will have to arrange for review outside of class.

According to University W-class guidelines, one cannot pass a W course without earning a passing grade on its writing components. I have set this class up such that 75% of the grade is based on reviewed writing so your writing component grade and your final grade are nearly equivalent.

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment
2. All UConn students are encouraged 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 process, 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 take 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).
3. UCONN Connects student services offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
4. Students who think that they may need accommodations because of a disability are encouraged to meet with me early in the semester. For help and to determine eligibility, contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about writing and the environment, not pressure you into regurgitating facts. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to share your ideas with one another, discuss the readings outside of class, share your drafts 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 – whether through direct quotation, summary, or paraphrase – you must formally acknowledge that debt by signaling it with a standard form of academic citation. I will provide you with a reading on proper academic citation.

If there is any improperly copied material, material written by another and not cited, or cheating, you will fail that assignment in the first instance, and fail the course in the second. I will also follow the established university disciplinary procedures outlined in the student code at http://community.uconn.edu/the-student-code-pdf/. Ignorance of the policies set out in this code is not an excuse for any academic violation. You are encouraged to see me if you have questions about when and how to cite. I also encourage you to refer to the text for proper citation methods.

**Tentative Schedule**

Each class will be split into three parts. We will begin with a check-in on significant developments in your internship (or at the farm) over the past week. Next we will discuss an academic topic related to putting together the different writings that will go into your portfolio. Finally, we will discuss selected readings related to each of your topics. We may also engage in activities related to topics like strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, etc.

Weeks 1-2: The Big Idea: Spatial Concepts and Writing Proposals

Weeks 3-5: Research – How to research your work. Writing an Outline and Bibliography

Weeks 6-9: Polishing Your Work – Writing your paper and editing. Focused Geography topics

Weeks 10-13: Thinking creatively about your work – how to express your experience in other ways and unique expressions of Geographic thought

With each draft and final product of the reviewed writing assignments, I want you to include a cover letter describing the process you went through to come up with your writing. I have included a sample skeleton for both a draft and a final product cover letter below. You should include all of the points indicated and write your letter to me in correct, complete sentences, but by no means do I expect you to follow this form (in fact, it can be a bit tedious to read the same think over and over again). In cases where you want to distinctly list a number of issues or changes, it is acceptable to use bullets, but I ask that you use complete sentences within each bullet. The draft letter does not need to be long, but I do want to see some introspection accompanying the letter for the final draft.

# 2018-86 GEOG 4001W Add Course (guest: Andy Ballantine) (G) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6249 |
| **Request Proposer** | Jolly-Ballantine |
| **Course Title** | Writing in Geography |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Geography > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GEOG |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geography |
| **Course Title** | Writing in Geography |
| **Course Number** | 4001W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | John A Jolly-Ballantine |
| **Initiator Department** | Geography |
| **Initiator NetId** | jcb08002 |
| **Initiator Email** | [john-andrew.ballantine@uconn.edu](mailto:john-andrew.ballantine@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | 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** |  |
| **Will there also be a non-W section?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 1 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Individualized writing |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | One 2000-level Geography course. Co-requisite of one 3000-level or higher Geography class. a. Consent of Instructor b. Open to juniors or higher |
| **Corequisites** | Another Geography class at the 3000-level or higher |
| **Recommended Preparation** | None |
| **Is Consent Required for course?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is this course open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Other Geography W classes, including GEOG 3320W, GEOG 4000W, 4096W, 4110E, or GEOG 4200W |
| **Is credit for this course excluded from any specific major or related subject area?** | Yes |
| **List majors that will not count this course** | Only Geography majors are eligible to take GEOG 4001W. |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | Geography 4001W must be paired with an existing Geography course of 3000-level or higher |
| **List courses that cannot be taken concurrently** | Other Geography W classes, including GEOG 3320W, GEOG 4000W, 4096W, 4110E, or GEOG 4200W |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | GEOG 4001W. Writing in Geography One credit. Prerequisite: One Geography class at the 2000 level or higher. Co-requisite: One Geography class at the 3000-level or higher. Open to juniors or higher. Open to Geography majors only. May not be taken concurrently with another Geography W class. Instructor consent required. Techniques for, and practice in, research, writing, citation, and data presentation in geography. |
| **Reason for the course action** | This course represents an effort to make the delivery of W courses in Geography both more efficient and more valuable to students. Majors and minors currently find it difficult to satisfy degree requirements in a timely manner, with few opportunities to take W courses. GEOG 4001W would address these issues by providing a more streamlined 1-credit format in which students who are unable to take 4000W, or have a special interest in tying their W requirement to a particular class, would be able to achieve their writing requirement in Geography. The course would emphasize the process of research in geography as well as the process of writing and citation, introducing students to the modes of argument and presentation typical in professional publication. The course would stress not only the mechanics of presenting data and theoretical results but also the skillset needed to communicate interpretation and discussion points on a broad range of geographic concepts. GEOG 4001W is a variant on the model of one-credit W courses used elsewhere in the University. It would effectively be taught as a companion section to an existing 3000-level or higher class. The primary instructor would coordinate the writing section(s) as well as provide lectures and materials on writing style, finding sources, proper citation, and the presentation of geographic concepts. Professors would closely monitor student work, provide feedback on drafts, orchestrate peer-review, and ultimately grade the result. Students would be required to write a paper on the subject matter of the companion geography course. Academic merit: Rather than have several topical W classes which are dominated by non-geographers (the existing model), we believe that a capstone class (Geography 4000W for Geographers will better support Geography students, serve staffing needs in other Geography classes, and build community within the Geography undergraduate population. We believe this is the best model for providing Geography majors with an effective, focused, research and writing intensive class, while holding true to the subject matter of a Geography education. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course seeks to enhance students' ability to effectively 1) research issues in geography, 2) present data to convey concepts in geography, 3) develop, organize and analytically convey ideas about geographic issues, and 4) clearly and cogently write properly referenced and cited technical geography and related papers. |
| **Describe course assessments** | Weekly readings from a book on effective writing in geography will be assigned. Students will apply the skills learned through lectures and readings in the process of writing and revising a substantial analytical paper of at least 15 pages on a topic in geography. An additional 5 pages of revised writing would be required on course topics over the course of the semester. Additionally, the course material will be reinforced though large and small group discussions and participation in the critical review of other students' papers. Major Topics: Major topics addressed in the course will include: 1) writing as a means to understand concepts and issues in geography, 2) research methods in geography including information and data sources as well as information search strategies, 3) strategies for developing, organizing, and analytically supporting ideas, 4) the use and presentation of data to support geographic analysis, 5) types of writing in geography (e.g., literature reviews, analytical essays), 6) elements of style (e.g., voice, cohesion and flow, cadence), 7) syntax (e.g., floating and misplaced clauses, agreement in number), 8) usage (e.g., that/which, due to, between/among), 9) punctuation, and 10) citation (when to cite, citation style, avoiding plagiarism). |
| **General Education Goals** | The content of this course directly focuses on writing as a means of understanding geographic issues, making analytical geographic arguments, and conveying geographic information. Students will apply the course content in the process of researching, drafting and revising a substantial geography paper of at least 15 pages on a topic approved by the instructor. Students will be encouraged to select a paper topic related to a course in geography they are taking at the same time, thus also reinforcing material learned in that course. The writing components of the course will constitute 95% of the course grade in total, with the final paper itself constituting 60% of the course grade. |
| **Skill Code W** | Two drafts of the final paper will be required. The discussion section leader will provide written feedback on the first draft. Students will be required to revise their papers on the basis of these comments and additional information learned in lectures and through assigned readings. Written comments on the second draft will be provided via peer review. Students will be expected to edit the second draft of their paper in response to these comments and other course material in preparation of the final draft of their paper. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [GEOG 4001W Syllabus.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112651) | GEOG 4001W Syllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | John A Jolly-Ballantine | 02/02/2018 - 16:49 | Submit |  | This class was approved by the Geography C&C committee and the Geography Faculty. | | Geography | Carol Atkinson-Palombo | 02/02/2018 - 17:02 | Approve | 12/13/2017 | Approved by both C&C and faculty in Department meeting. | |

**Writing in Geography**

**Geography 4001W: Fall, 2018**

This course is a culmination of your work in Geography over the past few years. You will be pursuing a special writing and research project, associated with the subject matter of the companion course this class. You are adding a one credit writing component to an already existing class and that class will dictate the content of your research and writing. As you have learned, Geography is as diverse as human thought, but there are common threads that bring us together as Geographers. Thinking spatially, identifying the linkages between diverse areas of study, and using geo-spatial tools are the hallmarks of Geography. In this class, we will pursue an advanced study of geographic ideas, while researching and writing about a project of relevance to the companion class. This is a W class with all of the requirements that come with a W class, but it is also a way to bring the material from the companion class into closer focus through your project.

Here are answers to a few questions you may have about the class. Throughout the semester, you should feel welcome in my office and ask me questions about class or any other topic on your mind.

**WHO?** Instructor: Andy Jolly-Ballantine E-mail: andy.ballantine@uconn.edu

Office: AUST 432 Office Hours: By appointment

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

**WHAT?**

According to the catalog: *Techniques for, and practice in, research, writing, citation, and data presentation in geography.* This class is a special writing class in Geography. Because Geography is a diverse discipline, the topic you address will vary based on the companion course material and your own interests, in consultation with your professor. In all cases, fundamental research, writing, citation, and data presentation skills in various forms used by geographers will be emphasized.

Through the course of the semester, we will explore your individual topic through peer evaluation and presentation. Thus, you should come out of this class with a deep understanding of one topic that pertains to the companion class.

**WHERE?** \*\*\*

**WHEN?** \*\*\*

**A World of Writing**

You will be researching and reading a lot of different kinds of writing related to the companion course topic and your specific project. The most important writing will be done by you, both as informal exploratory or reaction pieces and as more formal writing assignments. There is no one book that covers the basics of writing and all of the forms we will study, so there is no required text at present. We will be picking a lot of readings from current events and academic writings. If others are taking this class as well, your fellow students will provide peer review for your work, but as your professor, I will be providing you with comments which will form the basis of your revisions.

**Course Requirements**

**ASSIGNMENTS**

Assignments in this class are designed to move systematically through the process of writing, using styles that are relevant to exploring your thoughts on your experience, explaining your results to others, and providing clear instructions to those who will come after you. Each of you will pursue a focused topic based on your internship by researching the topic throughout the semester and writing a series of pieces. You will begin with the architecture of a research paper in the form of a research proposal, a detailed outline, and an annotated bibliography. This building process will culminate with the writing of a critical literature review research paper on your topic.

These assignments will go through a review process. However, I view this class as a chance for you to explore and take risks with your writing in a safe environment so there will also be a several informal papers and reaction pieces that will not be formally reviewed, but will count toward your participation grade. Throughout the semester, we will be engaging in current topics, through popular and research literature as well as film and radio. Discussions and informal writing in response to these pieces will be an important part of our critical assessment of the way the environment is portrayed in the media and academia.

The following is a brief description of the formal writing pieces that will undergo some process of review. I will provide more detailed versions of these assignments with grading rubrics when I present each form in class. Page numbers are minimum and I welcome longer pieces.

1. Research Proposal (1 page): You will begin your exploration of your topic with a proposal concisely summarizing your topic and describing your approach to pursuing your topic.
2. Detailed Outline and Annotated Bibliography (4 pages): Once topics have been decided, we will dive into the research process. The outline will be a paragraph-level road-map of your research paper and the annotated bibliography will provide a summary of the reference sources you are using in your research paper.
3. Critical Literature Review Research Paper (15 pages): This will be a paper in the style of an academic review article. You will not only summarize the state of the science from the primary literature, but critically analyze these articles to say something about their strengths and flaws. You will extend this critical understanding to make a new conclusion about your topic based on the compilation of these articles’ view of the topic.

**GRADING:**

Assignment Pages % of Final Grade

Research Proposal 1 page 10%

Outline and Annotated Bibliography 4 pages 25%

Research Paper 15 pages 60%

Participation (informal papers & discussion) 5%

**THE REVIEW PROCESS**

The formal assignments described above will go through at least one stage of review which may include individual meetings with me, peer review by your colleagues in class (if available), and more traditional written comments from me. The type of review will vary by assignment and be described more thoroughly in the assignment handout.

In general, you will provide a draft with a cover letter on the date indicated in the syllabus for each formal assignment. The draft will not be graded, but receive comments from me and one or more of your classmates. In the cover letter for the draft, you will describe your writing process and the challenges you encountered. I have included sample guidelines for cover draft and final paper cover letters at the end of this syllabus.

In creating the final draft, I want you to take my comments and your colleagues’ comments seriously, but be critical about them. If you disagree with a comment, say so in your cover letter for the final draft and justify your decision. I also encourage you to go beyond the comments you are given and critique your own draft to improve the final product (and say so in your final cover letter). The most important skill that can come out of this process is for you to be a better self-editor.

Junk Draft Policy: The draft does not give you license to turn in a poorly thought-out or composed product. I will return junk drafts for re-writing without comment. If a junk draft is returned to you, you will have to re-write and provide a review from a classmate or the Writing Center, by the next class meeting. The University writing class policy requires the review process as part of the writing class so missing the draft phase of any assignment means missing the whole assignment and receiving a failing grade for that assignment. Strive to write the highest quality product possible.

Learning to review and accept reviews (which may include justifying why you did not follow some comments) is an important skill that will serve you well in the working world. Having a well thought-out draft is the first step in making the review possible.

**POLICIES AND EXPECTATIONS:**

Attendance and Participation:I expect everyone to attend all class sessions. Discussion and constant writing about the environmental pieces we are reading, watching, or listening to is an essential component of this class, as expressed in the importance of the participation grade. You can miss one of these participation days with no penalty. If a prolonged illness or other tragedy forces you to miss more than two classes, I will require written documentation from an appropriate professional.

Missing classes and assignments when we are doing peer-review or not having an adequate initial submission ready for peer review is very disruptive. The initial submission is essential and the assignment will not be accepted without it. Lateness on the final draft of any reviewed assignment will cost you a half letter grade each day. Assignments *cannot* be turned in more than one week late.

Please inform me in advance if you will miss a class meeting or will have a personal situation that will affect your attendance, performance, or ability to turn in assignments on time. I will require a note from an appropriate professional (doctor, etc.) if you miss a class where peer review is involved or an assignment is due. Please back up your work so that you will not have technical problems. Late drafts cannot be discussed and processed in class and therefore cannot be accepted so you will have to arrange for review outside of class.

According to University W-class guidelines, one cannot pass a W course without earning a passing grade on its writing components. I have set this class up such that 95% of the grade is based on reviewed writing so your writing component grade and your final grade are nearly equivalent.

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment
2. All UConn students are encouraged 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 process, 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 take 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).
3. UCONN Connects student services offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
4. Students who think that they may need accommodations because of a disability are encouraged to meet with me early in the semester. For help and to determine eligibility, contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about writing and the environment, not pressure you into regurgitating facts. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to share your ideas with one another, discuss the readings outside of class, share your drafts 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 – whether through direct quotation, summary, or paraphrase – you must formally acknowledge that debt by signaling it with a standard form of academic citation. I will provide you with a reading on proper academic citation.

If there is any improperly copied material, material written by another and not cited, or cheating, you will fail that assignment in the first instance, and fail the course in the second. I will also follow the established university disciplinary procedures outlined in the student code at http://community.uconn.edu/the-student-code-pdf/. Ignorance of the policies set out in this code is not an excuse for any academic violation. You are encouraged to see me if you have questions about when and how to cite. I also encourage you to refer to the text for proper citation methods.

**Tentative Schedule**

Each class will be split into three parts. We will begin with a check-in on significant developments in your internship (or at the farm) over the past week. Next we will discuss an academic topic related to putting together the different writings that will go into your portfolio. Finally, we will discuss selected readings related to each of your topics. We may also engage in activities related to topics like strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, etc.

Weeks 1-2: The Big Idea: Spatial Concepts and Writing Proposals

Weeks 3-5: Research – How to research your work. Writing an Outline and Bibliography

Weeks 6-9: Polishing Your Work – Writing your paper and editing. Focused Geography topics

Weeks 10-13: Thinking creatively about your work – how to express your experience in other ways and unique expressions of Geographic thought

With each draft and final product of the reviewed writing assignments, I want you to include a cover letter describing the process you went through to come up with your writing. I have included a sample skeleton for both a draft and a final product cover letter below. You should include all of the points indicated and write your letter to me in correct, complete sentences, but by no means do I expect you to follow this form (in fact, it can be a bit tedious to read the same think over and over again). In cases where you want to distinctly list a number of issues or changes, it is acceptable to use bullets, but I ask that you use complete sentences within each bullet. The draft letter does not need to be long, but I do want to see some introspection accompanying the letter for the final draft.

# 2018-87 ARAB 1101 Revise Course (guest: Nicola Carpentieri) (S)

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6329 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Elementary Arabic I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Arabic I |
| **Course Number** | 1101 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Arabic |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1111. Elementary Arabic I Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school. Development of ability to communicate in Arabic, orally and in writing. |
| **Provide proposed title and complete course catalog copy** | ARAB 1101. Elementary Arabic I Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Beginner Modern Standard Arabic. Basic conversation in formal Arabic. Development of basic reading and writing skills. |
| **Reason for the course action** | Change in numbering according to new LCL format. Elaboration of catalog copy. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | • The Arabic writing system, sounds and pronunciation of Arabic letters • Reading basic Arabic texts • Basic rules of Arabic grammar • Building a list of vocabulary in MSA & Colloquial Arabic • The role of the language in Arabic and Islamic cultures |
| **Describe course assessments** | Attendance and class participation 20% Homework (textbook exercises, Web Companion/ Workbook) 20% Quizzes 30% Performance assessments (Interview, Presentation) 10% Final exam 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARABIC 1101-2017 SYLLABUS\_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112925) | ARABIC 1101-2017 SYLLABUS\_NC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 11:46 | Submit |  | None | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:19 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

***University of Connecticut***

***Department of Literatures, Cultures & Languages***

***Elementary Arabic I -1101***

**Fall 2017**

**Instructor:** Maha Darawsha

**Email**: [maha.darawsha@uconn.edu](mailto:maha.darawsha@uconn.edu)

Office Hours: Tuesday &Thursday 12:00- 1:30PM

Or by appointment –Room# 223 Oak Hall Building

*Required Text Books:*

1) Alif Baa, an Introduction to Arabic Letters and Sounds, by Brustad, Al-Batal &

Al-Tonsi, Georgetown University Press, Third edition with DVD and website companion.

2) Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part I, Third Edition Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2011 with companion website.

*Course Description & Objectives:*

Ahlan wa Sahlan, Welcome to Arabic 1101. This course is designed to introduce you to the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. We will go through all of Alif Baa and cover the first two chapters of Al-Kitaab. Through the five basic skills of listening, speaking, reading, writing, and cultural knowledge, you will acquire basic knowledge and understanding in the following areas:

• The writing system, sounds and pronunciation of Arabic letters

• Reading basic Arabic texts

• Basic rules of Arabic grammar

• Building a list of vocabulary in MSA & Colloquial Arabic

• The role of the language in Arabic and Islamic cultures

After completing this course, you will have:

1. Developed accuracy and fluency in pronunciation and writing of Arabic letters
2. Acquired reading and writing comprehension of basic vocabulary and language structure
3. Learned to use culturally appropriate social greetings and other expressions
4. Learned the basics of the language structure (grammar)
5. Acquired insight into the culture and diversity of the Arabic-speaking world

*Requirements:*

A) This class meets three times a week (4 hours). Attendance is required and absolutely essential. It is not possible to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class or as soon as possible afterwards. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is essential and mandatory. You should spend at least 8 hours per week to study, do your homework, practice grammar, listen to dialogues, etc. Your preparation outside of class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed prior to class (exercises listed for each week on the syllabus are to be completed *before* coming to class that week). All written homework (dictation and letter connection must be submitted on a piece of paper, and the rest of the homework through the Web Companion: Alkitaabtextbook.com

Please turn off your Cell Phone during the class time

*Assessment:*

Attendance and class participation 20%

Homework (textbook exercises, Web Companion/ Workbook) 20%

Quizzes 30%

Performance assessments (Interview, Presentation) 10%

Final exam 20%

Useful websites:

<http://lexicorient.com/babel/arabic/index.htm>

<http://i-cias.com/babel/arabic/x/1702.gif>

<http://www.languageguide.org/arabic/>

Syllabus

Week 1:

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| --- |
| Introduction to the Arabic Letters and sounds  Read All about the Arabic Language: http://www.al-bab.com/arab/language/learn2.htm  See “Hellos and Goodbyes”: <http://www.i-cias.com/babel/arabic/01.htm> and |
|  |

Week 2

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| --- | --- |
| Functions | Homework |
| Class Introduction: Syllabus, Text Books, | Drill: 1, 2,3 |
| Introduction to the Arabic Language and Alphabet, Long Vowels: aa, oo, ee |  |
| The Alphabets: alif, baa, taa, thaa; write them individually and in combination (independent, initial, medial and final forms) | Drills unit 2 : 1, 2,3, 4, 5, 6, 7,8,10,11,13 |
| Alphabetical marking & Short Vowels: fatHa, Damma, kasra a, o, e; practice writing them in combination with other letters | Cultural & Class activities: Dictation and Common Phrases and vocabulary for meeting people |

Week 3

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| Functions | Homework |
| The Alphabets: jiim, Haa, Khaa, waaw, yaa; practice writing them in combination with other letters. | Read about Arabic names and choose “your Arabic name”:<http://www.sudairy.com/index.html> or |
|  |  |
| Alphabetical marking & symbols: No Vowel Mark: sukuun | Read about the Arabic phrase: “alhamdulillah”  <http://www.islamicity.com/dialogue/Q193.HTM>  Drills unit 3:1,2,3,4,5,7,8,10,11 |

Week 4

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| Functions | Homework |
| The Alphabets: hamza, daal, dhaal, raa, zaay; practice writing them in combination with other letters Arabic Numbers  Practice introducing yourself and your friend | Drills unit 4: 1,2,3,7,8,9,10,13 |

Week 5

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| --- | --- |
| Functions | Homework |
| The Alphabets: seen, sheen, Saad, Daad; practice writing them in combination with other letters | Drills unit 5: 1,2,3,4,5,7,8,10,11,12,14,15 |
| Alphabetical marking & symbols: shadda  Vocabulary for use-being polite  Roots |  |

Week 6

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| --- | --- |
| Functions | Homework |
| Alphabetical marking & symbols: The Feminine gender: taa marbuuTa |  |
| The Alphabets: Taa, DHaa, 'ayn, ghayn; practice writing them in combination with other letters  Time for coffee- Coffee shop  Describing with adjectives | Drills unit 6: 1,2,3,4,6,7,8,10,11,14,16,17,18,20,21,22,23 |

Week 7

|  |  |
| --- | --- |
| Functions | Homework |
| The Alphabets: faa, qaaf, kaaf, laam; practice writing them in combination with other letters  Culture, every day vocabulary  Expressions with Allah اللة | Drills unit 7: 1, 2, 3,4,6,7,8,9,10,11, |

Week 8

|  |  |
| --- | --- |
| Functions | Homework |
| The Alphabets: miim, nuun, haa practice writing them in combination with other letters | Drills unit 8: 1,2,3,5,6,8,9, |
| Alphabetical marking & symbols: alif madda  How do you feel?Izzayyak |  |

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| Prepare for Presentations!!!  Present yourself in Arabic. |
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Week 9

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| Functions | | Homework |
| The definite article: alif laam | | Drills unit 9: 1,2,3,4,6,7,9,16 |
| Sun letters and moon letters | |  |
| Alphabetical marking & symbols: elidable hamza, dagger alif  More vocabulary-Describing People | |  |
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| Alif maqsuura: One-Letter Particles | Drills Unit 10 | |
| Alphabetical marking & symbols: tanwiin |  | |
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Week 11

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| Functions | Homework |
| Continuation of Al-Kitaab Lesson 1 | Read and Review Al-Kitaab Lesson 1 |
| Masculine & feminine | Exercises 1 ,4,5,11,12 |
| The Definite article | The Nisba adjective for origin & affiliation |

Week 12

|  |  |
| --- | --- |
| Functions | Homework |
| Continuation of Al-Kitaab Lesson I | Read and Review Al-Kitaab Lesson I |
| Asking the questions | Exercises 7,13, 16, |

Week 13-14 Final Review / final Presentations

*Have Fun with Arabic and best of luck*

http://www.alkitaabtextbook.com/img/small-quia-logo.gif

Your instructor, Maha Darawsha, invites you to enroll in the following course.

|  |  |
| --- | --- |
| Course: | Elementary Arabic I |
| Code: | ERMDDG779 |
| Book: | Companion Website Access to Alif Baa, Third Edition |

Creating a Al-Kitaab Companion Site Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and click Create an account.
2. Select a username and password and enter your information, then click Submit.

Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of *I already have a book key*below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the Enter field and click Go.

Note: Book keys can only be used once. Your book key will become invalid after you use it.

I already have a book key

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter your book key and click Go.
3. Click Confirm to confirm your registration information. Your book will appear under the My booksheading.
4. Beside the book listing, enter the course code ERMDDG779 in the Enter course code field and click Go.
5. If necessary, select a class or section and click Submit.

I need to purchase a book key

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter the course code ERMDDG779 and click Go.
3. If necessary, select a class or section and click Submit. The course and books will appear under the My classes heading.
4. Locate the book and click buy.
5. Proceed through the purchase process.

Note: If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

Using Al-Kitaab Companion Site

To access your Student Workstation in the future, go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Al-Kitaab Companion Site Support at <http://www.alkitaabtextbook.com/support>.

# 2018-88 ARAB 1102 Revise Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6330 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Elementary Arabic II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > 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** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Arabic II |
| **Course Number** | 1102 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Arabic |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Elementary Arabic I or comparable proficiency. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1112. Elementary Arabic II Four credits each semester. Four class periods and additional laboratory practice. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1111. Development of ability to communicate in Arabic, orally and in writing. |
| **Provide proposed title and complete course catalog copy** | ARAB 1102. Elementary Arabic II Four credits. Not open for credit to students who have had three or more years of Arabic in high school. Prerequisite: ARAB 1101 or equivalent proficiency. Instructor consent required. Development of ability to communicate in Modern Standard Arabic, orally and in writing. |
| **Reason for the course action** | Revision of numbering according to new LCL format |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | • The writing system, sounds and pronunciation of Arabic letters • Reading basic Arabic texts • Basic rules of Arabic grammar • Building a list of vocabulary in MSA & Colloquial Arabic • The role of the language in Arabic and Islamic cultures |
| **Describe course assessments** | Attendance and class participation 20% Homework (textbook exercises, Web Companion/ Workbook) 20% Quizzes 30% Performance assessments (Interview, Presentation) 10% Final exam 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARABIC 1102 SYLLABUS Spring 2017\_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112926) | ARABIC 1102 SYLLABUS Spring 2017\_NC.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 11:54 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:20 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

***University of Connecticut***

***Department of Literatures, Cultures& Languages***

***Elementary Arabic II – 1102***

***Spring 2017***

***Instructors: Maha Darawsha***

***Office Hours: Monday &Wednesday: 2:15-3:30PM***

***Or by appointment – Oak Hall Building Room# 223***

***Email:*** [maha.darawsha@uconn.edu](mailto:maha.darawsha@uconn.edu)

***Required Text Books:***

1) الكتاب في تعلم العربية Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part I, 3rd edition by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2011.

***Course Description & Objectives:***

Ahlan wa Sahlan, Welcome to Arabic 1102. This course is designed to continue with the Modern Standard Arabic (MSA) Language and cultures of the Arabic-speaking world. We will cover Al-Kitaab from the second to the seventh Chapter. Through the five basic skills of listening, speaking, reading, writing, and cultural knowledge, you will acquire basic knowledge and understanding in the following areas:

• The writing system, sounds and pronunciation of Arabic letters

• Reading basic Arabic texts

• Basic rules of Arabic grammar

• Building a list of vocabulary in MSA & Colloquial Arabic

• The role of the language in Arabic and Islamic cultures

After completing this course, you will have:

1. Developed accuracy and fluency in pronunciation and writing of Arabic letters
2. Acquired reading and writing comprehension of basic vocabulary and language structure
3. Learned to use culturally appropriate social greetings and other expressions
4. Learned the basics of the language structure (grammar)
5. Acquired insight into the culture and diversity of the Arabic-speaking world

***Requirements:***

A) This class meets three times a week (4 hrs.). Attendance is required and absolutely essential. It is not possible to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class or as soon as possible afterwards. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours per week to study, do your homework, practice grammar, listen to tapes, etc. Your preparation outside of class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class** (exercises listed for each week on the syllabus are to be completed ***before*** coming to class that week). **All written homework (must be submitted on a piece of paper, and the rest of the homework through the Web Companion: Alkitaabtextbook.com**

***Assessment:***

Attendance & Participation 20%

Homework (textbook exercises, Online on the web Companion) 15%

Quizzes 30%

Performance assessments (Interview, Presentation in Arabic) 10%

Final exam 25%

***Useful Links:***

<http://www.bbc.co.uk/arabic/tvandradio/2009/06/090629_tv_livestreaming.shtml>

<http://arabic.cctv.com/live/>

<http://arabic.rt.com/live_medium>

<http://www.aljazeera.net/portal>

***Arabic Online Dictionaries***

<http://www.wordreference.com/2012/all_dictionaries.aspx?dict=enar&w=lvpfh>

<http://www.arabicenglishdictionary.org/>

**Syllabus:**

# Week 1&week 2

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Review lesson 1 |  |
| Masculine& feminine, the definite article, The Nisba adjective for origin & affiliation, Interrogatives. | Read and do the exercises in Unit 1, pp. 4-18.  Writing Sample about yourself following the guidelines in Drill 10, pp.11-12 |
| Cultural & Class activities pp.13-14, the story asking questions, and more on Arabic names: [w /](http://www.arab.net/arabnames/) | |

**Week 3&week4**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Lesson 2, Subject Pronouns, The Singular& Plural, Plural Verb Conjugation | Read and do all exercises in Unit 2, pp21-38 (on the web companion)  Handout (Singular& Plural) |
| Practice Reading pp.22, 35, and record the passage p.37 and submit it on the website  Cultural & Class activities. |  |
| Talk and write about your family and friends by recording yourself ; to repeat greetings and meeting people visit the internet: [www.i-cias.com/babel/arabic/03.htm](http://www.i-cias.com/babel/arabic/03.htm), [www.i-cias.com/babel/arabic/01.htm](http://www.i-cias.com/babel/arabic/01.htm) | |

# Week 5 &week 6

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Lesson 3  The Idaafa, Plural, Plural Feminine | Read and Review al –Kitaab Lesson 3.  Read and do all exercises pp42-62 (on the web Companion) |
| Cultural (Arab universities) & Class Activities. Describe your family to the class by bringing pictures. More cultural questions. Reading about the family tree of the Prophet Muhammad. | |

**Week 7 & week 8**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Lesson 4 | Read and do all exercises, pp66-89 (on the web Companion) |
| Grammar, Present tense  Negation the present tense  Sentences that start with verb called (Jumlah Fea’lyah)  Sentences that start with noun called (Jumlah Ismiyah)  Object Pronouns  Cultural Activities: Read about Arabic food. | Class activities using the internet:  [www.adc.org/index.php?id=249](http://www.adc.org/index.php?id=249) and [www.adc.org/index.php?id+1172](http://www.adc.org/index.php?id+1172)  Learning about vegetables name, fruits names, and some Arabic recipes. |

**Prepare your presentation**

**Week 9 & week 10**

|  |  |
| --- | --- |
| Lesson 5  Cultural Activities: Arabic food. Learn how to order your meal at the Restaurant. | Read and do all exercises pp. 94-111 (on the web Companion) |
| Grammar Adverbs, Definite and Indefinite .  “This is” And “This” used in sentences. Listen to the news and describe the weather for today or the next day (see example in p-94).  Try to find weather descriptions in the newspaper: [www.daralhayat.com](http://www.daralhayat.com/)  <http://www.bbc.com/arabic/tvandradio/2009/06/090629_radio_livestreaming.shtml> | |

**Week 11 & week 12**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation with chapter 5. | Review Exercises and Reading |
| Cultural, reading about Fayrouz and class activities. | Listen to some of her songs |
|  | |

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| **Functions** | **Homework** |
| Lesson 6  Cultural Activities: Hobbies  Infinitive, learn to use the “why” and “reasons” in different sentences, the Dual, Source of verbs (Masdar) | Read and do all exercises pp-117-133 (on the web Companion)  Write about your hobby and share it with your class |

**Week 13 & week 14**

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| --- | --- |
| **Functions** | **Homework** |
| Continuation of lesson 6  Cultural Activities: Who is the Teaching Assistant? |  |

**Week 14**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Lesson 7  Cultural Activities: High School | Read and do all exercises pp-137-150 (on the web Companion) |
| Superlative Final Review  Fronted Predicate  Time for your Presentations! | |

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| **Functions** | **Homework** |
| Continue with unit 7. | **Prepare a presentation**  Present yourself (your hobbies, family, favorite  Music, Preparing your food ( Arabic dish ) |
| Bring five real or faked facts about Arabic culture/ Arab-Americans to class and discuss them in groups at class. These homepages might help you: [www.adc.org/index.php?id+1172](http://www.adc.org/index.php?id+1172) (we also had this in week 4) |

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| http://www.alkitaabtextbook.com/img/small-quia-logo.gif |
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Your instructor, Maha Darawsha, invites you to enroll in the following course.

|  |  |
| --- | --- |
| **Course:** | Elementary Arabic II |
| **Code:** | JRDK688 |
| **Book:** | Companion Website Access to Al-Kitaab, Part One, Third Edition |

1. **Creating a Al-Kitaab Companion Site Account**

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and click **Create an account**.
2. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

1. **Entering the Book Key and Course Code**

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of *I already have a book key* below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

**I already have a book key**

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter your book key and click **Go**.
3. Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
4. Beside the book listing, enter the course code JRDK688 in the **Enter course code** field and click **Go**.
5. If necessary, select a class or section and click **Submit**.

**I need to purchase a book key**

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter the course code JRDK688 and click **Go**.

If necessary, select a class or section and click **Submit**. The course and books will appear under the **My classes** heading.

1. Locate the book and click **buy**.
2. Proceed through the purchase process.

**Note:** If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

1. **Using Al-Kitaab Companion Site**

To access your Student Workstation in the future, go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Al-Kitaab Companion Site Support at <http://www.alkitaabtextbook.com/support>.

Have Fun in Learning Arabic

# 2018-89 ARAB 1103 Revise Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6331 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Intermediate Arabic I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > 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** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Arabic I |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Winter Intersession |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Arabic |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Beginner Arabic I and II or comparable proficiency. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1113. Intermediate Arabic I Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1112. Development of ability to communicate in Arabic, orally and in writing. |
| **Provide proposed title and complete course catalog copy** | 1103. Intermediate Arabic I Four credits. Taught in English and Arabic. Prerequisite: ARAB 1102 or comparable proficiency. Instructor consent required. Lower to upper intermediate level in Modern Standard Arabic. Development of ability to communicate orally and in writing. |
| **Reason for the course action** | New numbering according to new LCL system. Elaboration of catalog copy. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | • Intermediate Arabic texts • Basic rules of Arabic grammar • Expanding a list of vocabulary in MSA and Colloquial Arabic • The role of the language in Arabic and Islamic cultures |
| **Describe course assessments** | Attendance &Participation 20% Homework (textbook exercises, Web Companion) 20% Quizzes 30% Performance assessments (Interview, Presentation) 10% Final exam 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARABIC 1103-SYLLABUS Fall 2018\_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112927) | ARABIC 1103-SYLLABUS Fall 2018\_NC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 12:04 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:21 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

***University Of Connecticut***

***Department of******Literatures Cultures & Languages***

***Intermediate Arabic - 1103***

**Fall 2017**

**Instructor: Maha Darawsha**

**Email:** [maha.darawsha@uconn.edu](mailto:maha.darawsha@uconn.edu)

Office Hours: Tuesday& Thursday: 12:00 -1:30PM

Or by appointment –Room# 223 Oak Hall Building

Course Description and Objectives:

*Ahlan wa Sahlan*, Welcome to Arabic 1103!

This course is designed to enable students to further their acquisition of Modern Standard Arabic (MSA) and cultures of the Arabic-speaking world. The course is based on the course book *Al-Kitaab fii ta’allum al-‘Arabiyya*, supplemented where necessary by additional materials. We will cover Al-Kitaab from Chapter 7 to Chapter 13. Some language laboratory work is involved, and students will need access to CD/DVD player for private study. The course is proficiency-based, implying that all activities are aimed at placing you, the learner, in the context of the native-speaking environment from the very beginning. Skills such as listening, speaking, reading, and writing are vital to comprehend the following:

• The writing system, sounds and pronunciation of Arabic letters

• Basic Arabic texts

• Basic rules of Arabic grammar

• Building a list of vocabulary in MSA and Colloquial Arabic

• The role of the language in Arabic and Islamic cultures

After completing this course, you will have:

1. Developed accuracy and fluency in pronunciation and writing of Arabic letters
2. Acquired reading and writing comprehension of basic vocabulary and language structure
3. Learned to use culturally appropriate social greetings and other expressions
4. Learned the basics of the language structure (grammar)
5. Acquired insight into the culture and diversity of the Arabic-speaking world

Learning / Teaching Methods, and Assessment and how these contribute to the learning outcomes of the module

1. Interactive language learning approach. Language classes enable the basic structures of Arabic to be explained in an interactive environment.
2. Pair work, group work, role play, language games, and computer programs in the language laboratory. These language exercises enable the student to develop fluency and confidence in the language.
3. Regular class tests and homework ensure that progress can be carefully monitored throughout the year.
4. Directed learning and private study outside the classroom, particularly in the language lab.
5. Maximized use of Arabic in the classroom.
6. Students are required to attend all classes and are expected to prepare the assignments that are set, and participate actively. Attendance will be monitored in all teaching sessions.

Course book:

1. K. Brustad, M. Al-Batal and A. Al-Tonsi, *Al-Kitaab fii ta’allum al-‘Arabiyya, Part 1*, (Washington: Georgetown University Press, 3rd edition, 2011). (supplemented / enriched by additional materials)

You may also find it helpful to purchase a reference grammar and Arabic-English dictionary such as:

* Hans Wehr, *A Dictionary of Modern Written Arabic (Arabic-English)*, ed. by J Milton Cowan (various editions).
* Requirements:
* A) This class meets three times a week ( 4 hours). Attendance is required and absolutely essential. In case of an emergency or serious illness, please contact your instructor, preferably before class or as soon as possible. Attendance and participation make 20% of your final grade.
* B) Your preparation outside class is essential. You are advised to spend at least 8 hours per week in studying, doing your homework, practicing grammar exercises, listening to tapes, etc. Your preparation outside class will enable you to get the best out of the classroom activities. All textbook and workbook exercises must be completed prior to class meetings. All written homework must be submitted on a piece of paper, and the rest of the homework through the Web Companion: Alkitaabtextbook.com

*Assessment:*

Attendance &Participation 20%

Homework (textbook exercises, Web Companion) 20%

Quizzes 30%

Performance assessments (Interview, Presentation) 10%

Final exam 20%

Syllabus Plan:

Week 1&2

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 7 |  |
| * Superlative and Fronted Predicate | * Read and do the exercises in Unit 7, pp. 137-150 (1,2,9,11,13,17) * Create sentences using vocabulary (exercise 2). |
| * Cultural and class activities * Asking questions and conversation about secondary school * Conversation about family and friends | Learning more expression when you hear bad news. |

Week 3&4

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 8 |  |
| * Past Tense, negation, root, pattern, Verbs (Infinitive, past and present) and Arabic Dictionary | * Read and do the exercises in Unit 8, pp. 151-178 (1,2,3,7,8,10,16) * Create sentences using vocabulary (exercises 2 and 7). * Handout on verbs, past and present Tense |
| * Cultural and class activities * dictation and more about family and friends and secondary school | |

Week 5&6

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 9 |  |
| * Different forms of Present Tense * Ordinal numbers | * Read and do exercises in Unit 9, pp. 182-197 (1,2,3,6,7,9) * Create sentences using vocabulary (exercises 3 and 6) * Practice reading on p. 194-195 |
| * Cultural and class activities * Learn about what to say when waking up, smoking in front of your family, and more about family and friends | |
|  | |

Week 7&8

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 10 |  |
| * The Comparative * Conditionals * Possessive pronouns | * Do exercises on pp. 204-223 (1,2,7,9,12,13) * Create sentences using vocabulary (exercises 2 and 7) |
| * Culture (family’s house) & Learn about Hussein’s Mosque * Class Activities * Describe how you spend your weekend * Follow the guidelines on the DVD | |
| Chapter Test I | |

Week 9&10

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 11 |  |
| * To say and said (colloquial) * Verb patterns * (Adjective’s sentence) | * Read and do exercises on pp. 228-244 (1,4,8,11,13) * Create sentences using vocabulary (exercises 4 and 8) * Class activities using the internet |
| * More cultural Reading about friendships and relationships * Listening about friendships and family | |

Week 11

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 12 |  |
| * The Future, and negation * Nouns with double fatha ending * Verb-Subject Agreement | * Read and do exercises on pp. 249-266 (2,3,7,9,10,11,18) * Create sentences using vocabulary (exercises 3 and 7) |
| * Cultural activities * Fayrouz song “Zorooni” * Listening about friendships and family | |

|  |  |
| --- | --- |
| Functions | Homework |
| Continuation of Chapter 12 | Review Exercises and Reading |
| More songs of Fayrouz and class activities. | Listen to some of her songs |
| Choose your favorite song on [www.reemcreations.com/culture/music/melodies.html](http://www.reemcreations.com/culture/music/melodies.html) and present it in class! | |
|  | |

Get ready for your presentation!

Week 13&14

|  |  |
| --- | --- |
| Functions | Homework |
| Chapter 13 |  |
| * Learn more verbs about the Past and the Present * Learn more about the use of Present ending and negation in the past * Learn how to report information by using (Verb + *An*’ or *In'*) (Sentence Complements) * The verb *Ma Zala* (Still) | * Read and do exercises on pp. 272-292 (2,3,4,7,10,11,12) * Create sentences using vocabulary (exercises 4 and 7) * Read the letters on p. 287-288 and try to translate it or check the general meaning of this article |

|  |  |
| --- | --- |
| Functions | Homework |
| Continue with week 10-11 |  |
| Weeks 13-14: Final Review | * Prepare a presentation * Present a basic biography of the person/writer that you read about in the article |

**http://www.alkitaabtextbook.com/img/small-quia-logo.gif**

1. Your instructor, Maha Darawsha, invites you to enroll in the following course.

|  |  |
| --- | --- |
| Course: | Intermediate Arabic I |
| Code: | EXNT687 |
| Book: | Companion Website Access to Al-Kitaab, Part One, Third Edition |

1. Creating a Al-Kitaab Companion Site Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and click Create an account.
2. Select a username and password and enter your information, then click Submit.

Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

1. Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of *I already have a book key*below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the Enter field and click Go.

Note: Book keys can only be used once. Your book key will become invalid after you use it.

I already have a book key

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter your book key and click Go.
3. Click Confirm to confirm your registration information. Your book will appear under the My booksheading.
4. Beside the book listing, enter the course code EXNT687 in the Enter course code field and click Go.
5. If necessary, select a class or section and click Submit.

I need to purchase a book key

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter the course code EXNT687 and click Go.
3. If necessary, select a class or section and click Submit. The course and books will appear under the My classes heading.
4. Locate the book and click buy.
5. Proceed through the purchase process.

Note: If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

1. Using Al-Kitaab Companion Site

To access your Student Workstation in the future, go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Al-Kitaab Companion Site Support at <http://www.alkitaabtextbook.com/support>.

*Have Fun with Arabic and Best of Luck!!!*

# 2018-90 ARAB 1104 Revise Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6332 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Intermediate Arabic II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > 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** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Arabic II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Arabic |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture |

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1114. Intermediate Arabic II Four credits each semester. Four class periods and additional laboratory practice. Prerequisite: ARAB 1113. Development of ability to communicate in Arabic, orally and in writing. |
| **Provide proposed title and complete course catalog copy** | 1104. Intermediate Arabic II Four credits. Taught in English and Arabic. Prerequisite: ARAB 1103 or equivalent proficiency. Instructor consent required. Development of ability to communicate in Modern Standard Arabic. Lower to upper intermediate skills in speaking and writing. |
| **Reason for the course action** | New numbering according to new LCL system. Elaboration of course description. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Brings the students to an upper intermediate level in speaking and writing. Students will develop skills to interact in formal Arabic in familiar contexts, and as well as to approach more complicated topics such as contemporary politics. |
| **Describe course assessments** | Attendance & Participation 20% Homework (textbook exercises, Lab work, handout) 20% Quizzes 30% Performance assessments (Interview, Presentation) 10% Final exam 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ARABIC 1104 SYLLABUS-2019 \_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112928) | ARABIC 1104 SYLLABUS-2019 \_NC.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 12:12 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:21 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

***University of Connecticut***

***Department of Literatures, Cultures& Languages***

***Intermediate Arabic II – 1104***

***Spring 2019***

*Instructors: Maha Darawsha*

*Office Hours: Monday& Wednesday: 2:15-3:30PM or by appointment –Oak Hall Room# 223.*

*Email:* [maha.darawsha@uconn.edu](mailto:maha.darawsha@uconn.edu)

***Required Text Books:***

**1)** الكتاب في تعلم **العربية** Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part I, 3rd edition by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2011.

**2)** **)** الكتاب في تعلم العربية **Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part II, 3rd edition by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 2011.**

You may also find it helpful to purchase a reference grammar and Arabic-English dictionary such as:

Hans Wehr, *A Dictionary of Modern Written Arabic (Arabic-English)*, ed. by J Milton Cowan (various editions). Requirements

**Course Description and Objectives:**

A) This class meets **three times a week (4 hours)**. We will cover from the Twelve Chapter of Alkittab Part I to the fourth Chapters of Alkitaab part II, through the five basic skills of listening, speaking, reading, and writing. Attendance is required and absolutely essential. In case of an emergency or serious illness, please contact your instructor, preferably before class or as soon as possible. Attendance and participation make 20% of your final grade.

B) Your preparation outside class is **essential**. You are advised to spend at least 8 hours per week in studying, doing your homework, practicing grammar exercises, listening to tapes, etc. Your preparation outside class will enable you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class meetings. All written homework (must be submitted on a piece of paper, and the rest of the homework through the Web Companion: Alkitaabtextbook.com.**

**General instructions:**

1. Participation grades will be based on **preparedness** in class, **willingness** to take  
   part in activities, and **positive attitude.**
2. Quizzes will be given periodically: one for vocabulary and other for the whole  
   chapter.

Most importantly: **HAVE FUN**! Even though Arabic is NOT an easy language, it CAN be enjoyable.

**Grades will be determined based on the following criteria:**

Attendance & Participation 20%

Homework (textbook exercises, Lab work, handout) 20%

Quizzes 30%

Performance assessments (Interview, Presentation) 10%

Final exam 20%

***Useful Links:***

<http://www.bbc.co.uk/arabic/tvandradio/2009/06/090629_tv_livestreaming.shtml>

<http://arabic.cctv.com/live/>

<http://arabic.rt.com/live_medium>

<http://www.aljazeera.net/portal>

***Arabic Online Dictionaries***

<http://www.wordreference.com/2012/all_dictionaries.aspx?dict=enar&w=lvpfh>

<http://www.arabicenglishdictionary.org/>

**Syllabus Plan**

**Week 1 & 2**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 12** |  |
| * The Future, and negation * Nouns with double fatha ending * Verb-Subject Agreement | * Read and do exercises on pp. 249-266 (2,3,6,7,9,10,12,13,16,17,19,21) * Create sentences using vocabulary (exercises 3 and 7) |
| * Cultural activities * Fairouz song “Zorooni” * Listening about friendships and family | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 12** | Review Exercises and Reading |
| More songs of Fairouz and class activities. | Listen to some of her songs |
| Choose your favorite song on <http://www.wafamusic.com/liban/fairouz/fairouz-44.htm> | |

**Week 3 & 4**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 13** |  |
| * Learn more verbs about the Past and the Present * Learn more about the use of Present ending and negation in the past * Learn how to report information by using (Verb + *An*’ or *In'*) (Sentence Complements) * The verb *Ma Zala* (Still) | * Read and do exercises on pp. 272-292 (2,3,4,6,7,10,12,15,17,18,20) * Create sentences using vocabulary (exercises 4 and 7) * Read the letters on p. 287-288 and try to translate it or check the general meaning of this article |

**THINK AND PLAN TO PREPARE YOUR PRESENTATION!**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| * Continuation of **Chapter 13** |  |
| * Cultural and class activities about Arabic Greetings?? * Learn more about family and friends | * Learning about different greetings in Arabic by introducing yourself to your class * Try to generate a dialogue and use different greetings |

**Al-Kitaab- Part Two**

**Week 5 & 6**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 1** |  |
| * Verb patterns * Nouns of place * Idaafa * Nominal sentence: Describing places | * Read and do exercises on pp. 37-72 (5,9,11,12,15,17,18,21,22) * Create sentences using vocabulary (exercises 5 and 9) |
| * Cultural activities * The apartment finder * Establishing a household | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 1** | Review Exercises and Reading |
| Learn more about searching for apartments and establishing households. | More practice with verb patterns |

**Week 7 & 8**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 2** |  |
| * Relative pronouns (Ism MawSool) * Revising negation in Spoken and formal Arabic * Expressing similarity or likeliness | * Read and do exercises on pp. 77-107 (7,11,14,15,17,18,19,23) * Create sentences using vocabulary (exercises 7 and 14) |
| * Cultural activities * Do boys have more freedom than girls? * Meeting with Americans of Arab origin | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 2** | Review Exercises and Reading |
| More about family problems and how are they solved in the Arab families. | More practice with switching between spoken and formal Arabic |

**Week 9 & 10**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 3** |  |
| * More verb patterns * Colors * The verb “kāna” and her sisters * Phrases expressing: “It is …. To …..” | * Read and do exercises on pp. 113-143 (3,11,12,13,14,17,21,22) * Create sentences using vocabulary (exercises 3 and 11) |
| * Cultural activities * Learning more about old and new markets in the Arab world, as well as buying and selling. | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 3** | Review Exercises and Reading |
|  | Expressing our thoughts in written format |

**Week 11 & 12**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 4** |  |
| * Introduction to case marking on nouns * Genitive noun * The noun endings * Pronouns * Functions of the genitive case * Father and brother in “IDaafa” | * Read and do exercises on pp. 149-186 (8,11,15,17,18,21,22) * Create sentences using vocabulary (exercises 8 and 11) |
| * Cultural activities * Expressions for special occasions * Months of the year * The Holy Quran and Hadith | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 4** | Review Exercises and Reading |
| More about the Holy Quran and Hadith in Arabic culture and language, as well as learning expressions people use in weddings and celebrations. | More practice in listening, reading and writing both formal and spoken Arabic. |

**Week 13 & 14**

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| **Chapter 5** |  |
| * Active participle and its meaning in spoken Arabic * Dual in Spoken and formal Arabic | * Read and do exercises on pp. 190-220 (5,8,9,10,13,16,17,22) * Create sentences using vocabulary (exercises 5 and 9) |
| * Cultural activities * People and the variations among them | |

|  |  |
| --- | --- |
| **Functions** | **Homework** |
| Continuation of **Chapter 5** | Review Exercises and Reading |
| More about family relationships | More practice with verb patterns via verbal systems in spoken and formal Arabic |

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| http://www.alkitaabtextbook.com/img/small-quia-logo.gif |
|  |

Your instructor, Maha Darawsha, invites you to enroll in the following course.

|  |  |
| --- | --- |
| **Course:** | Intermediate Arabic II -114 |
| **Code:** | JNXP699 |
| **Books:** | Companion Website Access to Al-Kitaab, Part Two, Third Edition |
|  | Companion Website Access to Al-Kitaab, Part One, Third Edition |

**Creating a Al-Kitaab Companion Site Account**

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and click **Create an account**.
2. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

**Entering the Book Key and Course Code**

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 4 of *I already have a book key* below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

**I already have a book key**

* Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
* At the top of the page, enter your book key and click **Go**.
* Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
* Beside the book listing, enter the course code JNXP699 in the **Enter course code** field and click **Go**.
* If necessary, select a class or section and click **Submit**.

**I need to purchase a book key**

1. Go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in.
2. At the top of the page, enter the course code JNXP699 and click **Go**.
3. If necessary, select a class or section and click **Submit**. The course and books will appear under the **My classes** heading.
4. Locate the book and click **buy**.
5. Proceed through the purchase process.

**Note:** If the buy link does not appear in Step 4, contact your instructor for information about obtaining a book key.

**Using Al-Kitaab Companion Site**

To access your Student Workstation in the future, go to [http://www.alkitaabtextbook.com](http://www.alkitaabtextbook.com/) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Al-Kitaab Companion Site Support at <http://www.alkitaabtextbook.com/support>.

**Have Fun with Arabic and Best of Luck**

# 2018-91 ARAB 1751 Revise Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6333 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Traditional Arabic Literatures, Cultures, and Civilizations |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > 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** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Traditional Arabic Literatures, Cultures, and Civilizations |
| **Course Number** | 1751 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | 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 E: World Culture |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 100 |
| **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** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1121. Traditional Arab Literatures, Cultures, and Civilizations Three credits. Taught in English. Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | 1751. Traditional Arab Literatures, Cultures, and Civilizations Three credits. Taught in English. Representative works from the cultures of the Arab world. Pre-Islamic poets to later writers and thinkers. Relation of literary and artistic forms to their historical contexts. CA 1. CA 4-INT. |
| **Reason for the course action** | New numbering according to the new Arabic and Islamic Civilizations Major/Minor |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course covers classical and modern Arabic literature and explores institutions and customs of the Arab world. Contact between the Arab world and the west in the modern and Middle Ages era will be seen in relation to changes in Arabic culture. |
| **Describe course assessments** | Test 1 20% Test 2 20% Test 3 20% Pop quizzes 25% (NO MAKEUP) Reflection papers 15% (papers will be 2-3 pages typed/double spaced and not returned unless there is an issue) |
| **General Education Goals** | ARAB 1751 aims to present a comprehensive view of Arabo-Islamic civilizations in the medieval and pre-modern period. At such, it offers student the opportunity to reflect on the human experience explored through the writing of Arabic authors that are part of the canon of the so called Turath - the Arabo-Islamic heritage. The course meets the GenEd criteria by offering a wide-ranging introduction to Arabic and Islamic culture. Students will be exposed to universal themes in literature and culture as found in the Arabic canon. |
| **Content Area: Arts and Humanities** | The course has a strong focus on the humanities: literature, art and society will be explored through a variety of media. Students will be invited to reflect upon specific aspects of the Arabo-Islamic civilization and to draw analogies with other cultural contexts in order to nuance their understanding of "humanities" as the articulation of shared human experiences. |
| **Content Area: Diversity and Multiculturalism (International)** | The course focuses not only on Arabic literature culture, but also on the transcultural aspects of Islamicate societies that spanned the West and East, from the Atlas to the Hindus. The course includes cultures such as the Berber, Persian, Indian and Spanish, in order to provide an accurate picture of what exactly we are referring to with the general term "the Arab world" |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Traditional Arabic Literature & Civilization .docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112929) | Traditional Arabic Literature & Civilization .docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 12:31 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:22 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

**University of Connecticut**

**Department of Literatures, Cultures and Languages**

**Traditional Arabic Literatures, Cultures, and Civilizations**

**ARAB 1751**

Fall 2018

Instructor: Nicola Carpentieri/Maha Darawsha/Hazza Abu Rabia

Email: [maha.darawsha@uconn.edu](mailto:maha.darawsha@uconn.edu)

Office Hours**: Wednesday: 1:20 - 2:30PM**

**Or by appointment –Room# 223 Oak Hall Building**

**Course Description:**

This course will be on literature that is classical and modern, urban and rural. This course explores social, religious, and historical aspects of Arabic civilization and literature through an exciting collection of videos and lectures. Contact between the Arab world and the west in the modern and Middle Ages era will be seen in relation to changes in Arabic culture.

**The final grade will be based upon the following:**

* 1. Test 1 20%
  2. Test 2 20%
  3. Test 3 20%
  4. Pop quizzes 25% (**NO MAKEUP)**
  5. Reflection papers 15% (papers will be 2-3 pages typed/double spaced and not returned unless there is an issue)

**POLICIES:**

1. Attendance is essential. If you are absent it is your responsibility to obtain class notes, discussion topics and assignments from *other class members*.
2. **NO MAKEUP EXAMS/TESTS ARE GIVEN. If an exam/test is missed, the student must provide a written explanation with valid supporting documentation or a 0 score will be given. If the absence is approved, make-up will be given within a week after the test.**
3. **No Makeup for Pop quizzes**
4. **Special Needs:** If there is a student with special needs due to physical or learning disability. Please contact me immediately so that we can accommodate your needs.

***Please turn off your cell phone during the class time***

***No Texting & No Messages***

**Recommended Books:**

**Book 1:**  The full English text of *Tawq Al-hamam* is available online at <http://www.muslimphilosophy.com/hazm/dove/index.html>

**Book 2**: *Ibn Hazem, Al-Akhlâq wa’l-Siyar (Morals and Behaviour)*

**Syllabus**

**Part I**

**Arabic and Islamic Civilization**

**First Week**: Arabia before Islam

1. The Arab Character and Social Life
2. Introduction to Arabic Literature
3. Qasida
4. *Mu’allaqat* History
5. Excerpt from the *Al-Mu'allaqat* (*The Hanging Poems*)

**Second Week**: Rise of Islam

1. Brief History of Islam
2. Haj in through the pilgrims’ eyes

**Third Week:**  Qur’an and Hadith

1. Secrets of the Qur’an
2. “TheQur'an and the Arabic Literature” by Elsayed M.H Omran
3. The Qur'an's Challenge: A Literary & Linguistic Miracle by Hamza Andreas Tzortzis.
4. Biblical stories in the Qur’an and Hadith.

**Fourth Week**

* Ibn Batuta
* Excerpt from “The Rihla”.
* Hrbek, Ivan (1962), "The chronology of Ibn Battuta's travels", Archiv Orientální, 30: 409–486.
* Mattock, J.N. (1981), "Ibn Baṭṭūṭa's use of Ibn Jubayr's Riḥla", in Peters, R., Proceedings of the Ninth Congress of the Union Européenne des Arabisants et Islamisants: Amsterdam, 1st to 7th September 1978, Leiden: Brill, pp. 209–218.
* Waines, David (2010), The Odyssey of Ibn Battuta: Uncommon Tales of a Medieval Adventurer, Chicago: University of Chicago Press. (Chapter 3).

**Test 1**

**Part II**

**Classical Arabic and Islamic Literature**

**Fifth Week:** Arab and Muslim Civilizations in Spain.

1. “Andalusia When It Was...**”** By Maryam Noor Beig. The full article can be found in the website <http://www.hispanicmuslims.com/andalusia/andalusia.html>
2. Agius, Dionisius and Richard Hitchcock. The Arab Influence in Medieval Europe. Ithaca Press, 1994.
3. Hayes, John R. ed. The Genius of Arab Civilization: Source of Renaissance. New York and London: New York University Press, 199 (Chapters 3+4)

**Sixth Week:** Averroes and his writing

1. Ahmad, Jamil (1994), "Averroes", Monthly Renaissance, 4 (9).
2. Murad Wahba. The Paradox of Averroes: Archiv für Rechts- und Sozialphilosophie / Archives for Philosophy of Law and Social Philosophy Vol. 66, No. 2 (1980), pp. 257-26
3. Almasir, Destiny. The story of 12th century Islamic philosopher Averroes in the Spanish province of Andalusia.
4. “Averroës - The Great Muslim Philosopher Who Planted The Seeds of the European Renaissance” by Habeeb Salloum <http://www.arabworldbooks.com/articles19.html>
5. More detail about Averroes can be found in the website <http://www.muslimphilosophy.com/ir/index.html>

**Seventh Week:** Al-Ghazali

1. The Alchemist of Happiness
2. “*The Place of Doubt in Islamic Epistemology*” Al-Ghazzali’s Philosophical Experience. By Osman Bakr. The full text of the article can be found in the following website: <http://www.ghazali.org/articles/osmnbkr-dbt.htm>
3. Macdonald, D. B. “The Life of Al-Ghazali with special reference to his religious experiences and opinions” (JAOS). 1887. Link to the article: <http://www.ghazali.org/2015/10/gz-mac/>
4. For more information about Al-Ghazali the following website is dictated to Al-Ghazali teaching: http://www.ghazali.org/

**(Second Test)**

**Eighth Week**: Ibn Hazm Al-andalusi

1. Biography of Ibn Hazm by Roger Arnaldes <http://www.muslimphilosophy.com/hazm/ibnhazm.htm>
2. Excerpt from “Tawq Al-hamam”**.**
3. The Dove's Lost Necklace movie

**Ninth Week:** One Thousand Night and One Night

1. *Thousand Nights and One Night*. The full article can be found in the website <http://www.muslimphilosophy.com/ei2/alflayla.htm>
2. Pinault, David. Story-telling techniques in the Arabian nights. P.1-12. Encyclopedia of Arabic Literature, v.1
3. Hamori, Andras (1971), "An Allegory from the Arabian Nights: The City of Brass", Bulletin of the School of Oriental and African Studies, Cambridge University Press, 34 (1): 9–19 [10].

**Part III**

**Modern Arabic Literature**

**Tenth Week:** Najib Mahfuz

1. Al-Karnak Movie
2. Biography of Najib Mahfuz. The full text of the biography can be found at <http://www.bookrags.com/biography/najib-mahfuz/>

**Eleventh Week:** Alaa’ Al-aswani

1. The Yacoubian Building*”*
2. Excerpts from 'The *Yacoubian Building*' <http://www.npr.org/templates/story/story.php?storyId=4502065>
3. Complete review for the book at <http://www.complete-review.com/reviews/egypt/aswanyaa.htm>
4. The Egyptian society’s representation in the “The Yacoubian Building”.

**(Third Test during Final Exams Week)**

# 2018-92 ARAB 1771 Revise Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6334 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Modern Arabic Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ARAB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Modern Arabic Culture |
| **Course Number** | 1771 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | Yes |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 100 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1122. Modern Arabic Culture Three credits. Taught in English. Introduction to modern Arabic culture from Napoleon’s Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | 1771. Modern Arabic Culture Three credits. Taught in English. Introduction to modern Arabic culture from Napoleon’s Egyptian Campaign to modern Islamism. Survey of institutions, philosophy, and social customs seen through the medium of literature. CA 1. CA 4-INT. |
| **Reason for the course action** | New numbering according to the new Major/Minor in Arabic and Islamic Civilizations. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students will gain an appreciation of the values, symbols, and myths of the Arabic cultural heritage. The course also encourages students to think critically about another culture and make sense of an unfamiliar world by moving past Western preconceptions. The approach is both interdisciplinary and comparative. |
| **Describe course assessments** | Participation: 10% Quizzes: 10% 4 short papers: 40 Midterm 20% Final Exam: 20% |
| **General Education Goals** | The overall goal of this course is to explore modern and contemporary Arabic culture as part and parcel with what we understand to be contemporary cultural discourse. The quaint idea that Western intellectual history and its contemporary discourse grows out of the Classics in a European context is untenable, at the same time, Arabic culture has been shaped by its continuous interactions with the "West". This course demonstrates this by showing the many interactions of modern Arabic culture with the Western world. |
| **Content Area: Arts and Humanities** | The course focuses on contemporary Arabic writing as a preferential channel to explore the many voices of Arabic culture, its varying foci and concerns as shaped by nationality, gender, social and cultural milieux. Students will be exposed to traditions and customs of the modern Middle East through movies, articles, lectures, music and anthropological texts, analyzed both from an aesthetic and from a conceptual viewpoint. |
| **Content Area: Diversity and Multiculturalism (International)** | Students will gain an appreciation of the variety and multicultural character the Arabic cultural heritage. The course encourages students to think critically about other cultures and to make sense of an unfamiliar world by moving past Western preconceptions. In particular, the course demolishes the absurd and dangerous idea of an Islamic Civilization as a monolithic entity standing in contrast to the Western world. As such it meets the criteria of this content area by nuancing the student's perceptions of otherness as a uniform, static entity. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MODERN ARABIC CULTURE\_1771.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112930) | MODERN ARABIC CULTURE\_1771.doc | Syllabus | |

|  |  |
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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 12:49 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:22 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

**University of Connecticut**

**Department of Literatures, Cultures & Languages**

**ARAB 1771. Modern Arabic Culture**

**Course Description:**

The course focuses on different aspects of Middle Eastern culture. Through movies, articles, lectures, music and anthropological texts, students will be exposed to traditions and customs of the Arabs in the modern Middle East. Students will become familiar with the diversity of the region and will gain knowledge of the history and development of Arabic culture from the classical period to the present and the major cultural institutions of the Arabic-speaking world.

Students will gain an appreciation of the values, symbols, and myths of the Arabic cultural heritage. The course also encourages students to think critically about another culture and make sense of an unfamiliar world by moving past Western preconceptions. The approach is both interdisciplinary and comparative.

**Required Texts:**

1. Badran & Cook: Opening the Gates

2. Johnson-Davies: Under the Native Sky

3. Hazza Abu Rabia. Arabic Culture and Society (First Edition), published by Cognella.

**Requirements**

The final grade will be based upon the following

Participation: 10%

Quizzes: 10%

4 short papers: 40

Midterm 20%

Final Exam: 20%

**POLICIES:**

1. Attendance is essential. If you are absent it is your responsibility to obtain class notes, discussion topics and assignments from other class members.

2. NO MAKEUP EXAMS ARE GIVEN. If an exam is missed, the student must provide a written explanation with valid supporting documentation or a 0 score will be given. If the absence is approved, make-up will be given after the final exam.

**3.** No late homework.

4. Special Needs: If there is a student with special needs due to physical or learning disability, please discuss this with me immediately so that we can accommodate your needs.

**Important Websites:**

<http://www.arabmediasociety.com/>

<http://www.historyteacher.net/GlobalStudies/MidEast_Culture.htm>

**Syllabus**

**Week 1**

A. Introduction to the Arab World

B. Geography of Arab World

C. People of Arab

**Week 2**

A. Reading: The Arab Character & Arabia before Islam. Rabia: **Chapter 1**

B. Reading: Short History of Islam. Rabia: **Chapter 2**

C. Islam Empire of Faith

**Week 3.** Practice and beliefs

A. Reading: The Qur’an as Scripture.

B. Reading: The Sunna of the Prophet. Rabia: **Chapters 3+4**

C. Secrets of the Qur’an

**Week 4.** Practice and beliefs

A. Reading: The Islamic Calendar, or Hijri Calendar. Rabia **Chapter 5**

B. Inside Mecca

**Week 5.** The Mystic Music of Islam

A. Reading: Sufi Devotion. Rabia: Rabia: **Chapter 8**

B. Sufi Soul

**Week 6.** The Arab World in the Eve of Colonial Period

A. Napoleon I, Al- Jabarti, and the Egyptian Campaign.

B. Muhammad Ali (1805-1848) and Europe; At- Tahtâwî .

**Week** 7 Political Reform

A. Muhammad Rashid Rida

B. Abd al- Rahman al- Kawakibi

C. Al- Afghâni

D. Mohammed Abduh

**Week 8** Literary Criticism

Ihsan ‘ Abbas

Izz ad-Din Isma'il

Mahmud Amin al-‘ Alim

Idwar al- Kharrat .

**Week 9** Cultural Criticism

Sakiq Jalal al'Azm

Hisham Sharabi

Adonis.

**Week 10** Creation of the Modern Middle East

A. Promises and Betrayal

B. Western Interest in Middle East

C. Reading: The Making of the Modern Middle East. Rabia: **Chapter 10**

**Week 11** Women in the Arab World

A. Reading: 1- Crime of Honor- Jordan and the Arab World. **(Husky CT)**

B. Reading: Honor Killing in Islamic Law. (**Husky CT**)

C. Reading: Muslim Women in the Middle East. **Rabia: Chapter 16**.

D.

**Week 12** Marriage Customs

**A.** Reading: Marriage in Islam: Laws and Customs. Rabia: **Chapter 6**

B. Reading: The Muslim Life-Cycle. Rabia: **Chapter 7**

C. Reading**:** The Bride& The Bridegroom **(Husky CT)**

**Week 13** Diversity of the Arab World

A. Documentary: The Bride Market of Imilchil

B. Reading: The Berbers. **(Husky CT)**

**C.** Reading: The Shia. Rabia: **Chapter 9**

**Week 14** Media and Politics

**A.** Reading: Political Culture and the Crisis of Democracy in the Arab World. Rabia: **Chapter 12.**

**B.** Reading: Al Jazeera: A Middle Eastern Enfant Terrible Goes Global.

Rabia: **Chapter 13.**

C. Reading: Media Innovation in the Middle East. Rabia: **Chapter 14**.

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| --- | --- | --- | --- | --- |
| **Explanation** | **Grade** | **Points** | **Credits** | **Skills** |
| Excellent | A | 4 | yes | yes |
|  | A- | 3.7 | yes | yes |
| Very Good | B+ | 3.3 | yes | yes |
| Good | B | 3 | yes | yes |
|  | B- | 2.7 | yes | yes |
|  | C+ | 2.3 | yes | yes |
| Average | C | 2 | yes | yes |
| Fair | C- | 1.7 | yes | yes |
| Poor | D+ | 1.3 | yes | yes |
|  | D | 1 | yes | yes |
| Merely Passing | D- | 0.7 | yes | yes |
| Failure | F | 0 | no | no |
| Pass/Fail Pass | P@ | N/A | yes | no |
| Pass/Fail Failure | F@ | N/A | no | no |
| Satisfactory | S | N/A | yes | no |
| Unsatisfactory | U | N/A | no | no |
| Audit | Au | N/A | no | no |
| Withdrawal | W | N/A | no | no |
| Continuing Registration | N/A | N/A | N/A | N/A |

# 2018-93 PERS Add Subject Area (guest: Nicola Carpentieri)

Subject Area Name: PERSIAN

Subject Area Abbreviation: PERS

Justification: Persian language is currently being offered at LCL. The new subject area is expected to offer, in the future, upper level courses (2000-3000) which will count towards the Major and the Minor in Arabic and Islamic Civilizations.

Date of Department Approval

# 2018-94 PERS 1101 Add Course (guest: Nicola Carpentieri) (S)

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6327 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Elementary Persian I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PERS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Persian I |
| **Course Number** | 1101 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Persian |
| **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** | 4 |
| **Instructional Pattern** | Lecture |

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

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PERS 1101. Elementary Persian I Four credits, taught in English and Persian. Persian language from zero to lower intermediate: reading, writing, speaking, listening and cultural context. Development of linguistic skills required to interact in everyday contexts. |
| **Reason for the course action** | PERS 1101 is the introductory level course in the new subject area PERS. This course will be a requirement for those wishing to pursue the Persian track within the new minor and major in Arabic and Islamic Civilizations, which has just recently been created. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At the end of this course students will be able to: Have very basic level conversations in Persian. Read texts of elementary level difficulty. Write short paragraphs with reasonable accuracy. Develop some cultural awareness through readings, films and class discussions. |
| **Describe course assessments** | Course Assessment and Grading: One midterm exam, final exam and final project Point System: Attendance & class Participation 20% Homework and spelling 20 % Midterm 25 % Projects 10% Final 25% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Persian syllabus level 2\_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112921) | Persian syllabus level 2\_NC.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 09:13 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:17 | Approve | 2/13/2018 | approved by LCL CCC committee today | |

**Elementary Persian level I**

**Fall 2017**

**COURSE INFORMATION**

Monday & Wednesday 5:00 P.M 6:15 P.M.

Instructor: Seyedeh Taebi

[seyedeh.taebi@uconn.edu](mailto:seyedeh.taebi@uconn.edu)

Office Hours Days: W 12:00pm-2:00pm

Office Hours Location: BH422

Course Overview

The Persian language is spoken in Iran, Afghanistan, Tajikistan, and parts of Uzbekistan. This course addresses the 5 skills of reading, writing, speaking, listening and cultural context. It is intended for those with no or little knowledge of Persian and intends to give them basic understanding of the script, reading and writing ability and also enabling them to interact in the language in ordinary everyday context.

This class is an elementary level course stressing on oral proficiency (which helps us use the language/Persian in real life situations, not just memorize some information about it). The course will cover basic level conversations, the alphabets, use of vocabulary in settings and situations with focus on pronunciation, reading and basic grammatical structures.

At the end of this course we will be able to:

1. Have very basic level conversations in Persian.
2. Read texts of elementary level difficulty.
3. Write short paragraphs with reasonable accuracy.
4. Develop some cultural awareness through readings, films and class discussions.

Expectations

1. Please do not use smartphones in class.
2. Do not arrive habitually late nor leave habitually early.
3. Have your own class materials with you each day, including the textbook
4. Learn, Know, and use the Vocabulary
5. Use Persian in class as frequently as possible.
6. DO NOT be afraid of making mistakes. Remember that we would not be here if you knew how to speak Persian!

Course Materials

1. Persian in Use Dr. Anousha Sedighi
2. https://sites.google.com/a/pdx.edu/persian-in-use/home

Course Assessment and Grading

We will have one midterm exam, final exam and final project

Point System

Attendance & class Participation 20%

Homework and spelling 20 %  
Midterm 25 %  
Projects 10%

Final 25%

Course Schedule: PER 101

Week 1:

Jan. 17 W Introduction

Week 2:

Jan. 22 M Lesson 3

Jan. 24 W Lesoon3

Week 3:

Jan. 29 M Lesson 4

Jan. 31 W Lesson 4

Week 4:

Feb. 5 M Review Lesson 3&4

Feb. 7 W Lesson 5

Week 5

Feb. 12 M Lesson 5

Feb. 14 W Lesson 6

Week 6

Feb. 19 M Lesson 6

Feb. 21 W Review lessons 5&6

Week 7

Feb. 26 M Review all Lessons for midterm

Feb. 28 W Mid-term Exam

Week 8

March. 12 M Spring Break

March. 14 W Enjoy

Week 9

March. 19 M Lesson 7

March. 21 W Lesson 7

Week10

March. 26 M Lesson 8

March. 28 W Lesson 8

Week 11

April. 2 M Review Lessons 7&8

April. 4 W Lesson 9

Week 12

April. 9 M Lesson 9

April. 11 W lesson 10

Week 14

April. 23 M Final review and Presentation

April. 25 W Final review and Presentation

April. 16 M Lesson 10

April. 18 W Review Lesson 9&10

Week 13

# 2018-95 PERS 1102 Add Course (guest: Nicola Carpentieri) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6328 |
| **Request Proposer** | Carpentieri |
| **Course Title** | Elementary Persian II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PERS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Persian II |
| **Course Number** | 1102 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nicola Carpentieri |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | nic17011 |
| **Initiator Email** | [nicola.carpentieri@uconn.edu](mailto:nicola.carpentieri@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 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** | 4 |
| **Instructional Pattern** | Lecture |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Elementary Persian I or comparable proficiency. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **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** | PERS is only offered at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PERS 1102. Elementary Persian II. Four credits, taught in English and Persian. Prerequisite: PERS 1101 or comparable proficiency. Instructor consent required. Continuation of Elementary Persian I. Oral and written skills from lower to advanced intermediate. Deepening of cultural competence and development of vocabulary to interact in everyday situation as well as to approach a variety of other topics. |
| **Reason for the course action** | This course completes Elementary Persian I. Students will have the option of using the course as a pre-requisite for enrolling in the Major or Minor in Arabic and Islamic Civilizations, if they choose the Persian track. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | By the end of Elementary Persian II, the students will be able to write and speak in an intermediate level of Persian and read texts of an intermediate level. They will also be able to write short essays with reasonable accuracy and will have developed some cultural awareness through readings, films and class discussions |
| **Describe course assessments** | Three quizzes, final project and final exam. Attendance & class Participation 15% Homework 15% Quiz 30% Presentation10% Final 30 % |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ELEM\_Persian syllabus level 2\_NC.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112922) | ELEM\_Persian syllabus level 2\_NC.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nicola Carpentieri | 02/10/2018 - 09:41 | Submit |  | none | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:18 | Approve | 2/13/2018 | Reviewed and approved by LCL CC Committee today | |

**Elementary Persian level II**

**COURSE INFORMATION**

Monday & Wednesday 5:00 P.M 6:15 P.M.

Instructor: Seyedeh Taebi

[seyedeh.taebi@uconn.edu](mailto:seyedeh.taebi@uconn.edu)

Office Hours Days: W 12:00pm-2:00pm

Office Hours Location: BH422

Monday & Wednesday 5:00 to 6:15 P.M.

Instructor : Seyedeh Taebi

[seyedeh.taebi@uconn.edu](mailto:seyedeh.taebi@uconn.edu)

Office Hours Days: W 2:00pm-4:00pm

Office Hours Location: BH422

**Course Overview**

This course is a continuation of Elementary Persian I (offered in the Fall). Persian language is spoken in Iran, Afghanistan, Tajikistan, and parts of Uzbekistan. This course addresses the 5 skills of reading, writing, speaking, listening and culture and is intended for those with no or little knowledge of Persian. It develops the student’s skills in reading, speaking and writing from a basic to an intermediate level and enables them to interact in ordinary everyday context with complex phrasing and expressions.

**Language competency:**

By the end of Elementary Persian II, the students will be able to write and speak in an intermediate level of Persian and read texts of an intermediate level. They will also be able to write short essays with reasonable accuracy and will have developed some cultural awareness through readings, films and class discussions

**Expectations:**

1. Please do not use smartphones in class.
2. Do not arrive habitually late nor leave habitually early.
3. Have your own class materials with you each day, including the textbook
4. Learn, Know, and use the Vocabulary
5. Use Persian in class as frequently as possible.
6. DO NOT be afraid of making mistakes. Remember that we would not be here if you knew how to speak Persian!

**Homework:** late homeworkmay be accepted under certain circumstances. If you know in advance that you will have to miss a class, please make appropriate arrangements with the instructor in advance as well; if you must miss class unexpectedly because of illness or other emergency, and then please notify the instructor as soon as possible via email.

**Course Materials**

1. Persian in Use Dr. Anousha Sedighi
2. https://sites.google.com/a/pdx.edu/persian-in-use/home

**Course Assessment and Grading:**

We will have three quizzes, final project and final exam

**Point System:**

Attendance & class Participation 15%

Homework 15%  
Quiz 30%  
Presentation10%

Final 30 %

**Course Schedule: PER 1102**

**Week 1:**

Jan. 17 W Introduction

**Week 2:**

Jan. 22 M Lesson 3

Jan. 24 W Lesoon3

**Week 3:**

Jan. 29 M Lesson 4

Jan. 31 W Lesson 4

**Week 4:**

Feb. 5 M Review Lesson 3&4

Feb. 7 W Lesson 5

**Week 5**

Feb. 12 M Lesson 5

Feb. 14 W Lesson 6

**Week 6**

Feb. 19 M Lesson 6

Feb. 21 W Review lessons 5&6

**Week 7**

Feb. 26 M Review all Lessons for midterm

Feb. 28 W Mid-term Exam

**Week 8**

March. 12 M Spring Break

March. 14 W Enjoy

**Week 9**

March. 19 M Lesson 7

March. 21 W Lesson 7

**Week10**

March. 26 M Lesson 8

March. 28 W Lesson 8

**Week 11**

April. 2 M Review Lessons 7&8

April. 4 W Lesson 9

**Week 12**

April. 9 M Lesson 9

April. 11 W lesson 10

**Week 14**

April. 23 M Final review and Presentation

April. 25 W Final review and Presentation

April. 16 M Lesson 10

April. 18 W Review Lesson 9&10

**Week 13**

# 2018-96 FREN 1101 Revise Course (guest: Gustavo Nanclares) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6307 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary French I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary French I |
| **Course Number** | 1161 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This course is typically taught by different GAs each semester and overseen by the section's language coordinator. |

|  |  |
| --- | --- |
| **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?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have had three or more years of high school French. |
| **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 |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1161 Elementary French I Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing. |
| **Provide proposed title and complete course catalog copy** | 1101 Elementary French I Four credits each semester. Four class periods with the fourth class period devoted to online activities. Not open for credit to students who have had three or more years of high school French. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills. |
| **Reason for the course action** | LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course provides an introduction to reading, writing, listening and oral skills to students who have never studied French. Students acquire basic vocabulary, conjugation, principles of French grammar. The language skills they are introduced to are embedded in examples taken directly from the French and Francophone worlds to introduce students both to the idea of intercultural competence and its practice. |
| **Describe course assessments** | Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; weekly participation in online activities; two chapter exams; a final comprehensive exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1101 Syllabus Spring 2018[1].doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112879) | 1101 Syllabus Spring 2018[1].doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/09/2018 - 13:40 | Submit |  | Effort to renumber all elementary modern language courses across LCL. | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:15 | Approve | 2/13/2018 | Committee approved today | |

**French1161**

**First-Semester French**

**Spring 2018**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### “ Avoir une autre langue, c’est posséder une deuxième âme.” ‒ Charlemagne

### *To have another language is to possess a second soul.*

**Contact**

Instructor

Name Email

Office hours

Classmates

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language Coordinator

Valérie Saugera [valerie.saugera@uconn.edu](mailto:valerie.saugera@uconn.edu)

**Why learn French**

* *French can get you a job.* There are **2,600 subsidiaries of French companies** in the United States, which are responsible for approximately **550,000 jobs, and** American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *La Brioche* in Vernon)
* *Connect with local history*. Over 10% of New Englanders are of French or French Canadian descent.
* *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

**Objectives**

This introductory course is designed for students who have no prior study of the French language. It addresses three objectives.

1) *Linguistic*. It will help you develop basic language skills using the vocabulary and structures that you are learning to listen, speak, read, and write.

2) *Cultural*. It will present cultural facets of different French-speaking places.

3) *Exploratory*. Learning a new language is an experience that is sometimes frustrating, commonly slow and time-consuming, but always rewarding, imaginative and fun!

**Required materials**

* *Chez nous*,fourth edition, ed. Pearson.[[1]](#footnote-1)

- Package (9780134851501): MyLab + Book 3 semesters + e-book 24 months

- MyFrenchLab: [www.myfrenchlab.com](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.myfrenchlab.com&d=DwMFAw&c=0YLnzTkWOdJlub_y7qAx8Q&r=BmwDBk3PI6Lybz6DQxjEDR1E7d4pTpMe78xpa7yzcaA&m=jK1Dof9ngzIHw10bga-kAQ2WtCUSvxgBWnI8ES2O5Y4&s=fhGyt_tNmxhbLHqdOp-IcUj1ibndmMUHdhye7ogqPLk&e=) ; you will need your UConn email address, your instructor’s code ID, and an access code.

**Recommended**

**🗒** *Notebook/flashcards*

for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.

🖰 *Online bilingual dictionary*

[www.wordreference.com](http://www.wordreference.com)

Read the language forum for discussion of examples and word usage.

👂 *Acapela*, a usefu tool for working on your pronunciation

[http://www.acapela-group.com/text-to-speech-interactive-demo.html](https://exchange.uconn.edu/owa/redir.aspx?C=MFNeLCuLtECQ-ms5sCo8ITXC0Us2ddAIWbwzYGMeoATjVJXkwplfGfg6ThrslFMufqclM86e8AY.&URL=http%3a%2f%2fwww.acapela-group.com%2ftext-to-speech-interactive-demo.html)

**NOT required**

* *Translation programs*

Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!

* *Cell phones*

A cell phone will not help you make progress in French. Be respectful and turn it off.

* *Laptops*

Computers are not allowed. The course is not a lecture; it requires your oral participation!

**Required work**

|  |
| --- |
| **Required work and grade breakdown**  Participation and preparation…………….……… 15%  Homework…………………………………......... 10%  Quizzes………………………………………….. 15%  In-class writing assignments.……………………. 10%  Heure en solo: *Paris, je t’aime*………………….. 15%  Exams………………………………….….... …... 20%  Final exam………………………………….......... 15% |

*Grade Scale*

A = 925-1000   B = 825-874   C = 725-774 D   = 625-674  
A- = 895-924 B- = 795-824   C- = 695-724 D- = 595-624

B+ = 875-894   C+ = 775-794 D+ = 675-694 F = 0-594

**Participation and preparation**

***Be there! Speak!***

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

***See detailed information about your participation grade on page 4.***

Absences will affect your grade. There are two types of absences in F1161 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

**Homework**

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

**Quizzes**

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

**In-class writing assignments**

There will be two in-class writing activities. One composition will deal with topics covered in class throughout the semester, and the second composition will be based on a French movie that we will watch in class

**Heure en solo: *Paris je t’aime* project (substitution for 4th hour in class)**

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

**Exams**

There will be two chapter exams and a final comprehensive exam.

**Participation Grade**

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH161, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

**8.5-10 points** -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

**7-8 points** -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

**5-6.5 points** -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

**0-4.5 points** -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

***PARTICIPEZ!***

**How to type accented characters in French**

**I. Directions for PC, using newer versions of MS Word:**

1. Press CTRL and the key that most closely resembles the accent needed.   
2. Release the two keys pressed in Step 1.   
3. Press the character, and voilà--the accented character will appear.

|  |  |
| --- | --- |
| à, è, ì, ò, ù - À, È, Ì, Ò, Ù | CTRL+` (ACCENT GRAVE), the letter |
| á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý | CTRL+' (APOSTROPHE), the letter |
| â, ê, î, ô, û Â, Ê, Î, Ô, Û | CTRL+^ (CARET), the letter |
| ã, ñ, õ Ã, Ñ, Õ | CTRL+~ (TILDE), the letter |
| ä, ë, ï, ö, ü, ÿ Ä, Ë, Ï, Ö, Ü, Ù | CTRL+: (COLON), the letter |
| å, Å | CTRL+@, a or A |
| æ, Æ | CTRL+&, a or A |
| Ï, Î | CTRL+&, o or O |
| ç, Ç | CTRL+, (COMMA), c or C |
| ð, Ð | CTRL+' (APOSTROPHE), d or D |
| ø, Ø | CTRL+/, o or O |
| ¿ | ALT+CTRL+? |
| ¡ | ALT+CTRL+! |
| ß | CTRL+&, s |

## II. For Macintosh

## **For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.**

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

|  |  |  |
| --- | --- | --- |
| Acute | á, é, í | Option + e, *the letter* |
| Grave | è, à, ù | Option + `, *the letter* |
| Tilde | ñ Ñ | Option + n, *the letter* |
| Circumflex | ê Ê | Option + I, *the letter* |
| Umlaut | ä Ä | Option + u, the letter *"a" or Option + u, Shift and the letter for capital "A"* |
| Umlaut | ö Ö | Option + u, the letter*"o" or Option + u, Shift and the letter for capital "O"* |
| Umlaut | ü Ü | Option + u, the letter *"u" or Shift and the letter "U"* |
| Cedilla | ç Ç | Option + c or C |
| reverse question mark | ¿ | Option + ? |
| Esszett | ß | Option + s |
| reverse examation mark | ¡ | Option + 1 |
| Pound | £ | Option + 3 |
| Paragraph | § | Option + 6 |
| Degree | º | Option + 0 (zero) |
| Copyright | © | Option plus g |

**Useful expressions**

*Keep this list in your textbook.*

|  |  |
| --- | --- |
| How do you say “cheese” in French? | *Comment dit-on “cheese” en français?* |
| What does “tableau” mean? | *Que veut dire “tableau”?* |
| I do not understand (very well). | *Je ne comprends pas (très bien).* |
| Could you write it on the board? | *Pourriez-vous l’écrire au tableau?* |
| I do not know.  I don’t know. | *Je ne sais pas.*  *Je sais pas.* (informal, spoken) |
| Repeat, please. | *Répétez, s’il vous plaît*  *Répète, s’il te plaît.* |
| Speak more slowly. | *Parlez plus doucement.*  *Parle plus doucement.* |
| Speak louder. | *Parlez plus fort.*  *Parle plus fort.* |
| I’m kidding! | *Je plaisante!* |

# 2018-97 FREN 1102 Revise Course (guest: Gustavo Nanclares) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6308 |
| **Request Proposer** | Terni |
| **Course Title** | Elementary French II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary French II |
| **Course Number** | 1162 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This course is typically taught by different GAs each semester and overseen by the section's language coordinator. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | French 1101 or permission of the Language Coordinator. |
| **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 for credit to students who have had three or more years of high school French. Students who have less than three year's high school French or who feel feel ill prepared should consult the Language Coordinator for placement. |
| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1162 Elementary French II Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing. |
| **Provide proposed title and complete course catalog copy** | 1102 Elementary French II Four credits each semester. Four class periods with the fourth class period devoted to online activities. Prerequisite: French 1101 or permission of the Language Coordinator. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces linguistic skills. |
| **Reason for the course action** | LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | This course extents students' basic introduction to reading, writing, listening and oral skills. Students acquire more vocabulary, learn to conjugate in more tenses, and their knowledge of French grammar principles. The language skills they are taught are embedded in examples taken directly from the French and Francophone worlds in order to introduce students to the idea of intercultural competence and its practice. |
| **Describe course assessments** | Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; weekly participation in online activities; two chapter exams; a final comprehensive exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1102 Syllabus Spring 2018.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112885) | 1102 Syllabus Spring 2018.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/09/2018 - 15:59 | Submit |  | Effort to standardize numbering of all modern language courses in LCL | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:16 | Approve | 2/13/2018 | committee approved today | |

**French1162**

**Second-Semester French**

**Spring 2018**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact**

Instructor

Name

Email

Office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classmates

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language Coordinator

Valérie Saugera

[valerie.saugera@uconn.edu](mailto:valerie.saugera@uconn.edu)

**Why learn French**

* *French can get you a job.* There are **2,600 subsidiaries of French companies** in the United States, which are responsible for approximately **550,000 jobs, and** American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *La Brioche French Bakery* in Vernon)
* *Connect with local history*. Over 10% of New Englanders are of French or French Canadian descent.
* *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

**Objectives**

This course is a continuation of French 1161. It addresses three objectives:

1) *Linguistic.* This course will continue the development of basic language skills using the vocabulary and structures to listen, speak, read, and write.

2) *Cultural*. It will present cultural facets of different French-speaking places.

3) *Exploratory.* Learning a new language is an experience that is sometimes frustrating but always rewarding, imaginative and fun, as this course will demonstrate.

**Required materials**

* *Vis-à-vis.* Sixth edition. Mc Graw Hill.

- Textbook (chapters 7-11)

- Online Learning Center

<http://highered.mheducation.com/sites/0073386472/student_view0/index.html>

**Recommended**

**🗒** *Notebook/flashcards*

for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.

🖰 *Online bilingual dictionary*

[www.wordreference.com](http://www.wordreference.com)

Read the language forum for discussion of examples and word usage.

👂 *Acapela*, a usefu tool for working on your pronunciation

[http://www.acapela-group.com/text-to-speech-interactive-demo.html](https://exchange.uconn.edu/owa/redir.aspx?C=MFNeLCuLtECQ-ms5sCo8ITXC0Us2ddAIWbwzYGMeoATjVJXkwplfGfg6ThrslFMufqclM86e8AY.&URL=http%3a%2f%2fwww.acapela-group.com%2ftext-to-speech-interactive-demo.html)

**NOT required**

* *Translation programs*

Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!

* *Cell phones*

A cell phone will not help you make progress in French. Be respectful and turn it off.

* *Laptops*

Computers are not allowed. The course is not a lecture; it requires your oral participation!

**Required work**

|  |
| --- |
| **Required work and grade breakdown**  Participation and preparation…………….……. 15%  Interview project……………………………… 10%  Homework…………………………………...... 10%  Quizzes………………………………………... 10%  In-class writing assignments.…………………. 10%  Heure en solo: *music project*………………….. 15%  Exams………………………………….….... … 15%  Final exam…………………………………...... 15% |

*Grade Scale*

A = 925-1000   B = 825-874   C = 725-774 D   = 625-674  
A- = 895-924 B- = 795-824   C- = 695-724 D- = 595-624

B+ = 875-894   C+ = 775-794 D+ = 675-694 F = 0-594

**Participation and preparation**

***Be there! Speak!***

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

***See detailed information about your participation grade on page 4.***

Absences will affect your grade. There are two types of absences in F1162 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

**Interview Project**

You will interview three native or near native speakers of French throughout the semester. Your instructor will assist you with this project designed to help you improve both your speaking and listening skills. A separate handout with specific instructions will be emailed to you.

**Homework**

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

**Quizzes**

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

**In-class writing assignments**

There will be two in-class writing activities. One composition will be based on a French movie that we will watch in class, and the second composition will deal with topics covered in class throughout the semester.

**Heure en solo: *Music Project* (substitution for 4th hour in class)**

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

**Exams**

There will be two chapter exams (chapters 7-8; chapters 8-9) and a final comprehensive exam (chapters 7-11).

**Participation Grade**

*Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1162, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.*

**8.5-10 points** -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

**7-8 points** -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

**5-6.5 points** -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

**0-4.5 points** -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

***PARTICIPEZ!***

**How to type accented characters in French**

**I. Directions for PC, using newer versions of MS Word:**

1. Press CTRL and the key that most closely resembles the accent needed.   
2. Release the two keys pressed in Step 1.   
3. Press the character, and voilà--the accented character will appear.

|  |  |
| --- | --- |
| à, è, ì, ò, ù – À, È, Ì, Ò, Ù | CTRL+` (ACCENT GRAVE), the letter |
| á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý | CTRL+' (APOSTROPHE), the letter |
| â, ê, î, ô, û Â, Ê, Î, Ô, Û | CTRL+^ (CARET), the letter |
| ã, ñ, õ Ã, Ñ, Õ | CTRL+~ (TILDE), the letter |
| ä, ë, ï, ö, ü, ÿ Ä, Ë, Ï, Ö, Ü, Ù | CTRL+: (COLON), the letter |
| å, Å | CTRL+@, a or A |
| æ, Æ | CTRL+&, a or A |
| Ï, Î | CTRL+&, o or O |
| ç, Ç | CTRL+, (COMMA), c or C |
| ð, Ð | CTRL+' (APOSTROPHE), d or D |
| ø, Ø | CTRL+/, o or O |
| ¿ | ALT+CTRL+? |
| ¡ | ALT+CTRL+! |
| ß | CTRL+&, s |

## II. For Macintosh

## **For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.**

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

|  |  |  |
| --- | --- | --- |
| Acute | á, é, í | Option + e, *the letter* |
| Grave | è, à, ù | Option + `, *the letter* |
| Tilde | ñ Ñ | Option + n, *the letter* |
| Circumflex | ê Ê | Option + I, *the letter* |
| Umlaut | ä Ä | Option + u, the letter *"a" or Option + u, Shift and the letter for capital "A"* |
| Umlaut | ö Ö | Option + u, the letter*"o" or Option + u, Shift and the letter for capital "O"* |
| Umlaut | ü Ü | Option + u, the letter *"u" or Shift and the letter "U"* |
| Cedilla | ç Ç | Option + c or C |
| reverse question mark | ¿ | Option + ? |
| Esszett | ß | Option + s |
| reverse examation mark | ¡ | Option + 1 |
| Pound | £ | Option + 3 |
| Paragraph | § | Option + 6 |
| Degree | º | Option + 0 (zero) |
| Copyright | © | Option plus g |

**Useful expressions**

|  |  |
| --- | --- |
| How do you say “laptop” in French? | *Comment dit-on “laptop” en français?* |
| What does “grenouille” mean? | *Que veut dire “grenouille”?* |
| I don’t understand (very well). | *Je ne comprends pas (très bien).* |
| I don’t know. | *Je ne sais pas.* |
| Repeat, please. | *Répétez, s’il vous plaît*  *Répète, s’il te plaît.* |
| Speak more slowly. | *Parlez plus doucement.*  *Parle plus doucement.* |
| Speak louder. | *Parlez plus fort.*  *Parle plus fort.* |
| Could you write it on the board? | *Pourriez-vous l’écrire au tableau?* |
| I’m kidding! | *Je plaisante!* |

March 17, 2012

# Why Bilinguals Are Smarter

###### By [YUDHIJIT BHATTACHARJEE](http://topics.nytimes.com/top/reference/timestopics/people/b/yudhijit_bhattacharjee/index.html?inline=nyt-per)

<http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0&pagewanted=print>

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child’s academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual’s brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn’t so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In [a 2004 study](http://www.devcogneuro.com/Publications/Bialystok_Martin_2004.pdf) by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain’s so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In [a 2009 study led by Agnes Kovacs](http://www.pnas.org/content/106/16/6556) of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism’s effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer’s disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

Yudhijit Bhattacharjee is a staff writer at Science.

This article has been revised to reflect the following correction:

**Correction: March 25, 2012**

The Gray Matter column on bilingualism last Sunday misspelled the name of a university in Spain. It is Pompeu Fabra, not Pompea Fabra.

# 2018-98 FREN 1103 Revise Course (guest: Gustavo Nanclares) (S)

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6309 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate French I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > 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** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate French I |
| **Course Number** | 1163 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This course is typically taught by different GAs each semester and overseen by the section's language coordinator. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | FREN 1102 or permission of the Language Coordinator. |
| **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 for credit to students who have had two or more years of high school French. Students who have less than two year's high school French or who feel feel ill prepared should consult the Language Coordinator for placement |
| **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** | personnel not available |
| **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** | 1163 Intermediate French I. Prerequisite: FREN 1162 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice. |
| **Provide proposed title and complete course catalog copy** | 1103 Intermediate French I. Prerequisite: FREN 1102 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101 and 1102. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class. |
| **Reason for the course action** | LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students increase their knowledge of vocabulary, conjugation, and the principles of French grammar. They will extend their language skills in the four areas, listening, speaking, reading and writing through intensive and extensive practice. Their work is embedded primary and secondary source materials to enrich knowledge of the French and Francophone worlds and the students' intercultural competence. |
| **Describe course assessments** | Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; watching one French film; weekly participation in online activities; intensive phonetics practice in the scope of a class presentation; two chapter exams; a final comprehensive exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1103 Syllabus Spring 2018[1].doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112897) | 1103 Syllabus Spring 2018[1].doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/09/2018 - 16:31 | Submit |  | Effort to standardize numbering of all modern language courses in LCL | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:16 | Approve | 2/13/2018 | Committee approved today | |

**French1163**

**Spring 2018**

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**Third-Semester French**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact**

Instructor

Name

Email

Office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classmates

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language Coordinator

Valérie Saugera

[valerie.saugera@uconn.edu](mailto:valerie.saugera@uconn.edu)

**Why learn French**

* *French can get you a job.* There are **2,600 subsidiaries of French companies** in the United States, which are responsible for approximately **550,000 jobs, and** American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *Isabelle et Vincent* in Fairfield)
* *Connect with local history*. Over 10% of New Englanders are of French or French Canadian descent.
* *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

**Objectives**

This course features the development of the four language skills: speaking, listening, reading, and writing. It will also review the basics of the French language learned during the first two semesters of instruction. Students will work on a variety of short projects and activities designed to reinforce all language skills and will explore a series of cultural topics.

**Required materials**

Textbook

*Vis-à-vis.* Sixth edition. Mc Graw Hill.

Online Learning Center

<http://highered.mheducation.com/sites/0073386472/student_view0/index.html>

**Recommended**

**🗒** *Notebook/flashcards*

for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.

🖰 *Online bilingual dictionary*

[www.wordreference.com](http://www.wordreference.com)

Read the language forum for discussion of examples and word usage.

👂 *Acapela*, a usefu tool for working on your pronunciation

[http://www.acapela-group.com/text-to-speech-interactive-demo.html](https://exchange.uconn.edu/owa/redir.aspx?C=MFNeLCuLtECQ-ms5sCo8ITXC0Us2ddAIWbwzYGMeoATjVJXkwplfGfg6ThrslFMufqclM86e8AY.&URL=http%3a%2f%2fwww.acapela-group.com%2ftext-to-speech-interactive-demo.html)

**NOT required**

* *Translation programs*

Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!

* *Cell phone*

Be respectful and turn it off. A cell phone will not help you make progress in French.

* *Laptop*

Computers are not allowed in FREN 1163. The course is not a lecture; it requires your oral participation instead!

**Required work**

|  |
| --- |
| **Required work and grade breakdown**  Participation and preparation…………….…….. 15%  Homework……………………………………… 10%  Quizzes…………………………………………. 15%  Heure en solo: *French Region Project*…………. 15%  Phonetics project……………………………….. 5%  In-class writing…………………………………. 5%  Exams………………………………….….... ...... 20%  Final exam…………………………………........ 15% |

*Grade Scale*

A = 925-1000   B = 825-874   C = 725-774 D   = 625-674  
A- = 895-924 B- = 795-824   C- = 695-724 D- = 595-624

B+ = 875-894   C+ = 775-794 D+ = 675-694 F = 0-594   
  
**Participation and preparation**

***Be there! Speak!***

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

***See detailed information about your participation grade on page 4.***

Absences will affect your grade. There are two types of absences in F1163 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day. If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

**Homework**

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

**Quizzes**

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

**Heure en solo: *Les Régions de France* (substitution for 4th hour in class)**

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

**Phonetics project**

A detailed handout about the pronunciation project will be handed out in class. Your instructor will help you in being ready and at ease for your oral project, which should be fun, useful, and rewarding.

**In-class writing**

There will be one in-class writing assignment based on a French film that we will watch in class by the end of the semester. A detailed handout about this assignment will be emailed to you.

**Exams**

There will be two chapter exams and a final comprehensive exam.

**Participation Grade**

*Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1163, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.*

**8.5-10 points** -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

**7-8 points** -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

**5-6.5 points** -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

**0-4.5 points** -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

***PARTICIPEZ!***

**How to type accented characters in French**

**I. Directions for PC, using newer versions of MS Word:**

1. Press CTRL and the key that most closely resembles the accent needed.   
2. Release the two keys pressed in Step 1.   
3. Press the character, and voilà--the accented character will appear.

|  |  |
| --- | --- |
| à, è, ì, ò, ù - À, È, Ì, Ò, Ù | CTRL+` (ACCENT GRAVE), the letter |
| á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý | CTRL+' (APOSTROPHE), the letter |
| â, ê, î, ô, û Â, Ê, Î, Ô, Û | CTRL+^ (CARET), the letter |
| ã, ñ, õ Ã, Ñ, Õ | CTRL+~ (TILDE), the letter |
| ä, ë, ï, ö, ü, ÿ Ä, Ë, Ï, Ö, Ü, Ù | CTRL+: (COLON), the letter |
| å, Å | CTRL+@, a or A |
| æ, Æ | CTRL+&, a or A |
| Ï, Î | CTRL+&, o or O |
| ç, Ç | CTRL+, (COMMA), c or C |
| ð, Ð | CTRL+' (APOSTROPHE), d or D |
| ø, Ø | CTRL+/, o or O |
| ¿ | ALT+CTRL+? |
| ¡ | ALT+CTRL+! |
| ß | CTRL+&, s |

## II. For Macintosh

## **For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.**

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

|  |  |  |
| --- | --- | --- |
| Acute | á, é, í | Option + e, *the letter* |
| Grave | è, à, ù | Option + `, *the letter* |
| Tilde | ñ Ñ | Option + n, *the letter* |
| Circumflex | ê Ê | Option + I, *the letter* |
| Umlaut | ä Ä | Option + u, the letter *"a" or Option + u, Shift and the letter for capital "A"* |
| Umlaut | ö Ö | Option + u, the letter*"o" or Option + u, Shift and the letter for capital "O"* |
| Umlaut | ü Ü | Option + u, the letter *"u" or Shift and the letter "U"* |
| Cedilla | ç Ç | Option + c or C |
| reverse question mark | ¿ | Option + ? |
| Esszett | ß | Option + s |
| reverse examation mark | ¡ | Option + 1 |
| Pound | £ | Option + 3 |
| Paragraph | § | Option + 6 |
| Degree | º | Option + 0 (zero) |
| Copyright | © | Option plus g |

**Useful expressions**

|  |  |
| --- | --- |
| How do you say “dark chocolate” in French? | *Comment dit-on “dark chocolate” en français?* |
| What does “canard” mean? | *Que veut dire “canard”?* |
| I don’t understand (very well). | *Je ne comprends pas (très bien).* |
| I don’t know. | *Je ne sais pas.* |
| Repeat, please. | *Répétez, s’il vous plaît*  *Répète, s’il te plaît.* |
| Speak more slowly. | *Parlez moins vite.*  *Parle moins vite.* |
| Speak louder. | *Parlez plus fort.*  *Parle plus fort.* |
| Could you write it on the board? | *Pourriez-vous l’écrire au tableau?* |
| … | *…* |

**10 good reasons for learning French**

**1. A world language**

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners.

**2. A language for the job market**

The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the world’s fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

**3. The language of culture**

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Léopold Sendar Senghor, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane.

**4. A language for travel**

France is the world’s top tourist destination and attracts more than 79,5 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France (from the mild climes of the Cote d’Azur to the snow-capped peaks of the Alps via the rugged coastline of Brittany) and offers insights into French culture, mentality and way of life. French also comes in handy when travelling to Africa, Switzerland, Canada, Monaco, the Seychelles and other places.

**5. A language for higher education**

Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government grants to enroll in postgraduate courses in France in the discipline of their choice and qualify for internationally recognised degrees.

**6. The other language of international relations**

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg.

**7. A language that opens up the world**

After English and German, French is the third most widely used language on the Internet, ahead of Spanish. An ability to understand French offers an alternative view of the world through communication with French speakers from all over the world and news from the leading French-language international media (TV5, France 24 and Radio France Internationale).

**8. A language that is fun to learn**

French is an easy language to learn. There are many methods on the market that make learning French enjoyable for children and adults alike. It does not take long to reach a level where you can communicate in French.

**9. A language for learning other languages**

French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since fifty per cent of current English vocabulary is derived from French.

**10. The language of love and reason**

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.

<http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony-1113/promoting-french-around-the-world-7721/article/10-good-reasons-for-learning>

*Et vous… quelles sont vos raisons pour apprendre le français?*

# 2018-99 FREN 1104 Revise Course (guest: Gustavo Nanclares) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6310 |
| **Request Proposer** | Terni |
| **Course Title** | Intermediate French II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > 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** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate French II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | This course is typically taught by different GAs each semester and overseen by the section's language coordinator. |

|  |  |
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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | FREN 1103 or two years of high school French or permission of Language Coordinator |
| **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 for credit to students who have had two or more years of high school French. Students who have less than two year's high school French or who feel feel ill prepared should consult the Language Coordinator for placement |
| **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** | personnel not available |
| **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** | 1164 Intermediate French II. Prerequisite: FREN 1163 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice. |
| **Provide proposed title and complete course catalog copy** | 1104 Intermediate French II. Prerequisite: FREN 1103 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101, 1102 and 1003. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class. |
| **Reason for the course action** | LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Students increase their knowledge of vocabulary, conjugation, and the principles of French grammar. They will extend and reinforce their language skills in the four areas, listening, speaking, reading and writing through intensive and extensive practice. Their work is embedded primary and secondary source materials to enrich knowledge of the French and Francophone worlds and the students' intercultural competence. |
| **Describe course assessments** | Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; watching one French film; weekly participation in online activities; intensive practice in speaking and listening; weekly participation in online activities; two chapter exams; a final comprehensive exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1104 Syllabus Spring 2018.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/112915) | 1104 Syllabus Spring 2018.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/09/2018 - 17:01 | Submit |  | Effort to standardize numbering of all modern language courses in LCL | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:17 | Approve | 2/13/2018 | committee approved today | |

**French1104**

**Fourth-Semester French**

**Spring 2018**



**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact**

Instructor

Name

Email

Office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classmates

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language Coordinator

Valérie Saugera

[valerie.saugera@uconn.edu](mailto:valerie.saugera@uconn.edu)

**Why learn French**

* *French can get you a job.* There are **2,600 subsidiaries of French companies** in the United States, which are responsible for approximately **550,000 jobs, and** American companies operating in France employ 600,000 people. (e.g., *Bic* in Shelton, *Isabelle et Vincent* in Fairfield)
* *Connect with local history*. Over 10% of New Englanders are of French or French Canadian descent.
* *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

**Content and Objectives**

This course features the development of the four language skills: speaking, listening, reading, and writing. The textbook *Cinéphile* is an innovative book organized around the study of subtitled French and francophone films. Discussing the films, reading related authentic texts, and researching information will enable students to discover many facets of francophone life, master related vocabulary and grammar points, and feel confident in their ability to discuss issues and use language creatively. In addition, students will work on a French poetry project OR will read and explore the short and engaging novel *Oscar et la dame rose* that will be the focus of the *heure en solo*.

**Required materials**

* Textbook: *Cinéphile. French and Language Culture through Film*. (2011). SECOND EDITION. Kerri Conditto.
* Online Poetry Project

OR

Short novel: *Oscar et la dame rose.* (2002).[Éric-Emmanuel Schmitt](http://fr.wikipedia.org/wiki/%C3%89ric-Emmanuel_Schmitt).

* 🖳 Free online grammar: *Tex’s French Grammar*

<http://www.laits.utexas.edu/tex/gr/index.html>

**Recommended**

* *Notebook/flashcards*

for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.

* *Online bilingual dictionary*

[www.wordreference.com](http://www.wordreference.com)

Read the language forum for discussion of examples and word usage.

* *Dictionary*

*Collins-Robert* is a superb dictionary and is available in different sizes. As a general rule, the bigger, the better, but it all depends on how far you want to go with the French language.

**NOT required**

* *Translation programs*

Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!

* *Cell phone*

Be respectful and turn it off. A cell phone will not help you make progress in French.

**Required work**

|  |
| --- |
| **Required work and grade breakdown**  Participation and preparation…………….…… 15%  Projet oral>>>>>.………………………….… 10%  Homework…………………………………..... 10%  Quizzes………………………………………... 15%  In-class writing assignment...…………………. 5%  *Oscar et la dame rose* project………………… 15%  Exams………………………………….….... ... 15%  Final exam…………………………………...... 15% |

*Grade Scale*

A = 925-1000   B = 825-874   C = 725-774 D   = 625-674  
A- = 895-924 B- = 795-824   C- = 695-724 D- = 595-624

B+ = 875-894   C+ = 775-794 D+ = 675-694 F = 0-594

**Participation and preparation**

***Be there! Speak!***

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

***See detailed information about your participation grade on page 5.***

Absences will affect your grade. There are two types of absences in F1164 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

**Projet oral (Table ronde, Interview, etc.)**

Your instructor will assist you with this project designed to help you improve both your speaking and listening skills. A separate handout with specific instructions will be emailed to you.

**Homework**

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

**Heure en solo: *Oscar et la dame rose* project (substitution for 4th hour in class) OR Poetry Project**

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

**In-class writing assignments**

There will be one in-class writing activity based on a French film that you will watch outside of the classroom (DVD on reserve at the library; Netflix).

**Quizzes/Exams**

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

There will be two chapter exams and a final comprehensive exam.

***👍 Interested in a major or a minor in French?***

This is a brilliant idea!

* Consult our website: http://www.languages.uconn.edu/programs/french/undergrad/
* For more information, please contact Professor Valérie Saugera: [valerie.saugera@uconn.edu](mailto:valerie.saugera@uconn.edu)

***👍 Interested in studying in Toulouse or Paris?***

You may choose to spend a summer in Toulouse (6-7 credits), or to spend a semester or a full year in our program in Paris (9-15 credits). *Allez-y!*

* <http://languages.uconn.edu/programs/french/undergrad/studyabroad.html>
* Contact Professor Eliane DalMolin: [eliane.dalmolin@uconn.edu](mailto:eliane.dalmolin@uconn.edu)

***👍* The Competitive Advantage of Foreign Languages and Cultural Knowledge**

CHRISTINE UBER GROSSE Department of Global Business

Thunderbird, The Garvin School of International Management, Glendale, AZ 85306

Email: grossec@t-bird.edu

This study presents the results of an electronic survey of 2,500 randomly selected alumni from the graduating classes of 1970 through 2002 of Thunderbird, The Garvin School of International Management. Of the 2,500 alumni, 581 responded. Thunderbird required a minimum of 4 semesters of foreign language for graduation. The survey concerned whether or not the alumni had received a competitive advantage in their careers from their foreign language skills and cultural knowledge. The vast majority of the respondents acknowledged that both foreign language skills and cultural knowledge had benefited them in their professional lives. Slightly more of them reported receiving an edge from their cultural skills (89%) than from their foreign language abilities (82%). The research results provide empirical data on how members of the U.S. and international business communities perceive the value of foreign language and cultural knowledge to their work.

*Si vous souhaitez lire l’article, je peux vous l’envoyer par email.*

**Participation Grade**

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1164, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

**8.5-10 points** -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

**7-8 points** -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

**5-6.5 points** -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

**0-4.5 points** -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

***PARTICIPEZ!***

**How to type accented characters in French**

**I. Directions for PC, using newer versions of MS Word:**

1. Press CTRL and the key that most closely resembles the accent needed.   
2. Release the two keys pressed in Step 1.   
3. Press the character, and voilà--the accented character will appear.

|  |  |
| --- | --- |
| à, è, ì, ò, ù - À, È, Ì, Ò, Ù | CTRL+` (ACCENT GRAVE), the letter |
| á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý | CTRL+' (APOSTROPHE), the letter |
| â, ê, î, ô, û Â, Ê, Î, Ô, Û | CTRL+^ (CARET), the letter |
| ã, ñ, õ Ã, Ñ, Õ | CTRL+~ (TILDE), the letter |
| ä, ë, ï, ö, ü, ÿ Ä, Ë, Ï, Ö, Ü, Ù | CTRL+: (COLON), the letter |
| å, Å | CTRL+@, a or A |
| æ, Æ | CTRL+&, a or A |
| Ï, Î | CTRL+&, o or O |
| ç, Ç | CTRL+, (COMMA), c or C |
| ð, Ð | CTRL+' (APOSTROPHE), d or D |
| ø, Ø | CTRL+/, o or O |
| ¿ | ALT+CTRL+? |
| ¡ | ALT+CTRL+! |
| ß | CTRL+&, s |

## II. For Macintosh

## **For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.**

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

|  |  |  |
| --- | --- | --- |
| Acute | á, é, í | Option + e, *the letter* |
| Grave | è, à, ù | Option + `, *the letter* |
| Tilde | ñ Ñ | Option + n, *the letter* |
| Circumflex | ê Ê | Option + I, *the letter* |
| Umlaut | ä Ä | Option + u, the letter *"a" or Option + u, Shift and the letter for capital "A"* |
| Umlaut | ö Ö | Option + u, the letter*"o" or Option + u, Shift and the letter for capital "O"* |
| Umlaut | ü Ü | Option + u, the letter *"u" or Shift and the letter "U"* |
| Cedilla | ç Ç | Option + c or C |
| reverse question mark | ¿ | Option + ? |
| Esszett | ß | Option + s |
| reverse examation mark | ¡ | Option + 1 |
| Pound | £ | Option + 3 |
| Paragraph | § | Option + 6 |
| Degree | º | Option + 0 (zero) |
| Copyright | © | Option plus g |

# 2018-100 FREN Revise Major (guest: Gustavo Nanclares)



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 02/09/2018

2. Department or Program: Literatures Cultures and Languages

3. Title of Major: French

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): summer 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: Add an existing course to major and clarify the number of courses for the Writing Requirement in the Major.

# Existing Catalog Description of Major

[Course descriptions](https://catalog.uconn.edu/fren/)

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French. All majors must complete the following courses: [FREN 3211](https://catalog.uconn.edu/FREN/#3211), [3257](https://catalog.uconn.edu/FREN/#3257), [3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), [3268/W](https://catalog.uconn.edu/FREN/#3268W), and [3269](https://catalog.uconn.edu/FREN/#3269). Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

**French for the Global Community**

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows: [FREN 3215](https://catalog.uconn.edu/FREN/#3215), [3216](https://catalog.uconn.edu/FREN/#3216), or [3222](https://catalog.uconn.edu/FREN/#3222); [FREN 3217](https://catalog.uconn.edu/FREN/#3217); [FREN 3218](https://catalog.uconn.edu/FREN/#3218) or [3250](https://catalog.uconn.edu/FREN/#3250) or [3270W](https://catalog.uconn.edu/FREN/#3270W) or [3280](https://catalog.uconn.edu/FREN/#3280); [FREN 3224](https://catalog.uconn.edu/FREN/#3224) or [3274](https://catalog.uconn.edu/FREN/#3274).

**French Cultural and Literary Studies**

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows: [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3223](https://catalog.uconn.edu/FREN/#3223), or [3224](https://catalog.uconn.edu/FREN/#3224); [FREN 3218](https://catalog.uconn.edu/FREN/#3218), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), or [3235](https://catalog.uconn.edu/FREN/#3235); [FREN 3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), or [3250](https://catalog.uconn.edu/FREN/#3250); [FREN 3272](https://catalog.uconn.edu/FREN/#3272).

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) course from study abroad in Paris.

**Education Abroad in Paris**

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year’s credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), and [3268W](https://catalog.uconn.edu/FREN/#3268W).

A minor in [French](https://catalog.uconn.edu/minors/french/) is described in the Minors section.

# Proposed Catalog Description of Major

[Course descriptions](https://catalog.uconn.edu/fren/)

The French major requires a minimum of 30 credits in 2000-level or above French courses and 12 credits in 2000-level or above “related courses” from departments other than French. All majors must complete the following courses: [FREN 3211](https://catalog.uconn.edu/FREN/#3211), [3257](https://catalog.uconn.edu/FREN/#3257), [3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), [3268/W](https://catalog.uconn.edu/FREN/#3268W), and [3269](https://catalog.uconn.edu/FREN/#3269). Students may follow the French for the Global Community track or the French Cultural and Literary Studies track.

**French for the Global Community**

French majors pursuing the French for the Global Community track must complete 12 credits, distributed as follows: [FREN 3215](https://catalog.uconn.edu/FREN/#3215), [3216](https://catalog.uconn.edu/FREN/#3216), or [3222](https://catalog.uconn.edu/FREN/#3222); [FREN 3217](https://catalog.uconn.edu/FREN/#3217); [FREN 3218](https://catalog.uconn.edu/FREN/#3218) or [3250](https://catalog.uconn.edu/FREN/#3250) or 3251 or [3270W](https://catalog.uconn.edu/FREN/#3270W) or [3280](https://catalog.uconn.edu/FREN/#3280); [FREN 3224](https://catalog.uconn.edu/FREN/#3224) or [3274](https://catalog.uconn.edu/FREN/#3274).

**French Cultural and Literary Studies**

French majors pursuing the French Cultural and Literary Studies track must complete 12 credits, distributed as follows: [FREN 3210](https://catalog.uconn.edu/FREN/#3210), [3223](https://catalog.uconn.edu/FREN/#3223), or [3224](https://catalog.uconn.edu/FREN/#3224); [FREN 3218](https://catalog.uconn.edu/FREN/#3218), [3231](https://catalog.uconn.edu/FREN/#3231), [3234](https://catalog.uconn.edu/FREN/#3234), or [3235](https://catalog.uconn.edu/FREN/#3235); [FREN 3220](https://catalog.uconn.edu/FREN/#3220), [3221](https://catalog.uconn.edu/FREN/#3221), [3222](https://catalog.uconn.edu/FREN/#3222), or [3250](https://catalog.uconn.edu/FREN/#3250) or 3251; [FREN 3272](https://catalog.uconn.edu/FREN/#3272).

Study abroad in our Paris program is required for all French majors. Any of the above courses may be replaced, with advisor approval, by an appropriate [FREN 3293](https://catalog.uconn.edu/FREN/#3293) course from study abroad in Paris.

**Education Abroad in Paris**

French majors must complete at least a semester in the Education Abroad program in a Francophone culture. Students participating in the Paris program attend the University of Paris, and may earn a full academic year’s credit at the University of Connecticut and a maximum of 15 credits toward the major in French. The department encourages interdisciplinary work in this program, and wishes students to take courses in other disciplines wherever possible.

To satisfy the writing in the major and information literacy requirements, all majors must take two of the following three options: [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W) and [3268W](https://catalog.uconn.edu/FREN/#3268W).

A minor in [French](https://catalog.uconn.edu/minors/french/) is described in the Minors section.

# Justification

1. Reasons for changing the major: to add an existing course FREN 3251 to the Major so that students have the option of taking two classes in the Global Culture option of the Major. Also the official catalog mistakenly implies that students have to take all three [FREN 3261W](https://catalog.uconn.edu/FREN/#3261W), [3262W](https://catalog.uconn.edu/FREN/#3262W), and [3268W](https://catalog.uconn.edu/FREN/#3268W), when, in fact, they need only two of three.

2. Effects on students: Give them more flexibility; clarify requirements

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 02/13/2018

    Department Faculty: Jennifer Terni

6. Name, Phone Number, and e-mail address of principal contact person: Jennifer Terni, 404-486-3186, jennifer.terni@uconn.edu

# 2018-101 FREN 5363 Add Course (guest: Gustavo Nanclares)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6368 |
| **Request Proposer** | Terni |
| **Course Title** | Topics in Nineteenth-Century French Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Topics in Nineteenth-Century French Literature |
| **Course Number** | 5363 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only to Literatures, Cultures and Languages graduate students, others with consent. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

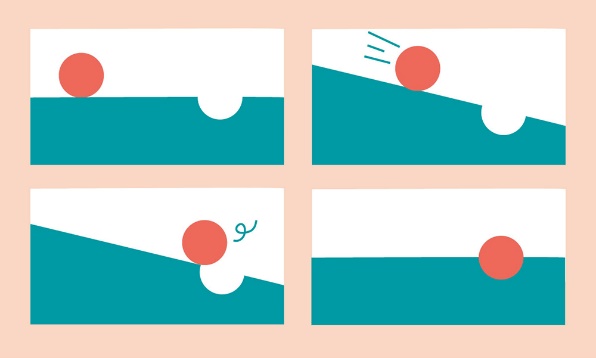
|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Graduate program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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 5363. Topics in Nineteenth-Century French Literature Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits. Explores the problems of genre, criticism, theory, and material conditions of the literary production of nineteenth-century France. |
| **Reason for the course action** | I have inherited my predecessor's graduate course designations and they do not correspond to the themes, divisions or to my approach to graduate teaching even broadly construed. Current designations mislead students about the classes they imagine they are signing up for, which causes issues almost every semester. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To learn how to think critically about issue like genre; representation; literariness (versus media); problems aesthetics and style; the relationship between popular and canonical genres as well as those between genre and medium; the material conditions of literary production; exposure to a literary corpus. Developing mature reading techniques, intense practice speaking and reading in a second-language, writing at a more advanced level, recognition of the various genres of critical writing (abstract, proposal, essay). |
| **Describe course assessments** | Intensive reading, active class participation, oral presentations and structured debate, short writing assignments, one longer research paper in French. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Les formes brèves syllabus 2018.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113134) | Les formes brèves syllabus 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/12/2018 - 10:22 | Submit |  | This description more accurately conveys the content of nineteenth century French grad offerings than current listings. | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:26 | Approve | 2/13/2018 | Read and approved by LCL CC Comittee. | |

**Les formes brèves au dix-neuvièmes siècle :**

**Narrativité, poétique, et dispositifs**



Séance 1 : Introduction.

* Gerald Prince, “The Long and the Short of it,” *Style: A Quarterly Journal of Aesthetics, Poetics, Stylistics, and Literary Criticism*, Vol. 27, Issue 3, September, 1993.

Séance 2 » Dominique Vivant Denon, « Sans lendemain » et Maupassant « La Blague »

* Joanne Stalnaker, “Introduction” *The Unfished Enlightenement: Description in the Age of Reason* (Ithaca: Cornell Univerity Press, 2010)
* Extrait: Jean-François Marmontel, “Imitation” dans Éléments de literature, ed. **Sophie Le Ménahèze (Paris: Desjonquères, 2005)**

Séance 3 : Flaubert, « Un coeur simple »

* Alain Montandon, « *Formes brèves et microrécits* » and *Les Cahiers de Framespa,* no 14 (2013)

Séance 4 : Maupassant, « Le Horla » et Balzac, «Le Chef d’oeuvre inconnu »

* Antonia FONYI, « La nouvelle en question: exemples de Maupassant », *Cahiers Flaubert-Maupassant*, n° 32, 2016, p.183-199.
* Alex Woloch, Partial Representation” dans *The Work of Genre: Selected Essays from the English Institute* (Cambridge MA: the English Institute, 2013)

Séance 5 : Maupassant : six nouvelles (beveté et invention)

* Gerald Prince, “On Narrative Sequence, Classical and Postclassical” in *Narrative Sequence in Contemporary Narratology* (Ohio State U Press, 2016)
* GENETTE, Gérard, Extrait « Discours du récit » (vitesse)

Séance 6 : Balzac, « Albert Sévarus » (Maupasant “Boule de Suif”)

* Camille Esmein-Sarrazin, *L'anecdote entre littérature et histoire à l'époque moderne* (Rennes: Presses universitaires de Rennes, 2015)
* Extrait : Montadon, « Annecdotes » dans *Les formes brèves* (Paris : Hachette 1994)

Séance 7 : Annecdote/recit exotique : Xavier De Maistre, « Voyage autour de ma chambre »

* Jean-Michel Gouvard, *Le Spleen de Paris* de Charles Baudelaire : des « petits genres journalistiques » aux « petits poèmes en prose », *Mémoires du Livre*, Volume 8, Numéro 2, Printemps, 2017

Séance 8 : Baudelaire, *Petits poèmes en prose*

* LAROCHE, Hugues, « "Tout à la pointe de l'épée": Barbey d'Aurevilly et Jules Renard. Réflexions sur l'art de la pointe », *Poétique*, 2/2006 (n° 146), p. 237-251.

***Congé du printemps***

Séance 9: Pétrus Borel “Gottfried Wolfgang”, Rachilde: “ La dent”, Villiers de L’Isle-Adam: *Vera*

* Paul Ricoeur, “Archive, Document, Trace 1978”
* Julien Schuh, « Le temps du journal. Construction médiatique de l'expérience temporelle au XIXe siècle », *Romantisme*,  2016/4 (n° 174), p. 72-82.

Séance 10: nouvelle et histoire JK Huysmans, « Sac à dos », Alphonse Daudet “La partie de billard” *Les contes du lundi*

* Michel Viegnes, « L'Etrangeté dans le récit de voyage et le conte fantastique: L'Exemple de Mérimée” dans *Voyager en France au temps du romantisme: Poétique, esthétique, idéologie*. (Grenoble: ELLUG, 2003) pp. 375-388

Séance 11: Catulle Mendes, *Oiseaux bleus* et Prosper Mérimé, “Venus de l”Ile”

* LITS, Marc, « Nouvelle littéraire et nouvelle journalistique », *Le Français aujourd'hui*, 3/2001, n° 134, p. 43-52. (information)

Séance 12: Zola: “L’Attaque du Moulin” et Arsene Houssaye “Le violon voilé”

* *Jean-Michel Adam*  “Les « Nouvelles en trois lignes » de Félix Fénéon (*Le Matin*, 1906)” dans, *La récit minimal*, *du minime au minimalisme,* *,* eds. Sabrinelle Bedrane, Françoise Revaz, et MichelViegnes (Paris : Sorbonne Nouvelle, 2012)

Séance 13 : Félix Fénéon, *Nouvelles en trois lignes,* Francis Ponge*,*

* Gerald Prince “ Récit minimal et narrativité” dans *Le récit minimal, du minime au minimalisme,* eds. Sabrinelle Bedrane, Françoise Revaz, et Michel Viegnes (Paris: Sorbonne Nouvelle, 2012)

Séance 14: la culture de la micro-micro-fiction ailleurs: exemples d’Angleterre, Espagne, le Japon et le monde digital.

Travail attendu:

Lecture attentive des textes critiques ET littéraires

Apportez tous les textes de la séance SUR PAPIER

Participation active en classe

2 interventions en classe (élaboration des questions ou problèmes théoriques pour la semaine à venir)

Examen de mi-session

Travail final

# 2018-102 FREN 5365 Add Course (guest: Gustavo Nanclares)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6370 |
| **Request Proposer** | Terni |
| **Course Title** | Topics in Nineteenth-Century Media |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | FREN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Topics in Nineteenth-Century Media |
| **Course Number** | 5365 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 3 |
| **Variable Credits Max** | 9 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Graduate seminar |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Graduate level French |
| **Corequisites** | none |
| **Recommended Preparation** | Advance reading, writing, and critical skills |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 9 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 5365. Topics in Nineteenth-Century Media Three credits. Repeatable with a change of topic for up to nine credits. Explores visual, spectacle-oriented, and print media; the commercial and technological dimensions of nineteenth-century media production, genre, advertising, and information theory; and the ways in which these elements challenge traditional literary categories. |
| **Reason for the course action** | I have inherited my predecessor's graduate course designations and they do not correspond to the themes, divisions or to my approach to graduate teaching even broadly construed. Current designations mislead students about the classes they imagine they are signing up for, which causes issues almost every semester. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To learn how to think critically about the contrast between information, representation, communication, and literariness; thinking in sophisticated ways about genre, aesthetics and style; the relationship between new media genres, their mediums, and the technologies that made them possible; the impact of media on popular and more canonical forms; the impact of commerce and consumption patterns; familiarity with the major forms and transformations in media during the nineteenth century and their impacts on culture and literature. Developing mature reading techniques, intense practice speaking and reading in a second-language, writing at a more advanced level, recognition of the various genres of critical writing (abstract, proposal, essay). |
| **Describe course assessments** | Intensive reading, active class participation, oral presentations and structured debate, short writing assignments, one longer research paper in French. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus FREN 5370 curriculum.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113142) | syllabus FREN 5370 curriculum.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer Terni | 02/12/2018 - 10:57 | Submit |  | New variable course description to better meet course offerings | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:27 | Approve | 2/13/2018 | read and approved by LCL CCCommittee | |

**Les médias au dix-neuvième siècle**



les mardis de 15:15 à 18:00hrs

avec Jennifer Terni

254 Oak Hall

Heures de bureau:

les mardis et mercredis après-midi de 13 à 15hrs ou sur rendez-vous.

Objectifs:

Ce cours a été conçu pour répondre à quatre objectifs : 1) vous immerger dans l’écologie médiatique du dix-neuvième siècle ; 2) vous familiariser avec des grandes lignes de la théorie des médias ainsi que l’histoire du développement du premier système médiatique multimodal au dix-neuvième siècle ; 3) encourager le développement de réflexes analytiques distincts de ceux généralement en usage dans les études strictement littéraires 4) vous familiariser avec les méthodes et ressources de recherche digitale. Nous ferons la lecture de journaux, d’articles de littérature panoramique, de romans-feuilletons ainsi que d’images telles que les caricatures, les planches de modes et les daguerréotypes. Nous nous pencherons également sur le monde du spectacle, y compris le théâtre populaire, les expositions universelles, le music hall ainsi que les débuts du cinéma. À la fin du semestre vous manierez avec confiance des concepts comme « information », « plateforme », « réseau », « virtualité », « circulation (flow) », « communication », « représentation » et « genre ». Vous serez aussi en mesure de poser de nouvelles questions sur le rôle des médias—soit des images, textes, ou spectacles qui le composent—dans les dispositions de la culture.

Lectures et ressources:

Toutes les lectures académiques sont disponibles sur Husky CT

Toutes les ressources médiatiques sont accessibles sur le site:

<http://nineteenth-centurymedia.myfreesites.net/>

**Apportez toujours vos ordinateurs personnels en cours!**

Travaux

25 % Multiples petits travaux (questionnaires, notes de lectures, journal, questions de lectures, analyse informelle pour préparer la dimension médiatique du cours).

15% analyse formelle d’une illustration

10% résumé de « l’article » du travail final

35% travail final

15% participation en classe, préparation (10 à 12 pages)

**Lectures**

**Première séance : les revues de loisir**

Régis Debray, « Médiasphère, *» Médium* vol. 3 (no 4) 2004, pp. 162-169

Marshall McLuhan : « The Media is the Message » (extrait) Media Sudies Reader, eds. Sue Thornham, Caroline Basset and Paul Marris (New York : NYU Press, 2009)

septembre

**Deuxième séance: les journaux illustrés (questionnaire)**

Pierre Lévy: “Welcome to Virtuality.” *DIGITAL CREATIVITY* 8, no. 1 (1997): 3–10.

John Guillory, "The Memo and Modernity," Critical Inquiry, Vol. 31, No. 1 (Autumn 2004), pp. 108-132.

**Troisème séance: la publicité (cliché et questionnaire sur l’analyse d’une image)**

Hazel Hahn, *Scenes of Parisian Modernity* (New York: Palgrave-Macmillan, 2009), 1-105

**Quatrième séance: la littérature panoramique I (questions de lecture, lecture panoramique)**

Martina Lauster, *Sketches of the Nineteenth Century: European Journalism and its Physiologies 1830-1850* (New York: Pargrave-Macmillan, 2007), 59-119,

**Cinquième séance: la littérature panoramique II (journal comparant deux articles panoramiques)**

Martina Lauster, *Sketches of the Nineteenth Century: European Journalism and its Physiologies 1830-1850* (New York: Pargrave-Macmillan, 2007), 211-287.

octobre

**Sixième séance: les caricatures, les illustrations et la mode (analyse d’une illustration/caricature: devoir formel)**

Anne Higonnet, “Real Fashion: Clothes Unmake the Working Woman,” in *Spectacles of Realism: Body, Gender, Genre*, ed. Margaret Cohen and Christopher Prendergast, pp. 137-162.

James Cuno, “Violence, Satire and Social Types in the Graphic Art of the July Monarchy.” In *The Popularization of Images*, edited by Petra Ten-Doesschate Chu and Gabriel P. Weisberg, First.,. (Princeton NJ: Princeton University Press, 1994), 10-36.

**Septième séance: le roman-feuilleton I**

Lire la première partie du Comte de Monte-Cristo dans son état feuilleton (à partir du 28 aout, 1844 jusqu’au 26 novembre) dans le *Journal des Débats* etaccessible sur notre site: http://gallica.bnf.fr/ark:/12148/cb39294634r/date1844

**Huitème séance: le roman-feuilleton II (remise d’une proposition de sujet pour le travail final)**

Umberto Eco “Rhetoric and Ideology in Eugène Sue’s *Les Mystères de Paris*” in The Role of the Reader: explorations in the semiotics of texts (Bloomington: Indiana University Press, 1979)

Marc Angenot, “Roman et Idéologie: Les Mystères de Paris,” *in Revue des Langues Vivantes,* vol. 38 (1972), pp. 392-410.

**Neuvième séance: le roman-feuilleton III (questions de lecture)**

Margaret Cohen, *The Sentimental Education of the Novel* (Princeton: Princeton University Press, 1999), pp 26-76.

Maria Adamowicz-Hariasz “The Roman Feuilleton and the Transformation of the Nineteenth-Century French Press” in De la Motte, Dean, and Jeanne Przyblyski, eds. *Making the News Modernity & the Mass Press in Nineteenth-Century France* (Amherst: University of Massachusetts Press, 1999), pp. 160-179.

novembre

**Dixième séance: les panoramas et petits spectacles (résumé d’article: 2 paragraphes développant hypothèse et sujet de travail en 350 mots + bibliographie)**

Maurice Samuels: “Showing the Past” The Spectacular Past (Ithaca, NY: Cornelle University Press), pp. 18-62.

Vanessa Schwartz: “Public Visit to the Morgue” in Spectacular Realities (Berkely: University of California Press) pp. 45-88.

**onzième séance: le théâtre populaire: le vaudeville et Robert Macaire**

Les deux pieces de vaudeville disponibles sur notre site-web (*Le Magasin Pittoreque* et *Le Dindon)* (questions de lecture sur les pièces)

Marie-Eve Thérenty, “Un comique trans : Robert Macaire Transmédialité et transgénéricité d’une figure national” at <https://www.academia.edu/19320979/Un_comique_trans_Robert_Macaire._Transm%C3%A9dialit%C3%A9_et_transg%C3%A9n%C3%A9ricit%C3%A9_dune_figure_nationale>

Jennifer Terni ““A Genre for Early Mass Culture: French Vaudeville and the City, 1830-1848.” *Theatre Journal* 58, no. 2 (summer 2006): 221–48

**douzième séance: les expositions universelles et les music-halls (premiers 4 paragraphes de votre travail final – hypothèse en entrée en matière)**

Marc Gaillard, *Les Expositions Universelles de 1855 à 1937*, (Paris 2003 Presses Franciliennes)

Charles Rearick, “Music Halls: A New Democratic Culture?” in *Pleasures of the Belle Époque* (New Haven: Yale University Press, 1985), pp. 83-115.

A revoir. Include a text on networks?

décembre

**Treizième scéance: L’ère photographique (questionnaire pour une photographie/daguerréotype)**

Richard Rudisill, *The Mirror Image, chapter 1*

Susan Sontag, “On Plato’s Cave” “The Heroism of Vision” *On Photography*.

**Ultime séance: Le cinéma**

Raymond Williams: “Programming as Sequence or Flow” (extrait) Media Sudies Reader, eds. Sue Thornham, Caroline Basset and Paul Marris (New York : NYU Press, 2009), pp. 187-198.

Tom Gunning, "Cinema of Attractions: early film, its spectator and the avant-garde" in Wide Angle, vol. 8, no. 3/4 (1986), pp. 63-70.

Jason Camlot, “

Travail final à remettre le 17 décembre.

# 2018-103 LCL 5040 Add Course (guest: Gustavo Nanclares)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6367 |
| **Request Proposer** | Terni |
| **Course Title** | Introduction to Literary and Cultural Theory |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | LCL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Introduction to Literary and Cultural Theory |
| **Course Number** | 5040 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto:jennifer.terni@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Advanced reading, writing and critical skills |
| **Corequisites** | none |
| **Recommended Preparation** | experience with literary analysis |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Open only to Literatures, Cultures and Languages graduate students, others with consent. |
| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | LCL 5040. Introduction to Literary and Cultural Theory Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. A broad introduction to the historical, interdisciplinary, and contemporary theoretical parameters and models in literary, visual and cultural studies. |
| **Reason for the course action** | We have been giving this course as a mandatory requirement across LCL for years. So far each section has its own designation for it. We'd like to create an LCL designation to simplify registration and help consolidate the ways in which LCL has developed an LCL-wide graduate program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | To provide students with an overview of the major milestones of literary and cultural theory including exposure to seminal texts from Marx, the Frankfort School, and critical theory, psychoanalysis, Structuralism and Post-Structuralism, Deconstruction, reader-response criticism, New Historicism, Feminism and LGBT theory, Cultural Studies, and Post-Colonial Theory. |
| **Describe course assessments** | Intensive reading, active class participation, short response papers on a weekly basis. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus for Literary Theory Class Weidauer 2017.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113153) | Syllabus for Literary Theory Class Weidauer 2017.docx | Syllabus | | [Literary Theory Graduate Seminar Spring 2018\_fin2.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113353) | Literary Theory Graduate Seminar Spring 2018\_fin2.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 02/12/2018 - 09:34 | Submit |  | Adding an LCL-wide designation for mandatory Intro to Literary Theory course | | Literatures, Cultures and Languages | Jennifer Terni | 02/13/2018 - 23:26 | Approve | 2/13/2018 | Read and approved by LCL committee today | |

**Literary Theory/Methods Spring 2017**

**Friedemann Weidauer, 261 Oak Hall,** [**Friedemann.weidauer@uconn.edu**](mailto:Friedemann.weidauer@uconn.edu)

**Office Hours Tuesdays 11:15- 1:15**

**For all readings from Tyson: skip the part on *The Great Gatsby***

**Week 1 (1/19)**

Introduction/Psychoanalysis I

(Tyson 2)

**Week 2 (1/26)**

Psychoanalysis II

Rivkin/Ryan Part 5, Chapters 2, 7, 8 (“The Interpretation of Dreams”, “The Mirror Stage”, “The Instance of the Letter”)//Kleist, “The Foundling”

**Week 3 (2/2)**

Marxism I

Tyson 3//Kleist, “Michael Kohlhaas”

**Week 4 (2/9)**

Marxism II

Rivkin/Ryan Part 7, Chapters 8, 10, 11, 12 (“Discourse in the Novel,” “Ideology and Ideological State Apparatuses,” “For a Theory of Literary Production,” “The Sublime Object of Ideology”)

**Week 5 (2/16)**

Structuralism I

Tyson 7//Kleist, “The Beggarwoman of Locarno”

**Week 6 (2/23)**

Structuralism II

Rivkin/Ryan Part 2, Chapters 2, 6, 7 (“The Linguistic Foundation,” “Mythologies,” “The Archeology of Knowledge”)

**Week 7 (3/2)**

Deconstruction/Post-Structuralism I

Tyson 8//Kleist, “The Earthquake in Chile”

**Week 8 (3/9)**

Deconstruction/Post-Structuralism II

Rivkin/Ryan Part 4 Chapters 6, 8, 11, 12 (“Difference,” “Semiology and Grammatology,” “The Postmodern Condition,” “Simulacra and Simulations”)

**Week 9 (3/23)**

New Historicism/Cultural Studies I

Tyson 9//Kleist, “St. Cecilia or the Power of Music”

**Week 10 (3/30)**

New Historicism/Cultural Studies II

Rivkin/Ryan Part 6, Chapters 4, 6 and Part 12 Chapters 2, 6 (“Discipline and Punish,” “Professing the Renaissance: The Poetics and Politics of Culture,” “The Work of Art in the Age of Mechanical Reproduction,” “Culture, Ideology, Interpellation”)

**Week 11 (4/6)**

Feminism

Tyson 4 and Rivkin/Ryan Part 8 Chapters 3, 8 (“The Power of Discourse and the Subordination of the Feminine,” “Age, Race, Class and Sex: Women Redefining Difference”)//The Marquise of O--

**Week 12 (4/13)**

LGBTQ Studies

Tyson 10 and Rivkin/Ryan Part 9 Chapters 4, 7 (“Performative Acts and Gender Constitution,” “Female Masculinity”)//Kleist, “The Duel”

**Week 13 (4/20)**

Post-Colonialism I

Tyson 12//The Betrothal in Santo Domingo

**Week 14 (4/27)**

Post-Colonialism II

Rivkin/Ryan Part 11, Chapters 4, 6, 8, 12 (“Situating Colonial and Postcolonial Studies,” “Decolonising the Mind,” “Signs Taken for Wonders,” “A Small Place”)

Assignments:

1. For each week, take notes on the questions, concepts etc. I give you the week before as you do the readings and take notes on everything else that seems important to you.
2. Try to apply the “Some questions…” section in each chapter from Tyson to the reading from Kleist.
3. A week after completion of each topic, hand in a paper (2 – 3 pages, 500 – 750 words) with your reactions to the method we discussed: What questions can you apply in your own papers, research, …? What additional questions does the method bring up? What are its strong/weak points? Using this method, what would an interpretation of the short story from Kleist look like?

**Questions and aspects relevant to all texts/theories:**

1. Think of a text, picture, movie, … that you could use as a model for applying the respective theoretical approach. (Bring it to class if possible)
2. What are the main concepts?
3. Which concepts do you find helpful for your own work?
4. To what extent could you introduce some of them already at the undergraduate level?
5. What does the theory consider a “text” and how does it approach it?
6. Where do you see overlap, complementation or contradiction with other theories?
7. To what extent can the theory be part of an agenda to change, correct, analyze aspects of society as a whole (beyond literature and art)?
8. To what extent has the theory in fact influenced (aspects of) society?
9. What are the theory’s blind spots?
10. How does the theory address aspects of individual identity such as race, class, gender, ethnicity?
11. To what extent does the theory affirm or criticize transcendental notions like the “I”, “freedom”, “nature”, “identity” (of any kind), … ?

Grade: Papers (7): 60%, Participation on the basis of (1.) and (2.) and your own thoughts on the readings as contributions to class discussion: 40%

# 2018-104 Film Studies Revise Minor (guest: Gustavo Nanclares)



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: January 10, 2018

2. Department or Program: Literatures, Cultures & Languages

3. Title of Minor: Film Studies

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#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: We’re adding two film courses to the minor that have recently been added to LCL curriculum.

# Existing Catalog Description of Minor

Students electing this minor must take two courses from each of the following three Distribution Groups:

* **Two courses in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208); [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [FREN 3223](https://catalog.uconn.edu/FREN/#3223)\*, [3226](https://catalog.uconn.edu/FREN/#3226)\*\*; [GERM 3261W](https://catalog.uconn.edu/GERM/#3261W), [3264W](https://catalog.uconn.edu/GERM/#3264W)\*\*; [ILCS 3259](https://catalog.uconn.edu/ILCS/#3259)\*; [ILCS 3260W](https://catalog.uconn.edu/ILCS/#3260W)\*\*; [SPAN 3250](https://catalog.uconn.edu/SPAN/#3250)\*\*, [3251](https://catalog.uconn.edu/SPAN/#3251)\*, [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254)\*\*
* **Two interdisciplinary courses:** [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [CLCS 3201](https://catalog.uconn.edu/CLCS/#3201); [CAMS 3245](https://catalog.uconn.edu/CAMS/#3245); [COMM](https://catalog.uconn.edu/COMM/#4320)/[LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [COMM/LLAS 4470](https://catalog.uconn.edu/COMM/#4470); [ENGL 3621](https://catalog.uconn.edu/ENGL/#3621); [DRAM](https://catalog.uconn.edu/DRAM/#2203)/[HEJS](https://catalog.uconn.edu/HEJS/#2203)/[HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ILCS 3258W](https://catalog.uconn.edu/ILCS/#3258W); [JOUR 2010](https://catalog.uconn.edu/JOUR/#2010); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575); [POLS 3426](https://catalog.uconn.edu/POLS/#3426); [POLS 3822](https://catalog.uconn.edu/POLS/#3822); [WGSS 3217](https://catalog.uconn.edu/WGSS/#3217), [3253/W](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

# Proposed Catalog Description of Minor

Students electing this minor must one course in the first Distribution Group (Core Film Studies) and take two courses from the second and third Distribution Groups (National Cinemas and Interdisciplinary Courses):

* **One course in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208); [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** ARAB 3771; [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270); [CHIN 3282](https://catalog.uconn.edu/chin/); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211); [DRAM 4151](https://catalog.uconn.edu/DRAM/#4151); [FREN 3223](https://catalog.uconn.edu/FREN/#3223)\*, [3226](https://catalog.uconn.edu/FREN/#3226)\*\*; [GERM 3261W](https://catalog.uconn.edu/GERM/#3261W), [3264W](https://catalog.uconn.edu/GERM/#3264W)\*\*; [ILCS 3259](https://catalog.uconn.edu/ILCS/#3259)\*; [ILCS 3260W](https://catalog.uconn.edu/ILCS/#3260W)\*\*; [SPAN 3250](https://catalog.uconn.edu/SPAN/#3250)\*\*, [3251](https://catalog.uconn.edu/SPAN/#3251)\*, [3252](https://catalog.uconn.edu/SPAN/#3252), [3254](https://catalog.uconn.edu/SPAN/#3254)\*\*
* **Two interdisciplinary courses:** [AASI/ENGL 3212](https://catalog.uconn.edu/ENGL/#3212); [CLCS 3201](https://catalog.uconn.edu/CLCS/#3201); [CAMS 3245](https://catalog.uconn.edu/CAMS/#3245); [COMM](https://catalog.uconn.edu/COMM/#4320)/[LLAS 4320](https://catalog.uconn.edu/LLAS/#4320); [COMM/LLAS 4470](https://catalog.uconn.edu/COMM/#4470); [ENGL 3621](https://catalog.uconn.edu/ENGL/#3621); [DRAM](https://catalog.uconn.edu/DRAM/#2203)/[HEJS](https://catalog.uconn.edu/HEJS/#2203)/[HRTS 2203](https://catalog.uconn.edu/HRTS/#2203); [ILCS 3258W](https://catalog.uconn.edu/ILCS/#3258W); [JOUR 2010](https://catalog.uconn.edu/JOUR/#2010); [LLAS 3575](https://catalog.uconn.edu/LLAS/#3575); [POLS 3426](https://catalog.uconn.edu/POLS/#3426); [POLS 3822](https://catalog.uconn.edu/POLS/#3822); [WGSS 3217](https://catalog.uconn.edu/WGSS/#3217), [3253/W](https://catalog.uconn.edu/WGSS/#3253)

\* May be taught in English.

\*\* Taught in English.

This interdisciplinary minor is offered by the [Literatures, Cultures and Languages Department](http://languages.uconn.edu/).

# Justification

1. Reasons for changing the minor: To include two new film courses recently added to the LCL curriculum to our minor.

2. Effects on students: Allows more flexibility for students pursuing the minor in terms of course offerings.

3. Effects on other departments: none

4. Effects on regional campuses: none

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

    Department Curriculum Committee: 02/13/2018

    Department Faculty: Jennifer Terni

6. Name, Phone Number, and e-mail address of principal contact person: jaqueline.loss@uconn.edu

# 2018-105 ANTH/HRTS/LLAS 3327 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5791 |
| **Request Proposer** | Abadia-Barrero |
| **Course Title** | Power and Health in Latin America and the Caribbean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Anthropology > Human Rights > Latino and Latin American Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Subject Area #2** | HRTS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Human Rights |
| **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 integrates specific knowledge, concepts and theories from Human Rights and Anthropology that have emerged or help us to understand the Latin American and Caribbean region. The course underscores the history of the "right to health" in the region and highlights some key conceptual and empirical developments that have been produced in the region. Most of the course material corresponds to anthropological literature in which the students can see how anthropological knowledge is produced and how social science data and theory are integrated. |
| **Course Title** | Power and Health in Latin America and the Caribbean |
| **Course Number** | 3327 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Cesar Abadia-Barrero |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | cea14002 |
| **Initiator Email** | [cesar.abadia@uconn.edu](mailto:cesar.abadia@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Discussion-based seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ANTH/HRTS/LLAS 3327. Power and Health in Latin America and the Caribbean. Three credits. Prerequisite: Open to sophomores or higher. History, theories, and concepts about the human right to health and structural inequalities in the region. |
| **Reason for the course action** | This course fills an important gap in the course offerings of the three cross-listed departments. For the anthropology majors and minors, it exposes them to an important area of studies, such as the Latin America and the Caribbean region. Given that most of the material comes from anthropological research, anthropology students will have the opportunity to delve into the Latin American and Caribbean region through an anthropological lens. Similarly, students pursuing a major in Latino and Latin American studies will find in the course’s health emphasis a fundamental part of this region’s history that is usually left for scholars interested in the history of medicine or the political economy of health. Lastly, majors and minors of the human rights institute will be exposed to regional particularities regarding the human right to health. Perhaps more importantly, students interested in human rights or Latino and Latin American issues will learn about the importance of the Latin American Social Medicine tradition, which offers a critical way to think about the relationship between health and human rights. As a whole, this 2000 level course integrates a range of historical, theoretical and conceptual elements that promotes student’s interdisciplinary learning. Given that it is a 2000 level course; it serves well the three cross-listed departments which are in need of more courses at this level. In addition, the course’s methodology with its proposed seminar style and interdisciplinary environment allows students with different backgrounds and experiences to approach the material without prerequisites. It bridges introductory level exposure to some key issues with a higher level understanding through specialized readings and the proposed methodological approach. |
| **Specify effect on other departments and overlap with existing courses** | The course does not overlap with other existing courses. It should not have any effect in other departments. |
| **Please provide a brief description of course goals and learning objectives** | The primary goal of the course is to increase students’ awareness about the socio-political and economic aspects of health and disease in Latin America and the Caribbean. Students will explore the political economy of health theory, the theoretical framework used by critical medical anthropologists and social medicine scholars in Latin America to study health and disease. Course Learning Objectives: By the time students complete the course, they should be able to: 1. Describe the socio-political and historical trends of health and disease in the Caribbean and Latin America. 2. Describe the origins, traditions and core conceptual elements of social medicine in Latin America and the Caribbean. 3. Describe political economy of health theory and how it relates to health and disease in the Caribbean and Latin America. 4. Discuss health, disease, and social justice issues that confront activists, governments, local public health officials, and international developmental organizations working in the Caribbean and Latin America. |
| **Describe course assessments** | Individual Presentations For most sessions, one student will be assigned the reading and will have the task of preparing a presentation. Presentations are not meant to repeat exactly the contents of the reading but rather offer a critical synthesis in which the student: 1) highlights the main points and examples in an organized manner, 2) clarifies key terms/concepts/ideas, 3) formulates two exam questions that addresses the key terms/concepts/ideas in a multiple choice format, and 4) formulates interesting points for debates based on his/her colleagues’ discussion points. Presentations should not exceed 20 minutes and should be accompanied by a power point presentation or a handout. Discussion Points Besides grading individual presentations, all students (including the student assigned to present) will upload to Husky CT for each required session one discussion point before 8 pm the night before. The discussion points are not based on personal opinions. They should build on aspects of the paper that are not entirely clear, are debatable, or deserve further analysis. Try to avoid discussion points that start with “do you agree with/do you think that…,” which reinforce the idea that there are right and wrong answers and asks for a moral take on the reading rather than an engaged discussion. This is the chance to hear others about their take on the reading and learn from one another. For each discussion point, the students should, in one-page maximum: 1) Write the full citation of the text (APA format) 2) Identify (and write) the key concepts of the reading 3) Explain the key arguments and mention one example (or more if necessary) that support the argument. You can also select the best quotes of the reading. Remember citation format. 4) Write your discussion point. Individual Papers Each student will write two short papers (3-5 double space). Students have two options for their papers: 1) Analytical overview of ethnographic material read in class in which the student offers a personal way to organize and reflect on the ethnography as well as the other readings (headings and sub-headings) and offers an introduction and conclusion. 2). Research papers in which the students select a topic (either a personal interest or a topic that emerges from the ethnographic material) and use the texts to illustrate a personal point. Research papers should have the following sections: paper title and student name, introduction, development, and conclusions. In either case (overview or research papers), it is expected that the students use minimum 3 citations of the assigned texts besides the ethnography. A paper guide/rubric has been uploaded. Group Papers Final group paper must integrate a critical understanding of a right to health issue in a particular Latin American or Caribbean country. Specific assignments including a conceptual map, a paper outline and a first draft will help the group advance towards a strong final paper. Final papers should be 15-20 double-space pages and include at least 5 references from the course material and 5 key additional references. A paper guide/rubric has been uploaded. Discussions and Class Participation Discussions are of outmost importance for learning during seminars. They prepare us for critical reading and critical thinking. Discussions help us not only to organize our thinking process to explain our points or raise important questions in effective and succinct ways, but they also constitute the basis for collective learning. Through discussions we learn from the authors and the texts and from the different takes, experiences and interpretations of the other students and the instructor. In-class discussion dynamics, however, require some collective agreements: 1) Be respectful of other people’s ideas and interpretations. One of the arts of discussions is to listen attentively to the other person’s point of view. We all can agree or disagree on certain topics but a productive discussion does not intend to convince the other of your point of view but rather to support your argument through the use of concepts, authors, or examples. The best seminars sessions are those in which there are more questions than answers on the table and we keep on thinking about them. 2) Be mindful of your use of time. Try to present your point as succinctly as possible so other students have the chance to participate. If you feel you have participated more than others try to give the others a chance to raise their opinions. If you feel you have not participated as much, you are denying others the opportunity to learn from you. Being attentive to your participation helps you become a better listener and to appreciate more other people’s ideas. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Power and Health in LAC 122817.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107578) | Power and Health in LAC 122817.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Cesar Abadia-Barrero | 12/28/2017 - 13:30 | Submit |  | The course has been discussed with all the involved departments. It was offered as "variables topics" in the Spring 2017 and will be offered again in the Spring 2018. It was highly successful, reason why we are confident in this proposal. | | Anthropology | Jocelyn S Linnekin | 01/26/2018 - 18:49 | Approve | 1/8/2018 | approved | | Human Rights | Samuel M Martinez | 01/27/2018 - 13:17 | Approve | 11/2/2017 | HRTS undergrad curriculum comm approved on 2 Nov 2017 | | Latino and Latin American Studies | Anne Gebelein | 01/31/2018 - 16:53 | Approve | 1/30/2018 | LLAS C & C approves of this course as a cross-list | |

**POWER AND HEALTH IN LATIN AMERICA AND THE CARIBBEAN**

**ANTH 3XXX/HRTS 3XXX/ LLAS 3XXX**

Instructors (will alternate):

César Abadía-Barrero, DMD. DMSc. Assistant Professor, Department of Anthropology and Human Rights Institute

Chrystal A.S. Smith, Ph.D. Assistant Professor in Residence, Department of Anthropology.

**COURSE PRESENTATION**

This course will introduce students to histories, debates, challenges and proposals around the right to health in the Latin American and Caribbean context. Scholars and health care professionals from this region have long argued that the core of health inequalities are the regional economic and political conditions. The historical roots of such politicized view reside in a social movement that has strong ties with academic and leftist sectors and is known as Latin American Social Medicine (LASM). Excerpts of ethnographies (products of anthropological research) and accompanying articles from different disciplines will guide us in exploring the ways in which historical, political, social and public health dimensions have promoted or harmed people’s wellbeing in the region. More broadly, the course material will allow us to think critically about the connections between health disparities, social justice, and health as a human right in the Latin American and Caribbean region.

The primary goal of the course is to increase students’ awareness about the socio-political and economic aspects of health and disease in Latin America and the Caribbean. Students will explore the political economy of health theory, the theoretical framework used by critical medical anthropologists and social medicine scholars in Latin America to study health and disease.

**Course Objectives:**

By the time students complete the course, they should be able to:

1. Describe the socio-political and historical trends of health and disease in the Caribbean and Latin America.
2. Describe the origins, traditions and core conceptual elements of social medicine in Latin America and the Caribbean.
3. Describe political economy of health theory and how it relates to health and disease in the Caribbean and Latin America.
4. Discuss health, disease, and social justice issues that confront activists, governments, local public health officials, and international developmental organizations working in the Caribbean and Latin America.

The course is divided in four sections. In the first section of the course, *Health and Population Control*, we will review how the development of the Latin American region during the twentieth century was characterized by a period of modern state making and rapid industrialization and how public health and international health campaigns, largely funded and organized by the Rockefeller Foundation, played significant roles as mechanisms of population control that allowed for the expropriation of natural resources while, at the same time, kept “tropical diseases” under control. In the second section *Health and Human Rights in Latin America. Disputed Concepts in a Neocolonial Continent,* we will discuss how some Latin American scholars, in particular LASM, have defined health as a human right. In the third section, *From Social Welfare States to Neoliberalism,* we will review examples of how the social welfare systems of the region were dismantled as a result of the imposition of neoliberal policies. In the final section, *Contemporary Challenges and Action-Based Proposals,* we will analyze several case studies that show progress, challenges and limitations for the fulfillment of the right to health in the region. In this section, we will also explore some policies and programs that have been proposed and carried out by Latin American Social Medicine scholars acting as public officers, or by governments with close links to this movement.

**Course Format:** Most class sessions combine a presentation of class material with a lively class discussion and a research-based group project. Students are expected to complete ALL assigned materials carefully and come to class prepared to critically discuss them. Thus, part of the grade includes a class preparation and participation assessment. Part of the class time will be dedicated to the collective construction of group debates, projects, and ideas. The quality of each student’s reading and homework will reflect on the quality of the group’s discussion and final projects. In this methodology, the professor’s role is that of a discussion “facilitator,” which includes reinforcing concepts, clarifying ideas, and fomenting critical debate.

**Grading:**

***Individual Presentations***

For most sessions, one student will be assigned the reading and will have the task of preparing a presentation. Presentations are not meant to repeat exactly the contents of the reading but rather offer a critical synthesis in which the student: 1) highlights the main points and examples in an organized manner, 2) clarifies key terms/concepts/ideas, 3) formulates two exam questions that addresses the key terms/concepts/ideas in a multiple choice format, and 4) formulates interesting points for debates based on his/her colleagues’ discussion points. Presentations should not exceed 20 minutes and should be accompanied by a power point presentation or a handout.

***Discussion Points***

Besides grading individual presentations, all students (including the student assigned to present) will upload to Husky CT for each required session one discussion point before 8 pm the night before. The discussion points are not based on personal opinions. They should build on aspects of the paper that are not entirely clear, are debatable, or deserve further analysis. Try to avoid discussion points that start with “do you agree with/do you think that…,” which reinforce the idea that there are right and wrong answers and asks for a moral take on the reading rather than an engaged discussion. This is the chance to hear others about their take on the reading and learn from one another. For each discussion point, the students should, in one-page maximum:

1. Write the full citation of the text (APA format)
2. Identify (and write) the key concepts of the reading
3. Explain the key arguments and mention one example (or more if necessary) that support the argument. You can also select the best quotes of the reading. Remember citation format.
4. Write your discussion point.

***Individual Papers***

Each student will write two short papers (3-5 double space). Students have two options for their papers: 1) Analytical overview of ethnographic material read in class in which the student offers a personal way to organize and reflect on the ethnography as well as the other readings (headings and sub-headings) and offers an introduction and conclusion. 2). Research papers in which the students select a topic (either a personal interest or a topic that emerges from the ethnographic material) and use the texts to illustrate a personal point. Research papers should have the following sections: paper title and student name, introduction, development, and conclusions. In either case (overview or research papers), it is expected that the students use minimum 3 citations of the assigned texts besides the ethnography. A paper guide/rubric has been uploaded.

***Group Papers***

Final group paper must integrate a critical understanding of a right to health issue in a particular Latin American or Caribbean country. Specific assignments including a conceptual map, a paper outline and a first draft will help the group advance towards a strong final paper. Final papers should be 15-20 double-space pages and include at least 5 references from the course material and 5 key additional references. A paper guide/rubric has been uploaded.

***Discussions and Class Participation***

Discussions are of outmost importance for learning during seminars. They prepare us for critical reading and critical thinking. Discussions help us not only to organize our thinking process to explain our points or raise important questions in effective and succinct ways, but they also constitute the basis for collective learning. Through discussions we learn from the authors and the texts and from the different takes, experiences and interpretations of the other students and the instructor. In-class discussion dynamics, however, require some collective agreements:

1. Be respectful of other people’s ideas and interpretations. One of the arts of discussions is to listen attentively to the other person’s point of view. We all can agree or disagree on certain topics but a productive discussion does not intend to convince the other of your point of view but rather to support your argument through the use of concepts, authors, or examples. The best seminars sessions are those in which there are more questions than answers on the table and we keep on thinking about them.
2. Be mindful of your use of time. Try to present your point as succinctly as possible so other students have the chance to participate. If you feel you have participated more than others try to give the others a chance to raise their opinions. If you feel you have not participated as much, you are denying others the opportunity to learn from you. Being attentive to your participation helps you become a better listener and to appreciate more other people’s ideas.

**Grading:**

1) Individual presentation(s): 15%

2) Class participation: 10%.

3) Discussion Points: 10%

4) 2 Individual short papers: 10% each

5) Mid-term: 10%

6) Final exam: 10%

7) Final group paper (15 to 20 double-space pages): 25% (15% final paper + 10% assignments leading to the final paper).

Grading Scale:

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

**University Policies and Course Policies**

Code of Conduct:

Student’s participation in this seminar and all their written products should conform to UCONN’s student code of conduct. <http://provost.uconn.edu/syllabi-references>/, Please review, in particular, Section B. Conduct Rules and Regulations, including the appendix that talks about academic integrity.

In-text proper citation is mandatory and it should follow the author-date annotation system of the American Psychological Association guideline (APA, website: <http://www.apastyle.org>). Complete bibliography should always be included at the end of the documents and should only include cited documents. The library has citation guides and offers a web-based software (RefWorks) that helps you with the adequate formatting of the bibliography (<http://classguides.lib.uconn.edu/citation>). Papers will be screened for plagiarism.

Please remember that UCONN has strict policies *Against Discrimination, Harassment and Inappropriate Romantic Relationships.* Faculty are also required to report sexual assaults that we witness or are told to the Office of Institutional Equity.

Accommodations for students with disabilities are possible. Please contact the Center for Students with Disabilities (<http://www.csd.uconn.edu/>) and let me know as soon as possible.

Any absences for medical, religious or family matters have to be notified in writing and, if adequate, with supporting documentation.

Please be punctual and abstain from using electronic equipment for matters non-related to the seminar.

If there are any concerns during the seminar, please let the instructor know.

Course Materials are on reserve, available at the library’s searchable tool ([library.uconn.edu](http://library.uconn.edu/)) or uploaded on the course’s HuskyCT. (Please check both the course material and library resources content areas to find all the materials.) Make sure you get familiar with the library search options for both finding the course material and searching material for your individual and group papers (<http://classguides.lib.uconn.edu/search)>.

**COURSE SCHEDULE:**

**Session 1 Course Introduction**

*Students introductions*

*In-class exercise.*

*General overview of the course and Introduction to Health as a Human Right.*

*Assignment of weekly presentations*

Notes:

Start thinking about a topic for your research paper on “Power and Health in Latin America and the Caribbean.” A useful guide is University of Virginia Library: Thinking Tool: Choosing a Topic and Search Terms <http://www.loex.org/quarterly_extras/392_WolnickBurks_Image1_ThinkingTool.pdf>

**First Section. Health and Population Control**

***Session 2* Health and State Medicine in a post-colonial continent.**

Cueto and Palmer (2014). Medicine and Public Health in Latin America: A History. chapter 2, pp. 58-105

Lecture

***Session 3* Health and State Medicine in a post-colonial continent.**

Coutinho, Marilia (2003). Tropical Medicine in Brazil. The Case of Chagas’ Disease. In Armus, D (Ed). Disease in the History of Modern Latin America. From Malaria to AIDS. pp. 76-100

*Assignment: Think about a Right to Health Issue and a specific Latin American country, region, or population. Why is it important to think about it as a Human Rights issue and why is this specific country/region/population particularly interesting? Write half a page with your answer and upload it to Husky CT.*

***Session 4* The Rockefeller Foundation.**

Birn A and Fee E (2013). The art of medicine. The Rockefeller Foundation and the international health agenda. The Lancet. 381: 1618-1619.

Brown, E. R. (1976) Public health in imperialism: early Rockefeller programs at home and abroad. *American Journal of Public Health* 66 (9), pp. 897-903

Optional:

Palmer, Steven (1988) Central American Encounters with Rockefeller Public Health, 1914-1921. In Josepth, G Legrand, C and Salvatore R. Close Encounters of Empire. Writing the cultural history of U.S-Latin American Relations. Duke University Press. pp. 311-332

*Group Homework: Discuss your different topics and regions and write which topic and region seems more interesting, which seems more relevant for a HR. Can the group decide on a topic and country/region/population? Upload your group memo at the end of class.*

***Session 5* The Pan-American Health Organization**

Cueto and Palmer (2014). Medicine and Public Health in Latin America: A History. Chapter 3. pp. 126-156. The pdf contains the whole chapter 3. Please read **ONLY** pp. 126-156

*In-class exercise: Conceptual Maps.*

**Second section. Health and Human Rights in Latin America. Disputed Concepts in a Neocolonial Continent.**

***Session 6* Health within Economic, Political and Military Violence in the mid-twentieth century.**

Cárdenas, Sonia (2010). Human Rights in Latin America. A Politics of Terror and Hope. Part 1, pp. 21-79.

*Individual Homework: Conceptual Map. Based on the discussions of the group, create a conceptual map for the group paper. Upload your conceptual map to HuskyCT.*

*Group Assignment: Present and discuss the different conceptual maps. Start working towards a group conceptual map, what elements should be incorporated from the members of the group and how?*

***Session 7* Pioneers of Latin American Social Medicine 1. Salvador Allende**

Birn, Anne-Emanuelle and Nervi, Laura (2014). The art of medicine. Political roots of the struggle for health justice in Latin America. The Lancet. October 16, 2014. Doi. <http://dx.doi.org/10.1016/S0140-6736(14)61844-4>.

Salvador Allende Reader: Chile’s Voice of Democracy. Address to UN General Assembly, December 4, 1972.

Allende, S (2005). Medical and Social Reality in Chile. Int J Epidemiol, 34(3), 732-736.

Waitzkin, H (2005). Commentary: Salvador Allende and the birth of Latin America Social Medicine. Int J Epidemiol 34: 739-741.

Optional:

Tedeshi S, Brown T and Fee E (2003). Considerations on Human Capital. American Journal of Public Health 93(12): 2012-2015.

*Group Assignment: Continue discussing your group’s conceptual map.*

*In-class exercise: Research tools for paper. Learning to search for literature and proper citation.*

***Session 8* Pioneers of Latin American Social Medicine 2. Ernesto (Che) Guevara**

Guevara, Che (1952). Motorcycle Diaries on Chile. Selections (pp. 20-29). Querida mama p. 20 and Por el camino de los siete lagos, P. 21 on until end of Chile, p. 29.

Guevara, Che (1960). On Revolutionary Medicine. <http://www.marxists.org/archive/guevara/1960/08/19.htm>

Guevara, Che (1964). At the United Nations. <http://www.marxists.org/archive/guevara/1964/12/11.htm>.

*Individual Assignment: Find three references relevant to your group’s topic and country/region/population. Prepare a one-page summary of each article/book and a short presentation of the three references for your group. Ideally find one good article in Health and Human Rights Journal or The Journal of Latin American and Caribbean Anthropology. Upload your summaries in HuskyCT.*

*Group Assignment: Each member of the group presents her/his three articles. Discuss how the articles start reshaping your conceptual map.*

***Session 9* The Latin American Social Medicine Movement, a History.**

Granda, E (2008). ALAMES turns 24. Social Medicine, 3(2), 165-172. Available at the library.

Waitzkin, H., C. Iriart, et al. (2001). "Social Medicine Then and Now: Lessons From Latin America." American Journal of Public Health 91(10): 1592-1601. Available at the library.

*Group Assignment: Work on your Group’s conceptual map.*

***Session 10* (February 16). Healing the Body Politic.**

Smith-Nonini, Sandy (2010). Healing the Body Politic. El Salvador’s Popular Struggle for Health Rights from Civil War to Neoliberal Peace. Prologue (xi-xix) and One Chapter from Part I

*Group Assignment. Upload your conceptual map and start working on a paper outline. What does the final paper look like? What are the sections and sub-sections? Where do you put your main argument/research questions?*

***Session 11* Healing the Body Politic.**

Smith-Nonini, Sandy (2010). Healing the Body Politic. El Salvador’s Popular Struggle for Health Rights from Civil War to Neoliberal Peace. Excerpts about health promoters and popular health.

*Group Assignment: Group Presentation Conceptual Map.*

***Session 12.* Racism and Infectious Disease Epidemics.**

Briggs, Charles, and Clara Mantini-Briggs (2004) Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare. Berkeley:University of California Press. Excerpts.

*Group Assignment: Group Presentation Conceptual Map.*

***Session 13.* Racism and Infectious Disease Epidemics.**

Briggs, Charles, and Clara Mantini-Briggs (2004) Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare. Berkeley:University of California Press. Excerpts.

*Group Assignment: Group Presentation Conceptual Map.*

***Session 14.* Mid-term Exam (Snow Day. Exam will be accessible via HuskyCT platform).**

**Third Section. From Social Welfare States to Neoliberalism**

**Session 15. March 7. Neoliberal health care reform.**

Armada, Muntaner and Navarro (2001). Health and Social Security Reforms in Latin America: The Convergence of the World Health Organization, the World Bank, and Transnational Corporations. International Journal of Health Services, Volume 31, Number 4, Pages 729–768.

*Group Assignment: Group Presentation Conceptual Map.*

***Session 16* Health Inequality and Poverty**

Scheper-Hughes, Nancy (1993) Death Without Weeping, The Violence of Everyday Life in Brazil. Berkeley: University of California Press. Excerpts.

***First Individual Paper.***

***Session 17* Health Inequality and Poverty**

Maternowska, M. Catherine (2006). Reproducing Inequities: Poverty and the Politics of Population in Haiti. New Jersey: Rutgers University Press. Excerpts

*Group Assignment. Work on your paper outline and organize the group to start drafting sections. What other information do you need? Make sure you review relevant data (statistics, programs, policies) from key organizations (PAHO, WHO, WB, UNDR, UNICEF, UNAIDS) and the Ministries of Health of the country.*

**Session 18. A Right to Health. A Case from Brazil.**

Jessica Jerome (2015). A Right to Health. Medicine Marginality, and Health Care Reform in Northeastern Brazil. Introduction and Chapter 2. Electronic copy available at the library.

*Group Assignment. Work on your paper and discuss your progress, start integrating sections. What makes sense, what does not? Has the main argument shifted? Do we need more information?*

***Session 19* A Right to Health. A Case from Brazil.**

Jessica Jerome (2015). A Right to Health. Medicine Marginality, and Health Care Reform in Northeastern Brazil. Chapter 5.

*Group Assignment. Continue working on your paper, first draft due soon.*

***Session 20.* Limited Access to Health Care.**

Kim JY, Shakow ADA, Bayona J, Rhatigan J, and Becerra MC. (2000). Sickness amidst recovery: Public debt and private suffering in a Peruvian shantytown 127-54. *In* Kim JY, Millen JV, Irwin A, Gershman J (eds). Dying for growth: Global inequality and the health of the poor*.* Monroe, ME: Common Courage Press.

Kristiansson, Charlotte, et al. (2009) Access to Health Care in Relation to Socioeconomic Status in the Amazonian area of Peru. International Journal for Equity in Health 8:11 DOI: 10.1186/1475-9276-8-11

Optional:

Salinas, Jennifer et al. (2010). The Rural–Urban Divide: Health Services Utilization Among Older Mexicans in Mexico. *Journal of Rural Health* 26(4):333-341.

López-Cevallos, Daniel F. and Chunhuei Chi (2010). Health care Utilization in Ecuador: A Multilevel Analysis of Socio-Economic Determinants and Inequality Issues. Health Policy and Planning 25:209-218.

*Group Assignment: Upload a 5-8 page draft of your group paper.*

**Fourth Section. CONTEMPORARY CHALLENGES AND ACTION-BASED PROPOSALS.**

***Session 21. Synergism of Political Economy of Health and Epidemiological Transition Theories***

Frenk, Julio, Jose´ L. Bobadilla, Jaime Sepu´ lveda, and Malaquias Lo´pez Cervantes (1989)

Health Transition in Middle-Income Countries: New Challenges for Health Care.

Health Policy and Planning(4):29–39.

Mullings, Jasneth, and Tomlin J. Paul (2007) Health Sector Challenges and Responses beyond the Alma-Ata Declaration: a Caribbean Perspective. Panam. Salud Públ./Pan Am. J. Public Health 21(2/3):155-163.

Optional:

Gage, Timothy B. (2005) Are Modern Environments Really Bad for Us?: Revisiting the Demographic and Epidemiologic Transitions. Yearbook of Physical Anthropology 48:96-117.

*Group Assignment: Discuss the professor’s comments and make a plan towards finalizing your paper.*

***Second Individual Paper.***

***Session 22* Sexuality and the HIV/AIDS Epidemic**

Padilla, Mark (2008) The Embodiment of Tourism among Bisexually-Behaving Dominican Male Sex Workers. Archives of Sexual Behavior 37(5): 783-793.

Ayres, J.R., Paiva, V. and Franca, I. (2011). From Natural History of Disease to Vulnerability. Changing Concepts and Practices in Contemporary Public Health. In. Parker R and Sommer M (Eds.). Routledge Handbook of Global Public Health, Routledge, New York. pp. 98-107.

*Group Assignment: Work on Final Paper.*

***Session 23* Reproduction and debates over women’s violence.**

Morgan, Lynn M., and Roberts F.S. Elizabeth. (2012) Reproductive Governance in Latin America. Anthropology & Medicine 19(2): 241-254.

Zacher Dixon, Lydia (2015). Obstetrics in a Time of Violence: Mexican Midwives Critique Routine Hospital Practices. Medical Anthropology Quarterly 29(4):437-454.

*Group Assignment: Work on Final Paper.*

***Session 24* Violence and Addiction**

García, Angela (2015). Serenity: Violence, Inequality, and Recovery on the Edge of Mexico City. Medical Anthropology Quarterly 29(4)455-472.

*Group Assignment: Work on Final Paper.*

***Session 25* Judicialization of the right to health care in Latin America**

Biehl, J. Socal, M. and Amon J. (2016) The Judicialization of Health and the Quest for State Accountability: Evidence from 1,262 Lawsuits for Access to Medicines in Southern Brazil. Health and Human Rights Journal. Vol 18, No. 1. pp. 209-220.

Abadía-Barrero C. (2015). Neoliberal Justice and the Transformation of the Moral: The Privatization of the Right to Health Care in Colombia. Medical Anthropology Quarterly. 30(1): 62-79.

*Group Assignment: Work on Final Paper.*

***Session 26* The Right to Health in Cuba.**

Lamrani, Salim (2014). Cuba’s Health Care System: a Model for the World. The Huffington Post.

<http://www.huffingtonpost.com/salim-lamrani/cubas-health-care-system-_b_5649968.html>

Chaufan C. (2014). Unraveling the “Cuban miracle”: A conversation with Dr. Enrique Beldarrain Chaple. Social Medicine 8(2) 93-98.

Revisit the readings from Che Guevara.

*Group Assignment: Work on Final Paper/Final Presentations.*

***Session 27* Ongoing Threats and Renewed Opportunities**

Birn, Anne Emanuel. (2016). [Neoliberalism Redux: The Global Health Policy Agenda and the Politics of Cooptation in Latin America and Beyond](https://www.scopus.com/record/display.uri?eid=2-s2.0-84977505456&origin=resultslist&sort=plf-f&src=s&st1=Birn&nlo=&nlr=&nls=&sid=93D2714DA56A10B63DA5E62E091F4844.wsnAw8kcdt7IPYLO0V48gA%3a110&sot=b&sdt=cl&cluster=scoauthid%2c%228683184100%22%2ct&sl=17&s=AUTHOR-NAME%28Birn%29&relpos=0&citeCnt=0&searchTerm=). *Development and Change*. 47 (4), pp. 734-759.

Hartmann, Chris. (2016). Postneoliberal Public Health Care Reforms: Neoliberalism, Social Medicine, and Persistent Health Inequalities in Latin America. *American Journal of Public Health.* 106 (12), pp. 2145-2151.

*Group Assignment: Work on Final Paper/Final Presentations.*

**Session 28. Final Presentations and Final Papers**

**Final Exam.**

# 2018-106 ENGL/MAST 3652 Add Course

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3594 |
| **Request Proposer** | Bedore |
| **Course Title** | Maritime Literature to 1800 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Maritime Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Subject Area #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | This literature course always has maritime content. |
| **Course Title** | Maritime Literature to 1800 |
| **Course Number** | 3652 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Maritime Literature to 1800 Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to sophomores or higher. Maritime fiction and non-fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others. |
| **Reason for the course action** | We are replacing two English courses (ENGL 3650 and 3651) with two new courses that use a survey approach instead of a genre approach. This course will be the first half of the Maritime Lit survey and will be a core option for the MAST major. |
| **Specify effect on other departments and overlap with existing courses** | These courses may overlap slightly with two courses (ENGL 3650 and 3651) that are being deleted. The MAST committee does not believe there should be exclusions between the courses, as content will vary substantially. |
| **Please provide a brief description of course goals and learning objectives** | The objective of this course is to help students become critical readers of Maritime Literature. The course’s objectives for student learning are as follows: 1. To understand the formal features of the Maritime Literature. 2. To analyze effectively (verbally and in writing) the features of Maritime Literature. 3. To understand the influence of social and historical context and aesthetic traditions on Maritime Literature. 4. To appreciate the significance of Maritime Literature to human understanding of the sea. |
| **Describe course assessments** | This course will include weekly reading assignments, informal writing, formal papers, and an exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL MAST 3652 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/104123) | ENGL MAST 3652 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 04/20/2017 - 12:35 | Submit |  | Submitted 11.3.2017 | | English | Albert H Fairbanks | 02/01/2018 - 12:44 | Approve | 1/31/2018 | Approved by ENGL C&C and ENGL department. | | Maritime Studies | Matthew G McKenzie | 02/14/2018 - 16:19 | Approve | 2/14/2018 | Approved by the MAST committee 2/13/18 | |

**MARITIME LITERATURE TO 1800**

**ENGL/ MAST 3652**

Instructor: Dr. Debapriya Sarkar

Office: Academic Building, 101B

Office hours: T/Th 11:00 AM-12:00 PM and by appointment

Email: [debapriya.sarkar@uconn.edu](mailto:debapriya.sarkar@uconn.edu)

Phone: 860-405-9187

**Catalog Description**

Maritime Literature to 1800 Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to sophomore or higher. Maritime fiction and non­fiction from the beginnings to 1800: Shakespeare, Falconer, Defoe, and others.

**Course Description**

We examine the chronological development of a literature wherein the sea functions as physical, psychological, and philosophical setting. We will begin by investigating early uses of the sea in literature and ways in which early works influenced later writings. Through the use of literary theory and maritime history, we establish the context in which these works were produced. But, above all, we examine closely the works themselves. Literary genres included in the course will be travel literature, poetry, prose narrative, and drama.

**Course Objectives**

The objective of this course is to help students become critical readers of Maritime Literature. The course’s objectives for student learning are as follows:

1. To understand the formal features of Maritime Literature.

2. To analyze effectively (verbally and in writing) the features of Maritime Literature.

3. To understand the influence of social and historical context and aesthetic traditions on Maritime Literature.

4. To appreciate the significance of Maritime Literature to human understanding of the sea.

**Course Policies:**

* **Attendance:** Students **MUST** finish the assigned reading prior to class meeting. Grades will be based above all on completed reading and class participation as well as on writing. If you need to miss a class, please talk with the instructor **ahead of time** so that arrangements can be made for a make-up assignment. Make-up assignments will be required to fulfil participation that is graded for every class meeting, since the class is run as a discussion seminar.
* **Academic Integrity**. As a student at the University of Connecticut, you act in accordance with the guidelines for academic integrity as described in “Responsibilities of Community Life: The Student Code.” *Cheating*, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure in the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center. See: <http://www.community.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.
* **Students with Disabilities:** 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 Student Affairs in the Branford House. See: <http://averypoint.uconn.edu/student-life/student-resources/student-affairs/>

**Grading 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 Texts**

* Homer, *The Odyssey* (8th Century BC)
* *Beowulf* (c. 1000)
* *Letters from America: Columbus's First Accounts of the 1492 Voyage*
* Thomas More, *Utopia* (1516)
* Richard Hakluyt, *The Principal Navigations, Traffiques and Discoueries of the English Nation* (1589-1600)
* William Shakespeare, *The Tempest* (1611)
* Francis Bacon, *New Atlantis* (1627)
* Margaret Cavendish, *The Blazing World* (1666)
* Daniel Defoe, *Robinson Crusoe* (1719)
* Jonathan Swift, *Gulliver’s Travels* (1726)
* Henry Fielding, Journal of a Voyage to Lisbon (1755)

Texts marked with a \* below are available as PDFs on HuskyCT.

**Assignments (Overview):**

* **Response Papers (10%):** Please write a response paper of 500 words (+/- 10%) for weeks 2-5. These four response papers will enable me to ensure you are doing the reading and also gauge the kinds of feedback that will be most useful for you to succeed in your longer essays. The format for these papers is open, but we’ll discuss strategies for making them useful. These are due electronically by midnight before Tuesday’s discussion of a text.
* **Class Participation (15%)**: Your participation grade will be based on the quality of your contributions to class discussion.
* **Paper 1—Close Reading Assignment (20%):** In this assignment, you will work with short passages fromone or more of the readings. This assignment is designed to help you understand the technical aspects of writing a paper by engaging closely with the language of the chosen texts. You are required to turn in the pre-writing assignment along with the paper
* **Paper 2—Analytic Essay (25%):** This essay exploresthe relation between maritime literature and the historical contexts in which it was produced. In this essay, you will work on the development of argument in addition to close reading. The paper should have a clear thesis. You will develop it in two stages. In each stage you will focus on different aspects of writing and revision. I will suggest topics. You need to turn in both drafts to receive full credit.
* **Presentation/Poster (15%):** Present your research on maritime literature in historical context through either a professionally designed poster or a 5-minute presentation. We’ll do lots of preparation for this in groups in the weeks leading up to the presentation (which will be held in the final week of the semester).
* **Final Exam (15%):** 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**

: Introduction

: Reading: Selections from Homer, *The Odyssey* (8th Century BC) \*

**WEEK 2**

: Reading: “The Seafarer” (Anglo-Saxon poem published in *Exeter Book* c. 960-990) \*

: Reading: *Beowulf* (c. 1000), first half

* **Response Paper #1 Due before class on Tuesday.**

**WEEK 3**

: Reading: *Beowulf* (c. 1000), second half

: Reading: Selections from *Saga of Eric the Red* (Icelandic saga c. 1220-1280) \*

* **Response Paper #2 Due before class on Tuesday.**

**WEEK 4**

: Reading: *Noah’s Flood* (The Chester Cycle plays, 15th C.) \*

: Reading: *Letters from America: Columbus's First Accounts of the 1492 Voyage*

* **Topics and Prompt for Paper 1 (Close Reading Assignment) assigned.**
* **Response Paper #3 Due before class on Tuesday.**

**WEEK 5**

: Reading: Thomas More, *Utopia* (1516)

* **Response Paper #4 Due before class on Tuesday.**

**WEEK 6**

: Reading: Selections from Richard Hakluyt, *The Principal Navigations, Traffiques and Discoueries of the English Nation* (1589-1600)

* **Paper 1 (Close Reading Assignment) Due**

**WEEK 7**

: Reading: William Shakespeare, *The Tempest* (1611)

* **Topics and Prompt for** **Paper 2—Analytic Essay on Maritime Literature in Historical Context assigned.**

**WEEK 8**

: Reading: Francis Bacon, *New Atlantis* (1627)

: Reading: Margaret Cavendish, *The Blazing World* (1666)

**WEEK 9**

: Reading: Sixteenth- and Seventeenth-Century Poetry of the Sea, including works by Edmund Spenser, George Chapman, John Donne, John Milton. \*

* **Paper 2—Analytic Essay, Rough Draft Due.**
* **Peer Reviews on Rough Draft**

**WEEK 10**

: Reading: Daniel Defoe, *Robinson Crusoe* (1719)

* **Paper 2—Analytic Essay, Final Draft Due.**

**WEEK 11**

: Reading: Jonathan Swift, *Gulliver’s Travels* (1726), Parts I, II, IV.

* **Initial Discussion on Presentations/Posters of Maritime Literature in Historical Context**

**WEEK 12**

: Reading: William Falconer, canto I and canto II of *The Shipwreck* (1762) \*

* **Continued Discussion on Presentations/Posters**

**WEEK 13**

: Reading: Selections from *The Complete Letters of Lady Mary Wortley Montagu* (1708-1751) \*

: Reading: Selections from Henry Fielding, Journal of a Voyage to Lisbon (1755)

* **Final Discussions on Presentations/Posters**

**WEEK 14**

: Reading: Samuel Taylor Coleridge, “The Rime of the Ancient Mariner” (1798)\*

* **Presentations/Posters**

**Final Exam (at the time of the assigned final exam, TBA).**

# 2018-107 ENGL/MAST 3653 Add Course

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-3595 |
| **Request Proposer** | Bedore |
| **Course Title** | Maritime Literature Since 1800 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > Maritime Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Subject Area #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | This literature course is a core option for the Maritime Studies major. |
| **Course Title** | Maritime Literature Since 1800 |
| **Course Number** | 3653 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,Junior,Senior |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | ENGL 3650 |
| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Maritime Literature Since 1800. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to sophomores or higher. Not open for credit to students who have passed ENGL 3650. Maritime fiction and non-fiction since 1800: Melville, Conrad, Douglass, and others. |
| **Reason for the course action** | We are replacing two English courses (ENGL 3650 and 3651) with two new courses that use a survey approach (Maritime Lit to 1800 and since 1800) instead of a genre approach (Maritime Lit and Maritime Non-Fiction). This course will be the second half of the Maritime Lit survey and will be a core option for the MAST major. |
| **Specify effect on other departments and overlap with existing courses** | These courses may overlap slightly with two courses (ENGL 3650 and 3651) that are being deleted. The MAST committee believes that ENGL/MAST 3653 has substantial overlap with ENGL 3650. We would like an exclusion for that course. |
| **Please provide a brief description of course goals and learning objectives** | The objective of this course is to help students become critical readers of Maritime Literature. The course’s objectives for student learning are as follows: 1. To understand the formal features of Maritime Literature. 2. To analyze effectively (verbally and in writing) the features of Maritime Literature. 3. To understand the influence of social and historical context and aesthetic traditions on Maritime Literature. 4. To appreciate the significance of Maritime Literature to human understanding of the sea. |
| **Describe course assessments** | This course will include weekly reading assignments, informal writing, formal papers, and an exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL MAST 3653 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/104124) | ENGL MAST 3653 Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Pamela Bedore | 04/20/2017 - 13:09 | Submit |  | Submitted 11.3.2017 | | English | Albert H Fairbanks | 02/01/2018 - 12:45 | Approve | 1/31/2018 | Approved by ENGL C&C and ENGL department. | | Maritime Studies | Matthew G McKenzie | 02/14/2018 - 16:18 | Approve | 2/14/2018 | Approved by MAST committee 2/13/18 | |

**MARITIME LITERATURE AFTER 1800**

**ENGL/MAST 3653**

**T/Th**

**Instructor: Mary K Bercaw Edwards**

**Office: ACD 101C**

**Office hours: Th 11:00-12:00 and by appointment**

**Email: mary.bercaw\_edwards@uconn.edu**

**Catalog Description**

Maritime Literature Since 1800. Three credits. Prerequisites: ENGL 1010 or 1011 or 2011. Open to sophomore or higher. Maritime fiction and nonfiction since 1800: Melville, Conrad, Douglass, and others.

**Course Description**

We examine the chronological development of a literature wherein the sea functions as physical, psychological, and philosophical setting. We will begin by investigating early uses of the sea in literature and ways in which early works influenced later writings. Why were the Romantics the first to achieve a full-blown literature of the sea? What followed in their wake? Through the use of literary theory, maritime history, and hands-on exploration of maritime culture, we establish the context in which these works were produced. Literary genres included in the course will be journals, poetry, narrative, short stories, and novels.

**Course Objectives**

The objective of this course is to help students become critical readers of Maritime Literature. The course’s objectives for student learning are as follows:

1. To understand the formal features of Maritime Literature.

2. To analyze effectively (verbally and in writing) the features of Maritime Literature.

3. To understand the influence of social and historical context and aesthetic traditions on Maritime Literature.

4. To appreciate the significance of Maritime Literature to human understanding of the sea.

**Course Policies**

● **Attendance:** Students **MUST** finish the assigned reading prior to class meeting. Grades will be based above all on completed reading and class participation as well as on writing.

If you need to miss a class, please talk with the instructor **ahead of time** so that arrangements can be made for a make-up assignment. Make-up assignments will be required to fulfil participation that is graded for every class meeting, since the class is run as a discussion seminar.

● **Academic Integrity**. As a student at the University of Connecticut, you act in accordance with the guidelines for academic integrity as described in “Responsibilities of Community Life: The Student Code.” *Cheating*, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure in the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center. See: <http://www.community.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.

● **Students with Disabilities:** 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 Student Affairs in the Branford House.

<http://averypoint.uconn.edu/student-life/student-resources/student-affairs/>

**Grading 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 Texts**

Chopin, Kate, *The Awakening* (1899)

Douglass, Frederick, *The Narrative* (1845)

Martel, Yann, *Life of Pi* (2001)

Melville, Herman, *Moby-Dick* (1851)

Poe, Edgar Allan, *The Narrative of Arthur Gordon Pym* (1838-1839)

Traven, B., *The Death Ship* (1926)

Readings that are not the books above are available on HuskyCT. Please bring your book/reading 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)**

Class Participation: 15%

Paper #1: 15%

Paper #2: 25%

Class Presentation: 15%

Final Paper: 20%

Final Exam: 10%

**Assignments (Overview)**

**Class Participation (15%)**: Your participation grade will be based on the quality of your contributions to class discussion. You are expected to have completed the reading and to fully participate in class discussion for all classes

**Paper #1.—Early Literature of the Sea (15%):** 4 pages. Review the works we have read so far and consider the role of the sea in the works of two of the authors. How do they view the sea? Consider such questions as: on which sea(s) is the story set? Why does the author choose that locale? Does the sea have a moral center or is it amoral or immoral? What is the importance of creatures found at sea? What is the effect of the sea on the humans who sail upon it? Why? Is the author’s interest in the sea and seafaring life technical, moral, aesthetic, or a combination? You should make sure that you have a thesis, or argument, that you avoid the first-person (“I believe,” “I think,” “it seems to me”), and that your argument is supported by the quotations. Give a citation to the text for each quotation.

**Paper #2.—*Moby-Dick* (25%):** 10 pages. Herman Melville’s *Moby-Dick* is the work upon which we will spend the greatest amount of time and therefore this is the longest paper. Make sure that your paper incorporates history, material culture (from our visit to the *Charles W. Morgan*), earlier works read for the course or for ENGL 3651, and/or other disciplines.

Please write on ONE of the following:  
  
1.) *Moby-Dick* is a rich, complex work that includes many different narrative styles and techniques. Consider why Melville employs so many different styles of narrative. First, identify and analyze the different narrative techniques that he employs throughout the book. Give examples of each. You may refer to the Bedford Glossary or to earlier pieces that we read in this course or that you read in ENGL 3651 in identifying these techniques. For example, Ahab is a very Shakespearean character, so you may discuss elements of *The Tempest* in comparison to scenes involving Ahab in *Moby-Dick*. After identifying the different techniques, try to answer the broader question of why Melville uses so many. What do you believe is the ultimate meaning of *Moby-Dick*—what is Melville trying to do in the book—and how does his use of narrative techniques support what he is attempting to achieve? Make sure that you formulate an argument and that you shape your paper to support that argument. Also, make sure that you support your argument with examples from throughout the book.  
  
2.) *Moby-Dick* is considered one of the great works of sea literature. Discuss *Moby-Dick* as a piece of sea literature. Consider, for example, Melville’s direct references to the sea. Then consider other seafaring elements, such as the ship itself, the sailors, the chain of command, and the animals in the sea. Why is it important that the story of *Moby-Dick* is set aboard a ship? Feel free to refer to earlier works read for this course as well as to your experience aboard a 19th-century whaleship. What do you believe is the ultimate meaning of *Moby-Dick*—what is Melville trying to do in the book—and how does the fact that it is a piece of sea literature support what he is attempting to achieve? Make sure that you formulate an argument and that you shape your paper to support that argument. Also, make sure that you support your argument with examples from throughout the book.  
  
3.) Cannibalism pervades *Moby-Dick*. Melville's use of cannibalism is much richer and broader than simply the character of Queequeg. Cannibalism is a part of the savagery found throughout the book. Sharks are used as literal and metaphorical images of both savagery and cannibalism. Discuss all three elements: cannibalism, savagery, and sharks. Identify where, when, and how Melville uses cannibalism, savagery, and sharks, then put all three in a broader context. What is Melville arguing about humanity? Why does he use images of cannibalism, savagery, and sharks to make his arguments? Make sure that you formulate a thesis (an argument) and that you shape your paper to support that thesis. Also, make sure that you support your argument with examples from throughout the book.

**Presentation/Poster (15%):** Present your research on the historical and material culture context of literature of the sea through either a professionally designed poster or a 5-minute presentation. We will prepare for this assignment in peer review groups.

**Final Paper (20%):** 5 pages. This final paper encourages you to synthesize the works that you have read post-*Moby-Dick*. choose ONE of the following:

Please write on ONE of the following:

1.) How do the later writers view human interaction with the sea in their works? Discuss at least one work by each of three authors. Include examples of humans interacting with the sea and then analyze them. Consider such elements as what that interaction tells us about the authors’ view of the sea, of humanity, and of survival.

2.) Consider the element of genre within the works that we read in the second half of the course. For instance, Crane’s “The Open Boat” is often classified as Naturalism, Chopin’s *The Awakenin*g as early feminism, and Traven’s *The Death Ship* as an anarchist novel. Discuss whether or not you believe such labels fit these works. Give examples to support your argument. Include the role of the sea in your discussion. In what ways does the sea contribute to these classifications: Naturalism, Feminism, and Anarchism?

**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:

Introduction and Selections from Meriwether Lewis and William Clark, *The Journals of Lewis and Clark* (1804-1806)

WEEK 2:

Edgar Allan Poe, *The Narrative of Arthur Gordon Pym* (1838-1839)

WEEK 3:

Frederick Douglass, *The Narrative* (1845) and “The Heroic Slave” (1853)

WEEK 4:

Paper # 1. Due.

Herman Melville, *Moby-Dick* (1851): Chapters 1—39

WEEK 5:

Herman Melville, *Moby-Dick* (1851): Chapters 40—84

WEEK 6:

Herman Melville, *Moby-Dick* (1851): Chapters 85—“Epilogue”

WEEK 7:

Class presentations due.

*Moby-Dick* Tour of the 1841 Whaleship *Charles W. Morgan*

WEEK 8:

Paper #2. Due.

Excerpts from Mark Twain, *Life on the Mississippi* (1883) & *Huckleberry Finn* (1884)

WEEK 9:

Stephen Crane, “Stephen Crane's Own Story” (1896)

Stephen Crane, “The Open Boat”

WEEK 10:

Joseph Conrad, “Youth” (1898)

WEEK 11:

Kate Chopin, *The Awakening* (1899)

WEEK 12:

B. Traven, *The Death Ship* (1926)

WEEK 13:

Yann Martel, *Life of Pi* (2001)

WEEK 14:

Contemporary Poetry of the Sea

Final Paper Due.

EXAM WEEK:

In-Class Final Exam.

# 2018-108 PHYS 2501W Revise Course (G) (S)

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6214 |
| **Request Proposer** | Hancock |
| **Course Title** | Advanced Undergraduate Laboratory |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Physics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Advanced Undergraduate Laboratory |
| **Course Number** | 2501W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | There is an alteration of the credit, title, and description of Phys 2501W. Phys 2502 was merged with 2501W in the catalog and we would like to separate them. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jason N Hancock |
| **Initiator Department** | Physics |
| **Initiator NetId** | jnh12002 |
| **Initiator Email** | [jason.hancock@uconn.edu](mailto:jason.hancock@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | 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** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | No |
| **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** | 4 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PHYS 1201Q or 1401Q or 1501Q or 1601Q; 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 |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 4 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, PHYS 1201Q or 1401Q or 1501Q or 1601Q; Second semester, PHYS 1202Q or 1402Q or 1502Q or 1602Q. Both semesters, prerequisite: ENGL 1010 or 1011 or 2011. Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics. |
| **Provide proposed title and complete course catalog copy** | 2501W. Advanced Undergraduate Laboratory Four credits each semester. One 3-hour laboratory meeting and three additional classroom meetings per week to cover best scientific writing practices and theory of the experiments. Extensive writing in the style of experimental reports and/or journal articles. Prerequisite: PHYS 1201Q or 1401Q or 1501Q or 1601Q; ENGL 1010 or 1011 or 2011. Experiments in classical and/or quantum phenomena with an emphasis on acquiring, analyzing, and interpreting experimental data and disseminating scientific results. |
| **Reason for the course action** | Title: Phys 2501W is a lab course and the topics of the experiments do not presently all fit into the category of "Electricity, Magnetism, and Mechanics". The more general title encompasses also modern physics topics and gives instructors more freedom to modify the experimental topics. Credit: Phys 2501W used to have 3 hr lab and 1 hr lecture, but this was modified in practice to 3/3 a few years ago. The course is currently quite a bit of work for the students, and there are signs that 3 credit hours is perhaps not enough. With 3 hr labs and 3 hr lecture per week, giving 4 hr credit would align this course with other lab courses taught in our department. Description: The description now reflects the content of the experiments. |
| **Specify effect on other departments and overlap with existing courses** | None identified. |
| **Please provide a brief description of course goals and learning objectives** | Students learn to collect and analyze experimental data on six experiments during the semester. Students develop scientific writing abilities through instructor feedback on reports, abstracts, and papers. Students gain experience with public speaking. PHYS 2501W – Laboratory: Course Goals and Objectives Of all your undergraduate courses, this course will correspond mostly closely to what you will actually do if you become a physicist. Physicists do not sit around solving problems at the end of chapters in textbooks. They think about an interesting physical system whose behavior is not understood. They then design an experiment to probe the system to see if anything new can be learned. Data are taken and analyzed in various ways to uncover anomalies or unexpected results. If interesting, these results must be communicated to a wider audience. In this course, we will go through all of these steps. It is not an easy path to follow, but it is one with a long history of leading to great discoveries and having a high impact on society. With this background, the course will provide an introduction to the following components. Experimental design: One of the experiments involves measuring the speed of light. This is interesting, as there is no “wiggle room” in the result. The speed of light is an absolute constant of Nature. If the experiment gives a result inconsistent with the known value, then the experiment must be wrong. We will discuss in class what is required to measure the speed of light to a precision and accuracy of 10%, 1%, 0.1%. We will consider all aspects of the experimental design before setting up the apparatus. Our goal is to measure the speed to 0.1%. Analyzing data: Once we have a data set, quite a bit of analysis is generally required to learn everything we can from the data. Often, one might say this was a good data set or a bad data set. This is not the right attitude. A data set is a data set. The important question is what can we learn from it that is valid? It may be a lot or may be a little, but it is not a value judgement. Rather, it is a question of what we can prove. The program Excel can perform all of the data reduction, analysis, and presentation that we need for this course. It is also relatively straightforward to use and will be our common platform for all of the numerical work in this course. Because of this, we will spend a lot of time in class working with Excel. We will be performing experiments during the lectures and immediately analyzing the data. So, you need to bring a laptop to every lecture. Communication: The greatest discoveries in physics are meaningless and useless unless they are communicated. That is the greatest power of science: it provides an objective and universal language to communicate results. In fact, that may be the best definition of science – a means of communication. In any case, they cannot be separated. You first piece of “professional” writing will probably be an Abstract to submit to a conference. However, before that, you will probably have to present a report to your supervisor to convince them that you should be allowed to go to a conference. Thus, we will start with lab reports and abstracts. If all goes well, you will probably want to write a journal paper and you will do that, as well, in this course. Finally, at the conference, you will need to make a presentation. Besides presenting your own work, you will also be asked (many times!) to review and critic other people’s work. This is the basis of the “peer review” process and, while imperfect, it is the best system ever developed to filter out the good science from the bad. One other critical aspect of communication is writing proposals to get the resources to carry out original research, but this goes beyond the scope of this course. Physics: Physics background required is aligned with the prerequisites of the course. Unlike some other courses, we will spend a lot of time on a few subjects, exploring in depth and breadth the areas of physics relevant to the six experiments, which are based on classical mechanics and Newton’s Laws or modern physics. Since we are going to treat these experiments in considerable depth, we will go through the equations required to fully understand the behavior of the systems being studied. |
| **Describe course assessments** | Writing assignments are due each week and are given feedback by instructor. Abstracts are submitted, revised, and resubmitted for each of the 6 experiments. Experimental reports are submitted and graded for each of the 6 experiments. Long mid-term and final papers on experiments of their choice are submitted, revised, and resubmitted for credit. Students deliver a brief 10-minute talk about an experiment of their choice the last week of classes. |
| **General Education Goals** | Students perform quantitative analysis of experiments and write about them with instructor feedback. |
| **Content Area: Science and Technology (Lab)** | Students perform physics experiments an test theoretical relationships in different contexts. |
| **Skill Code W** | Enrollment cap and revision of writing qualify this course for W credit. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus PHYSICS 2501W Fall 2017.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/111600) | Syllabus PHYSICS 2501W Fall 2017.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jason N Hancock | 01/29/2018 - 17:47 | Submit |  | This CAR was dropped due to accidentally clicking "UNIV" but was submitted November 2017. Please hasten to make Fall 2018 catalog entry. | | Physics | Vernon F Cormier | 01/29/2018 - 18:38 | Approve | 1/29/2018 | This change has been previously approved in a regular Physics faculty meeting. | |

# 2018-109 PHYS Revise Minor



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 02/07/2018

2. Department or Program: Physics

3. Title of Minor: Physics

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: Add a course to the menu of courses fulfilling the minor.

# Existing Catalog Description of Minor

# Physics Minor

Although this minor is particularly suitable for students in the physical or life sciences as well as in engineering, it will also serve other students who have the appropriate Freshman/Sophomore calculus-based physics preparation. The minor introduces the students to the core concepts in mechanics, electricity and magnetism, thermal physics, and quantum physics, and provides further opportunities to study laser physics, optics, nuclear and particle physics, and astrophysics. The minor requires a minimum of fifteen credits of 2000-level or higher course work.

### Course Requirements

1. Nine credits of required courses: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201) or [ECE 3001](https://catalog.uconn.edu/ECE/#3001)
2. Six credits of elective courses chosen from any of the PHYS 2000-level or higher courses, other than the ones already taken above, with no more than three credits from [PHYS 4096W](https://catalog.uconn.edu/PHYS/#4096) and [4099](https://catalog.uconn.edu/PHYS/#4099).

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

# Proposed Catalog Description of Minor

# Physics Minor

Although this minor is particularly suitable for students in the physical or life sciences as well as in engineering, it will also serve other students who have the appropriate Freshman/Sophomore calculus-based physics preparation. The minor introduces the students to the core concepts in mechanics, electricity and magnetism, thermal physics, and quantum physics, and provides further opportunities to study laser physics, optics, nuclear and particle physics, and astrophysics. The minor requires a minimum of fifteen credits of 2000-level or higher course work.

### Course Requirements

1. Nine credits of required courses: [PHYS 2300](https://catalog.uconn.edu/PHYS/#2300), [3101](https://catalog.uconn.edu/PHYS/#3101), [3201](https://catalog.uconn.edu/PHYS/#3201), 3401 or [ECE 3001](https://catalog.uconn.edu/ECE/#3001)
2. Six credits of elective courses chosen from any of the PHYS 2000-level or higher courses, other than the ones already taken above, with no more than three credits from [PHYS 4096W](https://catalog.uconn.edu/PHYS/#4096) and [4099](https://catalog.uconn.edu/PHYS/#4099).

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

# Justification

1. Reasons for changing the minor: Enhance flexibility to satisfy minor requirements for students who choose to have more rigor/experience in quantum mechanics. 3401 contains significantly more quantum mechanics material than 2300, with more rigor.

2. Effects on students: Allows more flexibility without sacrificing rigor.

3. Effects on other departments: none

4. Effects on regional campuses: none

5. Dates approved by

    Department Curriculum Committee: 02/07/2018

    Department Faculty: 02/07/2018

6. Name, Phone Number, and e-mail address of principal contact person: V. Cormier, 6-3547, vernon.cormier@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>

# 2018-110 URBN Revise Major



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: *2-9-2018*

2. Department or Program: *Urban and Community Studies*

3. Title of Major: *Urban and Community Studies*

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

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

5. Nature of change: *add HIST 2810 (Crime, Policing, and Punishment in American History) and URBN 2400 (City and Community in Film) to list of supporting courses (Group 4 in “Requirements of the Major”)*

# Existing Catalog Description of Major

### Requirements of the major

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. One of the following: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500); [ECON 2327](https://catalog.uconn.edu/ECON/#2327); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [POLS 2072Q](https://catalog.uconn.edu/POLS/#2072Q); [PP/URBN 2100](https://catalog.uconn.edu/URBN/#2100); [PP 3010](https://catalog.uconn.edu/PP/#3010); [SOCI 3201](https://catalog.uconn.edu/SOCI/#3201); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q); [URBN 2301Q](https://catalog.uconn.edu/URBN/#2301Q), [2302](https://catalog.uconn.edu/URBN/#2302).
4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4497W](https://catalog.uconn.edu/URBN/#4997W), [4999](https://catalog.uconn.edu/URBN/#4999).

# Proposed Catalog Description of Major

### Requirements of the major

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000) and either [URBN 4000](https://catalog.uconn.edu/URBN/#4000) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594)
2. Three of the following with no more than one per department (crosslisted courses count towards the non-URBN department): [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456); [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210); [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031); [POLS/URBN 3632/W](https://catalog.uconn.edu/URBN/#3632W); [PP 4034](https://catalog.uconn.edu/PP/#4034); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275); [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425); [3911](https://catalog.uconn.edu/SOCI/#3911); [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. One of the following: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500); [ECON 2327](https://catalog.uconn.edu/ECON/#2327); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [POLS 2072Q](https://catalog.uconn.edu/POLS/#2072Q); [PP/URBN 2100](https://catalog.uconn.edu/URBN/#2100); [PP 3010](https://catalog.uconn.edu/PP/#3010); [SOCI 3201](https://catalog.uconn.edu/SOCI/#3201); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q); [URBN 2301Q](https://catalog.uconn.edu/URBN/#2301Q), [2302](https://catalog.uconn.edu/URBN/#2302).
4. Two additional courses selected from Group 2, Group 3, or the following list: [ANTH 3150](https://catalog.uconn.edu/ANTH/#3150); [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439); [EDLR 3547/W](https://catalog.uconn.edu/EDLR/#3547); [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W); [GEOG 4200W](https://catalog.uconn.edu/GEOG/#4200W); [HIST 2810, 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST/URBN 3650](https://catalog.uconn.edu/URBN/#3650); [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540); [INTD 3584](https://catalog.uconn.edu/INTD/#3584); [LLAS 3270](https://catalog.uconn.edu/LLAS/#3270)/[POLS 3662](https://catalog.uconn.edu/POLS/#3662); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP/AFRA 3033](https://catalog.uconn.edu/PP/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633); [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825); [SOCI 3903](https://catalog.uconn.edu/SOCI/#3903W)/[URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (3 credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 2400, 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4497W](https://catalog.uconn.edu/URBN/#4997W), [4999](https://catalog.uconn.edu/URBN/#4999).

# Justification

1. Reasons for changing the major: *new courses have been added to the UConn catalog that fit well with the UCS major*

2. Effects on students: *more options for students to match their major interests*

3. Effects on other departments: *one course (HIST 2810) is in the History department. Including the course may increase enrollment for the course. Per email correspondence with the department chair, the history department sees no problem UCS majors in the course.*

4. Effects on regional campuses: *one course (HIST 2810) is offered on the Hartford campus and, thus, will be available to Hartford as well as commuting Storrs and Waterbury students. The other course (URBN 2400) will be offered online, and thus available to all students, regardless of campus*

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

    Department Curriculum Committee: *2/8/2018*

    Department Faculty: *2/8/2018*

6. Name, Phone Number, and e-mail address of principal contact person: *Edith Barrett, 959-200-3749, edith.barrett@uconn.edu*

# 2018-111 URBN Revise Minor



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: *2-9-2018*

2. Department or Program: *Urban and Community Studies*

3. Title of Minor: *Urban and Community Studies*

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

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

5. Nature of change: *add HIST 2810 (Crime, Policing, and Punishment in American History) and URBN 2400 (City and Community in Film) to list of “Two additional courses…”*

# Existing Catalog Description of Minor

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department):
   * [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456);
   * [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210);
   * [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220);
   * [POLS 3632/W](https://catalog.uconn.edu/POLS/#3632) or [URBN 3632W](https://catalog.uconn.edu/URBN/#3632W); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031);
   * [PP 4034](https://catalog.uconn.edu/PP/#4034);
   * [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425), [3911](https://catalog.uconn.edu/SOCI/#3911); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275);
   * [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. Two additional courses selected from group 2 or the following list:
   * [ANTH 3150](https://catalog.uconn.edu/anth/#3150)
   * [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439);
   * [EDLR 3547](https://catalog.uconn.edu/EDLR/#3547);
   * [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W);
   * [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500), [4200W](https://catalog.uconn.edu/GEOG/#4200W);
   * [HIST 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST](https://catalog.uconn.edu/HIST/#3650)/[URBN 3650](https://catalog.uconn.edu/URBN/#3650)
   * [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540);
   * [INTD 3584](https://catalog.uconn.edu/INTD/#3584);
   * [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 3662](https://catalog.uconn.edu/POLS/#3662)/[LLAS 3270](https://catalog.uconn.edu/LLAS/#3270);
   * [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP 3033](https://catalog.uconn.edu/PP/#3033)/[AFRA 3033](https://catalog.uconn.edu/AFRA/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633);
   * [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825);
   * [URBN 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (three credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4999](https://catalog.uconn.edu/URBN/#4999).

# Proposed Catalog Description of Minor

The minor requires passing 15 credits at the 2000 or above level as follows:

1. [URBN 2000](https://catalog.uconn.edu/URBN/#2000)
2. Two of the following with no more than one per department (Cross-listed courses count towards the non-URBN department):
   * [ECON 2439](https://catalog.uconn.edu/ECON/#2439), [2456](https://catalog.uconn.edu/ECON/#2456);
   * [GEOG/URBN 3200](https://catalog.uconn.edu/URBN/#3200); [GEOG 2000](https://catalog.uconn.edu/GEOG/#2000), [2400](https://catalog.uconn.edu/GEOG/#2400), [4210](https://catalog.uconn.edu/GEOG/#4210);
   * [HIST/URBN 3541](https://catalog.uconn.edu/URBN/#3541); [HIST 3554](https://catalog.uconn.edu/HIST/#3554); [HIST/AFRA 3564](https://catalog.uconn.edu/AFRA/#3564); [HIST 3674](https://catalog.uconn.edu/HIST/#3674)/[LLAS 3220](https://catalog.uconn.edu/LLAS/#3220);
   * [POLS 3632/W](https://catalog.uconn.edu/POLS/#3632) or [URBN 3632W](https://catalog.uconn.edu/URBN/#3632W); [POLS 3842](https://catalog.uconn.edu/POLS/#3842) or [PP 3031](https://catalog.uconn.edu/PP/#3031);
   * [PP 4034](https://catalog.uconn.edu/PP/#4034);
   * [SOCI 3425](https://catalog.uconn.edu/SOCI/#3425), [3911](https://catalog.uconn.edu/SOCI/#3911); [SOCI 3901](https://catalog.uconn.edu/SOCI/#3901)/[URBN 3275](https://catalog.uconn.edu/URBN/#3275);
   * [URBN 3000](https://catalog.uconn.edu/URBN/#3000).
3. Two additional courses selected from group 2 or the following list:
   * [ANTH 3150](https://catalog.uconn.edu/anth/#3150)
   * [ECON 2328](https://catalog.uconn.edu/ECON/#2328), [2431](https://catalog.uconn.edu/ECON/#2431), [3431](https://catalog.uconn.edu/ECON/#3431); [ECON/URBN 3439](https://catalog.uconn.edu/URBN/#3439);
   * [EDLR 3547](https://catalog.uconn.edu/EDLR/#3547);
   * [ENGL 3235W](https://catalog.uconn.edu/ENGL/#3235W);
   * [GEOG 2500](https://catalog.uconn.edu/GEOG/#2500), [4200W](https://catalog.uconn.edu/GEOG/#4200W);
   * [HIST 2810, 3102](https://catalog.uconn.edu/HIST/#3102), [3520](https://catalog.uconn.edu/HIST/#3520); [HIST 3530](https://catalog.uconn.edu/HIST/#3530)/[AASI 3578](https://catalog.uconn.edu/AASI/#3578); [HIST/AFRA/HRTS 3563](https://catalog.uconn.edu/HRTS/#3563); [HIST/AFRA 3568](https://catalog.uconn.edu/AFRA/#3568); [HIST](https://catalog.uconn.edu/HIST/#3650)/[URBN 3650](https://catalog.uconn.edu/URBN/#3650)
   * [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [3110](https://catalog.uconn.edu/HDFS/#3110), [3510](https://catalog.uconn.edu/HDFS/#3510), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540);
   * [INTD 3584](https://catalog.uconn.edu/INTD/#3584);
   * [POLS 2622](https://catalog.uconn.edu/POLS/#2622), [3406](https://catalog.uconn.edu/POLS/#3406), [3617](https://catalog.uconn.edu/POLS/#3617), [3847](https://catalog.uconn.edu/POLS/#3847); [POLS/AFRA 3642](https://catalog.uconn.edu/AFRA/#3642); [POLS/HRTS 3212](https://catalog.uconn.edu/HRTS/#3212); [POLS 3662](https://catalog.uconn.edu/POLS/#3662)/[LLAS 3270](https://catalog.uconn.edu/LLAS/#3270);
   * [PP 3001](https://catalog.uconn.edu/PP/#3001), [3020](https://catalog.uconn.edu/PP/#3020), [4033](https://catalog.uconn.edu/PP/#4033); [PP 3033](https://catalog.uconn.edu/PP/#3033)/[AFRA 3033](https://catalog.uconn.edu/AFRA/#3033)/[POLS 3633](https://catalog.uconn.edu/POLS/#3633);
   * [SOCI 3459](https://catalog.uconn.edu/SOCI/#3459)/[HDFS 3240](https://catalog.uconn.edu/HDFS/#3240); [SOCI 2301](https://catalog.uconn.edu/SOCI/#2301), [2907](https://catalog.uconn.edu/SOCI/#2907), [3429](https://catalog.uconn.edu/SOCI/#3429), [3501](https://catalog.uconn.edu/SOCI/#3501), [3521](https://catalog.uconn.edu/SOCI/#3521), [3601](https://catalog.uconn.edu/SOCI/#3601); [SOCI/AFRA/HRTS 3825](https://catalog.uconn.edu/HRTS/#3825);
   * [URBN 2400, 3276](https://catalog.uconn.edu/URBN/#3276); [URBN 3981](https://catalog.uconn.edu/URBN/#3981)/[3991](https://catalog.uconn.edu/URBN/#3991) (three credits combined) or [INTD 3594](https://catalog.uconn.edu/INTD/#3594); [URBN 3993](https://catalog.uconn.edu/URBN/#3993), [3995](https://catalog.uconn.edu/URBN/#3995), [3998](https://catalog.uconn.edu/URBN/#3998), [4999](https://catalog.uconn.edu/URBN/#4999).

# Justification

1. Reasons for changing the minor: *new courses have been added to the UConn catalog that fit well with the UCS minor*

2. Effects on students: *more options for students to match their interests*

3. Effects on other departments: *one course (HIST 2810) is in the History department. Including the course may increase enrollment for the course. Per email correspondence with the department chair, the history department sees no problem UCS minors in the course.*

4. Effects on regional campuses: *one course (HIST 2810) is offered on the Hartford campus and, thus, will be available to Hartford as well as commuting Storrs and Waterbury students. The other course (URBN 2400) will be offered online, and thus available to all students, regardless of campus*

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

    Department Curriculum Committee: *2/8/2018*

    Department Faculty: *2/8/2018*

6. Name, Phone Number, and e-mail address of principal contact person: *Edith Barrett, 959-200-3749, edith.barrett@uconn.edu*

1. The textbook is slightly expensive, but remember that you will be using it for three semesters of instruction (French 1161, 1162, and 1163), so it is a good deal after all! [↑](#footnote-ref-1)