CLAS C&C

Agenda

8.28.2018

Chair: Pamela Bedore

1. **Opening Business**

Welcome and Introductions

Review of Procedures

**B. Approvals by the Chair**

2018-180 MARN 5995 Special Topic: Oceanographic Expedition (Fall 2018)

**C. Old Business**

2018-174 MCB 3845W Add Course (G) (S)

**D. New Business**

2018-181 Biological Sciences Revise Major (guest: Joe Crivello)

2018-182 ARIS 1211 Add Course (guest: Ally Ladha) (G) (S)

2018-183 GSCI 5150 Add Course (guest: Ran Fang)

2018-184 AASI/HIST 3530 Revise Course (S)

2018-185 AASI/HIST 3554 Revise Course

2018-186 AASI/HIST 3820 Revise Course

2018-187 AASI/HIST 3822 Revise Course

2018-188 AASI/HIST 3841 Revise Course

2018-189 AASI/HIST 3842 Revise Course

2018-190 AASI/HIST 3845 Revise Course

2018-191 AFRA/CLTR 5100 Revise Course

2018-192 POLS 5615 Revise Course

2018-193 POLS 5610 Drop Course

2018-194 ECON Revise Major

2018-195 ECON Revise Minor

2018-196 ENVS (CLAS) Revise Major

2018-197 Film Studies Revise Minor

2018-198 PHYS Revise Minor

**Discussion**

Research and Experiential Courses proposal from the Senate Scholastic Standards Committee

Topics of discussion/revision for 2018/19

**CATALOG COPY:**

**2018-181 Biological Sciences Revise Major (guest: Joe Crivello)**

*Current Copy:*

**Biology**

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB, and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science Degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts Degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study

**Credit restriction:** In no case may students receive more than 12 credits for courses in biology at the 1000 level.

**Biological Sciences Major**

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108), but majors interested primarily in botany may wish to take [BIOL 1110](https://catalog.uconn.edu/BIOL/#1110) in addition or may substitute [BIOL 1110](https://catalog.uconn.edu/BIOL/#1110) for [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108). Students wishing to complete this major must take at least 24 credits of 2000-level or higher courses from EEB, MCB, and PNB, of which at least three credits must be at the 3000 level or above. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among [EEB 3899](https://catalog.uconn.edu/EEB/#3899), [MCB 3899](https://catalog.uconn.edu/MCB/#3899), [MCB 3989](https://catalog.uconn.edu/MCB/#3989), [MCB 4989](https://catalog.uconn.edu/MCB/#4989), and [PNB 3299](https://catalog.uconn.edu/PNB/#3299) may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

1. [MCB 2000](https://catalog.uconn.edu/MCB/#2000), [2210](https://catalog.uconn.edu/MCB/#2210), [2400](https://catalog.uconn.edu/MCB/#2400), [2410](https://catalog.uconn.edu/MCB/#2410), [2610](https://catalog.uconn.edu/MCB/#2610), or [3010](https://catalog.uconn.edu/MCB/#3010)
2. [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) or [2245/W](https://catalog.uconn.edu/EEB/#2245).
3. [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [2274](https://catalog.uconn.edu/PNB/#2274)–[2275](https://catalog.uconn.edu/PNB/#2275). (Note: [PNB 2274](https://catalog.uconn.edu/PNB/#2274)–[2275](https://catalog.uconn.edu/PNB/#2275) must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](https://catalog.uconn.edu/EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4276W](https://catalog.uconn.edu/EEB/#4276W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W; [MCB 3841W](https://catalog.uconn.edu/MCB/#3841W), [4026W](https://catalog.uconn.edu/MCB/#4026W), [4997W](https://catalog.uconn.edu/MCB/#4997W); [PNB 3263WQ](https://catalog.uconn.edu/PNB/#3263WQ), [4296W](https://catalog.uconn.edu/PNB/#4296W); or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "[Minors](https://catalog.uconn.edu/minors/biological-sciences/)" section.

Majors are also offered in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/ecology-evolutionary-biology/), [Molecular and Cell Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/molecular-and-cell-biology/), [Physiology and Neurobiology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/physiology-neurobiology/), and [Structural Biology and Biophysics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/structural-biology-biophysics/). These majors are described in separate sections in the *Catalog*.

*Proposed Copy:*

**Biology**

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB, and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science Degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts Degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study

**Credit restriction:** In no case may students receive more than 12 credits for courses in biology at the 1000 level.

**Biological Sciences Major**

The Biological Sciences major gives students a broad training in all aspects of biological sciences and prepares students interested in graduate programs in science, biotechnology, or health (MD, DDS, PA), science education, and other related fields. The major can be tailored for a student's interest in any area of biology. Students can obtain a B.S. or B.A. degree. The Biological Sciences B.A. degree does not require students to also take chemistry, physics and calculus and focuses solely on classes related to biology. All BIOL majors are required to take the following introductory classes and are encouraged to do so by the end of their sophomore year.

* BIOL 1107 Principles of Biology I (4 credits)
* BIOL 1108 Principles of Biology II (4 credits), **or**, BIOL 1110 Introduction to Botany (4 credits)

Students are required to take a class from each of the five core areas of ecology; evolution; genetics; physiology; cells and molecules.

* Ecology
  + EEB 2244 **or** 2244W General Ecology (3 or 4 credits)
* Evolution
  + EEB 2245 **or** 2245W Evolutionary Biology (3 or 4 credits)
* Genetics
  + MCB 2410 Genetics (3 credits) **or** MCB 2400 Human Genetics (3 credits)
* Physiology
  + PNB 2250 Animal Physiology (3 credits) **or** PNB 2274 and 2275 Enhanced Human Anatomy & Physiology (8 credits total)
* Cells and Molecules
  + MCB 2000 Biochemistry (4 credits), **or** MCB 2210 Cell Biology (3 credits), **or** MCB 2610 Fundamentals of Microbiology (4 credits)

Students must complete a total of 36 credits from any EEB, MCB, or PNB course at the 2000 level or higher. Six credits must be at the 3000 level or higher. Students are also required to take a 'W' course from any W course offered by EEB, MCB or PNB. A maximum of 3 independent study credits from among [EEB 3899](https://catalog.uconn.edu/EEB/#3899), [MCB 3899](https://catalog.uconn.edu/MCB/#3899), [MCB 3989](https://catalog.uconn.edu/MCB/#3989), [MCB 4989](https://catalog.uconn.edu/MCB/#4989), and [PNB 3299](https://catalog.uconn.edu/PNB/#3299) may count toward the 36-credit requirement. A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "[Minors](https://catalog.uconn.edu/minors/biological-sciences/)" section.

Majors are also offered in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/ecology-evolutionary-biology/), [Molecular and Cell Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/molecular-and-cell-biology/), [Physiology and Neurobiology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/physiology-neurobiology/), and [Structural Biology and Biophysics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/structural-biology-biophysics/). These majors are described in separate sections in the *Catalog*.

**2018-182 ARIS 1211 Add Course (guest: Ally Ladha) (G) (S)**

*Proposed Copy:*

ARIS 1211. Introduction to Islam

Three credits. Taught in English.

An introduction to the study of Islam as an intellectual and lived religious tradition. Revelation, literature, aesthetics, philosophy, theology, and law in relation to faith practices in diverse Muslim societies across time.

**2018-183 GSCI 5150 Add Course (guest: Ran Fang)**

*Proposed Copy:*

GSCI 5150. Applied Data Analysis in Earth Sciences

Three credits. Open to graduate students; others with instructor permission. Recommended preparation: Introductory level statistics (equivalent to STATS 1000Q or 1100Q), Introductory level Earth sciences (equivalent to GSCI1050 or 1051).

Application of multivariate and time series analysis methods in Earth Sciences, emphasizing conceptual understanding and hands-on application using R. Students interested in mathematically understanding and developing methods should take STAT 5665 and STAT 4825.

**2018-184 AASI/HIST 3530 Revise Course (S)**

*Current Copy:*

HIST 3530. Asian-American Experience Since 1850

(Also offered as AASI 3578.) Three credits. Chang

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

*Proposed Copy:*

HIST 2530. Asian-American Experience Since 1850

(Also offered as AASI 2530.) Three credits.

Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination.

**2018-185 AASI/HIST 3554 Revise Course**

*Current Copy:*

HIST 3554. Immigrants and the Shaping of American History

Three credits. Recommended preparation: One course in American History. Chang

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

*Proposed Copy:*

AASI 3554 / HIST 3554. Immigrants and the Shaping of American History

Three credits. Recommended preparation: One course in American History.

The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.”

**2018-186 AASI/HIST 3820 Revise Course**

*Current Copy:*

HIST 3820. History of Modern Chinese Political Thought

Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century.

*Proposed Copy:*

AASI/HIST 3820. History of Modern Chinese Political Thought

Three credits.

Survey of Chinese political ideas and ideologies since the nineteenth century.

**2018-187 AASI/HIST 3822 Revise Course**

*Current Copy:*

HIST 3822 Modern China

Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

*Proposed Copy:*

AASI/HIST 3822 Modern China

Three credits.

Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth.

**2018-188 AASI/HIST 3841 Revise Course**

*Current Copy:*

HIST 3841. Empire and Nation in Southeast Asia

Three credits. Prerequisite: Open to sophomores or higher.

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

*Proposed Copy:*

AASI/HIST 3841. Empire and Nation in Southeast Asia

Three credits. Prerequisite: Open to sophomores or higher.

Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

**2018-189 AASI/HIST 3842 Revise Course**

*Current Copy:*

HIST 3842: History of Vietnam

Three credits. Prerequisite: Open to sophomores or higher.

Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

*Proposed Copy:*

AASI/HIST 3842: History of Vietnam

Three credits. Prerequisite: Open to sophomores or higher.

Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

**2018-190 AASI/HIST 3845 Revise Course**

*Current Copy:*

HIST 3845: The Vietnam War

Three credits. Prerequisite: Open to sophomores or higher.

Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

*Proposed Copy:*

AASI/HIST 3845: The Vietnam War

Three credits. Prerequisite: Open to sophomores or higher.

Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

**2018-191 AFRA/CLTR 5100 Revise Course**

*Current Copy:*

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

Three credits. Prerequisite: Open to Medical and Dental School graduate students with instructor consent.

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

*Proposed Copy:*

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

Three credits. Prerequisite: Open only to graduate students. Instructor consent required.

Impacts of race and racism in medicine, healthcare, and health outcomes in the United States. Sociological, psychological, historical, and medical perspectives on health risks affecting racialized, non-white populations and strategies to address health disparities.

**2018-174 MCB 3845W Add Course (G) (S)**

*Proposed Copy:*

MCB 3845W Microbial Diversity, Ecology and Evolution

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; BIOL 1107. Recommended preparation: MCB 2610

Prokaryotic organisms generate diversity primarily through Horizontal Gene Transfer. Readings from the scientific literature will provide a focus for investigating the mechanisms and strategies for the exchange of genetic information, as well as the impact of gene transfer on environmental adaptation and evolution.

**2018-192 POLS 5615 Revise Course**

*Current Copy:*

POLS 5615. Seminar in Qualitative Methods of Political Science

Three credits. Prerequisite: POLS 5600, 5605, and 5610; department consent required. May be repeated once for credit.

A survey of qualitative research methods. Training in use of case studies, comparative historical approach, interviewing and focus groups, ethnography and interpretive methods.

*Proposed Copy:*

POLS 5615. Seminar in Qualitative Methods of Political Science

Three credits. Prerequisite: POLS 5600 and 5605; department consent required. May be repeated once for credit.

A survey of qualitative research methods. Training in use of case studies, comparative historical approach, interviewing and focus groups, ethnography and interpretive methods.

**2018-193 POLS 5610 Drop Course**

*Current Copy:*

POLS 5610. Research Design in Political Science

Three credits.

Introduction to quantitative and non-quantitative empirical research design in political science.

**2018-194 ECON Revise Major**

*Current Copy:*

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

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

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

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

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

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

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

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); at least six credits from the following modeling and methods courses (ECON 2301, 2326, 2327, 3208, 3313, 4206); plus at least nine additional credits in ECON courses at the 2000-level or higher. B.S. majors may not count ECON 2201, 2202, or 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. Students may substitute equivalent graduate-level courses with consent of the advisor.

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics.

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

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

*Proposed Copy:*

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

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

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

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. ECON 2311 is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

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

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

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

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); and at least six credits from the following modeling and methods courses: ECON 2301, 2326, 2327, 3208, 3313, 3315, 4206. ~~plus at least nine additional credits in ECON courses at the 2000-level or higher.~~  Students may substitute equivalent graduate-level courses with consent of the advisor. B.S. majors may fulfill the requirement for ECON 2211Q and ECON 2212Q by taking ECON 2201, ECON 2202, and ECON 2301, in which case ECON 2301 cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count ECON ~~2201, 2202, or~~ 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. ~~Students may substitute equivalent graduate-level courses with consent of the advisor~~.

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics.

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

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

**2018-195 ECON Revise Minor**

*Current Copy:*

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201, 2202, and one course numbered 2301–2328 or at the 3000 level or above.

The minor is offered by the Economics Department

*Proposed Copy:*

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201 or 2211Q, ECON 2202 or 2212Q, and one course numbered 2301–2328 or at the 3000 level or above.

The minor is offered by the Economics Department

**2018-196 ENVS (CLAS) Revise Major**

*Current Copy:*

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1132Q](https://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) or [3025Q](https://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](https://catalog.uconn.edu/NRE/#1000).

[ARE 1150](https://catalog.uconn.edu/ARE/#1150); [ECON 1200](https://catalog.uconn.edu/ECON/#1200) or [1201](https://catalog.uconn.edu/ECON/#1201); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](https://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](https://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

[ENVS 2000](https://catalog.uconn.edu/ENVS/#2000)

### Required Capstone Course

[NRE 4000W](https://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3340](https://catalog.uconn.edu/GEOG/#3340); [MARN 3030](https://catalog.uconn.edu/MARN/#3030); [NRE 2010](https://catalog.uconn.edu/NRE/#2010), [2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), [3105](https://catalog.uconn.edu/NRE/#3105), [3125](https://catalog.uconn.edu/NRE/#3125), [3155](https://catalog.uconn.edu/NRE/#3155), [3305](https://catalog.uconn.edu/NRE/#3305), [3335](https://catalog.uconn.edu/NRE/#3335), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3500](https://catalog.uconn.edu/NRE/#3500), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4575](https://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [3247](https://catalog.uconn.edu/EEB/#3247), [4230W](https://catalog.uconn.edu/EEB/#4230W); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3205](https://catalog.uconn.edu/NRE/#3205), [4340](https://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](https://catalog.uconn.edu/AH/#3175); [GEOG 2400](https://catalog.uconn.edu/GEOG/#2400); [LAND 3230W](https://catalog.uconn.edu/LAND/#3230W); [NRE 3265](https://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [POLS 3412](https://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](https://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240), [3715](https://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](https://catalog.uconn.edu/GEOG/#3410); [HIST 3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542); [JOUR 3046](https://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](https://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](https://catalog.uconn.edu/SOCI/#2701), [2705](https://catalog.uconn.edu/SOCI/#2705), [2709W](https://catalog.uconn.edu/SOCI/#2709W), [3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 2235](https://catalog.uconn.edu/ARE/#2235), [4305](https://catalog.uconn.edu/ARE/#4305), [4438](https://catalog.uconn.edu/ARE/#4438), [4444](https://catalog.uconn.edu/ARE/#4444), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [ECON 3466](https://catalog.uconn.edu/ECON/#3466), [3473](https://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](https://catalog.uconn.edu/GEOG/#3400), [4300](https://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010); [MARN 3000](https://catalog.uconn.edu/MARN/#3000); [NRE 3115](https://catalog.uconn.edu/NRE/#3115), [3146](https://catalog.uconn.edu/NRE/#3146), [4170](https://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3310](https://catalog.uconn.edu/GEOG/#3310), [3410](https://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](https://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](https://catalog.uconn.edu/MARN/#3230); [MARN 3001](https://catalog.uconn.edu/MARN/#3001), [3030](https://catalog.uconn.edu/MARN/#3030), [4066](https://catalog.uconn.edu/MARN/#4066); [NRE 2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), [3105](https://catalog.uconn.edu/NRE/#3105), [3115](https://catalog.uconn.edu/NRE/#3115), [3155](https://catalog.uconn.edu/NRE/#3155), [4340](https://catalog.uconn.edu/NRE/#4340); [NRE 4135](https://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](https://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](https://catalog.uconn.edu/CHEM/#4370), [4371](https://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [2245/W](https://catalog.uconn.edu/EEB/#2245), [3247](https://catalog.uconn.edu/EEB/#3247); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](https://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 4110](https://catalog.uconn.edu/GSCI/#4110), [4210](https://catalog.uconn.edu/GSCI/#4210); [MARN 2002](https://catalog.uconn.edu/MARN/#2002), [2060](https://catalog.uconn.edu/MARN/#2060), [3003Q](https://catalog.uconn.edu/MARN/#3003Q), [4030W](https://catalog.uconn.edu/MARN/#4030W), [4060](https://catalog.uconn.edu/MARN/#4060); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3125](https://catalog.uconn.edu/NRE/#3125), [3145](https://catalog.uconn.edu/NRE/#3145), [3205](https://catalog.uconn.edu/NRE/#3205); [SPSS 2120](https://catalog.uconn.edu/SPSS/#2120), [3420](https://catalog.uconn.edu/SPSS/#3420).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](https://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](https://catalog.uconn.edu/CE/#3530); [EEB 4230W](https://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](https://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](https://catalog.uconn.edu/MARN/#3505); [GSCI](https://catalog.uconn.edu/GSCI/#4735)/[NRE 4735](https://catalog.uconn.edu/NRE/#4735); [MARN 3003Q](https://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](https://catalog.uconn.edu/NRE/#2000), [2010](https://catalog.uconn.edu/NRE/#2010), [3305](https://catalog.uconn.edu/NRE/#3305), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4475](https://catalog.uconn.edu/NRE/#4475), [4535](https://catalog.uconn.edu/NRE/#4535), [4544](https://catalog.uconn.edu/NRE/#4544), [4545](https://catalog.uconn.edu/NRE/#4545), [4575](https://catalog.uconn.edu/NRE/#4575), [4665](https://catalog.uconn.edu/NRE/#4665); [PHYS 2400](https://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](https://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](https://catalog.uconn.edu/AH/#3021), [3175](https://catalog.uconn.edu/AH/#3175), [3275](https://catalog.uconn.edu/AH/#3275); [ANSC 4341](https://catalog.uconn.edu/ANSC/#4341); [MCB 2610](https://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](https://catalog.uconn.edu/ANSC/#4642); [MCB 2400](https://catalog.uconn.edu/MCB/#2400), [3010](https://catalog.uconn.edu/MCB/#3010), [3011](https://catalog.uconn.edu/MCB/#3011), [3201](https://catalog.uconn.edu/MCB/#3201), [3633](https://catalog.uconn.edu/MCB/#3633), [4211](https://catalog.uconn.edu/MCB/#4211); [PVS 2100](https://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](https://catalog.uconn.edu/AH/#3570), [3571](https://catalog.uconn.edu/AH/#3571), [3573](https://catalog.uconn.edu/AH/#3573), [3574](https://catalog.uconn.edu/AH/#3574); [PVS 4300](https://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](https://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

*Proposed Copy:*

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1132Q](https://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) or [3025Q](https://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](https://catalog.uconn.edu/NRE/#1000).

[ARE 1150](https://catalog.uconn.edu/ARE/#1150); [ECON 1200](https://catalog.uconn.edu/ECON/#1200) or [1201](https://catalog.uconn.edu/ECON/#1201); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](https://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](https://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

[ENVS 2000](https://catalog.uconn.edu/ENVS/#2000)

### Required Capstone Course

[NRE 4000W](https://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

Students are required to complete a minimum of 36 credits of approved courses, at the 2000-level or higher. Approved courses include: ENVS 2000, NRE 4000W, 1-6 credits of internship or research experience, and a minimum of 24-credits within a declared concentration.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3340](https://catalog.uconn.edu/GEOG/#3340); [MARN 3030](https://catalog.uconn.edu/MARN/#3030); [NRE 2010](https://catalog.uconn.edu/NRE/#2010), [2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), 2600, [3105](https://catalog.uconn.edu/NRE/#3105), [3125](https://catalog.uconn.edu/NRE/#3125), [3155](https://catalog.uconn.edu/NRE/#3155), [3305](https://catalog.uconn.edu/NRE/#3305), [3335](https://catalog.uconn.edu/NRE/#3335), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3500](https://catalog.uconn.edu/NRE/#3500), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4575](https://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [3247](https://catalog.uconn.edu/EEB/#3247), [4230W](https://catalog.uconn.edu/EEB/#4230W); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3205](https://catalog.uconn.edu/NRE/#3205), [4340](https://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](https://catalog.uconn.edu/AH/#3175); [GEOG 2400](https://catalog.uconn.edu/GEOG/#2400); [LAND 3230W](https://catalog.uconn.edu/LAND/#3230W); [NRE 3265](https://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [POLS 3412](https://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](https://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240), [3715](https://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](https://catalog.uconn.edu/GEOG/#3410); [HIST 3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542); [JOUR 3046](https://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](https://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](https://catalog.uconn.edu/SOCI/#2701), [2705](https://catalog.uconn.edu/SOCI/#2705), [2709W](https://catalog.uconn.edu/SOCI/#2709W), [3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 2235](https://catalog.uconn.edu/ARE/#2235), [4305](https://catalog.uconn.edu/ARE/#4305), [4438](https://catalog.uconn.edu/ARE/#4438), [4444](https://catalog.uconn.edu/ARE/#4444), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [ECON 3466](https://catalog.uconn.edu/ECON/#3466), [3473](https://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](https://catalog.uconn.edu/GEOG/#3400), [4300](https://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010); [MARN 3000](https://catalog.uconn.edu/MARN/#3000); [NRE 2600, 3115](https://catalog.uconn.edu/NRE/#3115), [3146](https://catalog.uconn.edu/NRE/#3146), [4170](https://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3310](https://catalog.uconn.edu/GEOG/#3310), [3410](https://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](https://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](https://catalog.uconn.edu/MARN/#3230); [MARN 3001](https://catalog.uconn.edu/MARN/#3001), [3030](https://catalog.uconn.edu/MARN/#3030), [4066](https://catalog.uconn.edu/MARN/#4066); [NRE 2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), 2600, [3105](https://catalog.uconn.edu/NRE/#3105), [3115](https://catalog.uconn.edu/NRE/#3115), [3155](https://catalog.uconn.edu/NRE/#3155), [4340](https://catalog.uconn.edu/NRE/#4340); [NRE 4135](https://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](https://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](https://catalog.uconn.edu/CHEM/#4370), [4371](https://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [2245/W](https://catalog.uconn.edu/EEB/#2245), [3247](https://catalog.uconn.edu/EEB/#3247); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](https://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 4110](https://catalog.uconn.edu/GSCI/#4110), [4210](https://catalog.uconn.edu/GSCI/#4210); [MARN 2002](https://catalog.uconn.edu/MARN/#2002), [2060](https://catalog.uconn.edu/MARN/#2060), [3003Q](https://catalog.uconn.edu/MARN/#3003Q), [4030W](https://catalog.uconn.edu/MARN/#4030W), [4060](https://catalog.uconn.edu/MARN/#4060); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3125](https://catalog.uconn.edu/NRE/#3125), [3145](https://catalog.uconn.edu/NRE/#3145), [3205](https://catalog.uconn.edu/NRE/#3205); [SPSS 2120](https://catalog.uconn.edu/SPSS/#2120), [3420](https://catalog.uconn.edu/SPSS/#3420).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](https://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](https://catalog.uconn.edu/CE/#3530); [EEB 4230W](https://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](https://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](https://catalog.uconn.edu/MARN/#3505); [GSCI](https://catalog.uconn.edu/GSCI/#4735)/[NRE 4735](https://catalog.uconn.edu/NRE/#4735); [MARN 3003Q](https://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](https://catalog.uconn.edu/NRE/#2000), [2010](https://catalog.uconn.edu/NRE/#2010), [3305](https://catalog.uconn.edu/NRE/#3305), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4475](https://catalog.uconn.edu/NRE/#4475), [4535](https://catalog.uconn.edu/NRE/#4535), [4544](https://catalog.uconn.edu/NRE/#4544), [4545](https://catalog.uconn.edu/NRE/#4545), [4575](https://catalog.uconn.edu/NRE/#4575), [4665](https://catalog.uconn.edu/NRE/#4665); [PHYS 2400](https://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](https://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](https://catalog.uconn.edu/AH/#3021), [3175](https://catalog.uconn.edu/AH/#3175), [3275](https://catalog.uconn.edu/AH/#3275); [ANSC 4341](https://catalog.uconn.edu/ANSC/#4341); [MCB 2610](https://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](https://catalog.uconn.edu/ANSC/#4642); [MCB 2400](https://catalog.uconn.edu/MCB/#2400), [3010](https://catalog.uconn.edu/MCB/#3010), [3011](https://catalog.uconn.edu/MCB/#3011), [3201](https://catalog.uconn.edu/MCB/#3201), [3633](https://catalog.uconn.edu/MCB/#3633), [4211](https://catalog.uconn.edu/MCB/#4211); [PVS 2100](https://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](https://catalog.uconn.edu/AH/#3570), [3571](https://catalog.uconn.edu/AH/#3571), [3573](https://catalog.uconn.edu/AH/#3573), [3574](https://catalog.uconn.edu/AH/#3574); [PVS 4300](https://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](https://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

**2018-197 Film Studies Revise Minor**

*Current Copy:*

Students electing this minor must take 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](https://catalog.uconn.edu/ARAB/#3771); [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270), [3282](https://catalog.uconn.edu/CHIN/#3282); [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 take 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). With advisor's consent, up to six credits of the minor can be met through approved study abroad courses.

* **One course in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208), 3293\*\*\*; [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** [ARAB 3771](https://catalog.uconn.edu/ARAB/#3771); [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270), [3282](https://catalog.uconn.edu/CHIN/#3282); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211), 3293\*\*\*; [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), 3293\*\*\*; [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.

\*\*\* With advisor’s consent

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

**2018-198 PHYS Revise Minor**

*Current Copy:*

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](https://catalog.uconn.edu/PHYS/#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/)

*Proposed Copy:*

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

A. Nine credits of required courses: PHYS 3101, PHYS 2300 or PHYS 3401, and PHYS 3201 or ECE 3001.

B. 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 3089, [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/)

**ADDITIONAL MATERIALS:**

**B. Approvals by the Chair**

**2018-180 MARN 5995 Special Topic: Oceanographic Expedition (Fall 2018)**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: 25 April 2018

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

3. Department: Marine Sciences

4. Course number and title proposed: MARN 5995. Oceanographic Expedition.

5. Number of Credits:3

6. Instructor: Dr. James O’Donnell

7. Instructor's position: Professor

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

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

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

10. Short description:Development of skills with modern and traditional methods used in making physical, chemical, biological and geological observation at sea from the R.V. Connecticut. Students should be prepared for a three-day expedition. Data analysis and synthesis will be conducted in post-cruise seminars.

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:4/6/2018

Department Faculty: 4/6/2018

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

Heidi Dierssen

860-405-9239

heidi.dierssen@uconn.edu

**Supporting Documents**

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



### MARN 5995. Special Topics

### Oceanographic Expedition

### Dept. 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

Open to students enrolled in the M.S. or Ph.D. program in Oceanography.

Course and Instructor Information

**Course Title:** Oceanographic Expedition

**Credits:** 3

**Format:** Work and sea and in class.

**Prerequisites:**

**Professor:** James O’Donnell & Samantha Siedlecki

**Email:** [james.odonnell@uconn.edu](mailto:james.odonnell@uconn.edu), [samantha.siedlecki@uconn.edu](mailto:samantha.siedlecki@uconn.edu)

**Telephone:** 860 405 9133/860 992 2499

**Other:**

**Office Hours/Availability: Tues and Thurs,** 2-4

Course Description

Course Description from Course Catalog.

Variable (1-6) credits. May be repeated for credit with change in content.

Additional faculty description.

Three (3) credits. May be repeated for credit with change in content. Three day ship expedition and 13, two-hour seminar sessions required.

Development of skills with modern and traditional methods used in making physical, chemical, biological and geological observation at sea from the R.V. Connecticut. Students should be prepared for a three day expedition. Data analysis and synthesis will be conducted in post-cruise seminars.

Course Objectives

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

1. Acquire water and sediment samples.
2. Operate electronic instruments.
3. Log and report data and meta-data.
4. Create publication quality graphics.
5. Synthesize information from surveys and data archives.
6. Present the results of an observation campaign.

Course Outline (and Calendar if Applicable)

Module 1: Cruise participation

Module 2: Data reduction

Module 3: Data synthesis

Module 4: Report and presentation

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Component A | 25% |
| Component B | 25% |
| Component C | 25% |
| Component D | 25% |

Component A

Weeks 1-3: Prepare for and participate in a three-day cruise. Learn to operate equipment, and log data. This is equivalent to 36 hours of lab experience.

Component B

Weeks 5-8. Work in groups to process samples, calibrate instruments, perform data quality assurance checks, archive data, and prepare standard data presentation graphics.

Component C

Weeks 8-10. In small groups, share the results of the data analyses with class and contrast with prior observations in the same, and similar areas.

Component D

Weeks 11-14. Prepare a data report and a 15 minute summary of the observations. Demonstrate whether the new observations are consistent with existing knowledge and contrast with other regions.

Grading Scale:

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 are identified in the (choose appropriate location). 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

I will make every effort to provide feedback and grades in one week. 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. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://www.community.uconn.edu/student_code.html) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://www.community.uconn.edu/student_code_appendixa.html)
* [Academic Integrity in Graduate Education and Research](http://web9.uits.uconn.edu/gradschool/current/academic_integrity.html)

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/options.htm) located on the registrar’s website.

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

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

Academic Calendar

The University's [Academic Calendar](http://www.registrar.uconn.edu/calendar.htm) contains important semester dates.

Academic Support Resources

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

Students with Disabilities

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

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

<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

Software Requirements and Technical Help

* Word processing software
* Graphics and data analysis software.
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

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.
* Make graphics and compute statistics.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://ctcs.uconn.edu/) 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.

**C. Old Business**

**2018-174 MCB 3845W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7032 |
| **Request Proposer** | Papke |
| **Course Title** | Microbial Diversity, Ecology and Evolution |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Microbial Diversity, Ecology and Evolution |
| **Course Number** | 3845W |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Papke |
| **Proposer First Name** | Robertson |
| **Select a Person** | rtp07002 |
| **Proposer NetId** | rtp07002 |
| **Proposer Phone** | +1 860 486 7963 |
| **Proposer Email** | [robertson.papke@uconn.edu](mailto:robertson.papke@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Spring |
| **Will there also be a non-W section?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | standard |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011; BIOL 1107 |
| **Corequisites** | None |
| **Recommended Preparation** | MCB 2610 |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3845W Microbial Diversity, Ecology and Evolution Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; BIOL 1107. Recommended preparation: MCB 2610 Prokaryotic organisms generate diversity primarily through Horizontal Gene Transfer. Readings from the scientific literature will provide a focus for investigating the mechanisms and strategies for the exchange of genetic information, as well as the impact of gene transfer on environmental adaptation and evolution. |
| **Reason for the course action** | This course has been taught for many years as a section of MCB 3841W number as a way for MCB majors to satisfy the W in the MCB major requirement. With seven sections of this course being taught under the same number, we realized that students were unclear on the fact that each section was a different course with a different topic and different prerequisites. Therefore we are converting most of the sections to their own course number. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To develop intellectual skills that enable students to synthesize facts, principles, and logic that allows understanding the role of microorganisms in our world. Additionally, the course is heavily concentrated on developing skills and gaining confidence in communicating through writing and presenting |
| **Describe course assessments** | Breakdown of final grade: Participation 15%; Writing Assignments 40%; Presentation 15%; Midterm, 10%; Final Exam 20%. All students are required to participate in a class discussion, every day. There are 8-500 word essays based on the previous week's reading assignments. One essay is due each week, with rewrites due two weeks later, after they get my comments from their first draft. Essays are graded on factual content (50%), style (40%) and creativity (10%). Students learn how to independently research a new topic (e.g., methanogenesis) and make a 30 minute Powerpoint presentation on their topic. I have several one on one meetings with each student to guide them through the research and presentation process. There are two exams, a midterm and a final. Exams are essay style, with 4-5 questions that requires students to synthesize major facts and concepts. |
| **General Education Goals** | This course develops skills for being articulate through at least three avenues: required in-class participation, writing and rewriting essays, and presenting a 30 minute Powerpoint talk on their library research. Developing communication skills is a prominent feature of this class. Students are also subjected to a wide variety of microbiological research literature, which allows them to acquire intellectual breadth and versatility. Prokaryotic evolution, ecology, and diversity is an all-encompassing research field requiring synthesis of disparate ideas and concepts. Further, understanding how gene flow (horizontal gene transfer) occurs in prokaryotes; how its outcomes effect their evolution and adaptation to the environment; and how those traits resemble the complicated life we observe around us everyday allows students to make connections to their own lives, and how the earth "lives". We also spend one week on the evolution of cooperation, and though it is about microorganisms, the students always make great connections to the morality of humans. |
| **Skill Code W** | Students write and rewrite 8-500 word essays (16 pages). I critically evaluate each essay draft, provide substantial feedback within a week, and provide individual consultation when necessary. The class is capped at 19. Essays are written based on reading assignments and classroom discussions. I provide them a copy, and read to them the course syllabus, which states students must pass the writing component of the course in order to pass the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB 3845W Syllabus.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/119370) | MCB 3845W Syllabus.doc | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 04/02/2018 - 16:37 | Submit |  | none | | Molecular and Cell Biology | David A Knecht | 04/11/2018 - 10:54 | Approve | 4/6/2018 | approved by MCB on 4/6/18 | | College of Liberal Arts and Sciences | Pamela Bedore | 04/20/2018 - 21:20 | Return |  | As per David Knecht at 4.17.2018 meeting, this proposal is being returned. PB. | | Return | David A Knecht | 04/24/2018 - 12:51 | Resubmit |  | course description updated | | Molecular and Cell Biology | David A Knecht | 04/24/2018 - 12:53 | Approve | 4/6/2018 | updated course description | |

**Microbial Diversity, Ecology and Evolution: MCB 3845W**

**Spring, 2017**

**Instructor: Dr. Thane Papke**

**Tu/Th 12:30-1:45 am; Ratcliffe Hicks Building and Arena (RHBA) 101**

**Contact Info:**

Office BSP 402; 860-486-7963; [thane@uconn.edu](mailto:thane@uconn.edu)

**Office Hours:**

After class and by appointment.

**Course Objectives:**

Prokaryotes generate diversity and evolve mainly through Horizontal Gene Transfer. In order to gain a deeper appreciation for prokaryote evolution, and how they adapt to their environment, we will examine the scientific literature demonstrating mechanisms and strategies for gene exchange, as well as the outcomes. Writing will be an integral part of the learning experience in this class.

**Course goal:**

To develop intellectual skills that enable students to synthesize facts, principles, and logic that allows understanding the role of microorganisms in our world. Additionally, the course is heavily concentrated on developing skills and gaining confidence in communicating through writing and presenting.

**NO TEXTBOOK!** Journal article titles and authors are listed below. Each student is responsible for finding the article. All articles are available and free from the Internet, if using a computer on campus. If off campus, you can still get it for free, but you have to sign into the library.

**Grades:**

**Participation:** S**tudents are required to come to class prepared to discuss the assigned reading!** There will be an open-ended discussion about the reading material. Students who do not voluntarily participate will be called on. Each student is expected to participate voluntarily every day.

**There are eight essays due.** Essays are based on the previous week’s papers and discussion. Students will synthesize ideas from the reading assignments, and write a coherent, logical essay. Each essay will be between 500-600 words, double-spaced. **Essays must be brought to class, printed. No hand written essays will be accepted. Essays cannot be emailed, nor submitted after class.**  You may turn in essays early if you are not planning to attend class on the day they are due.

General grading criteria for essays

• *Factual* (50%): Thoroughness and rigor in identifying information: Accuracy in reporting “the known scientific facts”.

• *Style* (40%): Basic writing style. Issues that should be emphasized include an opening sentence that frames the essay goals, sound logic, grammar, spelling, punctuation, word choice, sentence structure, etc.

• *Creativity* (10%): How interesting and exciting is the essay? Is it a report of the facts? Was the student able to weave facts together with new insight?

Draft essays will be graded and editorial comments will be made. Students have one week to rewrite their essays based on the editorial comments, and resubmit them for a second grade.

**Presentation:** Starting April 11th : Each student will make a 30-minute PowerPoint presentation (approximately 25-30 slides). Dr. Papke will guide students tremendously in this pursuit, as learning to give presentations is an applicable life-long skill for all scientists.

**Exams**: One each: midterm and final exam.

**Breakdown of final grade**: Participation 15%; Writing Assignments 40%; Presentation 15%; Midterm, 10%; Final Exam 20%.

**Important Note**: In order to pass this course, you MUST pass the writing component. This is University of Connecticut policy.

**Grade Conversion Scale:**

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

**Important Dates**

**February 10th:** Must have met with Dr. Papke at a scheduled time to discuss topic of presentation. Bring with you two review articles, and three primary literature articles on the topic.

**March 9th**: Midterm exam

**March 31st:** Must have met with Dr. Papke, to go over your Power Point presentation: bring with you your draft presentation, and be prepared to present and discuss it.

**March 12th – 18th:** Spring Break

**April 11th:** Presentations begin

**April 27th**: Last day of class.

**May 1-6:**In Class Final, 12:30pm (subject to change)

**Reading Assignments:**

**January 19th** Chemical communication among bacteria (2003) Taga and Bassler.

**January 24th** Physiological heterogeneity in biofilms (2008) Stewart and Franklin

**January 26th** Biofilms (2010) Lopez et al.

**January 31st** DNA uptake during bacterial transformation (2004) Chen and Dubnau.

**February 2nd** Natural transformation of *Neisseria gonorrhoeae*: From DNA donation to homologous recombination (2006) Hamilton and Dillard

**February 7th** Cell death in *Streptococcus mutants* biofilms: a link between CSP and extracellular DNA (2009) Perry et al

**February 9th**  Induction of natural competence in *Streptococcus pneumoniae* triggers lysis and DNA release from a subfraction of the cell population (2002) Steinmoen et al.

**February 14th** Chitin induces natural competence in *Vibrio cholerae* (2005) Meibom et al.

**February 16th** The type VI secretion system of *Vibrio cholera* fosters horizontal gene transfer (2015) Borgeaud et al.

**February 21st** The Archaeal Ced system imports DNA (2016) van Wolferen et al.

# February 23rd **Gene transfer agents: phage-like elements of genetic exchange (2012) Lang et al.**

**February 28th** Horizontal gene transfer of the secretome drives the evolution of bacterial cooperation and virulence (2009) Nogueira et al.

**March 2nd** Bacterial Quorum Sensing and Metabolic Incentives to Cooperate (2012) Dandekaret al.

**March 7th** Do bacteria have sex? (2001) R. Redfield

**March 9th** Midterm Exam

**March 21st** Bacterial species and speciation (2001) Cohan

**March 23rd** Gene Transfer in Bacteria: Speciation without species? (2002) Lawrence

**March 28th** Fuzzy species among recombinogenic bacteria (2005) Hanage et al.

**March 30th** On the chimeric nature, thermophilic origin and phylogenetic placement of the Thermotogales (2009) Zhaxybayeva et al.

**April 4th** Bacterial community assembly based on functional genes rather than species (2011) Burke et al.

**April 6th** Decoupling function and taxonomy in the global ocean microbiome (2016) Louca et al

**April 11th** Presentations begin

**Topics for presentations:**

1. Virus evolution/ecology
2. Anoxygenic photosynthesis
3. Sulfur cycle
4. CO2 Fixation
5. Rhodopsins
6. Nitrogen Cycle
7. Origin of life
8. Microbial Mats
9. Fermentation (non-alcoholic)
10. Adaptation to High Salt
11. Methanogenesis
12. Petroleum Biodegradation
13. Oxygenic photosynthesis and cyanobacteria

**Each student is expected to abide by the University of Connecticut Code of Conduct. We are all here to learn and to be excited about learning.**

**Plagiarism:**

In the past there have been misunderstandings about whether it is appropriate to copy material from references or from other students. Briefly, it is never appropriate to copy anything written by someone else: neither students, published works, dissertations, nor internet material. The work you turn in must be in your own words. Do not copy anything from work written by others. If you must quote from written work (and this is rarely done in scientific work), the passage that is quoted must be enclosed in quotation marks and followed immediately by the reference citation. All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should restate it in your own words. If you want to include tables of data or diagrams from the literature, you may do so as long as you cite the appropriate reference in the legend to the figure or table. All the references in your reference list should be cited in your work. Do not cite sources from which you did not use information.

Excerpt from the Student Conduct Code (http://www.dosa.uconn.edu/scc11.html)

**If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Papke before submitting the work. After you submit the work it is too late and any violations of this policy will be dealt with according to the guidelines given in Section XI of the *Student Conduct Code* (see below).**

**You are recommended to check your own papers for plagiarism with freely available on line plagiarism detection software. Here are some example urls:**

[**http://www.dustball.com/cs/plagiarism.checker/**](http://www.dustball.com/cs/plagiarism.checker/)

**http://www.plagiarismchecker.com/**

[**http://www.plagtracker.com/**](http://www.plagtracker.com/)

**http://plagiarisma.net/**

[**http://www.grammarly.com/?q=plagiarism&gclid=CJvHkL\_IiLICFcXb4Aod0HYAcw**](http://www.grammarly.com/?q=plagiarism&gclid=CJvHkL_IiLICFcXb4Aod0HYAcw)

**Academic Misconduct**

A fundamental concept of all educational institutions is academic honesty. All academic work depends upon respect for and acknowledgment of research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting.

No academic misconduct, including any forms of cheating and plagiarism, can be condoned. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; attempting to influence one's academic evaluation for reasons other than academic achievement or merit; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. It is perhaps less obvious, but it is equally logical, that a student who knowingly permits another to copy from his or her own paper, examination, or project should be held as accountable as the student who submits the copied material.

Details of the proceedings involved in academic misconduct cases are provided on the web site http://www.dosa.uconn.edu/scc11.html.

**D. New Business**

**2018-181 Biological Sciences Revise Major (guest: Joe Crivello)**



**Proposal to Change a Major**

Last revised: April 26, 2016

1. Date: 8/7/18

2. Department or Program: Biological Sciences

3. Title of Major: Biological Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): fall, 2019

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

5. Nature of change: Revision of existing major

# Existing Catalog Description of Major

**Biology**

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB, and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science Degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts Degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study

**Credit restriction:** In no case may students receive more than 12 credits for courses in biology at the 1000 level.

**Biological Sciences Major**

The requirements for the major in Biological Sciences are designed to ensure a sound and broad background in biology, with opportunities to explore related fields. Biological Sciences majors must take [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108), but majors interested primarily in botany may wish to take [BIOL 1110](https://catalog.uconn.edu/BIOL/#1110) in addition or may substitute [BIOL 1110](https://catalog.uconn.edu/BIOL/#1110) for [BIOL 1108](https://catalog.uconn.edu/BIOL/#1108). Students wishing to complete this major must take at least 24 credits of 2000-level or higher courses from EEB, MCB, and PNB, of which at least three credits must be at the 3000 level or above. It is strongly recommended that at least four courses include laboratory or field work. In addition to laboratory work associated directly with courses, an Independent Study course in any of the three biology departments will provide majors with a means of gaining specific research experience. A maximum of 3 independent study credits from among [EEB 3899](https://catalog.uconn.edu/EEB/#3899), [MCB 3899](https://catalog.uconn.edu/MCB/#3899), [MCB 3989](https://catalog.uconn.edu/MCB/#3989), [MCB 4989](https://catalog.uconn.edu/MCB/#4989), and [PNB 3299](https://catalog.uconn.edu/PNB/#3299) may count toward the 24-credit requirement. Courses chosen for the major must include at least one course or course sequence from each of the following three groups:

1. [MCB 2000](https://catalog.uconn.edu/MCB/#2000), [2210](https://catalog.uconn.edu/MCB/#2210), [2400](https://catalog.uconn.edu/MCB/#2400), [2410](https://catalog.uconn.edu/MCB/#2410), [2610](https://catalog.uconn.edu/MCB/#2610), or [3010](https://catalog.uconn.edu/MCB/#3010)
2. [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244) or [2245/W](https://catalog.uconn.edu/EEB/#2245).
3. [PNB 2250](https://catalog.uconn.edu/PNB/#2250), or [2274](https://catalog.uconn.edu/PNB/#2274)–[2275](https://catalog.uconn.edu/PNB/#2275). (Note: [PNB 2274](https://catalog.uconn.edu/PNB/#2274)–[2275](https://catalog.uconn.edu/PNB/#2275) must be taken in sequence to be counted towards the Biology major.)

To satisfy the writing in the major and information literacy competency requirements, all students must pass at least one of the following courses: [EEB 2244W](https://catalog.uconn.edu/EEB/#2244W), [2245W](https://catalog.uconn.edu/EEB/#2245W), [3220W](https://catalog.uconn.edu/EEB/#3220W), [4230W](https://catalog.uconn.edu/EEB/#4230W), [4276W](https://catalog.uconn.edu/EEB/#4276W), [4896W](https://catalog.uconn.edu/EEB/#4896W), 5335W; [MCB 3841W](https://catalog.uconn.edu/MCB/#3841W), [4026W](https://catalog.uconn.edu/MCB/#4026W), [4997W](https://catalog.uconn.edu/MCB/#4997W); [PNB 3263WQ](https://catalog.uconn.edu/PNB/#3263WQ), [4296W](https://catalog.uconn.edu/PNB/#4296W); or any W course approved for this major.

A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "[Minors](https://catalog.uconn.edu/minors/biological-sciences/)" section.

Majors are also offered in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/ecology-evolutionary-biology/), [Molecular and Cell Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/molecular-and-cell-biology/), [Physiology and Neurobiology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/physiology-neurobiology/), and [Structural Biology and Biophysics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/structural-biology-biophysics/). These majors are described in separate sections in the *Catalog*.

# Proposed Catalog Description of Major

**Biology**

The biological sciences are organized into three departments: the Department of Ecology and Evolutionary Biology (EEB), the Department of Molecular and Cell Biology (MCB, and the Department of Physiology and Neurobiology (PNB). Introductory level courses are listed under General Biology (BIOL). Other courses are listed separately under individual departments.

The Bachelor of Science Degree is generally recommended for students planning a scientific career in biology, but the Bachelor of Arts Degree in Biological Sciences allows a richer liberal arts program and provides good preparation for many careers, including subsequent graduate study

**Credit restriction:** In no case may students receive more than 12 credits for courses in biology at the 1000 level.

**Biological Sciences Major**

The Biological Sciences major gives students a broad training in all aspects of biological sciences and prepares students interested in graduate programs in science, biotechnology, or health (MD, DDS, PA), science education, and other related fields. The major can be tailored for a student's interest in any area of biology. Students can obtain a B.S. or B.A. degree. The Biological Sciences B.A. degree does not require students to also take chemistry, physics and calculus and focuses solely on classes related to biology. All BIOL majors are required to take the following introductory classes and are encouraged to do so by the end of their sophomore year.

* BIOL 1107 Principles of Biology I (4 credits)
* BIOL 1108 Principles of Biology II (4 credits), **or**, BIOL 1110 Introduction to Botany (4 credits)

Students are required to take a class from each of the five core areas of ecology; evolution; genetics; physiology; cells and molecules.

* Ecology
  + EEB 2244 **or** 2244W General Ecology (3 or 4 credits)
* Evolution
  + EEB 2245 **or** 2245W Evolutionary Biology (3 or 4 credits)
* Genetics
  + MCB 2410 Genetics (3 credits) **or** MCB 2400 Human Genetics (3 credits)
* Physiology
  + PNB 2250 Animal Physiology (3 credits) **or** PNB 2274 and 2275 Enhanced Human Anatomy & Physiology (8 credits total)
* Cells and Molecules
  + MCB 2000 Biochemistry (4 credits), **or** MCB 2210 Cell Biology (3 credits), **or** MCB 2610 Fundamentals of Microbiology (4 credits)

Students must complete a total of 36 credits from any EEB, MCB, or PNB course at the 2000 level or higher. Six credits must be at the 3000 level or higher. Students are also required to take a 'W' course from any W course offered by EEB, MCB or PNB. A maximum of 3 independent study credits from among [EEB 3899](https://catalog.uconn.edu/EEB/#3899), [MCB 3899](https://catalog.uconn.edu/MCB/#3899), [MCB 3989](https://catalog.uconn.edu/MCB/#3989), [MCB 4989](https://catalog.uconn.edu/MCB/#4989), and [PNB 3299](https://catalog.uconn.edu/PNB/#3299) may count toward the 36-credit requirement. A maximum of eight 2000-level or above transfer credits in EEB, MCB, or PNB may count toward the major with approval of the respective department.

A minor in Biological Sciences is described in the "[Minors](https://catalog.uconn.edu/minors/biological-sciences/)" section.

Majors are also offered in [Ecology and Evolutionary Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/ecology-evolutionary-biology/), [Molecular and Cell Biology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/molecular-and-cell-biology/), [Physiology and Neurobiology](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/physiology-neurobiology/), and [Structural Biology and Biophysics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/structural-biology-biophysics/). These majors are described in separate sections in the *Catalog*.

# Justification

1. Reasons for changing the major:

The major is 30 years old and as presently offered, students graduating with a Biology major in May 2018 had the following characteristics:

* only 33% of students have taken both ecology and evolution
* 10% have not taken genetics
* 15% have not taken biochemistry, cell biology or microbiology
* 60% took one or fewer 3000-level class

We feel that to graduate with a Biology major, students must as a minimum take a class in ecology, evolution, genetics, physiology, and cells and molecules. The suggested changes increase the rigor of the major and help to distinguish it from the EEB, MCB and PNB majors.

2. Effects on students:

The redesigned major will do a better job of preparing them for a career in a biologically-related area. We do not think that this puts an undue burden on students.

3. Effects on other departments:

The revised major was discussed with representatives of EEB (Dr. Diggle), MCB (Dr. Knecht) and PNB (Dr. Gallo) and was approved by PNB on 3/9/18 and by EEB and MCB on 4/6/18.

4. Effects on regional campuses:

There should be no impact on the regional campuses, since the introductory courses are already offered at the regional campuses.

5. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee:

PNB: 3/2/18

EEB: 3/30/18

MCB: 3/30/18

 Department Faculty:

PNB: 3/9/18

EEB: 4/6/18

MCB: 4/6/18

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

Dr. Joseph F. Crivello

Professor and Director of Biology

Department of Physiology and Neurobiology

6-5415

**2018-182 ARIS 1211 Add Course (guest: Ally Ladha) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6247 |
| **Request Proposer** | Ladha |
| **Course Title** | Introduction to Islam |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ARIS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Introduction to Islam |
| **Course Number** | 1211 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Hassanaly Ladha |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | hal11007 |
| **Initiator Email** | [ally.ladha@uconn.edu](mailto:ally.ladha@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?** | 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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Lack of instructors |
| **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** | 1211. Introduction to Islam Three credits. Taught in English. An introduction to the study of Islam as an intellectual and lived religious tradition. Revelation, literature, aesthetics, philosophy, theology, and law in relation to faith practices in diverse Muslim societies across time. |
| **Reason for the course action** | The course will fill a significant gap at the University of Connecticut, which at this point does not offer any introductory course on Islam, one of the world’s major religions. |
| **Specify effect on other departments and overlap with existing courses** | No significant overlap. |
| **Please provide a brief description of course goals and learning objectives** | This course has four learning outcomes: First, students will be able to identify the foundational religious and literary texts of the Arabo-Islamic tradition and articulate their relation to both closed and dynamic approaches to knowledge at different moments of Islamic history. Second, students will be able to differentiate between stereotypes and the historically lived experience of Muslim societies, particularly with respect to heterodoxy and mysticism. Third, students will be able to construct and reconstruct multiple narratives that around seminal moments in the history of Islam, from the advent of Muhammad to the rise of the Islamist nation-state. Fourth, students will be able identify the relationship between a range of political and legal discourses in the Muslim world and the liberal, democratizing, and globalizing trajectories of modernity. |
| **Describe course assessments** | Quizzes, mid-term exam, and final exam. |
| **General Education Goals** | "Introduction to Islam" will help students understand the religion, intellectual traditions, history, and lived experience of practitioners of the world's second largest religion. The course will challenge the students' preconceived notions, honing their critical skills and moral sensitivity as they engage with what for many will be unfamiliar cultures—one of the posited "others" of "Western" culture. An understanding of Islam will help them gain awareness of the contemporary issues in our era and develop a consciousness of the diversity of human culture and experience as they broaden their intellectual horizons and versatility. |
| **Content Area: Arts and Humanities** | The proposed course meets the Arts and Humanities criteria by exposing students to a wide range of the cultural productions of Islamicate societies including literature, art, architecture, music, and film; they will also interrogate crucial moments in the evolution of philosophical and political theory in the Muslim world. Students will learn how to analyze a broad range of human experiences in a diverse range of cultures over time. |
| **Content Area: Diversity and Multiculturalism (International)** | The proposed course offers students an opportunity to engage with a religion about which little is known in the United States beyond soundbites about the “five pillars” and “sharia.” Students will also explore a diversity of cultures from sub-Saharan Africa to Southeast Asia. Confronted with the extraordinary pluralism of Islam as an object of study, we will explore how “the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity” can nonetheless lend themselves to identity formation and discourses of inclusion and exclusion, “similarity” and difference. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Introduction to Islam 1-18\_final.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F117914&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfdfdcc47469c4affdea808d608e15e52%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636706161375121423&sdata=Vs2zZuVZMK7maxamUiCSwTOijKzKpbpiCJBkY0xy6c0%3D&reserved=0) | Introduction to Islam 1-18\_final.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Hassanaly Ladha | 02/01/2018 - 13:23 | Submit |  | This course, "Introduction to Islam," is for Spring 2019 | | Literatures, Cultures and Languages | Cheryl D Galli | 03/30/2018 - 07:01 | Return | 3/30/2018 | Returning per proposer's request. Additional info to be submitted. | | Return | Hassanaly Ladha | 03/30/2018 - 19:58 | Resubmit |  | Course to be offered in Spring 2019. | | Literatures, Cultures and Languages | Jennifer Terni | 08/22/2018 - 23:33 | Approve | 8/22/2018 | Everything in the revision looks great; LCL Committee enthusiastically approved the course this evening. | |

**Introduction to Islam**

Professor Hassanaly Ladha

**Course Description**

This course interrogates the relationship between philosophy, theology, and law in the Islamic world, examining in particular evolving theories of meaning from the origins of Islam to modernity.

The course is divided into three units. In the first unit, the course will focus on pre-modern Islam, examining the intellectual, religious, and cultural history of early Muslim communities. We will read the foundational texts of Arab culture and Islam, including early Arabic literature and the *Qur’an*, to identify the epistemological assumptions that framed cultural production, intellectual activity in general in the Muslim world during the period of Arab hegemony. In the second unit, we will examine problems in the history of Islam, focusing on the following cases: the rise of Muhammed, the production and circulation of knowledge across cultures during the golden age of Islam, the capitulation to European hegemony in India, and the rise of the Islamist nation-state in Iran. In the third unit, we will critically assess concepts and methodologies used to study Islam in general and the anthropology, sociology, and religious expression of Muslim societies in particular, focusing on the experience of heterodoxy and mysticism. In the fourth unit we will approach questions of statecraft and law, identifying major currents in political and legal theory in the Muslim world from the medieval period to contemporary Islamism and reformism in its diverse manifestations.

Examining art, architecture, films, and videos alongside historical, literary, political, theological, legal, and philosophical texts, we will invoke and bring to bear contemporary methods in anthropology, sociology, Islamic studies, comparative political theory, comparative law, international relations, and cultural studies to come to a more dynamic view of Islam.

More specifically, the course will aim to have students understand how and why an account of Islam or any aspect of its history might cohere with the pluralizing trajectories of modernity. No prior knowledge of Islam is required; all texts will be made available in English translation.

**Required Texts**

The following books may be purchased new or used online. Make sure you obtain the correct edition so that you can follow references to pages in class.

Attar, Farid ud-Din. *The Conference of the Birds*, trans. Afkham Darbandi and Dick Davis. Penguin Books, 1984.

Berkey, Jonathan. *The Formation of Islam: Religion and Society in the Near East 600-1800*. Cambridge University Press, 2003.

Sells, Michael. *Approaching the Qur’an: The Early Revelations*. White Cloud Press, 2007.

*The Arabian Nights*, transl. H. Haddawy. Norton, 2008.

Wael Hallaq, *An Introduction to Islamic Law*. Cambridge, 2009

**Course Requirements**

Quizzes and participation 20%

Mid-term exam 30%

Final exam 50%

Please be familiar with University policies on plagiarism. While students are encouraged to share ideas and discoveries with one another, collaboration on assignments is not allowed unless otherwise noted. All papers must be typed and double-spaced.

**Schedule of Class Meetings**

**Week 1**

What is Islam?

* Shahab Ahmed, *What is Islam?* (selections)
* Watch video on website: “The Lost Manuscripts of Timbuktu”

Critical Methodology and the Study of Islam

* Talal Asad, “The Idea of an Anthropology of Islam,” 1986, 4-17
* Sami Zubaida, “Is there a Muslim Society? Ernest Gellner's 'Sociology of Islam,'” *Economy and Society* 24, no.2 (May 1995): 151-188

**Unit 1**

**The Foundations of Arabo-Islamic Thought**

**Week 2**

Approaching the Qur’an

* Jonathon Berkey, *Formation of Islam*, 50-69
* Michael Sells, “Introduction,” in *Approaching the Qur’an: The Early Revelations* (1-35)

Reading the Qur’an

* *The Qur’an* (suras 81-114, read Michael Sells’ translation in *Approaching the Qur’an: The Early Revelations*)

**Week 3**

Islam, Art, and Knowledge

* Valerie Gonzalez. “The Aesthetics of the Solomonic Parable in the Qur’an,” in *Beauty and Islam: Aesthetics in Islamic Art and Architecture*, 2001, 26-41
* *From the Literal to the Spiritual: The Development of Muhammed's Portrayal From 13th c. Ilkhanid Miniatures to 17th century Ottoman Art*

Hermeneutics and the Problem of Meaning

* *The Qur’an* (suras 1 and 12)
* Genesis 37-50
* Saleh, Walid. *Formation of the Classic Tafsir Tradition*, 2004 (1-24, 77-100)

**Week 4**

Framing Reality

* *The Arabian Nights*, transl. Haddawy (selections)

Allegories of Ruin

* *Desert Tracings*, transl. Michael Sells (selections of early Arabic poetry)
* Abu Nuwas, al-Ma’ari (selections)

**Unit 2**

**Case Studies in Islamic History**

**Week 5**

The Historical Muhammad

* Jonathon Berkey, *The Formation of Islam* (selections)
* Leila Ahmed, *Women and Gender in Islam*, 41-63

Christians, Jews, and Others

* *The Yemen in Early Islam* (selections)
* *The Covenant with the Monks of Sinai*
* *The Constitution of Medina*

**Week 6**

Islam in Medieval Europe and Africa

* *The Legacy of Muslim Spain (selections)*
* “The Juula and Expansion of Islam into the Forest” in *A History of Islam in Africa*, ed. Levtizian, Nehemia

The Limits of Culture

* John Hobson, *The Eastern Roots of Western Civilizations (selections)*
* Maria Rosa Menocal, *The Arabic Role in Medieval Literary History: A Forgotten Heritage (selections)*

**Week 7**

The Mughals in India

* *The Last Mughal: The Fall of a Dynasty: Delhi, 1857* (selections)

Islam and the British Empire

* *The Corporation that Changed the World*, ed. Nick Robins (selections)

**Week 8**

Iran and the Shah

* Stephen Kinzer. *All the Shah's Men: An American Coup and the Roots of Middle East Terror* (2003), selections

The Iranian Revolution

* Sami Zubaida, “The Ideological Preconditions for Khomeini's Doctrine of Government,” *Politics and Society* 11, no. 2, 1982, reprinted in *Islam, the State and the People*, 1991
* Sami Zubaida, “Is Iran an Islamic State?” in *Political Islam*, ed. Joel Beinin and Joe Stork. I.B. Tauris, 1997

**Unit Three**

**The Lived Experience of Islam**

**Week 9**

From Faith to Practice

* Vincent Cornell, "Fruit of the Tree of Knowledge: The Relationship between Faith and Practice in Islam" in *The Oxford History of Islam*, 63-105.

Representation and Experience

* Malcolm X (or Malik el-Shabazz), "Mecca," chapter 17 of *The Autobiography of Malcolm X*.
* Farid Esack, "Pepsi Shows the Way" in *On Being a Muslim*, 12-17.
* Ahmadou Kourouma, *The Suns of Independence* (selections)

**Week 10**

The Idea of Heterodoxy

* John Berkey, *Formation of Islam*, 152-158 and 231-257
* *Qur’an* 18:59-82

Sufism

* “Mohammed's Nocturnal Journey to Jerusalem and His Visit to the Seven Heavens and to Hell,” in Jan Knappert, *Swahili Islamic Poetry*, vol. 3, 227-275
* Süleymān Celebī, “The Mevlidi Sherif,” 17-39

**Week 11**

The Mystical Path

* Farid ud-Din Attar, *The Conference of the Birds*

Devotional Poetry and Music

* Ibn ’Arabi, Rumi, Hafiz, Ghalib (selections)
* Nusrat Fateh Ali Khan (musical selections)

**Unit Four**

**Islam, Political Theory, and Modernity**

**Week 12**

Sharia and the Subject

* Asifa Quraishi, “Who Says Sharia Demands the Stoning of Women? A Commentary on Islamic Law and Constitutionalism,” *Berkeley Journal of Middle East and Islamic Law* 2008, 1: 163-177
* Salwa Ismail, “Is there an Islamic Conception of Politics?” In *What is Politics?* Ed. Adrian Leftwich, Polity Press, 2004, 147-165

Meaning, Law, and the Idea of the State

* Wael Hallaq, “Colonizing the Muslim World and its Sharia,” in *An Introduction to Islamic Law*, 2009, 84-114
* Sadiq Reza, “Islam’s Fourth Amendment: Search and Seizure in Islamic Doctrine and Muslim Practice,” 2009, *Georgetown Journal of International Law*, vol. 40, 2009 (selections)

**Week 13**

The Rise of Islamism

* *Princeton Readings in Islamist Thought: Texts and Contexts from al-Banna to Bin-Laden*, ed. Roxanne Euben and Muahammad Qasim Zaman. Princeton: Princeton University Press, 2009, 1-46, 129-135, 145-179, 181-185, 207-212
* Mehran Kamrava, “Introduction to Reformist Islam in Comparative Perspective”

From Ideology to Government

* Roxanne Euben, “Changing Interpretations of Modern and Contemporary Islamic Political Theory,” *Oxford Handbook of Political Theory*, ed. John Dryzek, Bonnie Honig and Anne Phillips, Oxford University Press, 2006, 297-314
* *The People Reloaded: The Green Movement and the Struggle for Iran's Future*, ed. Nader Hashemi and Danny Postel, 2009 (selections)

**Week 14**

Islam and Modernity

* Taji-Farouki, Suha. Modern Muslim Intellectuals and the Qur'an, 2004 (selections)
* Ali Asani. “On Pluralism, Intolerance, and the Qur’an”
* Barkey, Karen. “Islam and Toleration: Studying the Ottoman Imperial Model,” in *International Journal of Politics, Culture, and Society*, Vol. 19, No. 1/2, *The New Sociological Imagination II*, Dec., 2005, pp. 5-19

Islam, Secularism, and Democracy

* Charles Kurzman, “Liberal Islam and its Islamic Context”
* Sadek Sulaiman, “Democracy and *Shura*”
* *Reason, Freedom, and Democracy in Islam: Essential Writings of Abdolkarim Soroush*, transl. Mahmoud Sadri, 2000, selections.
* Talal Assad, “Thinking About Secularism,” *Formations of the Secular*, 2003, 1-20

**2018-183 GSCI 5150 Add Course (guest: Ran Fang)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7311 |
| **Request Proposer** | Feng |
| **Course Title** | Applied Data Analysis in Earth Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > 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** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Applied Data Analysis in Earth Sciences |
| **Course Number** | 5150 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Ran Feng |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | raf17009 |
| **Initiator Email** | [ran.feng@uconn.edu](mailto:ran.feng@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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | Open to graduate students; others with instructor permission. |
| **Corequisites** | None |
| **Recommended Preparation** | Introductory level statistics (equivalent to STATS 1000Q or 1100Q), Introductory level Earth sciences (equivalent to GSCI1050 or 1051) |
| **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** |  |
| **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** | 5150 Applied Data Analysis in Earth Sciences Three credits. Open to graduate students; others with instructor permission. Recommended preparation: Introductory level statistics (equivalent to STATS 1000Q or 1100Q), Introductory level Earth sciences (equivalent to GSCI1050 or 1051). Application of multivariate and time series analysis methods in Earth Sciences, emphasizing conceptual understanding and hands-on application using R. Students interested in mathematically understanding and developing methods should take STAT 5665 and STAT 4825. |
| **Reason for the course action** | There are currently no other classes in the UConn catalog that teaches applied multivariate and time series analysis with a focus on applications in Earth Sciences. |
| **Specify effect on other departments and overlap with existing courses** | The proposed class focuses on application of multivariate and time series analysis methods using datasets from weather, climate, and ecosystem observations. Therefore, although there might be some overlapping with topics offered by Department of Statistics, the content and the level at which this class will be taught are entirely different. |
| **Please provide a brief description of course goals and learning objectives** | The goals of this class are 1) to provide conceptual understanding of multivariate and time series analysis methods that are used to diagnose and predict variance structure and time evolution of observations of climate, weather and ecosystem; 2) to provide comprehensive training on programing using R. |
| **Describe course assessments** | Homework 40%  Final Project 40% (presentation: 20%, write-up: 20%)  Quizzes 20%  Extra credit 5% (attendance, in class participation)  **Homework**  Homework will be completed primarily during the lab session of the class. **Due dates are unnegotiable. Late homework is not acceptable.** Typically, the homework will have a paper-pencil section, which requires you to complete some calculation or code debugging task. The main part of the homework is data analysis. *Your lowest score will be dropped. You will also have the option to redo two of the assignments to update your grade.*  **You are encouraged to discuss homework with each other**. However, all the questions should be solved and written up independently. Identical homework will receive a grade of zero and cannot be redone.  **Project**  The goal of the project is to analyze a dataset that is useful to you. Such a dataset could either be something that you collected for your thesis or simply something that interests you. The goals are to 1) ask interesting and challenging questions about the dataset, 2) answer them with at least two of the methods covered in the class, 3) present your data and findings at the class, 4) write up a clear report on your findings. *The project should be done independently. Any form of plagiarism will result in failing of the course.*  You are strongly encouraged to discuss your ideas and progress with each other and your instructor. **A one-page proposal of your dataset and motivation of the project is expected shortly after the spring/fall break.**    **Quizzes**  A quiz will be given out at the end of each topic (six quizzes total for the semester). It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and commenting the R code. *You will have the option to make corrections (with comments to demonstrate understanding) to two of the quizzes to update your grade.*  **Others**  **Project Guidelines**  **1. One-page proposal (10 points)**  This one-page proposal should be understandable for people who have no expertise in the field. It consists of two parts. The first part introduces background and motivation of the project. The second part introduces the dataset and justifies the methods you want to use (no need to describe the methods, we will cover that in class).  **2. Presentation (20 points)**  A 15 minute presentation is expected. *Presentation is graded by your classmates* on:   * Illustration of questions/motivation (5 points) * Description of dataset(s) and justification of methods (2 points) * Application of methods (5 points) * Discussion of uncertainties/potential improvements (including Q&A) (5 points) * Style (visualization and effectiveness of communication) (3 points)   Notice that technical errors are tolerated in presentations but are expected to be corrected in the final write-up.  **3. Final write-up (10 points)**  A three-page final report (excluding the references and supplementary) is expected at the end of the class. The first page will be the **one-page proposal**, the second and third page will include your results, figures, and tables that support them, discussions on uncertainties/potential improvements, and finally a concluding paragraph. The final write-up should be self-coherent, concise, and understandable to non-experts. Write-up is graded on:   * Correct application and clear justification of methods and results (5 points) * Logical discussion of uncertainties/potential improvements (2 points) * Style (grammar, visualization of figures and tables, effectiveness of communication) (3 points) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_Data\_Analysis\_Mar12.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F119746&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf1c68e04590b4db7696908d6045d2644%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636701195456027426&sdata=7mrG1l%2BDRok9b8Q0x%2F82L9vtY7v5IwzqJTI0ZoOEXnI%3D&reserved=0) | Syllabus\_Data\_Analysis\_Mar12.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Ran Feng | 04/16/2018 - 14:11 | Submit |  | Sighed off and voted by faculty members at the department | | Geosciences | Lisa Park Boush | 04/16/2018 - 14:36 | Approve | ‎4‎/‎10‎/‎2018 | The vote was unanimous. | |

**Syllabus**

**Instructor: Dr. Ran Feng**

Course and Instructor Information

* **Course Title: 5150** Data Analysis in Earth Sciences
* **Credits:** 3
* **Prerequisites:** None
* **Permissions and exclusions**: Graduate Students or instructor’s permission
* **Recommended:** *Introductory level statistics (equivalent to STAT 1000Q or 1100Q), Introductory level Earth sciences (equivalent to GSCI 1050 or 1051)*
* **Lecture**: XXX, Beach Hall XXX.
* **Contact info**: Beach Hall 235, ran.feng@uconn.edu.
* **Office hours:** *to be announced*

Course Materials

None required. Lecture notes will be posted online.

Reading list (recommended):

1. Linear Models with R by Julian J. Faraway, 2009 (Chapter 1 to 7)

2. An Introduction to Applied Multivariate Analysis with R by Brian Everitt and Torsten Hothorn, 2011 (Chapter 1, 3 & 6)

3. Time Series Analysis and Its Application by Robert Shuman and David Stoffer, 2013 (Chapter 3 & 4)

Course Description

**Catalogue Description:**

Application of multivariate and time series analysis methods in Earth sciences, emphasizing on conceptual understanding and hands-on application using R. *Students who are interested in mathematically understanding and developing methods should take STAT 5665 and STAT 4825.*

**Topics**

1. Linear model and hypothesis testing to determine factors influencing Greenland ice loss
2. Autoregressive-integrated moving average model to predict Nino 3.4 index
3. Spectral analysis to detect the periodicity of the Pacific Multi-decadal oscillation
4. Principal component analysis to detect pattern of variation of Pacific sea surface temperature
5. Classification (discriminant analysis, decision trees, nearest neighbor classifiers, support vector machines) to identify different vegetation types from satellite observations of radiative fluxes
6. Cluster analysis (agglomerative and partitioning methods, model-based methods) to detect unique micro-climate from data and climate simulations

Course Objectives

The goals of this class are 1) to provide conceptual understanding of multivariate and time series analysis methods that are used to diagnose and predict variance structure and time evolution of observations of climate, weather and ecosystem; 2) to provide comprehensive training on programing using R.

Computing

Statistical programming language R

Course Requirements and Grading

*The thought behind grading is to provide you plenty of chances to earn a good grade as far as you are motivated and put reasonable amount of effort into learning.*

Homework 40%

Final Project 40% (presentation: 20%, write-up: 20%)

Quizzes 20%

Extra credit 5% (attendance, in class participation)

**Homework**

Homework will be completed primarily during the lab session of the class. **Due dates are unnegotiable. Late homework is not acceptable.** Typically, the homework will have a paper-pencil section, which requires you to complete some calculation or code debugging task. The main part of the homework is data analysis. *Your lowest score will be dropped. You will also have the option to redo two of the assignments to update your grade.*

**You are encouraged to discuss homework with each other**. However, all the questions should be solved and written up independently. Identical homework will receive a grade of zero and cannot be redone.

**Project**

The goal of the project is to analyze a dataset that is useful to you. Such a dataset could either be something that you collected for your thesis or simply something that interests you. The goals are to 1) ask interesting and challenging questions about the dataset, 2) answer them with at least two of the methods covered in the class, 3) present your data and findings at the class, 4) write up a clear report on your findings. *The project should be done independently. Any form of plagiarism will result in failing of the course.*

You are strongly encouraged to discuss your ideas and progress with each other and your instructor. **A one-page proposal of your dataset and motivation of the project is expected shortly after the spring/fall break.**

**Quizzes**

A quiz will be given out at the end of each topic (six quizzes total for the semester). It will not require coding to complete, but consist of multiple-choice questions, basic calculations, and commenting the R code. *You will have the option to make corrections (with comments to demonstrate understanding) to two of the quizzes to update your grade.*

**Others**

**Project Guidelines**

**1. One-page proposal (10 points)**

This one-page proposal should be understandable for people who have no expertise in the field. It consists of two parts. The first part introduces background and motivation of the project. The second part introduces the dataset and justifies the methods you want to use (no need to describe the methods, we will cover that in class).

**2. Presentation (20 points)**

A 15 minute presentation is expected. *Presentation is graded by your classmates* on:

* Illustration of questions/motivation (5 points)
* Description of dataset(s) and justification of methods (2 points)
* Application of methods (5 points)
* Discussion of uncertainties/potential improvements (including Q&A) (5 points)
* Style (visualization and effectiveness of communication) (3 points)

Notice that technical errors are tolerated in presentations but are expected to be corrected in the final write-up.

**3. Final write-up (10 points)**

A three-page final report (excluding the references and supplementary) is expected at the end of the class. The first page will be the **one-page proposal**, the second and third page will include your results, figures, and tables that support them, discussions on uncertainties/potential improvements, and finally a concluding paragraph. The final write-up should be self-coherent, concise, and understandable to non-experts. Write-up is graded on:

* Correct application and clear justification of methods and results (5 points)
* Logical discussion of uncertainties/potential improvements (2 points)
* Style (grammar, visualization of figures and tables, effectiveness of communication) (3 points)

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| **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 |

Students with disabilities

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

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

Student code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/?p=3282)

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

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

Copyrights

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

Policy against Discrimination, Harassment and Inappropriate Romantic relationship

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

**Sexual Assault Reporting Policy**  
To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](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. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Course evaluation

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

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

Course Outline

**\* Notice that the guest lectures likely vary from year to year.**

|  |  |
| --- | --- |
| **Topics** | **Tentative Dates** |
| **Introduction** |  |
| R language, environment, simple data processing |  |
| Data collection (geochemical, satellite, surface observation, ocean CTD data, climate simulations) and availability in Earth science research |  |
| Guest Lecture (Geochemical data) |  |
| Guest Lecture (Geology data) |  |
| Read and write different data formats |  |
| Make line plot |  |
| Make contour plot |  |
| **Linear Regression** |  |
| Construct a simple regression model to predict Greenland mass loss as a function of temperature |  |
| Include more predictors and construct confidence intervals |  |
| Test for statistical significance |  |
| Other forms of regression |  |
| Interpret results |  |
| Guest Lecture (developing new proxy calibration) |  |
| **Homework 1 due** |  |
| **Quiz 1** |  |
| **Autoregressive-Integrated Moving Average Model** |  |
| Nino3.4 index and other indices to detect El Nino-Southern Oscillation |  |
| Construct an autoregressive moving average model to predict Nino3.4 at annual time scale (without seasonal cycle) |  |
| Measure goodness of fit |  |
| Construct an autoregressive moving average model to predict Nino3.4 at monthly time scale (including seasonal cycle) |  |
| **Homework 2 due** |  |
| **Quiz 2** |  |
| **Spectral Analysis** |  |
| Introduction to Fourier transform |  |
| Climate modes of variability |  |
| Detect Pacific Multi-decadal Oscillation using spectral analysis on Nino 3.4 |  |
| Detect changes in magnitude of Nino 3.4 variation at different frequency bands using wavelet analysis |  |
| Test for significance |  |
| Guest lecture (Earthquake detection) |  |
| **Homework 3 due** |  |
| **Quiz 3** |  |
| **Principal Component Analysis** |  |
| Introduction to geometric interpretation of linear algebra |  |
| PCA analysis on annual mean sea surface temperature of Pacific |  |
| Significance test |  |
| Spatial structure of Pacific Multi-decadal Oscillation |  |
| Guest lecture (evaluating regional climate prediction) |  |
| **Homework 4 due** |  |
| **Quiz 4** |  |
| **Classification** |  |
| Introduction to land cover recognition problem |  |
| Different methods to classify the land cover |  |
| Guest lecture (detecting land cover change through Anthropocene) |  |
| **One page proposal due** |  |
| **Homework 5 due** |  |
| **Quiz 5** |  |
| **Cluster Analysis** |  |
| Definition of climate zones |  |
| Objective separation using cluster analysis |  |
| Interpretation of results |  |
| **Homework 6 due** |  |
| **Quiz 6** |  |
| **Class project presentation** |  |
| **Final report due** |  |
|  |  |

**2018-184 AASI/HIST 3530 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7622 |
| **Request Proposer** | Chang |
| **Course Title** | Asian-American Experience Since 1850 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > AASI > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course counts towards the Minor in Asian American Studies. Both departments desire cross-listing |
| **Course Title** | Asian-American Experience Since 1850 |
| **Course Number** | 3530 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jason Chang |
| **Initiator Department** | History |
| **Initiator NetId** | joc11007 |
| **Initiator Email** | [jason.o.chang@uconn.edu](mailto:jason.o.chang@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?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | I am the sole instructor. |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3530. Asian-American Experience Since 1850 (Also offered as AASI 3578.) Three credits. Chang Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination. |
| **Provide proposed title and complete course catalog copy** | HIST 2530. Asian-American Experience Since 1850 (Also offered as AASI 2530.) Three credits. Survey of Asian-American experiences in the United States since 1850. Responses by Asian-Americans to both opportunities and discrimination. |
| **Reason for the course action** | This course is being changed to 2000 level to adhere to sequential offerings in the Asian American Studies Minor. The new course number conveys the introductory nature of the class. |
| **Specify effect on other departments and overlap with existing courses** | The course overlaps with HIST 3554, of which I am the instructor. Content overlaps are minimal as this course focuses upon Asian American populations and follows key methods and concepts in the field of Asian American Studies. |
| **Please provide a brief description of course goals and learning objectives** | This course introduces students to Asian American history through an examination of transnational migrations, social movements, and political economic change in the U.S. Students will learn fundamental historical narratives of Asian Americans in U.S. history, covering the experiences of Chinese, Japanese, Korean, South Asian, Filipino, and Southeast Asian immigrants as well as those of other Pacific Islanders. |
| **Describe course assessments** | Online Discussion Forum, Journal Entries, Quizzes |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST3530\_Syllabus\_Google.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F123705&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc01bd2cf538749bfa2d408d5fc7abfc9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636692526516708902&sdata=71JWO%2BuHnzNF51gFQDs%2FrSUiSj%2B0dv5OY%2FxoBeTVEPc%3D&reserved=0) | HIST3530\_Syllabus\_Google.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jason Chang | 05/11/2018 - 12:08 | Submit |  | Submitting to change course number to 2000 level. | | History | Melina A Pappademos | 05/25/2018 - 01:16 | Approve | 5/25/2018 | This course number change will clarify for students the level of instruction for this survey course. | | AASI | Jason Chang | 07/25/2018 - 22:45 | Approve | 7/25/2018 | This change will support the cohesion of the Institute's minors. | |



HIST 3530

Immigrants and the Shaping of U.S. History

# Syllabus – Spring 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.**

## Course and Instructor Information

**Course Title:** The Asian American Experience Since 1850

**Credits:** 3

**Format:** In Person

**Prerequisites:**  None

**Professor:** Jason Oliver Chang

**Email:** jason.o.chang@uconn.edu

**Office Hours/Availability:** 1-2 Day Response for Questions

## Course Materials

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

A New History of Asian America [LINK](https://www.amazon.com/New-History-Asian-America/dp/041587954X)

Asian America: A Primary Source Reader [LINK](https://www.amazon.com/Asian-America-Primary-Source-Reader/dp/0300195443/ref=sr_1_1?s=books&ie=UTF8&qid=1485292978&sr=1-1&keywords=asian+america+a+primary+source+reader)

**Required Materials:**

Item 1. Google Account. We will be collaborating on a Google Doc and Google Maps, so be sure that you have a free Google account setup. Go to [Google Apps @ UConn](http://g.uconn.edu/step-by-step-instructions-for-setting-up-your-student-google-account/) for help.

Google Apps:

1. [Accessibility Statement](https://www.google.com/accessibility/all-products-features.html)
2. [Privacy Statement](https://www.google.com/edu/trust/)

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

## Course Description

This course introduces students to Asian American history through an examination of transnational migrations, social movements, and political economic change in the U.S. Students will learn fundamental historical narratives of Asian Americans in U.S. history, covering the experiences of Chinese, Japanese, Korean, South Asian, Filipino, and Southeast Asian immigrants as well as those of other Pacific Islanders. The majority of the course will be devoted to the diverse histories of migration, integration, and struggle within Asian American communities from the 19th century to the present. This course pays particular attention to the transformational moment of WWII through the history of Asian American lives and the shifting meaning of race and belonging. Through these histories students will learn about Asian Americans and their relation to other racial and ethnic groups. Students will also learn about the culture and politics of the late 20th century through discussions on the “model minority” stereotype, Asian refugees, Asian Americans in popular culture, and contemporary social movements. In these stories students will find that Asian American history is not merely a narrative of immigrants establishing a home and building community; they also recount the lives of people displaced through war, the expansion of the U.S. imperial state, oppressed by racism, and used as a political and economic wedge against other non-whites. The goal of the course is to use historical inquiry about Asian Americans to develop an awareness of the evolving conditions of racism and the role of racialized Asian-ness in U.S. culture.

## Course Objectives

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

1. Survey fundamental narratives of ethnically diverse different Asian Americans .
2. Comparatively examine the historical development of: transnational dimensions of migration, social and political movements, and identity and community formations.
3. Use bibliographic norms, appraise the appropriateness for the content being cited, and use citations as a research resource.

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| Course Components | Weight |
| Online Discussions | 50% |
|
| Journal Entries | 30% |
| Document Quizzes | 20% |

**Online Discussions**

Discussions are intended to get students actively thinking through a key question in Asian American history: what is the political, economic, and /or social function of constructions of Asian racial difference? In responding to a discussion prompt, you are making an argument about some aspect of Asian American history. You must mention what sources serve as the basis for the thoughts and interpretations you present. In other words this is not a place for “opinion,” but rather the exercise of critical argument. Postings and responses that merely repeat what someone else has said will receive low points.

This course contains 13 discussions. In each of these discussions students write a contribution and comment on at least two other student contributions.

**Journal Entries**

Journals are an opportunity for students to reflect on the topics covered in each module, to think about the “big” questions and issues that make each of the module’s topics unique and worth studying on their own. These are open-ended and need not be structured like a formal essay. However, they are intended to be records of your own thoughts on, and interpretations of, the course materials, not summaries of the readings. Journals that simply summarize texts will receive no grade higher that a “C.” The Reflections should be about 500 words.

This course contains 10 private journal entries.

**Document Quizzes**

Document quizzes are intended to give students practice in critical reading. analyze primary documents in each unit and discuss their significance.

This course contains 5 document quizzes.

**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 |

**Due Dates and Late Policy**

All course due dates are identified in the Husky CT course outline. 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.*

There is no late policy in this class. Challenging circumstances occasionally arise and the instructor will work with students to find an appropriate alternative, on the condition that students contact the instructor BEFORE the due date.

**Feedback and Grades**

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

## Student Responsibilities and Resources

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

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

## Students with Disabilities

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

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

## Software Requirements

The technical requirements for this course include:

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* [Accessibility Information](http://www.adobe.com/accessibility/products/reader.html)
* [Privacy Policy](http://www.adobe.com/privacy.html)
* Reliable internet access
* Google Account
* Ability to screen streaming videos:
* YouTube:  
   [Accessibility Information](https://support.google.com/youtube/answer/189278?hl=en)
* Mediasite:  
   [Accessibility Information](http://www.sonicfoundry.com/wp-content/uploads/2015/10/Mediasite-7-x-Content-Accessibility.pdf)

## Help

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 the [UITS Help Center](http://helpcenter.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.
* Create and manipulate pins, lines, and shapes in Google Maps

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.

**2018-185 AASI/HIST 3554 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7615 |
| **Request Proposer** | Chang |
| **Course Title** | Immigration and the Shaping of U.S. History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course counts towards the minor in Asian American Studies. Both departments are in favor of this cross-listing. |
| **Course Title** | Immigration and the Shaping of U.S. History |
| **Course Number** | 3554 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I'm following History department numbering conventions. We desire to have HIST 3554 cross-listed as AASI 3554. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jason Chang |
| **Initiator Department** | History |
| **Initiator NetId** | joc11007 |
| **Initiator Email** | [jason.o.chang@uconn.edu](mailto:jason.o.chang@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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | I am the sole instructor |

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

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Stamford |
| **If not generally available at all campuses, please explain why** | The course is not staffed at other campuses, except for Mary Cygan at Stamford. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3554. Immigrants and the Shaping of American History Three credits. Recommended preparation: One course in American History. Chang The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” |
| **Provide proposed title and complete course catalog copy** | AASI 3554 / HIST 3554. Immigrants and the Shaping of American History Three credits. Recommended preparation: One course in American History. The origins of immigration to the United States and the interaction of immigrants with the social, political, and economic life of the nation after 1789, with emphasis on such topics as nativism, assimilation, and the “ethnic legacy.” |
| **Reason for the course action** | This course counts towards the minor in Asian American Studies. |
| **Specify effect on other departments and overlap with existing courses** | As a survey of U.S. immigration history, the course does contain some overlap with U.S. history and other courses covering ethnic specific migrations. This course is distinguished by the methods of teaching the transnational dimensions of human movement and the role that migration plays in national developments. |
| **Please provide a brief description of course goals and learning objectives** | Interpret different immigrant experiences according to the three themes of Anglo-Normativity, Transnationalism, and Racial Formation. Examine five periods of immigration history and identify the primary political, economic, and social forces in each to relate them to the experiences of different ethnic groups in order to judge their impact on U.S. society. Use bibliographic norms, appraise the appropriateness for the content being cited, and use citations as a research resource. |
| **Describe course assessments** | Online Discussion Forums, Journal Entries, Quizzes |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST3554\_Syllabus\_Google (1).pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F123683&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbec449bbc3154428455808d5fc78d95c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636692518330483014&sdata=7ehzA1FG7t3vCCtRDt8SBFx4Nq8tvZZjlIU5735BVzc%3D&reserved=0) | HIST3554\_Syllabus\_Google (1).pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jason Chang | 05/11/2018 - 11:15 | Submit |  | Course Cross list | | History | Melina A Pappademos | 06/12/2018 - 22:47 | Approve | 6/12/2018 | This cross-list request reflects appropriate curricular offerings for History and AAASI. | | AASI | Jason Chang | 07/25/2018 - 22:45 | Approve | 7/25/2018 | This change will support the cohesion of the Institute's minors. | |

University of Connecticut, Fall 2017

**HIST 3554: Immigrants and the Shaping of U.S. History**

Class Times Tu/Th 12:30-1:45 @ SU 428

Instructor: Jason Oliver Chang

jason.o.chang@uconn.edu

Office Hours: by appointment

Teaching Assistant: Megan Strei

Office Hours: by appointment

**Course Description**

This course examines the histories of migration and settlement in the U.S. as the foundations for understanding the social categories of race and ethnicity in this country. Rather than segmenting the course along lines of racialized identity in relation to a dominant white society, we will explore relationships between racialized immigrant groups, Native Americans, and other settlers. This course emphasizes two innovative approaches to the study of race relations in the U.S. First, immigration is put in the context of the U.S. as a settler-state engaged in colonization of indigenous lands in North America. Second, the analysis of race and ethnic relations is treated as relational as defined by a constellation of differences. This means that students will approach the study of migration and integration through the formation of race and ethnicity in the U.S. Students will examine specific historical periods and domestic geographies that highlight relationships between different groups revealing the dynamics of non-white group relations, mixed race groups, and ethnic differences within racial groups. The goal of this course is to provide students with a sophisticated understanding the social construction of racial categories and the roles that ethnicity and immigration play in the evolution of American communities.

**Class Policies**

**Class Conduct**: Respectful behavior is expected from everyone in the classroom. This includes raising your hand and waiting when you want to speak, turning *off* cell phones and other electronic devices and showing up to class on time. Texting in class and surfing the internet is not allowed.

**Email**: All electronic communications for the course will occur through regular email.

**Participation / Attendance**: Daily attendance will be taken. Attendance is mandatory and is included in your participation grade; if you are absent, you cannot participate. Medical and Athletic absences will be excused with the appropriate paperwork from the health services or coach. Outside of these exceptions, I do not accept late assignments or missed exams. In order to participate in class you must come to class prepared, having completed the assigned readings by the day they are listed on the schedule below.

**Academic Integrity and Assistance**: There is a zero-tolerance policy for any form of cheating and plagiarism on this campus and in this class. You must familiarize yourself with the definitions and consequences of plagiarism at UConn by working through the Plagarism Module linked below.

<http://irc.uconn.edu/PlagiarismModule/intro_m.htm>

There are many resources on campus to help you avoid plagiarism and strive for academic excellence. Please consult with the Writing Center should you need additional help with writing assignments in this course.

<http://www.writingcenter.uconn.edu/index.php>

**Students with Disabilities**: I will do all in my power to make the appropriate accommodations for students with documented disabilities. This requires clear communication so I urge you to consult with The Center for Students with Disabilities to acquire the necessary paperwork. Please see the following website for more information. <http://www.csd.uconn.edu/>

**Grading**

1. [30%] Map the Text
2. [50%] Unit Reflections
3. [20%] Participation

All assignments and exams will be graded according to structured rubrics. The rubric method of grading is designed to create consistency between individuals and to communicate clear learning objectives.

**Required Text**

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,,,, Spickard, P. (2007). Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity. New York, Routledge.

**2018-186 AASI/HIST 3820 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7531 |
| **Request Proposer** | Zarrow |
| **Course Title** | History of Modern Chinese Political Thought |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This History course is appropriate for students concentrating on the new minor in Asian Studies |
| **Course Title** | History of Modern Chinese Political Thought |
| **Course Number** | 3820 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Peter Zarrow |
| **Initiator Department** | History |
| **Initiator NetId** | pez13004 |
| **Initiator Email** | [peter.zarrow@uconn.edu](mailto:peter.zarrow@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** | 39 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | informal lecture; 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** | I am at Storrs; this course \*could\* be offered at other campuses by faculty there. |
| **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** | HIST 3820. History of Modern Chinese Political Thought Three credits. Survey of Chinese political ideas and ideologies since the nineteenth century. |
| **Provide proposed title and complete course catalog copy** | AASI/HIST 3820. History of Modern Chinese Political Thought Three credits. Survey of Chinese political ideas and ideologies since the nineteenth century. |
| **Reason for the course action** | Cross-listing with AASI will allow students in the Asian Studies minor to receive proper credit. The cross-listed course should possess the same number 3820. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The basic course goal is to familiarize students with the major political debates and "isms" that dominated the Chinese revolution and post-revolutionary periods (c. 1890-today). Learning objectives include an appreciation of the sensitivities and methodologies involved in any study of the "other"; an understanding of the ways ideas (political concepts) are formed and circulate globally; methods of interpreting primary sources (that is, political writings from a variety of translated Chinese texts); and critical thinking and writing (isolating and judging arguments and purposes of texts; and evaluating evidence to produce an argument of one's own). |
| **Describe course assessments** | Grading is based on participation (40%: 20% based on general discussion and 20% based on oral reports), two short papers (20% each), and a final paper (20%). There are no exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3820 SYL fall 2016.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F122553&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C70a1e1733d3248451e2608d5fc7c0d38%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636692532083053801&sdata=W0BC0EDj482Ww7dPkukXpFwomwWNfjhPzkaNkriZGG8%3D&reserved=0) | 3820 SYL fall 2016.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter Zarrow | 05/03/2018 - 05:07 | Submit |  | I propose the cross-listing of an existing course. It will be convenient to use the same course number: HIST3820 - AASI3820. | | History | Melina A Pappademos | 06/12/2018 - 22:42 | Approve | 6/12/2018 | Request to synchronize cross-list course numbers. | | AASI | Jason Chang | 07/25/2018 - 22:51 | Approve | 7/25/2018 | The CAR was changed to a "Revise" request and more detailed catalog copy information was added. This change supports the cohesion of the Institute's minors. | |

**HIST 3820** History of Modern Chinese Political Thought

Tu&Th 12:30-1:45 Prof. Peter Zarrow, Wood Hall 327

Wood Hall 228 office hours: Tu & Th 2-3 and by appointment

Chinese ideas about the legitimacy of the state, the nature of political action, and the immediate and ultimate goals of social life have undergone several fundamental transformations since the late nineteenth century. A disparate group of individual thinkers—buffeted by political chaos, imperialism, and the tides of revolution—examined and re-examined a wide range of Chinese and Western conceptions of the political. Chinese intellectuals discussed social Darwinism, popular sovereignty, liberalism, capitalism, fascism, anarchism, conservatism, and Marxism.

The late Qing period (c. 1880-1911) and the early Republican period (1912-1930s) marked a kind of transitional era from pre-modernity to modernity in political thought. While earlier political thought was extremely rich and multifaceted, it was revolutionized as Chinese intellectuals learned about the West, sometimes impressed by what they learned and sometimes horrified. This transitional period saw a wide-ranging exploration of new ideas and reassessments of old ideas. It was brought to an end—of sorts—by the imposition of state-approved orthodox Marxism, or Maoism by the 1950s. Yet after the death of Mao Zedong, Chinese intellectuals began a new and wide-ranging exploration of political thought that owed much to both China’s new openness and to a recovery of the writings of the earlier transitional period.

This course emphasizes student participation and discussion, based on the reading of secondary and primary sources. The first part of the course reviews the evolution of political thought in China across the “long twentieth century” and introduces its main currents. We read the historical works of both Western and Chinese scholars. The second part of the course focuses on some of the theoretical and methodological issues involved in studying political thought across different cultures. The third part of the course (the second half of the semester) focuses on primary sources: the writings of Chinese intellectuals in translation, mostly from the twentieth century.

Grading is based on participation (40%--20% based on general discussion and 20% based on oral reports), two short papers (20% each), and a final paper (20%).

UConn policies on students’ rights and obligations may be found here:

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

Plagiarism is not permitted; it will result in a grade of 0 and possibly failing the course.

Book to buy:

Timothy Cheek, *The Intellectual in Modern Chinese History* (Cambridge University Press, 2015)

Other readings will be available on HuskyCT

**Class schedule**

**Unit I: OVERVIEW**

8/30 – Course introduction

9/1 – What is *intellectual history*? What is *political thought*?

-Cheek: 1-28

-Liang Qichao, “On Rights,” in Stephen C. Angle and Marina Svensson, trans.

and eds., *The Chinese Human Rights Reader*: 5-15

9/6 – Late Qing reform thought (1895-1915)

-Cheek: 29-69

-Gongzhong Li, “*Republic* in Early Modern China: The Cross-Cultural Dissemination of a Political Concept,” *Chinese Studies in History* 49.3 (Spring 2016), pp. 142-151

9/8 – Early Republican political ideas and movements (1915-1935)

-Cheek: 70-112

-Hui Wang, “The Transformation of Culture and Politics: War, Revolution and the ‘Thought Warfare” of the 1910s,” *Twentieth-Century China* 38.1 (Jan. 2013): 5-33

9/13 – The rise of Marxism/Communism (1936-1956)

-Cheek: 113-162

-Rulun Zhang, “Historiography and Chinese Modernity—A Study of the Historiographical Ideas of Li Dazhao,” *Chinese Studies in History* 49.2 (2016): 80-89

9/15 – Great Leap Forward – Cultural Revolution (1957-1976)

-Cheek: 163-216

-Weili Ye, “Walking a Fine Line: Thoughts on Writing about the History of the People’s Republic of China,” *Chinese Historical Review* 15.2 (Fall 2008): 315-330

9/20 – The Reform Era (1976-1995)

-Cheek: 217-261

-Ren Wanding, “Reflections on the Historical Character of the Democracy Movement,” in Mok Chiu Yu and Frank Harrison, eds., *Voices from Tiananmen Square*, 47-53

9/22 – Contemporary China

-Cheek: 262-319

-Kurt Moser, “Teaching the Bill of Rights in China,” *History Teacher* 43.3 (May 2010): 357-373

**Unit II: Methods / Theory**

9/27 – Problems of language and translation

-John E. Toews, “Intellectual History after the Linguistic Turn,” *American Historical Review* 92 (1987): 879-907

-Juliette Yuehtsen Chung, “Better Science and Better Race?” *Journal of the*

*History of Science in Society* 105.4(Dec. 2014): 793-802

9/29 – Translation 2

-Douglas Howland, “The Predicament of Ideas in Culture: Translation and Historiography,” *History and Theory* 42 (Feb. 2013): 45-60

-Ko-wu Huang, “The Origin and Evolution of the Concept of *Mixin* (Superstition),” *Chinese Studies in History* 49.2 (2016): 54-79

10/4 – The Eurocentrism problem

-Takashi Shogimen, “Dialogue, Eurocentrism, and Comparative Political Theory: A View from Cross-Cultural Intellectual History,” *Journal of the History of Ideas*, 77.2 (2016): 323-345

-Stefan Gaarsmand Jacobsen, “Limits to Despotism: Idealizations of Chinese Governance and Legitimizations of Absolutist Europe,” Journal of Early Modern History 17.4 (2013): 347-389.

10/6 – Globalizing the history of thought

-Samuel Moyn and Andrew Sartori, “Approaches to Global Intellectual History,” in *Global Intellectual History* (Columbia, 2013): 3-30

-David Armitage, “The International Turn in Intellectual History,” in *Rethinking Modern European Intellectual History* (Oxford, 2014): 232-252

\*\*\*paper 1 due\*\*\*

**Unit III: Chinese Texts, 1890-1949**

10/11 – Confucianism: idealism & critique

-Huang Zongxi: from *Waiting for the Dawn*, pp. 89-121 & 188-215

10/13 – Confucianism: practical administration

-“Chinese Statecraft,” Wm. Theodore de Bary and Richard Lufrano, eds., *Sources of Chinese Tradition*, pp. 155-198

10/18 – Utopianism

-Kang Youwei, *Ta t’ung shu: The One-World Philosophy of K’ang Yu-wei* (trans. Laurence G. Thompson), pp. 134-182

-Yan Fu and Kang Youwei: reformist writings in de Bary and Lufrano, *SCT* vol. 2: 254-270

10/20

NO CLASS

10/25 – Critique

-Tan Sitong, *An Exposition of Benevolence* (trans. Chan Sin-wai), 55-65 & 153- 196

10/27 – The 1911 Revolution

-Tsou Jung [Zou Rong], *The Revolutionary Army*, 51-98

-Zhang Binglin [Zhang Taiyan], “Explaining the ‘Republic of China’” in *The Stockholm Journal of East Asian Studies*, vol. 8 (1997): 15-40

-Hu Hanmin, “The Six Principles of the *People’s Report*” in de Bary and Lufrano, *SCT* vol. 2: 316-319

11/1 – Feminism; the “woman question”

-He-Yin Zhen, “On the Question of Women’s Liberation,” in Lydia H. Liu et al., *The Birth of Chinese Feminism*: 53-71

-He-Yin Zhen, “Economic Revolution and Women’s Revolution: 92-104, in ibid.

-Liang Qichao, “On Women’s Education”: 189-203, in ibid.

11/3 – “May Fourth” fiction

-Lu Xun, “Diary of a Madman”; “Medicine”; “The True Story of Ah Q”

\*\*\*paper 2 due\*\*\*

11/8 – Liberalism

-Hu Shi, “The Civilizations of the East and the West,” in Charles A. Beard, *Whither Mankind: A Panorama of Modern Civilization* (New York: Longmans, Green & Co., 1928): 25-41

-Chen Duxiu, “The French and Modern Civilization” and “The Constitution and Confucianism” in Angle and Svennson: 62-76

11/10 – The Nationalists’ ideology

-Sun Yat-sen, “San Min Chu-I” and “The Five-Power Constitution” in *Memoirs of a Chinese Revolutionary*, 225-238 & 239-254

-Chiang Kai-shek, “Problems of Revolution and Reconstruction,” in *China’s Destiny*, 177-212

11/15 – 11/17

NO CLASSES

*(11/20-26: Thanksgiving vacation)*

11/29 – Maoism 1

-Mao Zedong, “On Practice,” “On Contradiction,” and “On New Democracy” in *Selected Works of Mao Tse-tung* vol. 1: 295-347, vol. 3: 106-156

11/31 – Maoism 2

-Mao Zedong, “Talk on the Yenan [Yan’an] Forum on Art and Literature,” *Selected Words of Mao Tze-tung* vol. 4: 63-93; and “On the Correct Handling of Contradictions –“Among the People” in Timothy Cheek, ed., *Secret Speeches of Chairman Mao*: 131-189

12/6 – Tiananmen: 1989, and after

-Zhu Xueqin, “For a Chinese Liberalism” in Chaohua Wang, ed., *One China, Many Paths*, 87-107

-Wang Hui, “Contemporary Chinese Thought and the Question of Modernity,”

trans. Rebecca Karl, in *China’s New Order*, 139-187

-Xu Jilin, “The Fate of an Enlightenment—Twenty Years in the Chinese Intellectual Sphere (1978-1998),” trans. Geremie Barme and Gloria Davies, *East Asian History* 20 (Dec 2000)

12/8 – Conclusions

-Timothy Cheek, “Mao: Revolution, and Memory,” in Timothy Cheek, *A Critical Introduction to Mao*, 3-30

-Cheek: 320-331

\*\*\*paper 3 due\*\*\* {{{there is no final exam}}}

**Further (selected) readings**

**primary sources in translation**

The works of Mao Zedong are online at the “Marxist Internet Archive”: <http://www.marxists.org/reference/archive/mao/index.htm> (other Chinese Communists’ works are also archived there)

Sun Yat-sen’s 1924 lectures on the “Three People’s Principles” are online: <http://larouchejapan.com/japanese/drupal-6.14/sites/default/files/text/San-Min-Chu-I_FINAL.pdf>

Stephen C. Angle and Marina Svensson, eds., *The Chinese Human Rights Reader: Documents and Commentary, 1900-2000*, M.E. Sharpe, 2001

Chang Chih-Tung [ZHANG Zhidong], *China’s Only Hope: An Appeal by Her Greatest Viceroy*

*Chang Chih-Tung, with the Sanction of the Present Emperor, Kwang Sü*, trans. Samuel I. Woodbridge, Edinburgh: Oliphant, Anderson & Ferrier, 1901

Chiang Kai-Shek, *China’s Destiny*, trans, Wang Chung-hui, Macmillan, 1947 [*China’s Destiny and Chinese Economic Theory*, Leiden: Global Oriental, 2013]

Amy D. Dooling and Kristina Torgeson, eds., *Writing Women in Modern China*, Columbia University Press, 1998

Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko, eds., *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*, Columbia University Press, 2013

Mao Zedong, *Mao’s Road to Power: Revolutionary Writings, 1912-1949*, ed. Stuart R. Schram, M.E. Sharpe, 1992-

—, *The Secret Speeches of Chairman Mao: From the Hundred Flowers to the Great Leap Forward*, eds. Roderick MacFarquhar, Timothy Cheek, and Eugene Wu, CEAS, Harvard University Press, 1989.

Sun Yat-sen, *The Three Principles of the People*, trans. Frank W. Price, New York: Da Capo Press, 1975

Geremie Barmé and John Minford, *Seeds of Fire: Chinese Voices of Conscience*, New York: Hill and Wang, 1988

Geremie Barmé and Linda Jaivin, *New Ghosts, Old Dreams: Chinese Rebel Voices*, New York: Times Books, 1989

**Secondary studies**

**General & background**

Pamela Crossley, *A Translucent Mirror: History and Identity in Qing Imperial Ideology*, University of California Press, 2002

Benjamin A. Elman, *From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China*, Harvard University Asia Center, 1985

—, *Classicism, Politics, and Kinship: The Ch’ang-chou School of New Text Confucianism in Late Imperial China*, University of California Press, 1990

—, *A Cultural History of Civil Examinations in Late Imperial China*, University of California Press, 2000

Stephen C. Angle, *Human Rights in Chinese Thought: A Cross-Cultural Inquiry*, Cambridge University Press, 2002

Prasenjit Duara, *Rescuing History From the Nation: Questioning Narratives of Modern China*

Joshua A. Fogel and Peter Zarrow, eds., *Imagining the People: Chinese Intellectuals and the Concept of Citizenship, 1890-1920*, M.E. Sharpe, 1997

Charlotte Furth, ed., *The Limits of Change*, Harvard University Press, 1976

Merle Goldman and Leo Ou-fan Lee, eds., *An Intellectual History of Modern China*, Cambridge University Press, 2002

Joseph R. Levenson, *Confucian China and Its Modern Fate: A Trilogy*, University of California Press, 1965

Lydia H. Liu, *The Clash of Empires: The Invention of China in Modern World Making*, Harvard University Press, 2006

Thomas A. Metzger, *Escape from Predicament: Neo-Confucianism and China’s Evolving Political Culture*, Columbia University Press, 1977

—, A Cloud Across the Pacific: *Essays on the Clash between Chinese and Western Political Theories Today*, Chinese University Press, 2006

Donald Munro, *The Imperial Style of Inquiry in Twentieth-Century China: The Emergence of New Approaches*, University of Michigan Press, 1996

Andrew Nathan, *Chinese Democracy*, University of California Press, 1986

Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980*

Jing Tsu, *Failure, Nationalism, and Literature: The Making of Modern Chinese Identity, 1895-1937*, Stanford University Press, 2005

**Unit I － Reform and Revolution (c. 1890-1912)**

Michael Gasster, *Chinese Intellectuals and the Revolution of­ 1911: The Birth of Modern Chinese Radicalism*, University of Washington Press, 1969

Hao Chang, *Chinese Intellectuals in Crisis*, University of California Press, 1987

*—*, *Liang Ch’i-ch’ao and Intellectual Transition in China, 1890-1907*, Harvard University Press, 1971

Jiang Qing, *A Confucian Constitutional Order: How China's Ancient Past Can Shape Its Political Future*, Princeton University Press, 2012

Kung-chuan Hsiao, *A Modern China and a New World: Kang Yu-wei, Reformer, and Utopian, 1858-­1927*, University of Washington Press, 1975

Joan Judge, *Print and Politics:* Shibao *and the Culture of Reform in Late Qing China* Stanford University Press, 1997

—, *The Precious Raft of History: The Past, the West, and the Woman Question in China*, Stanford University Press, 2010

Rebecca E. Karl, *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*, Duke University Press, 2002

Rebecca E. Karl and Peter Zarrow, eds., *Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China*, Harvard University Asia Center, 2002

Joseph R. Levenson, *Liang Ch’i-ch’ao and the Mind of Modern China*, Harvard University Press, 1959

Brian Moloughney and Peter Zarrow, eds., *Transforming History: The Making of A Modern Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012

Viren Murthy, *The Political Philosophy of Zhang Taiyan: The Resistance of Consciousness,* Brill, 2011

Mary Backus Rankin, *Early Chinese Revolutionaries: Radical Intellectuals in Shanghai and Chekiang, 1902-1911*, Harvard University Press, 1974

Benjamin I. Schwartz, *In Search of Wealth and Power: Yen Fu and the West*, Belknap Press, Harvard University, 1964

Kenji Shimada (SHIMADA Kenji; trans. Joshua A. Fogel), *Pioneer of the Chinese Revolution: Zhang Binglin and Confucianism*, Stanford University Press, 1990

Young-tsu Wong, *Search for Modern Nationalism: Zhang Binglin and Revolutionary China, 1869-1936*, Oxford University Press, 1989

—, *Beyond Confucian China: The Rival Discourses of Kang Youwei and Zhang Binglin*, Routledge, 2010

Peter Zarrow, *Anarchism and Chinese Political Culture*, Columbia University Press, 1990

—, *After Empire: The Conceptual Transformation of the Chinese State, 1885-1924*, Stanford University Press, 2012

**Unit II － Liberalism, Feminism, Nationalism, Traditionalism (c.1912-1930)**

Guy S. Alitto, *The Last Confucian: Liang Shu-ming and the Chinese Dilemma of Modernity*, University of California Press, 1986

Tani Barlow, ed., *Gender Politics in Modern China: Writing and Feminism*, Duke University Press, 1994

Tse-tsung Chow, *The May Fourth Movement: Intellectual Revolution in Modern China*, Harvard University Press, 1960

Arif Dirlik, *Anarchism in the Chinese Revolution*, University of California Press, 1993

—, Guannan Li, and Hsiao-pei Yen, eds., *Sociology and Anthropology in Twentieth-Century China: Between Universalism and Indigenism*, Chinese University Press, 2012

John Fitzgerald, *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*, Stanford University Press, 1998

Jerome B. Grieder, *Hu Shih and the Chinese Renaissance: Liberalism in the Chinese Revolution, 1917-1937*, Harvard University Press, 1970

Leigh K. Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao*, Cambridge University Press, 2010

D.W.Y. Kwok, *Scientism in Chinese Thought, 1900-1950*, Yale University Press, 1965

Yusheng Lin, *The Crisis of Chinese Consciousness*, University of Wisconsin Press, 1979

Lydia H. Liu, *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937*, Stanford University Press, 1995

John Makeham, ed., *New Confucianism: A Critical Examination*, Palgrave Macmillan, 2003

—, ed., *Learning to Emulate the Wise: The Genesis of Chinese Philosophy as an Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012

*—*, ed., *Transforming Consciousness: Yogacara Thought in Modern China*, Oxford University Press, 2014

Brian Moloughney and Peter Zarrow, eds., *Transforming History: The Making of A Modern Academic Discipline in Twentieth-Century China*, Chinese University Press, 2012

Vera Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*, University of California Press, 1990

Timothy B. Weston, *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*, University of California Press, 2002

Xiaoqun Xu, *Cosmopolitanism, Nationalism, and Individualism in Modern China: The Chenbao Fukan and the New Culture Era, 1918-1928*, Lexington Books, Rowman & Littlefield, 2014.

Wang Zheng, *Women in the Chinese Enlightenment: Oral and Textual Histories*, University of California Press, 1999

**Unit III － Marxism, Maoism (c.1915- )**

David E. Apter and Tony Saich, *Revolutionary Discourse in Mao’s Republic*, Harvard University Press, 1998

Timothy Cheek, *Propaganda and Culture in Mao's China: Deng Tuo and the Intelligentsia*, Oxford University Press, 1998

Arif Dirlik, *Revolution and History: Origins of Marxist Historiography in China, 1919-1937*, University of California Press, 1989

—, *The Origins of Chinese Communism*, Oxford University Press, 1989

Amy D. Dooling, ed.,*Writing Women in Modern China: The Revolutionary Years, 1936-1976*, Columbia University Press, 2005

Lee Feigon, *Chen Duxiu: Founder of the Chinese Communist Party*, Princeton University Press, 1983

Maurice Meisner, *Li Ta-chao and the Origins of Chinese Marxism*, Harvard University Press, 1967

*—*, *Mao Zedong: A Political and Intellectual Portrait*, Polity, 2006

R. Keith Schoppa, *Blood Road: The Mystery of Shen Dingyi in Revolutionary China*, University of California, 1998

Frederick Wakeman Jr*.,­ History and Will: Philosophical Perspectives of Mao Tse-tung’s Thought*, University ofCalifornia Press, 1973

Brantly Womack, *The Foundations of Mao Zedong’s Political Thought, 1917-1935*, University of Hawaii Press, 1982

Raymond­ Wylie, *The Emergence of Maoism: Mao Tse-tung, Ch’en Po-ta, and the Search for Chinese Theory, 1935-1945*, Stanford University Press, 1980

Wen-hsin Yeh, *Provincial Passages: Culture, Space, and the Origins of Chinese Communism*, California Press, 1996

**Unit IV － since Mao (1976-)**

Chaohua Wang, ed., *One China, Many Paths*, Verso, 2005

Hui Wang [WANG Hui], *China's New Order: Society, Politics, and Economy in Transition*, Harvard University Press, 2006

*—*, *The End of the Revolution: China and the Limits of Modernity*, Verso, 2011

*—*, *The Politics of Imagining Asia*, Harvard University Press, 2011

Geremie Barmé, *In the Red: On Contemporary Chinese Culture*, New York: Columbia University Press, 1999

Stephen C. Angle, *Contemporary Confucian Political Philosophy*, Polity, 2012

William A. Callahan, *China Dreams: 20 Visions of the Future*, Oxford University Press, 2013

Gloria Davies, *Worrying about China: The Language of Chinese Critical Inquiry*, Harvard University Press, 2009

Qing Jiang [JIANG Qing], *A Confucian Constitutional Order: How China's Ancient Past Can Shape Its Political Future*, Princeton University Press, 2012

John Makeham, *Lost Soul: "Confucianism" in Contemporary Chinese Academic Discourse*, Harvard University Asia Center, 2008

**2018-187 AASI/HIST 3822 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7471 |
| **Request Proposer** | Zarrow |
| **Course Title** | Modern China |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > AASI > College of Liberal Arts and Sciences > Return > History > AASI > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course is suitable for students majoring/minoring in either/both History and Asian Studies |
| **Course Title** | Modern China |
| **Course Number** | 3822 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Peter Zarrow |
| **Initiator Department** | History |
| **Initiator NetId** | pez13004 |
| **Initiator Email** | [peter.zarrow@uconn.edu](mailto:peter.zarrow@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** | 39 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures & 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** | This course as proposed here is personally taught by me; it \*could\* be taught at other campuses if faculty there desired. |
| **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** | HIST 3822 Modern China Three credits. Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. |
| **Provide proposed title and complete course catalog copy** | AASI/HIST 3822 Modern China Three credits. Survey of patterns of modern China since 1800. Topics will include reforms and revolutions, industrialization and urbanization, and family and population growth. |
| **Reason for the course action** | To take the existing HIST3822 "Modern China" and cross-list with the new Asian Studies minor. The cross-listed course should share the same number (3822). |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | The basic course goal is to familiarize students with the motive force of modern Chinese history through stages of revolution and reform over the last two hundred years. Learning objectives include an appreciation of the sensitivities and methodologies involved in any study of the "other": methods of interpreting primary sources (that is, documents produced by Chinese themselves during the period covered by the course, including fiction and also to a limited extent photographs and film); and critical thinking and writing (isolating and judging arguments and purposes of texts; and evaluating evidence to produce an argument of one's own). |
| **Describe course assessments** | There are no exams; grading is based on: class participation: 25%; a class report: 25%; reaction papers (1-2-page papers based on the reading assignment): 25%; and a term paper (15-20 double-spaced pages; may cover the same territory as the class report): 25%. Weekly reading assignments usually include a section of the textbook plus a reading in a primary source, or two to three excerpts from primary sources. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Hist3822 SYL spr2017.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F122386&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd58807c5f0ad416ebaea08d5fc7fb55e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636692547787434426&sdata=yRyr5Qgb0AmACAAogH1FtH9WchZEwTcmAEVPEMBb5uU%3D&reserved=0) | Hist3822 SYL spr2017.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Peter Zarrow | 05/02/2018 - 06:00 | Submit |  | This CAR is simply to take the existing course listed under History and cross-list it for AASI to help/encourage Asian Studies students to find it. | | History | Melina A Pappademos | 06/12/2018 - 22:40 | Approve | 6/12/2018 | This CAR will support better student enrollments for this course. | | AASI | Jason Chang | 07/25/2018 - 11:26 | Approve | 7/25/2018 | These changes are essential to the cohesion of the institute's curriculum. | | College of Liberal Arts and Sciences | Pamela Bedore | 07/25/2018 - 19:14 | Return |  | This course is a revision (add cross-list) and not a new course. I'm returning it, as only the proposer can change the key box on the first page from "Add Course" to "Revise Course." Once you've done this, there may be a few other questions that pop up, but I believe most of your materials will remain the same. I'm sending an email as well! PB. | | Return | Peter Zarrow | 07/25/2018 - 22:53 | Resubmit |  | Purpose of 'revise course' is to cross-list. | | History | Melina A Pappademos | 07/25/2018 - 23:40 | Approve | 6/26/2018 | This will cross list the course to benefit majors/minors and general enrollments. | | AASI | Jason Chang | 07/26/2018 - 16:10 | Approve | 7/26/2018 | Changes confirmed and course details elaborated. | |

**HIST 3822. Modern China** Prof. Peter Zarrow

Spring 2017 Wood Hall 327

Tu/Th 9:30-10:45, ITE119 office hours: Th 11-12:30 & by appt.

**CLASS SCHEDULE**

**UNIT I: Overview – 3 weeks**

Jan. 17: Introduction; China today

Jan. 19: Lecture: Overview 1: imperial polity & geography

Discussion: Qing conquest and consolidation (1640s-1680s)

*Readings*: Kenley, *Modern Chinese History*: 1-9; “Kangxi –writings”

Jan. 24: Overview 2: “late imperial China” (the Ming-Qing world)

Discussion: 17th c. critique of despotism

Kenley, 11-18; Huang Tsung-hsi [Zongxi], “Waiting for the Dawn”

Jan. 26: Overview 3: “domestic unrest and foreign threats”: the 19th century

Discussion: imperialism and revolt

Kenley, 19-29; Wakeman, “Strangers”

*\*reaction paper due*

Jan. 31: Overview 4: radicalism and revolution (c. 1895-1949)

Discussion: economic & political decline

Kenley, 31-58; Mao, “Hunan 1927”

Feb. 2: Overview 5: “Communist China” (1949-)

Discussion: establishing power

Kenley, 59-77; Hershatter, “Widow”

*\*reaction paper due*

**Unit II: The Qing world through the 19th century – 3 weeks**

Feb. 7: Qing formation, conquest, and consolidation

*Discussion*: how to make an empire

Review Kenley, 1-9; “Qing Conquest”; “Yangzhou Massacre”

Feb. 9: Structural problems at the end of the 18th century

Discussion: everyday life: family & gender

Fei Xiaotong, “Family (The Chia)”; Francis L.K. Hsu, “Family”; Susan Mann,

“Body” *\*term paper topic paragraph due*

Feb. 14: The Opium War (1839-42); imperialism

Discussion: state breakdown

Review Kenley, 11-19; James M. Polachek, “1840”; Johanna Meskill, “Taiwan 18th c.”

Feb. 16: The Taiping Rebellion and domestic unrest

Discussion: Who were the Taipings?

Review Kenley, 19-29; “The Taiping Imperial Declaration”; “The Land System”;

“The Trimetrical Classic”

Feb. 21: The Tongzhi Restoration and reforms

Discussion: late Qing reformism: a new ideology?

Benjamin Schwartz, “Yan Fu”; Hao Chang, “The New

Citizen”

Feb. 23: Reform, reaction, revolt, and return to reform: 1898-1901

Discussion: utopianism, reform, and revolution

Kang Youwei, “Class…”; T’an Ssu-t’ung [Tan Sitong], “Renxue”

*\*reaction paper due*

**Unit III: The Republic of China: 4 weeks**

Feb. 28: Toward the 1911 Revolution: nationalism and republicanism

Discussion: revolutionary nationalism

Review Kenley, 31-38; Zou Rong [Tsou Jung], *Revolutionary Army*; Zhang

Kaiyuan, “Anti-Manchuism”

Mar. 2: The 1911 Revolution

Discussion: feminism

Liang Qichao, “Women’s Education”; He-Yin Zhen, “Women”; Qiu Jin, “Jingwei Bird”

Mar. 7: Establishing a Republic: politicization & warlordism

Discussion: the fiction of Lu Xun

Review Kenley, 39-47; Lu Xun, “Diary of a Madman”; “Medicine”;

“The True Story of Ah Q” *\*reaction paper due*

Mar. 9: New Culture, May Fourth

Discussion: women in fiction and fact

Chen Hengzhe, “One Day”; Ding Ling, “Miss Sophia’s Diary”; David Strand, “Woman’s Republic”

{ *March 12-19: spring break* }

Mar. 21: The Comintern, Nationalists (GMD) & Communists (CCP)

Discussion: regime legitimation and political struggle

Review Kenley, 49-57; Sun Yat-sen, “Three People’s Principles…”

Frederic Wakeman, Jr., “Nanjing Decade”:

*\*revised term paper topic paragraph due*

Mar. 23: The Nanjing Decade

Discussion: women in the first half of the 20th century

Xiao Hong, “Abandoned Child”; Ting Ling [Ding Ling], “Hsia Village”; Wang

Zheng, “Lu Lihua”

Mar. 28: NO CLASS …

Mar. 30: NO CLASS (work on papers: prepare *annotated bibliography*; prepare talks)

Apr. 4: The early history of the CCP; coming of war

Discussion: left-wing fiction 1930-1950

Mao Dun, “Spring Silkworms”; Chao Shu-li [Zhao Shuli], “Lucky”; Gao Lanting, “Huaiyiwan”

*\* “Annotated Bibliography” due; be prepared to discuss in class*

Apr 6: Sino-Japanese War

Discussion: Maoism and revolution

Edgar Snow, “Mao’s Autobiograph”;Mao Zedong, “On New Democracy”

**Unit IV: The People’s Republic of China (4 weeks)**

April 11: The triumph of the CCP

Discussion: stories of land reform (Western reportage)

William Hinton, *Fanshen*; Isabel and David Crook, “Ten Mile Inn”; Edward Friedman, “Silent Revolution”

Apr. 13: Establishing the PRC

Discussion: control and collectivization

Review Kenley, 59-67; Maurice Meisner, “1950s/Cities”; Michael Frolic, “A Foot of Mud”; Lowell Dittmer, “Engineering Revolution”

Apr. 18: Continuing the revolution 1: Great Leap Forward

Discussion: Maoism in charge

Mao Zedong, “On the Correct Handling of Contradictions…”; “Talks at the Beidaihe Conference”

Apr. 20: Continuing the revolution 2: The Cultural Revolution

Discussion: CR memoirs

Gao Yuan, “Smashing the Four Olds*”*; Liang Heng, “Are You a Bloodsucker?”

Yue Daiyun, “Unleashing the Violence”

Apr. 25: “Dengist reforms”

Discussion: dilemmas of modernization

Review Kenley, 69-77; Paul A. Cohen, “Post-Mao Reforms”; Tang Tsou, “Political Change and Reform”

Apr. 27: The democratic movement and economic rise

Discussion: democratic voices

Wei Jingsheng, “Human Rights…”; Fang Lizhi, “Interview”; Ren Wanding, “Reflections”

**COURSE NOTES**

**China today** is in the midst of the fastest economic and social-cultural transformation of any nation in history. The Chinese economy is today, by many measurements, the world’s largest. Whether we can sum up conditions in China as “socialism with Chinese characteristics,” “mercantilist capitalism,” “East Asian authoritarian developmentalism” or some other label, China cannot be understood without knowledge of its revolutionary heritage and long-standing technologies of mass mobilization. And the revolutionary heritage of the twentieth century cannot be understood without knowledge of the political, socio-economic, and cultural systems that came under great strain in the nineteenth century.

“China” today—that is, the territory marked by generally recognized boundaries—is itself a direct product of the Qing Empire (1644-1912), which expanded its borders to nearly double the territories claimed by the Ming Empire (1368-1644). The Qing state was falling apart in the nineteenth century, but China was strengthened and reestablished through revolutionary movements (Nationalist as well as Communist) over the course of the twentieth century.

**Grading for this class is based on the following work:**

-class participation: 25%

-class report: 25%

-reaction papers: 25%

-term paper: 25%

Class participation (discussion; class report) is mandatory and a major part of

your grade.

“Reactions papers” are 1-2 page informal discussions of the assigned reading,

answering the question: what did I get out of this reading?

There are no exams in this course.

**Notes:**

1. Plagiarism is not tolerated. See <http://irc.uconn.edu/PlagiarismModule/intro_m.htm>.

2. Provisions will be made for students with disabilities.

See <http://www.csd.uconn.edu/accommodation_services.html>.

3. Attendance is encouraged; class participation and student reports count toward your final grade.

4. Laptops, mobile phones, and other electronic doodads may not be used during

lectures.

**CLASS REPORT**

By week 4, students will select a topic in consultation with me, and starting about week 5, students will be expected to give one report (15-20 minutes) on a specific topic, based on a monograph, original source, and/or several articles. For example, a report on a topic such as the 1911 Revolution, or Qing dynasty novels, or the origins of Chinese Marxism, or the “scar literature” movement of the 1980s, or contemporary Chinese anime.

Time periods to consider: the “high Qing” (18th century); the late Qing (1840-1911); the early Republic (1912-); the Nationalist Party (Guomindang); the Communist Party; the Maoist era (1949-1976); the Reform era (1976-).

For topics, think about your interests: political change, war, international relations (imperialism), cultural trends, intellectual life, art, literature, economic development…. Then we can narrow it down. You can get more ideas by glancing through the book titles in the “Selected Bibliography” in the syllabus on HuskyCT.

**TERM PAPER**

A 15-20 page paper (double-spaced) will be due on the day of the final exam. The paper will examine a historical question of your choice (in consultation with me). It may or may not be the same topic as your class report. The term paper will, however, be more focused than the class report, and present an argument.

In addition to finding relevant monographs on the topic, students will be expected to use primary sources in translation (when possible), and to search for several articles via databases such as *Google Scholar* and *Historical Abstracts*.

**READINGS\***

The textbook for this course can be obtained at the UConn Co-op:

- *Textbook*: David Kenley, *Modern Chinese History*

- other readings will be made available through *HuskyCT*

*-* NOTE: a useful start for your class report and term paper may be found in the

“Selected Bibliography” attached to this syllabus in *HuskyCT*.

\*Students lead busy lives, or so I am told. Most classes have several readings assignments. If you cannot complete all the readings before class, pick one of them (in addition to any of the brief textbook assignments).

**PRONOUNCING CHINESE**

Chinese is written in characters, not an alphabet; the process of transliterating the sounds of Chinese characters into is called Romanization. There are many dialects of Chinese but Mandarin has become the national standard since the early twentieth century; however, the standard (traditional) Romanization for some place names and personal names represents local dialect sounds. Two major cases relevant for this course are:

Sun Yat-sen (if Romanized Mandarin, = Sun Yixian; aka Sun Zhongshan)

Chiang Kai-shek (if Romanized Mandarin, = Jiang Jieshi; aka Jiang Zhongzheng)

Chinese is also a tonal language, a fact that we will ignore in this course.

**Romanization of Chinese**

There have been many systems for transliterating Chinese characters into Roman letters, but there are two main ones, the Wades-Giles system, and *Hanyu pinyin*. Wades-Giles was standard in Western writing about China until around the 1990s, when scholars began to switch to *pinyin*, which has been standard in Mainland China since 1949. Wades-Giles is still more common in Taiwan, and still used in some Western publications. I suggest you use *pinyin* in your own writing as this is used in the large majority of publications in the West now. Some of the main differences that you need to be aware of when you read are as follows:

Wades-Giles *pinyin*

Mao Tse-tung Mao Zedong

Teng Hsiao-p’ing Deng Xiaoping

Kuomintang Guomindang

For a full conversion table, see <http://library.ust.hk/guides/opac/conversion-tables.html>

Place names have also been written in different ways (though the difference is between the old China Postal Map Romanization and *pinyin*, not WG and *pinyin*):

Peking = Beijing, Nanking = Nanjing,

Sinkiang = Xinjiang, Kiangsu = Jiangsu,

Szechwan = Sichuan, Canton = Guangzhou,

Tientsin = Tianjin, Chekiang = Zhejiang,

Fukien = Fujian, Shensi = Shaanxi (the double ‘a’ deviates from *pinyin*, to mark a different tone from than neighboring Shanxi.

**How to pronounce *pinyin*:**

(NB: most sounds in Chinese are actually easy for English speakers to pronounce; it’s the Romanization that’s tricky)

-‘Q’ = ‘*ch*’ Qu Qiubai = Chu Cheeo-bai

-‘X’ = ‘*sh*’ Xinjiang = Shin-jeeang

-‘C’ = ‘*ts*’ Shen Congwen = Shen Tsung-wen

-‘Zh’ = ‘*j*’ Xu Zhimo = Shu Jir-muo

-‘a’ = ‘ah’ lama = lah-mah

-‘e’ = ‘uh’ Hebei = Huh-bei

-‘i’ = ‘ee’ Xi Jinping = Shee Jin-ping

-‘i’ = ‘ir’ when at the end of the syllable (except ‘xi’) = ‘ir’ Zhang Zhidong = Jang Jir-doong

-‘u’ = oo Hu Shi = Hoo Shir

-‘u’ after **y** then like German **ü**ber or French l**u**ne Yu Yingshi = Yü Ying-shir

There are many pronunciation guides on the Internet, see for example: <http://www.ctcfl.ox.ac.uk/pinyin_notes.htm>

<https://www.youtube.com/watch?v=b9Ayvjy-Dgs>

<https://en.wikipedia.org/wiki/Pinyin>

<http://www.pinyin.info/rules/index.html>

Names will become easier to remember if you are confident about saying them. So do familiarize yourself with pronunciation, but don’t worry if you are not sure or make mistakes!

**Chinese names**

Chinese family names come before the given name. So if you just want to use someone’s family name, use the name that comes first. For example, “Mao called for a cultural revolution”; **not** “Zedong called for a cultural revolution.” **In ‘real life’ it’s important that you get this right**.

Well into the twentieth century, it was common for elite Chinese to be known by several different personal names, which might be honorific or which they themselves might change according to how they wished to present themselves. You don’t need to worry too much about this, but note that the early 20th century scholar and intellectual Zhang Binglin = Zhang Taiyan (WG: Chang Ping-lin, Chang T’ai-yen).

Here are some other examples just for fun. Hu Shi (intellectual, scholar, university president, ambassador) was originally Hu Shizhi, but because “zhi” was a particle in the classical language, while he promoted the vernacular language, he dropped it from his name. The revolutionary leader Sun Yat-sen (Mandarin: Sun Yixian) began to call himself Sun Zhongshan while he was in exile in Japan, apparently because “Zhongshan” when pronounced in Japanese simply sounds more Japanese than would the characters for Yixian. Today in China is most commonly call Sun Zhongshan. Traditional literati might adopt a new name to signify some important change in their life or thinking. The modern historian Fan Wenlan changed his name several times while he was in college.

Some Chinese people who live in the West write their names in the Western way, as the author Jung Chang does. ‘Chang’ is her family name. In cases like this, it can be difficult to tell which is the family name unless you speak Chinese. But if the person you are writing about lives/lived in China or Taiwan assume that the name that comes first is their family name. The *New York Times* style is to refer to Chinese people using family-name first. (The *Times* also refers to Koreans family-name first; however, it strangely Westernizes Japanese names by using personal-name first, contrary to Japanese practice. Thus for the *Times*: Chinese president: XI Jinping; Korean president (for now): PARK Geun-hye, but Japanese prime minister: Shinzo ABE, while in academic writing it is ABE Shinzo.)

**SELECTED BIBLIOGRAPHY**

(This list is partial and idiosyncratic; categories are vague, overlapping, and arbitrary; it focuses on monographs, with a few edited collections of articles but does not include journal articles).

“\*” = simply a text that I particularly like for one reason or another; all works listed below are worthwhile.

red = new works

1. **Qing world/late imperial China**

**1A. Ming-Qing (14th c.-19th c.)**

(The many volumes in *The Cambridge History of China* provide good starting points for many topics)

Timothy Brook, *The Confusions of Pleasure: Commerce and Culture in Ming China*

Wm. Theodore de Bary, ed., *Self and Society in Ming Thought*

*-----*, *The Liberal Tradition in China*

\* Lloyd Eastman, *Family, Fields, and Ancestors: Constancy and Change in China’s Social and Economic History, 1550-1949*

R. Bin Wong, *China Transformed: Historical Change and the Limits of European Experience*

Philip C.C. Huang, *The Peasant Economy and Social Change in North China*

-----, *The Peasant Family and Rural Development in the Yangzi Delta, 1350-1988*

Evelyn S. Rawski, *Early Modern China and Northeast Asia*

**1B. The Qing Dynasty (1644-1912)**

Frederic Wakeman, Jr., *The Great Enterprise: The Manchu Reconstruction of Imperial Order in Seventeenth-Century China*

\* Philip Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768*

Susan Naquin and Evelyn S. Rawski, *Chinese Society in the Eighteenth Century*

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy*

Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia*

Mark C. Elliott, *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*

-----, *Emperor Qianlong: Son of Heaven, Man of the World*

\* Jonathan D. Spence, *The Death of Woman Wang*

-----, *Emperor of China: Self-Portrait of K'ang-Hsi*

*-----*, *Treason by the Book*

Susan Mann, *Precious Records: Women in China's Long Eighteenth Century*

Matthew Sommer, *Polyandry and Wife-Selling in Qing Dynasty China*

David Johnson, Andrew J. Nathan, and Evelyn S. Rawski, eds., *Popular Culture in Late Imperial China*

Evelyn S. Rawski, *The Last Emperors: A Social History of Qing Imperial Institutions*

Pamela Crossley, *A Translucent Mirror: History and Identity in Qing Imperial Ideology*

Benjamin A. Elman, *From Philosophy to Philology: Intellectual and Social Aspects of Change in Late Imperial China*

-----, *A Cultural History of Civil Examinations in Late Imperial China*

James A. Cook et al., eds., *Visualizing Modern China*

William T. Rowe, *Saving the World: Chen Hongmou and Elite Consciousness in Eighteenth-Century China*

-----, *Hankow: Commerce and Society in a Chinese City, 1796-1889*

-----, *Hankow: Conflict and Community in a Chinese City, 1796-1895*

Susan Naquin, *Peking: Temples and City Life, 1400-1900*

Lillian Li, *Fighting Famine in North China: State, Market, and Environmental Decline, 1690s- 1990*

**2. Toward Modern China**

**2A. 19th century China (and sometimes beyond), general**

\* Philip A. Kuhn, *Origins of the Modern Chinese State*

\* Elizabeth J. Perry, *Rebels and Revolutionaries in North China, 1845-1945*

Kathryn Bernhardt, *Rent, Taxes, and Peasant­ Resistance: The Lower Yangzi Region, 1840-1950*

Wen-hsin Yeh, *Shanghai Splendor: Economic Sentiments and the Making of Modern China, 1843-1949*

Li Chen, *Chinese Law in Imperial Eyes*

Shellen Xiao Wu, *Empires of Coal*

Loren Brandt, *Commercialization and Agricultural Development in Central and Eastern China: 1870-1937*

\* Henrietta Harrison, *The Man Awakened from Dreams: One Man’s Life in a North China Village, 1857-1942*

David Faure, *Rural Economy of Pre-Liberation China: Trade Expansion and Peasant Livelihood in Jiangsu and Guangdong, 1870 to 1937*

Jeffrey N. Wasserstrom, *Global Shanghai, 1850-2010*

-----, ed., *The Oxford Illustrated History of Modern China*

Paul A. Cohen, *Discovering History in China: American Historical Writing on the Recent Chinese Past*

**2B. Opium War / Taiping Rebellion / Western imperialism**

Frederic Wakeman, Jr., *Strangers at the Gate: Social Disorder in South China, 1839-1861*

James Polachek, *The Inner Opium War*

Arthur Waley, *The Opium War through Chinese Eyes*

Timothy Brook and Bob Wakabayashi, *Opium Regimes: China, Britain, and Japan, 1839-1952*

Philip A. Kuhn, *Rebellion and its Enemies* *in Late Imperial China: Militarization and Social*

*Structure, 1796-1864*

Jonathan Spence, *God’s Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*

Stephen Platt, *Autumn in the Heavenly Kingdom*

\* Tobie Meyer-Fong, *What Remains: Coming to Terms with Civil War in 19th Century China*

\* James L. Hevia, *English Lessons: The Pedagogy of Imperialism in Nineteenth-Century China*

**2B. Late Qing reformism / State decline~1860-1911**

\* Mary Clabaugh Wright, *The Last Stand of Chinese Conservatism*

Meng Yue, *Shanghai and the Edges of Empires*

Stephen R. Halsey, *Quest for Power*

Kung-chuan Hsiao, *Rural China: Imperial Control in the Nineteenth Century*

S. C. M. Paine, *The Sino-Japanese War of 1894-1895: Perceptions, Power and Primacy*

Jane Hunter, *The Gospel of Gentility: American Women in Turn-of-the-Century China*

Rebecca E. Karl and Peter Zarrow, eds., *Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China*

*\** Joseph Esherick, *The Origins of the Boxer Uprising*

Robert Bickers, ed., *Boxers, China and the World*

David Silbey, *The Boxer Rebellion and the Great Game in China*

\* Paul A. Cohen,*History in Three Keys: The Boxers as Event, Experience, and Myth*

Mary Backus Rankin, *Elite Activism and Political Transformation in China: Zhejiang Province, 1865-1911*

**2C. Radicalism and the 1911 Revolution**

Mary Backus Rankin, *Early Chinese Revolutionaries: Radical Intellectuals in Shanghai and Chekiang, 1902-1911*

Joan Judge, *Print and Politics: ‘Shibao’ and the Culture of Reform in Late Qing China*

\* Benjamin Schwartz, *In Search of Wealth and Power: Yen Fu and the West*

Paul A. Cohen, *Between Tradition and Modernity: Wang Tʻao and Reform in Late Chʻing China*

-----, *History in Three Keys: The Boxers as Event, Experience, and Myth*

Frank Dikötter, *The Discourse of Race in Modern China*

Mary Wright, ed., *China in Revolution: The First Phase, 1900-1913*

\* Joseph Esherick, *Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei*

\* Edward J. M. Rhoads, *Manchus and Han: Ethnic Relations and Political Power in Late Ch’ing and Early Republican China, 1861–1928*

Michael Gasster, *Chinese Intellectuals and the Revolution of­ 1911: The Birth of Modern Chinese Radicalism*

Peter Zarrow, *Anarchism and Chinese Political Culture*

Rebecca Karl, *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*

**2D. 19th / 20th century histories**

Timothy Cheek, *The Intellectual in Modern Chinese History*

Peter Zarrow, *China in War and Revolution 1895-1949*

Bryna Goodman, *Native Place, City, and Nation: Regional Networks and Identities in Shanghai, 1853-1937*

Rebecca Karl, *Mao Zedong and China in the Twentieth-Century World*

\* Jiwei Ci, *Dialectic of the Chinese Revolution: From Utopianism to Hedonism*

**3. 1900-1949**

**3A. Republic of China (~1912-~1949): political & socioeconomic history**

\* Prasenjit Duara, *Culture, Power, and the State: Rural North China, 1900-1942*

-----, *Rescuing History From the­ Nation: Questioning Narratives of Modern China*

\*Henrietta Harrison, *The Making of the Republican Citizen: Political Ceremonies and Symbols in China, 1911-1929*

Ernest P. Young, *Yuan Shih-kai’s Rise to the Presidency*

-----, *The Presidency of Yuan Shih-k’ai*

Julia C. Strauss, *Strong Institutions in Weak Polities: State Building in Republican China*

Ramon­ Myers, *The Chinese Peasant Economy: Agricultural Development in Hopei and Shantung, 1890-1949 (Harvard University Press, 1970)*

Justin M. Jacobs, *Xinjiang and the Modern Chinese State*

\* Marie-Claire Bergère, *Sun Yat-sen*

\* David Strand, *An Unfinished Republic: Leading by Word and Deed in Modern China*

Rana Mitter, *A Bitter Revolution: China’s Struggle with the Modern World*

Marie-Claire­ Bergère, *The Golden Age of the Chinese Bourgeoisie, 1911-1937*

*Frederic Wakeman, Spymaster: Dai Li and the Chinese Secret Service*

Joseph W. Esherick, *Remaking the Chinese City: Modernity and National Identity, 1900-1950*

\* David Strand, *Rickshaw Beijing: City People and Politics in the 1920s*

Madeleine Yue Dong, *Republican Beijing: The City and its Histories*

Janet Y. Chen,*Guilty of Indigence: The Urban Poor in China, 1900-1953*

Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*

Gail Hershatter, *The Workers of Tianjin, 1900-1949*

Andrew D. Morris, *A History of Sport and Physical Culture in Republican China*

Thomas G. Rawski, *China’s Republican Economy: An Introduction*

-----, *Economic Growth in Prewar China*

**3B. Republic of China: intellectual & cultural history (general)**

\* Jonathan Spence, *The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980*

Joseph R. Levenson, *Confucian China and Its Modern Fate: A Trilogy*

\* Wen-hsin Yeh, ed., *Becoming Chinese: Passages to Modernity and Beyond*

Jerome B. Grieder, *Intellectuals and the State in Modern­ China*

Arif­ Dirlik, *Anarchism in the Chinese Revolution*

Sally Borthwick, *Education and Social Change in China: The Beginning of the Modern Era*

Robert Culp, *Articulating Citizenship: Civic Education and Student Politics in Southeastern China, 1912-1940*

Frank Dikötter, *Things Modern: Material Culture and Everyday Life in China*

Christopher Rea, *The Age of Irreverence*

**3C. Warlordism; Rise of Nationalists (1916-1937)**

Edward W. McCord, *The Power of the Gun: The Emergence of Modern Chinese Warlordism*

Hsi-sheng Ch’i, *Warlord Politics in China, 1916-1928*

Lloyd Eastman, *The Abortive Revolution: China under Nationalist Rule, 1927-1937*

-----, *The Nationalist Era in China, 1927-1949*

\* John Fitzgerald, *Awakening China: Politics, Culture, and Class in the Nationalist Revolution*

\* Elizabeth J. Perry, *Shanghai on Strike: The Politics of Chinese Labor*

-----, *Patrolling the Revolution: Worker Militias, Citizenship, and the Modern Chinese State*

Frederic Wakeman Jr., *Policing Shanghai, 1927-1937*

-----, *The Shanghai Badlands: Wartime Terrorism and Urban Crime, 1937-1941*

**3D. May Fourth movement / New Culture movement (1915-~1925)**

Tse-tsung Chow, *The May Fourth Movement: Intellectual Revolution in Modern China*

\* Vera Schwarcz, *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*

Yüsheng Lin, *The Crisis of Chinese Consciousness: Radical Anti-traditionalism in the May Fourth Er*a

Jeffrey Wasserstrom, *Student Protests­ in Twentieth-Century China: The View from Shanghai*

Timothy B. Weston, *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929*

Edmund Fung, *In Search of Chinese Democracy: Civil Opposition in Nationalist China,*

*1929-1949*

*Gloria Davies, Lu Xun’s Revolution: Writing in a Time of Violence*

Felicity Lufkin, *Folk Art and Modern Culture in Republican China*

Shakhar Rahav, *The Rise of Political Intellectuals in Modern China*

Chang-tai Hung, *Going to the People: Chinese Intellectuals and Folk Literature*

Xiaoqun Xu, *Cosmopolitanism, Nationalism and Individualism in Modern China*

**3D. gender, women’s history**

Elisabeth Croll, *Feminism and Socialism in China*

Ono Kazuko, *Chinese Women in a Century of Revolution, 1850-1950*

Mechthild Leutner and Nicola Spakowski, eds., *Women in China: The Republican Period in Historical Perspective*

Lisa Rofel, *Other Modernities: Gendered Yearnings in China after Socialism*

Christina Gilmartin, *Engendering the Chinese Revolution: Radical Women, Communist Politics, and Mass Movements in the 1920s*

Emily Honig, *Sisters and­ Strangers: Women in the Shanghai Cotton Mills, 1919-1949*

\* Gail Hershatter, *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai*

-----*, The Gender of Memory: Rural Women and China’s Collective Past*

Denise Gimpel, *Chen Hengzhe: A Life Between Orthodoxies*

Wang Zheng, *Women in the Chinese Enlightenment*

\* Haiyan Lee, *Revolution of the Heart: A Genealogy of Love in China, 1900-1950*

\* Eugenia Lean, *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*

Judith Stacey, *Patriarchy and Socialist Revolution in China*

Angelina Chin, *Bound to Empancipate: Working Women and Urban Citizenship in Early*

*Twentieth Century China and Hong Kong*

Tani Barlow, ed., *Gender Politics in Modern China: Writing and Feminism*

Delia Davin, *Woman-Work: Woman and the Party in Revolutionary China*

Kay ann Johnson, *Women, the Family, and Peasant Revolution in China*

**3E. Communist Revolution (1920s-1949) and Resist-Japan War (1937-45)**

**(3E-1: CCP & revolution)**

Lucien Bianco, *Peasants Without the Party: Grass-roots Movements in Twentieth-Century China*

\* -----, *Origins of the Chinese Revolution*

\*Arif Dirlik, *The Origins of Chinese­ Communism*

Hans van de Ven, *From Friend to­ Comrade: The Founding of the Chinese Communist Party, 1920-1927*

Maurice Meisner, *Li Ta-chao and the Origins of Chinese Marxism*

Wen-hsin Yeh, *Provincial Passages: Culture, Space, and the Origins of Chinese Communism*

*\** Harold R. Isaacs, *The Tragedy of the Chinese Revolution*

\* David E. Apter and Tony Saich, *Revolutionary Discourse in Mao’s Republic*

David Apter and Timothy Cheeks, eds., *Wang Shiwai and “Wild Lilies”: Rectification and Purges in the CCP, 1942-44*

\* Stephen Averill, *Revolution in the Highlands: China’s Jinggangshan Base Area*

Kathleen Hartford and Steven M. Goldstein, eds., *Single Sparks: China’s Rural Revolutions*

Raymond­ Wylie, *The Emergence of Maoism: Mao Tse-tung, Ch’en Po-ta, and the Search for Chinese Theory, 1935-1945*

Brantly Womack, *The Foundations of Mao Zedong’s Political Thought, 1917-1935*

Yung-fa Chen, *Making Revolution: The Communist Movement in Eastern and Central China, 1937–1945*

David Goodman,­ *Social and Political Change in Revolutionary China: The Taihang Base Area in the War of Resistance to Japan, 1937-1945*

MarkSelden, *China in Revolution: The Yenan Way Revisited*

Ralph Thaxton, *Salt of the Earth: The Political Origins of Peasant Protest and Communist Revolution in China*

Odoric Wou,­ *Mobilizing the Masses: Building Revolution in Henan*

Chongyi Feng and David Goodman, eds., *North China at War: The Social Ecology of Revolution, 1937-1945*

Tony Saich and Hans van de Ven, eds., *New Perspectives on the Chinese Communist Revolution*

Chalmers Johnson, *Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945*

Isabel Crook, Christina K., Gilmartin, Xiji Yu, and Gail Hershatter, *Prosperity’s Predicament: Identity, Reform, and Resistance in Rural Wartime China*

**(3E-2: war & civil war)**

Hsi-sheng Ch’i, *Nationalist China at War: Military Defeats and Political Collapse, 1937-1945*

\* James C. Hsiung and Steven I. Levine, eds., *China’s Bitter Victory: The War with Japan, 1937-1945*

Lloyd E. Eastman, *Seeds of Destruction: Nationalist China in War and Revolution, 1937-1949*

David P. Barrett and Larry N. Shyu, eds., *China in the Anti-Japanese War, 1937-1945: Politics, Culture, and Society*

-----, *Chinese Collaboration with Japan, 1932-1945*

\* Rana Mitter, *China’s War with Japan, 1937-1945: The Struggle for Survival*

\* Hans J. van de Ven, *War and Nationalism in China, 1925-1945*

Micah Muscolino, *The Ecology of War in China*

R. Keith Schoppa, *In a Sea of Bitterness: Refugees during the Sino-Japanese War*

Diana Lary and Stephen MacKinnon, *The Scars of War: The Impact of War on Modern*

*China*

\*MacKinnon, Stephen, *Wuhan, 1938: Refugees, and the Making of Modern China*

Pauline Keating, *Two Revolutions: Village Reconstruction and the Cooperative Movement in Northern Shaanxi*

Margherita Zanasi, *Saving the Nation: Economic Modernity in Republican China*

Timothy Brook, *Collaboration: Japanese Agents and Local Elites in Wartime China*

Diana Lary, *China’s Civil War*

*-----, The Chinese People at War: Human Suffering and Social Transformation*

Jay Taylor, *The Generalissimo: Chiang Kai-shek and the Struggled for Modern China*

Rana Mitter, *The Manchurian Myth: Nationalism, Resistance and Collaboration in Modern China*

Odd Arne Westad, *Decisive Encounters: The Chinese Civil War, 1946-1950*

Suzanne, Pepper, *Civil War in China: The Political Struggle, 1945-1949*

**4. Maoist era 1949-1976**

Timothy Creek,ed., *A Critical Introduction to Mao Zedong*

Alexander Pantsov and Steven Levine, *Mao: The Real Story*

Jonathan Spence, *Mao Zedong*

John Starr, *Continuing the Revolution: The Political Thought of Mao*

Andrew Walder, *China Under Mao: A Revolution Derailed*

\* Edward Friedman, Paul G. Pickowicz, Mark Selden, *Chinese Village, Socialist State*

-----, *Revolution, Resistance, and Reform in Village China*

Vivienne Shue, *The Reach of the State: Sketches of the Chinese Body Politic*

Jeremy Brown and Matthew D. Johnson, eds., *Maoism at the Grassroots: Everyday Life in China’s Era of High Socialism*

Judith Shapiro, *Mao’s War Against Nature: Politics and the Environment in Revolutionary China*

Jeremy Brown, *City versus Countryside in Mao’s China: Negotiating the*

Paul Pickowicz and Jeremy Brown, eds., *Dilemmas of Victory: The Early Years of the People’s Republic*

Lu Xiaobo and Elizabeth J. Perry*, Danwei: The Changing Chinese Workplace in Historical and Comparative Perspective*

Andrew G. Walder, *China Under Mao: A Revolution Derailed*

**4A. From land reform to the Great Leap Forward, 1949-1961**

\* Franz Schurmann, *Ideology and Organization in Communist China*

William L. Parish and Martin King Whyte, *Village and Family in Contemporary China*

-----, *Urban Life in Contemporary China*

Richard C. Kraus, *Class Conflict in Chinese Socialism*

Chang-tai Hung, *Mao’s New World: Political Culture in the Early People’s Republic*

Frank Dikötter, *The Tragedy of Liberation: A History of the Chinese Revolution, 1945-1957.*

-----, *Mao’s Great Famine: The History of China’s Most Devastating Catastrophe, 1958-62*

Yang Jisheng, *Tombstone: The Untold Story of Mao’s Great Famine*

Felix Wemheuer and Kimberly Ens Manning, *Eating Bitterness: New Perspectives on China’s* Great Leap Forward and Famine

Felix Wemheuer, *Famine Politics in Maoist China and the Soviet*

Ralph A. Thaxton, *Catastrophe and Contention in Rural China: Mao’s Great Leap Forward Famine and the Origins of Righteous Resistance in Da Fo*

**4B. The Cultural Revolution (1961-1976)**

(Numerous memoirs of the Cultural Revolution have been written and published in English, not listed here)

Joseph W. Esherick et al., eds., *The Chinese Cultural Revolution as History*

Jeremy Brown and Matthew D. Johnson, eds., *Maoism at the Grassroots*

Elizabeth J. Perry and Li Xun, *Proletarian Power: Shanghai in the Cultural Revolution*

Chunjuan Nancy Wei and Darryl E. Brock, eds., *Mr. Science and Chairman Mao’s Cultural Revolution*

Frederick Wakeman Jr.,­ *History and Will: Philosophical Perspectives of Mao Tse-tung’s Thought*

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

Xiang Cai, *Revolution and Its Narratives*

Roderick MacFarquhar and Michael Schoenhals*, Mao’s Last Revolution*

Roderick MacFarquhar, *The Origins of the Cultural Revolution*

Lynn T. White III, *Politics of Chaos: The Organizational Causes of Violence in China’s*

*Cultural Revolution*

Michel Bonnin, *The Lost Generation: The Rustication of China’s Educated Youth (1968-1980)*

Woei Lien Chong, ed., *China’s Great Proletarian Cultural Revolution: Master Narratives and*

*Post-Mao Counternarratives*

Michel Bonnin, *The Lost Generation: The Rustication of China’s Educated Youth, 1968-1980*

Yang Su, *Collective Killings in Rural China during the Cultural Revolution*

Anita Chan et al., *On Socialist Democracy and the Chinese Legal System: The Li Yizhe Debates*

**5. “Reform era,” 1976-**

Jean C. Oi, *Rural China Takes Off: Institutional Foundations of Economic Reform*

Sebastian Heilmann and Elizabeth J. Perry, eds., *Mao’s Invisible Hand: The Political Foundations of Adaptive Governance in China*

Elizabeth J. Perry and Merle Goldman, eds., *Grassroots Political Reform in Contemporary China*

\* Elizabeth J. Perry, *Challenging the Mandate of Heaven: Social Protest and State Power in China*

Xiaobo Lu and Elizabeth Perry, *Danwei: The Chinese Chinese Workplace in Historical and Comparative Perspective*

\* Hui Wang [Wang Hui], *China’s New Order: Society, Politics and Economy in Transition*

David Goodman, ed., *Beijing Street Voices: The Poetry and Politics of China’s Democracy Movements*

Baogang He, *The Democratic Implications of Civil Society in China*

\* Chun Lin, *The Transformation of Chinese Socialism*

\* Dorothy J. Solinger, *Contesting Citizenship in Urban China*

Alexander V. Pantsov and Steven I Levine, *Deng Xiaoping: A Revolutionary Life*

Bruce J. Dickson, *Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change*

\* Elizabeth J. Perry and Mark Selden, eds., *Chinese Society: Change, Conflict, and Resistance*

Kevin O’Brien, *Reform without Liberalization: China’s NPC and the Politics of Institutional Change*

**SOME WEBSITES**

chinadigitaltimes.net [news about China from a critical/dissenter point of view]

blog.lareviewofbooks.org/chinablog [reflections of China-scholars & observers]

en.people.cn/ [official organ of the CCP]

[www.chinasmack.com](http://www.chinasmack.com) [newspaper representing the government’s point of view]

[www.hrw.org/asia/china](http://www.hrw.org/asia/china) [Human Rights Watch]

granitestudio.org [personal blog of an American teacher and China-scholar in Beijing]

[www.chinafile.com](http://www.chinafile.com) [news analysis/blogging from China-journalists]

[cmp.hku.hk](http://cmp.hku.hk) [media watch group at Hong Kong University]

**SOME DOCUMENTARIES**

“Gate of Heavenly Peace,” dir. Carma Hinton, Long Bow Group; on Youtube (on the Tiananmen Square democracy movement, 1989; free); https://www.youtube.com/watch?v=1Gtt2JxmQtg

“Li Manshan: Portrait of a Folk Daoist,” dir Stephen Jones; on Vimeo (on traditional religion in China today; free); <https://vimeo.com/155660741>

“Small Happiness,” dir. Carma Hinton, Long Bow Group (on the lives of village women since the Communist Revolution)

“Morning Sun,” dir. Carma Hinton, Long Bow Group (on the Cultural Revolution, 1960s)

**2018-188 AASI/HIST 3841 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7613 |
| **Request Proposer** | Tran |
| **Course Title** | Empire and Nation in Southeast Asia |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > AASI > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course doubles as a history class and a course in the new minor in Asian studies. |
| **Course Title** | Empire and Nation in Southeast Asia |
| **Course Number** | 3841 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It's a 3000 level course. The 3800 in the history department is for Asian history, and I have used 3840 series for Southeast Asian history. I would like to keep the existing number to avoid confusion and to aid in recruitment. |

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| **CONTACT INFO** | |
| **Initiator Name** | Nu-Anh Tran |
| **Initiator Department** | History |
| **Initiator NetId** | nut13001 |
| **Initiator Email** | [nu-anh.tran@uconn.edu](mailto:nu-anh.tran@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** | I am the sole instructor. |

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

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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** | I belong to the Storrs-based faculty, and the other campuses do not staff my specialization. |
| **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** | HIST 3841. Empire and Nation in Southeast Asia Three credits. Prerequisite: Open to sophomores or higher. Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. |
| **Provide proposed title and complete course catalog copy** | AASI/HIST 3841. Empire and Nation in Southeast Asia Three credits. Prerequisite: Open to sophomores or higher. Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. |
| **Reason for the course action** | Cross-listing |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Course goals: Learn the modern history of the largest countries in Southeast Asia; understand the impact of western imperialism; appreciate the political and economic transformations of the post-independence period. Learning objectives: Analyze texts, write argumentative essays, and critically assess arguments. |
| **Describe course assessments** | Midterm and non-cumulative final exam, both of which feature a mix of multiple choice and essay questions. There will be two papers, one that requires analysis of a primary source, and other features critique of a secondary source. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [History of Modern SEA sample syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F123678&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C2d98c13e860744a4c49b08d5f327fae5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636682275394010992&sdata=aMwpxF167fgaFl1OZHT%2BHNhgm8QGVruQZoSc%2F1uo72U%3D&reserved=0) | History of Modern SEA sample syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nu-Anh Tran | 05/11/2018 - 11:11 | Submit |  | Submitted as part of curriculum working lunch. | | History | Melina A Pappademos | 06/12/2018 - 22:43 | Approve | 6/12/2018 | This course will support greater depth of Asianist course offerings in History. | | AASI | Jason Chang | 07/25/2018 - 22:42 | Approve | 7/25/2018 | This change will support the cohesion of the Institute's minors. | |

**HISTORY OF MODERN SOUTHEAST ASIA**

Prof Nu-Anh Tran Tu, Thu 9:30-10:45, Info Tech Eng 119

nu-anh.tran@uconn.edu Course number: HIST 3098-002

Wood Hall 207, Tues 2-3:30

Office phone: 860-486-3565

This course will introduce you to the history of Southeast Asia from the 17th century to the present. The region encompasses the mainland countries of Burma, Thailand, Cambodia, Laos, and Vietnam, and the island region of Malaysia, Indonesia, Singapore, Brunei, East Timor, and the Philippines. Rather than follow the national histories of the region’s many countries, we will consider Southeast Asia through a series of chronologically-arranged themes: the region’s politics and society prior to European dominance, the role of Southeast Asia in early modern global trade, the shift from early modern imperialism to modern colonialism in the 19th century, the emergence of nationalism, and the rise of independent states after WWII. We will examine Southeast Asian pasts by posing questions, such as: How do we define Southeast Asia? How did colonialism transform the economic, political, and social life in the region? How did Southeast Asian nationalist movements give rise to authoritarian states? We will explore these questions by analyzing a variety of primary sources and secondary sources.

**REQUIRED TEXTS**

Jean Gelman Taylor, *Social World of Batavia* (University of Wisconsis Press, 2nd ed., 2009)

James Scott, *The Moral Economy of the Peasant* (Yale University Press, 1979)

Maria Rosa Henson, *Comfort Woman* (Rowman & Littlefield, 1999)

All of the required texts are available at the UConn Co-op Bookstore. All readings marked with an asterisk (\*) will be available on HuskyCT. When possible, the readings have also been placed on course reserve.

**Assignments and Grades**

Your learning will be graded based on five components: a) weekly journals, class participation, and a quiz, b) a primary source analysis, c) a book review, and d) a research paper.

**Journals & class participation = 10%**

Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should be thoughtful and clear and should fully address all questions in the prompt, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. Should you write more than 1 page, feel free to print on both sides of the paper.

Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. Please strive to contribute at least once during each discussion.

**Primary source analysis = 20%**

Paper #1 (3-5 pages, double-spaced) is a thesis-driven essay that analyzes a single issue in one of the following texts: Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman,* or Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam.* Although you may consult additional primary sources and secondary sources, you should rely on your own interpretation, and most of your citations should reference the primary text.

**Book review = 20%**

You will write a review (2-4 pages, double spaced) of one of the following: *Social World of Batavia* or *Moral Economy of the Peasant.* We will be reading selections from both books in class, but you should read the full book to write your review.

**Research Paper = 30%**

The final paper is thesis-driven essay that analyzes any aspect of modern Southeast Asian history. The paper should be 12-15 pages, double spaced, and should include endnotes and a bibliography. Paper topics must be approved by the instructor.

**Final Exam and map quiz = 20%**

The final will include identification, short answer, and essay questions. The map quiz will be worth 5%. The final exam will be worth 15%.

**Grading Scale**

94 - 100 A

90 - 93 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

**Policies**

*Absences and late work:* When you are absent, you may receive credit for journals *only* if it is submitted *on time* via email. This means that I do not accept late journals except for extenuating circumstances. (Please do not submit journals via email when you are not absent.) The grade for the book review, primary source analysis, and research paper will be lowered one full grade every day they are late. If you are sick or anticipate being absent on the day of a quiz or on a day when an assignment is due, please contact me.

*Office hours, email:* My office hours are a chance for you to discuss writing assignments, lectures, readings, and any other course-related thoughts that you may have. If you cannot come to office hours due to other regular formal commitments, please contact me for an appointment. Although I may be in my office during other hours of the week, I may not be available to meet with you. Feel free to email me, but allow 1-2 days for a response. Please do not leave homework or any material of a timely nature in my office or mailbox unless I have specifically instructed you to do so.

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**Campus Resources and Universty Policies**

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860-486-2020, csd@uconn.edu

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860-486-4705

*Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships***:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.   
   
*Sexual Assault Reporting Policy*: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

**SCHEDULE OF READINGS**

**EARLY MODERN SOUTHEAST ASIA**

**1. Locating Southeast Asia**

**Jan 20-22**

\*Anthony Reid, introduction to *Southeast Asia in the Age of Commerce,* vol. 1 (1-10)

\*Donald Emmerson, “‘Southeast Asia’: What’s in a Name?” *Journal of Southeast Asian Studies* 15, no. 1 (Mar 1984): 1-21.

**2. Age of Commerce**

**Jan 27-29**

\*Muhammad Rabi Ibn Muhammad Ibrahim, *Ship of Sulaiman,* 1-5,87-126

\*Simon de la Loubère, *A New Historical Relation of the Kingdom of Siam,* republished as *Kingdom of Siam,* ed. David Wyatt, introduction (v-ix), 1-2, 6-11, 108-113, 119-122. Also available at http://seasiavisions.library.cornell.edu/catalog/sea:130

MAP QUIZ on Jan 29

**3. Early Imperialism**

**Feb 3-5**

Jean Taylor, *Social World of Batavia,* xvii-77

**COLONIAL TRANSFORMATIONS**

**4. Race and Gender under Modern Imperialism**

**Feb 10-12**

Jean Taylor, *Social World of Batavia,* 78-134, 159-174

**5. Embracing and Rejecting the West: Education, Self-Strengthening, and Resistance**

**Feb 17-19**

\*Letters from Kartini. From Kartini, *On Feminism and Nationalism,* ed. and trans. Joost Cote (Clayton: Monash Asia Institute, 2005), 1-5, 23-29, 35-54, 115-130

\*“A Civilization of New Learning,” *Sources of Vietnamese Tradition,* ed. George Dutton, Jayne Werner, and John Whitmore (New York: Columbia University Press, 2012),369-375

PRIMARY SOURCE ANALYSIS DUE on Feb 17

**6. Economic Transformations**

**Feb 24-26**

James Scott, *The Moral Economy of the Peasant,* 1-56

**7. Origins of Southeast Asian Communism**

**Mar 3-5**

James Scott, *The Moral Economy of the Peasant,* 57-113

**8. Rise of Nationalism**

**Mar 10-12**

\*Thongchai Winichakul, “Maps and the Formation of the Geo-Body of Siam,” in *Asian Forms of Nations*, ed. Hans Antlov and Stein Tonnesson (1996), 67-91

\*John S. Furnivall, “Plural Economy,” in *Netherlands India: A Study of the Plural Economy* (New York: Macmillan; Cambridge: Cambride University Press, 1944), 446-469

\*Asavabahu (Rama VI), “The Jews of the East,” in *The Chinese in Thailand,* by Kenneth Landon (London and New York: Oxford University Press, 1941), 34-43

BOOK REVIEW due on Mar 10

**9. War in the Pacific and the Japanese Occupation**

**Mar 24-26**

Maria Rosa Henson, *Comfort Woman: A Filipina’s Story of Prostitution and Slavery Under the Japanese Military,* 1-76

**10. Decolonization and the Cold War**

**Mar 31-Apr 2**

\*Program of the People’s Revolutionary Party of Vietnam, 1962

\*Senator John F. Kennedy’s Speech at the Conference on Vietnam, Washington, DC, 1956

\*Ho Chi Minh’s response to Lyndon B. Johnson, 1967

\*Tuan Hoang, “The Early South Vietnamese Critique of Communism,” 17-32

**11. “Purifying” the Nation: Political Purges, Class Warfare, and Ethnic Violence**

**Apr 7-9**

\*John Slimming, *Malaysia: Death of a Democracy* (London: John Murray, 1969), vii-58

TBA

**12. “Purifying the Nation,” cont.**

**Apr 14-16**

FILM: *Enemies of the People*

RESEARCH PAPER due on Apr 28

**13. People Power and the Challenge to Authoritarianism**

**Apr 21-23**

\*Hannah Beech, “What Happened to Myanmar’s Human Rights Icon?” *New Yorker* (2 Oct 2017): https://www.newyorker.com/magazine/2017/10/02/what-happened-to-myanmars-human-rights-icon.

\*Aung San Suu Kyi, “In Quest of Democracy,” *Journal of Democracy* 3, no. 1 (Jan 1992): 5-14.

\*Josef Silverstein, “The Idea of Freedom in Burma and the Political Thought of Daw Aung San Suu Kyi,” *Pacific Affairs* 69, no. 2 (summer 1996): 211-228.

\*Neve Gordon, “A Hero Turned Villain: Aung San Suu Kyi and the Annihilation of Myannmar’s Rohingya,” *The Nation* (13 Oct 2017): https://www.thenation.com/article/a-hero-turned-villain-aung-san-suu-kyi-and-the-annihilation-of-myanmars-rohingya/.

\*Peter Popham, “As Aung San Suu Kyi Biographer, I Have to Say That the Only Good Thing She Can Do Now Is Resign,” *Independent* (8 Sep 2017): https://www.independent.co.uk/voices/aung-san-suu-kyi-burma-myanmar-rohingya-muslims-a7936566.html.

\*Joshua Kurlantzick, “Why Aung San Suu Kyi Isn’t Protecting the Ronghingya in Burma,” *Washington Post* (15 Sep 2017): https://www.washingtonpost.com/outlook/why-aung-san-suu-kyi-isnt-protecting-the-rohingya-in-burma/2017/09/15/c88b10fa-9900-11e7-87fc-c3f7ee4035c9\_story.html?noredirect=on&utm\_term=.90b79c33925e.

**14. Globalization: Southeast Asia in the World Economy**

**Apr 28-30**

\*Mary Beth Mills, *Thai Women in the Global Labor Force*, 1-6, 12-17, 109-162

RESEARCH PAPER due on Apr 28

FINAL EXAM during finals week

**2018-189 AASI/HIST 3842 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7614 |
| **Request Proposer** | Tran |
| **Course Title** | History of Vietnam |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > AASI > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This doubles as a history course and a course in the Asian studies minor. |
| **Course Title** | History of Vietnam |
| **Course Number** | 3842 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It is a 3000 level course, and the 3800 is reserved for Asian history in the History Dept. The 3840s is for Southeast Asian history. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Nu-Anh Tran |
| **Initiator Department** | History |
| **Initiator NetId** | nut13001 |
| **Initiator Email** | [nu-anh.tran@uconn.edu](mailto:nu-anh.tran@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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | I am the sole instructor for the course. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to sophomores or higher. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor 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 |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3842: History of Vietnam Three credits. Prerequisite: Open to sophomores or higher. Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. |
| **Provide proposed title and complete course catalog copy** | AASI/HIST 3842: History of Vietnam Three credits. Prerequisite: Open to sophomores or higher. Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. |
| **Reason for the course action** | cross-listing |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Course goals: Learn the basic history of Vietnamese people during the last two millenia, with particular emphasis on the role that ethnic, religious, and regional differences have played in the course of that history Learning objectives: Analyze primary and secondary sources, write argumentative essays, and critically assess scholarly arguments |
| **Describe course assessments** | Assessment: Midterm and non-cumulative final exam, both of which feature a mix of multiple choice and essay questions. There will be two papers, one that requires analysis of a primary source, and other features critique of a secondary source. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [History of Vietnam syllabus 2015 - student version.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F123682&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7d5805553cdb4c55a4a808d5f328d16b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636682279018187409&sdata=l2tkXYV%2BJxzhP9Ec1Ngkt3LdBPG8sS6kl8r2K8iFVJY%3D&reserved=0) | History of Vietnam syllabus 2015 - student version.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nu-Anh Tran | 05/11/2018 - 11:43 | Submit |  | submitting as part of curriculum working lunch | | History | Melina A Pappademos | 06/12/2018 - 22:45 | Approve | 6/12/2018 | CAR will support curriculum in Vietnamese history. | | AASI | Jason Chang | 07/25/2018 - 22:44 | Approve | 7/25/2018 | This change will support the cohesion of the Institute's minors. | |

**HISTORY OF VIETNAM**

Fall 2015

Prof Nu-Anh Tran Tu, Thu 9:30-10:45, Wood Hall 228

nu-anh.tran@uconn.edu Course no.: HIST 3098-002/HIST 3842

Office hours: Tu, Thu 3:30-4:30 Office phone: 860-486-3565

Office location: Wood Hall 207

“Vietnam: A country, not a war.” So goes the cliché that describes how most Americans think of Vietnam. Our popular notions about the country have less to do with the people who lived there than the experience of being an American in Vietnam. This course invites you to develop a deeper understanding of Vietnamese history, a history in which the Vietnam War represents only a brief moment. We will begin with Vietnam’s early history, including the origin myths of the Vietnamese people, the millennium of Chinese rule, the rise of an independent Vietnamese kingdom, and the formation of a breakaway southern kingdom in the early modern period. The latter half of the course traces the development of French colonialism, the rise of nationalism and communism, and the causes and consequences of the Vietnam War. The underlying goal is to understand what constitutes Vietnamese identities and experiences. The course focuses on a specific country, but many of the issues we discuss will speak to larger historical themes, such as the relationship between history and folklore, regionalism, religion, ethnicity, class, gender, colonialism, nationalism, warfare, and diaspora. Readings feature a mix of primary and secondary sources. Primary sources will include folklore, poetry, religious writings, memoirs, and fictional accounts.

**Required Texts**

Choi Byung Wook. *Southern Vietnam Under the Reign of Minh Mạng*. Ithaca, NY: Cornell Southeast Asia Program, 2004.

Vũ Trọng Phụng. *Dumb Luck.* Trans. Peter Zinoman and Nguyễn Nguyệt Cầm.Ann Arbor: University of Michigan Press, 2002.

Nguyễn Thị Định. *No Other Road to Take.* Trans. Mai Elliott. Ithaca, NY: Cornell Southeast Asia Program, 2000.

Readings marked with an \* will be distributed in class or via HuskyCT.

**Course Organization, Assignments, and Grades**

The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion. Lectures will provide a basic narrative of Vietnamese history. We will also read primary sources and/or scholarly monographs each week to explore specific historical themes. I will provide reading and lecture handouts including reading questions and important terms to help you keep track of the main ideas. Your learning will be graded based on class participation, a small quiz, various written assignments, and two exams.

**Class participation = 10%**

Class participation is an essential component of the course, and you will be expected to actively contribute to discussion. In fact, I frequently call on students before they raise their hands because I am interested in what you have to say and because I want to know how well you understood the material. You will not be graded on attendance, but excessive absences do result in insufficient participation. How will I grade participation? You are expected to contribute at least once per discussion, at minimum. I will also collect any in-class writing assignments (such as free-writes) as evidence of participation, though I generally will not grade them.

**Journals and map quiz = 15%**

Every week, you will be required to write a short paper about the readings. The journals are designed to deepen your engagement with the reading, prepare you for class discussion, enhance your preparation for the exams, and, in some cases, provide a starting point for the papers. Unless otherwise instructed, the journal should be in prose and a minimum of 1 page (single spaced, one side only). The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should fully address all questions in the prompt and be thoughtful and clear, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. You are allowed to miss 1 journal during the semester before your grade is affected. There will also be a map quiz early in the semester.

**Midterm Exam = 20%**

**Non-Cumulative Final Exam = 20%**

The midterm exam will cover material from the first half of the course, and the non-cumulative final exam will cover material from the second half of the course.

**Paper 1 = 15%** (2-4 pgs)

**Paper 2 = 20%** (5-7 pgs)

Both papers will be based on in-class readings. Paper 1 will ask you to review a secondary source, and Paper 2 will require analysis of a primary source.

**Grading Scale**

94 - 100 A

90 - 93 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

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http://www.cmhs.uconn.edu/

Arjona Building

337 Mansfield Road, Unit 1255

860-486-4705

**SCHEDULE OF READINGS**

**PREMODERN VIETNAM**

**1. Introduction and Vietnam in the Bronze Age**

**Sep 1-3**

\*Keith Taylor, *Birth of Vietnam,* 1-13

\**Arrayed Tales of Selected Oddities from South of the Passes,* trans. Liam Kelley:Preface, “The Tale of the Hồng Bàng Clan”

\*Dutton, et. al, *Sources of Vietnamese Tradition*: “The Mountain Spirit,” 19-20

\**Arrayed Tales of Selected Oddities from South of the Passes,* trans. Liam Kelley:“The Tale of Mount Tản Viên”

\*Ngô Sĩ Liên, *Complete Book of the Historical Records of Đại Việt,* trans. Liam Kelley:“Annals of the Hồng Bàng Clan”

**2. “1000 Years of Northern Domination”**

**Sep 8-10**

\*Dutton, et. al, *Sources of Vietnamese Tradition:* “The Period of Northern Empire,” 9-11; Lý Tế Xuyên, “The Trung Sisters,” 56-57

\**Arrayed Tales of Selected Oddities from South of the Passes,* trans. Liam Kelley*:* “The Tale of the Loyal and Numinous Two Ladies”

\*Ngô Sĩ Liên, *Complete Book of the Historical Records of Đại Việt,* trans. Liam Kelley:“Annals of Queen Trưng,” “Annals [of the Period] Under the Jurisdiction of the Eastern Han” (partial)

\*Phan Thanh Giản, et. al., *Imperially Commissioned Itemized Summaries of the Comprehensive Mirror of Việt History,* trans. Liam Kelley*:* selection on the Trưng sisters

\*Phạm Huy Thông, “Ba lần dựng nước,” trans. Keith Taylor, excerpted in *Birth of Vietnam,* 338-339

\*Keith Taylor, *A History of the Vietnamese,* 24-29

\*Lý Tế Xuyên, *Departed Spirits of the Việt Realm,* trans. Brian Ostrowski and Brian Zottoli: “Sĩ Nhiêp,” 5-10

\*Ngô Sĩ Liên, *Complete Book of the Historical Records of Đại Việt,* trans. Liam Kelley:“Annals of King Sĩ/Shi”

\*Phan Thanh Giản, et. al., *Imperially Commissioned Itemized Summaries of the Comprehensive Mirror of Việt History,* trans. Liam Kelley:selection on Shi Xie

\*\*\*MAP QUIZ on Sep 8

**3. The Buddhist Kingdoms: The Lý and Trần Dynasties**

**Sep 15-17**

\*Dutton, et. al., *Sources of Vietnamese Tradition:* introduction to “The Ly, Tran, and Ho Epochs,” 28-31

\**Outstanding Figures in the Zen Community (Thiền Uyển Tập Anh),* trans. Cuong Tu Nguyen, in *Zen in Medieval Vietnam:* Preface, 103-105; “Khuông Việt,” 111-3; “Đa Bảo,” 113-4; “Thông Biện,” 127-130; “Tịnh Giới,” 149-151; “Giác Hải,” 152-3; “Pháp Thuận,” 170-1; “Ma Ha,” 171-3; “Vạn Hạnh,” 174-7; “Đạo Hạnh,” 177-181, “Viên Thông,” 200-2

\*Keith Taylor, introduction to Lý Tế Xuyên, *Departed Spirits of the Việt Realm,* iii-v

\*Dutton, et. al., *Sources of Vietnamese Tradition:* Lý Tế Xuyên, “Lady God of the Earth,” 47-8; Lý Tế Xuyên, “The Spirit of Phù Đổng,” 61-63

\*Lý Tế Xuyên, *Departed Spirits of the Việt Realm,* trans. Brian Ostrowski and Brian Zottoli:“Lê Phụng Hiều,” 43-46; “Spirit of Mount Đồng Cổ,” 64-65

\*Dutton, et. al., *Sources of Vietnamese Tradition:* Lý Thường Kiệt, “The Southern Land,” 33

\*Trần Quốc Tuấn, “A Call to Officers and Soldiers of the Army (1285),” trans. Nguyễn Thụy Đan, from Khoái Nhị Trà blog, https://khoainhitra.wordpress.com/

**EARLY MODERN VIETNAM**

**4. Hồ Quý Ly, the Ming Occupation, and the Lê Dynasty**

**Sep 22-24**

Reread: \*Keith Taylor, *Birth of Vietnam,* 1-13

\*Liam Kelley, “The Biography of the Hồng Bàng Clan as a Medieval Vietnamese Invented Tradition,” *Journal of Vietnamese Studies* 7, no. 2 (2012): 87-130

\*Keith Taylor, “Comments on ‘The Biography of the Hồng Bàng Clan as a Medieval Vietnamese Invented Tradition’ by Liam Kelley,” *Journal of Vietnamese Studies* 7, no. 2 (2012): 131-138

**5. Political Division: The Mạc, Trịnh, and Nguyễn in Tonkin and Cochinchina**

**Sep 29-Oct a**

\*Keith Taylor, “Nguyen Hoang and the Beginning of Vietnam’s Southern Expansion,” in *Southeast Asia in the Early Modern Era: Trade, Power and Belief,* 42-65

\*Li Tana, “An Alternative Vietnam? The Nguyễn Kingdom in the Seventeenth and Eighteenth Centuries,” *Journal of Southeast Asian Studies* 29, no. 1 (Mar 1998): 111-121

**6. Tay Son Rebellion**

**Oct 6-8**No journals, no assigned readings. Lecture will be on Thurs Oct 8.

\*\*\*MIDTERM on Oct 6.

**7. Religion in Early Modern Vietnam**

**Oct 13-15**

\*Nola Cooke, “Early Nineteenth-Century Vietnamese Catholics and Others in the Pages of the *Annales de la Propagation de la Foi*,” 261-285

Start Choi Byung Wook, *Southern Vietnam Under the Reign of Minh Mạng* (recommended pgs: 9-33)

\*\*\*PAPER 1 due on Oct 13.

**8. Nguyễn Dynasty**

**Oct 20-22 [105]**

Choi Byung Wook, *Southern Vietnam Under the Reign of Minh Mạng,* 9-43, 101-159, 193-197

**MODERN VIETNAM**

**9. French Colonialism**

**Oct 27-29**

Start Vũ Trọng Phụng, *Dumb Luck* (recommended pgs: 32-111)

**10. Anticolonialism and the Rise of Nationalism**

**Nov 3-5**

Vũ Trọng Phụng, *Dumb Luck,* 32-189

**11. Japanese Occupation, Resistance War, and Political Division**

**Nov 10-12**

\*Dương Văn Mai Elliott, *Sacred Willow,* 103-156

**12. Vietnam War, pt 1**

**Nov 17-19**

No journals due. No class on Nov 19.

\*Hoang, Tuan. “The Early South Vietnamese Critique of Communism.” In *Dynamics of the Cold War in Asia.* Edited by Tuong Vu and Wasana Wongsurawat, 17-32. New York: Palgrave Macmillan, 2009.

\*John F. Kennedy, “America’s Stake in Vietnam,” *Vital Speeches of the Day* 22, no. 22 (1 Aug 1956): 617-619.

Start Nguyễn Thị Dịnh, *No Other Road to Take* (recommended pgs:5 [preface], 33-51)

NOV 22-28 THANKSGIVING BREAK

**13. Vietnam War, pt 2**

**Dec 1-3**

Journal due Dec 3 will cover readings from week 12-13 and will be worth twice as much.

Nguyễn Thị Dịnh, *No Other Road to Take,* 5 (preface), 33-108

**14. Postwar Vietnam and Liberalization**

**Dec 8-10**

OPTIONAL journal due on Dec 10.

\*Dutton, et. al., *Sources of Vietnamese Tradition:* Trần Độ, “Letter to the Communist Party Urging Democratic Reform,” 490-496

\*David Lamb, “Rural Unrest a New Dilemma for Vietnam’s Rulers,” *Los Angeles Times* (3 Mar 1998)

\*\*\*PAPER 2 due on Dec 10.

**2018-190 AASI/HIST 3845 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7618 |
| **Request Proposer** | Tran |
| **Course Title** | The Vietnam War |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > AASI > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | This course doubles as a history course and a course for the Asian studies minor. |
| **Course Title** | The Vietnam War |
| **Course Number** | 3845 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It is a 3000 level course, and the 3800s series are for Asian history in the history department. The 3840s series is for Southeast Asian history. |

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| **CONTACT INFO** | |
| **Initiator Name** | Nu-Anh Tran |
| **Initiator Department** | History |
| **Initiator NetId** | nut13001 |
| **Initiator Email** | [nu-anh.tran@uconn.edu](mailto:nu-anh.tran@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** | I am the sole instructor. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open to sophomores or higher. |
| **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 regional campuses do not have available faculty to teach this course. |
| **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** | HIST 3845: The Vietnam War Description: Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. |
| **Provide proposed title and complete course catalog copy** | AASI/HIST 3845: The Vietnam War Description: Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. |
| **Reason for the course action** | cross listing |
| **Specify effect on other departments and overlap with existing courses** | The only dept to be affected is the History dept, and there are no overlapping courses. |
| **Please provide a brief description of course goals and learning objectives** | Course goals: Learn the basic history of the Vietnam War, including its origins, evolution, and aftermath; understand the political differences between the four main belligerents; appreciate the interplay between the Vietnamese and international dimensions Objectives: Learning objectives: Analyze texts, write argumentative essays, and critically assess scholarly arguments |
| **Describe course assessments** | Midterm and non-cumulative final exam, both of which feature a mix of multiple choice and essay questions. There will be two papers, one that requires analysis of a primary source, and other features critique of a secondary source. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [History of the Vietnam War syllabus 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F123688&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca4a7e620d6574c0b67a008d5fc79b803%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636692522061954690&sdata=0aYV0ZAcfLs1olhyWF8JcVxA5%2F%2BPeDBDIYkhb51EU%2BE%3D&reserved=0) | History of the Vietnam War syllabus 2018.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nu-Anh Tran | 05/11/2018 - 11:55 | Submit |  | submitting cross list as part of curriculum working lunch | | History | Melina A Pappademos | 06/12/2018 - 17:40 | Approve | 6/12/2018 | This course will add breadth to History curriculum. | | AASI | Jason Chang | 07/25/2018 - 22:45 | Approve | 7/25/2018 | This change will support the cohesion of the Institute's minors. | |

**HISTORY OF THE VIETNAM WAR**

Prof Nu-Anh Tran, nu-anh.tran@uconn.edu HIST 3845, Spring 2018

Wood Hall 207, TTh 3:30-4:30, or by appt Chemistry T112, TTh 2-3:15

Although Americans refer to the most famous conflict to take place in Vietnam as the “Vietnam War,” our popular conceptions of the struggle are based primarily on the American experience of the struggle. This course invites you to expand your understanding of the war by also considering the experiences of the three Vietnamese belligerents: the Democratic Republic of Vietnam (DRV, or North Vietnam), the Republic of Vietnam (RVN, or South Vietnam), and the communist-led National Liberation Front (NLF). We will pay special attention to diverse Vietnamese and American perspectives as we survey the origins, development, and aftermath of the Vietnam War. Our course will pose questions, such as: What cleavages within Vietnamese society led to war, and how were the various Vietnamese belligerents different? How did the anticolonial war develop into the Vietnam War? How important were issues such as class, nationalism, and political ideology? Which side escalated the war? How did American intervention transform the conflict? What explains the outcome of the war? Why has the war remained so contentious for both Vietnamese and Americans? A variety of novels, memoirs, films, music, poetry, and secondary sources will help us explore these issues, and lectures will provide a basic narrative to contextualize the material.

**Required Texts**

All of the required texts are available at the UConn Co-op Bookstore. All readings marked with an asterisk (\*) will be available on HuskyCT.

Nguyễn Công Luận, *Nationalist in the Vietnam Wars* (Indiana University Press, 2012)

Le Ly Hayslip, *When Heaven and Earth Changed Places* (Plume, 2003)

Nick Turse, *Kill Anything That Moves* (Metropolitan Books, 2013)

**Course Organization and Requirements**

The course features a mixture of lecture and discussion, with the first class of the week usually dedicated to lecture and the second class of the week usually reserved for discussion. I will provide reading and lecture handouts including reading questions and important terms to help you keep track of the main ideas.

Journals, class participation, and mini-quiz = 20%

Paper #1 = 20% (5-6 pages)

Paper #2 = 20% (3-4 pages)

Quiz #1 = 20% (covers first half of course)

Quiz #2 = 20% (covers second half of course)

**Assignments, and Grades**

*Class participation:* You will be required to actively participate in class discussion. Come to class prepared and be ready to offer your analysis on the material. This means that you *must* bring your book and that you *must* be alert. Please do not text, check email, or check social network sites during class. Class participation also includes attendance – in order for you to participate, you must be present. Not being prepared for class, habitual tardiness, excessive absences, and failure to participate in discussion *will* negatively impact your grade. From time to time, I may also call on you even when you are not raising your hand. I am interested in what you have to say, and I want to provide an opportunity for you to earn your participation points for each class session.

*Journals:* Every week, you will be required to write a 1-page paper (single spaced, one side only) about the readings. The journals will respond to a specific prompt that I provide, and you should start all journals by retyping the full prompt. Journals should be thoughtful and clear and should fully address all questions in the prompt, but they do not have to be polished. A hard copy of the journal is due in class every Thursday unless otherwise noted. Should you write more than 1 page, feel free to print on both sides of the paper.

*Mini-Quiz:* A short quiz on geography, terms, and dates.

*Quizzes:* There will be two quizzes scheduled at midterm and in lieu of a final. The quizzes will be based on lectures and reading and will be include identification questions, mix-and-match, and short answer questions.

*Papers:* You will write two short papers based on the texts we read in class. Both papers must fall within the required page range.

*Grading Scale*

94 - 100 A

90 - 93 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

**Policies**

*Absences and late work:* When you are absent, you may receive credit for journals *only* if it is submitted to me *on time* via email at nu-anh.tran@uconn.edu. This means that I do not accept late journals except for extenuating circumstances. (Please do not submit journals via email when you are not absent.) The grade for the papers will be lowered one full grade every day it is late. If you are sick or anticipate being absent on the day of a quiz or on a day when an assignment is due, please contact me. Makeup quizzes and extensions for written assignments will only be allowed in extenuating circumstances. All makeup quizzes must take place within 1 week. The onus is on you to contact me for a makeup quiz in the event of an absence.

*Office hours, email:* My office hours are a chance for you to discuss writing assignments, lectures, readings, and any other course-related thoughts that you may have. If you cannot come to office hours due to other regular formal commitments, please contact me for an appointment. Although I may be in my office during other hours of the week, I may not be available to meet with you. Feel free to email me, but allow 1-2 days for a response. Please do not leave homework or any material of a timely nature in my office or mailbox unless I have specifically instructed you to do so.

*Technology and other matters:* You are *not* permitted to use any electronics during class discussion. Laptops are allowed only during lecture, but *not* during discussion, films, or paper conferences. All cell phones, beepers, and pagers must be silent and stowed away. Exceptions are permitted if you have an academic accommodation request letter from the Center for Students with Disabilities. Food and drink are not prohibited as long as you are clean, discreet, and courteous and as long as their consumption does not violate building regulations.

*Statement on plagiarism:* Plagiarism is the theft of another’s ideas, specific language, or other media, and the presentation – for the purposes of evaluation – of that material as one’s own, at any stage of the writing process, including (but not limited to) journal entries, drafts of papers, and final submissions of papers.

**Campus Resources and University Policies**

**Center for Students with Disabilities**

http://www.csd.uconn.edu/

Wilbur Cross Building, Room 204

860-486-2020, csd@uconn.edu

The Center for Students with Disabilities at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.

**UConn Writing Center**

http://writingcenter.uconn.edu/

Homer Babbidge Library, Level 2

860-486-4387, writingcenter@uconn.edu

**Counseling and Mental Health Services**

http://www.cmhs.uconn.edu/

Arjona Building, 4th Floor

860-486-4705

*Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:* The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.   
   
*Sexual Assault Reporting Policy:* To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at http://sexualviolence.uconn.edu/.

**SCHEDULE OF READINGS**

|  |  |
| --- | --- |
| **ORIGINS** | |
| **Jan 16-18** | **1. Vietnam Under French Colonialism**  \*Phan Bội Châu, “The History of the Loss of the Country,” in *Sources of Vietnamese Tradition,* 342-348 (excerpt, 1905)  \*Phi Vân, “The Peasants,” trans. Ngô Vĩnh Long, in *Before the Revolution,* 145-159 (excerpt, 1948)  \*Nguyễn Thái Học, “Letter Addressed to the French Chambre de Députés,” in *Sources of Vietnamese Tradition,* 393-395 (1930) |
| **Jan 23-25** | **2. Different Paths to Nationalism**  Nguyễn Công Luận, *Nationalist in the Vietnam Wars,* xiii-xv, 3-10, 11-44 (recommended: 45-60)  \*Hồ Chí Minh, “Appeal Made on the Occasion of the Founding of the Indochinese Communist Party” (excerpt)  \*Huỳnh Phú Sổ, “The Way to Practice Religion and Rules for Everyday Life” (excerpt)  **\*\*\*Mini-quiz on Thurs** |
| **Jan 30-Feb 1** | **3. Resistance War or Civil War?**  Nguyễn Công Luận, *Nationalist in the Vietnam Wars,* 45-134  Le Ly Hayslip, *When Heaven and Earth Changed Places,* 1-23 |
| **CONFLICT** | |
| **Feb 6-8** | **4. Building Socialism in the Democratic Republic of Vietnam**  \*Dương Thu Hương, *Paradise of the Blind,* trans. Phan Huy Dương and Nina McPherson (New York: William Morrow, 2002), 5-9, 16-34, 40-42, 47-52, 60-67, 69-81  \*Hồ Chí Minh, “On the Basic Completion of Land Reform in the North,” in *Sources of Vietnamese Tradition,* ed. Dutton et. al. (New York: Columbia University Press, 2012), 496-9  \**We Want to Live* (excerpt) |
| **Feb 13-15** | **5. Consolidation and Expansion in the Republic of Vietnam**  \*Philip Catton, *Diem’s Final Failure,* 25-56, 63-71  **\*\*\*Paper #1 due on Tues** |
| **Feb 20-22** | **6. Challenging Saigon: The Loyal Opposition and the National Liberation Front**  \*Truong Nhu Tang, *A Viet Cong Memoir,* 31-41, 63-80  \*Caravelle Manifesto, in Fall, *The Two Viet-Nams* (1967),435-441  \*Program of the National Liberation Front, in Fall, *The Two Viet-Nams* (1967), 443-446 |
| **Feb 27-Mar 1** | **7. Escalation**  No journals due.  **\*\*\*Quiz on Thurs** |
| **Mar 6-8** | **8. The Big War**  Le Ly Hayslip, *When Heaven and Earth Changed Places,* 26-54, 65-97, 103-124 |
| S P R I N G B R E A K | |
| **Mar 20-22** | **9. Tet Offensive**  Nick Turse, *Kill Anything That Moves,* 1-75 |
| **Mar 27-29** | **10. Peace Talks and War Plans**  Nick Turse, *Kill Anything That Moves,* 76-107  \*Gary Kulik and Peter Zinoman, “Misrepresenting Atrocities: *Kill Anything That Moves* and the Continuing Distortions of the War in Vietnam,” *Cross Currents* 12 (Sep 2014): 162-198.  \*Olga Dror, “Translator’s Introduction,” to *Mourning Headband for Hue,* by Nhã Ca, ed. and trans. Olga Dror (Bloomington and Indianapolis: Indiana University Press, 2014), xxiii-xlii. |
| **Apr 3-5** | **11. The Fall of Saigon**  Watch film *Little Girl of Hanoi* in class. No journals due.  **\*\*\*Paper #2 due on Thurs** |
| **LEGACY** | |
| **Apr 10-12** | **12. Reunification and the Socialist Republic of Vietnam**  \*Lê Minh Khuê, “A Day on the Road,” in *The Stars, the Earth, the River,* trans. Bac Hoai Tran and Dana Sachs, ed. Wayne Karlin(Willimantic, CT: Curbstone Press, 1997), 37-54  \*Lu Van Thanh, *The Inviting Call of Wandering Souls,* 50-58, 122-134 |
| **Apr 17-19** | **13. Exile and Diaspora**  Watch *Journey from the Fall* in class. No journals due.  Start reading Guillemot and Kulik… |
| **Apr 24-26** | **14. Veterans and the Memory of War**  \*Gary Kulik, “Spit Upon Veterans,” in *“War Stories,”* 79-96  \*François Guillemot, “Death and Suffering at First Hand: Youth Shock Brigades during the Vietnam War, 1950-1975,” *Journal of Vietnamese Studies* 4, no. 3 (fall 2009): 17-60 |
| **Finals** | **Quiz #2 on date of final exam** |

**2018-191 AFRA/CLTR 5100 Revise Course**



**Proposal to Cross List Courses**

Last revised: September 24, 2013

Please consult the [Cross listing rules](http://ccc.clas.uconn.edu/form-instructions/#xlist) before completing this form.

1. Date: June 21, 2018

2. Department initiating this proposal: Clinical Institute for Clinical and Translational Science (CICATS)

3. 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.)

# Current Catalog Copy/Copies

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

Three credits. Prerequisite: Open to Medical and Dental School graduate students with instructor consent.

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

# Proposed Catalog Copy/Copies

(See information in the "Add a course" form if you have any questions regarding specific items.)

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

Three credits. Prerequisite: Open only to graduate students. Instructor consent required.

Impacts of race and racism in medicine, healthcare, and health outcomes in the United States. Sociological, psychological, historical, and medical perspectives on health risks affecting racialized, non-white populations and strategies to address health disparities.

# Justification

1. [Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification) if it is new: This course begins to address the enormous gap in graduate study relating scientific/medical studies to social implications of practice in these fields and health disparities.   
     
   Note: We have streamlined the language in the second line of catalog copy.

2. Reasons for cross listing this course: We would like the course to be offered as an elective course to students in the Master of Science in Clinical and Translational Research program.

3. Does the title or [course description](http://ccc.clas.uconn.edu/form-instructions/#xlist) clearly indicate that the course

is appropriate to list under all headings? \_X\_\_ Yes \_\_\_ No

4. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): None

5. Effects on regional campuses: None

6. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): No additional staffing needed

# Approvals

All changes in course catalog copy except editorial changes must go through each department's standard process for reviewing new courses.

1. List the name of each department or program which will be involved in the cross-listing.

* Africana Studies and Clinical Institute for Clinical and Translational Science / Master of Science in Clinical and Translational Research Executive Committee.

2. For each department or program, list the [dates of approval](http://ccc.clas.uconn.edu/form-instructions/#dates) by the appropriate departmental or program review process (see Note Q):

* Approval by Africana Faculty given on March 16, 2018.
* Approval by the Master of Science in Clinical and Translational Research Executive Committee on February 21, 2018

Department or Program Curriculum Committee: Master of Science in Clinical and Translational Research Executive Committee.

Department or Program Faculty: Drs. Cato Laurencin, Howard Tennen, David Pendrys, Richard Stevens, Mark Litt

Department or Program Head: Dr. Cato Laurencin (CICATS)

Department or Program Curriculum Committee: Dr. Melina Pappademos

Department or Program Faculty:  V. Bede Agocha, David Embrick, Fiona Vernal, Shawn Salvant, Martha Cutter, Evely Simien, Shayla Nunnally, Dexter Gabriel, Melina Pappademos

Department or Program Head: Dr. Melina Pappademos, Director Africana Studies Institute

Name, Phone Number, and e-mail address of principal contact person:   
Dr. Cato Laurencin, 860 679-4086, [Laurencin@uchc.edu](mailto:Laurencin@uchc.edu) (UConn Health) and  
Dr. Melina Pappademos, 860 486-3465, [melina.pappademos@uconn.edu](mailto:melina.pappademos@uconn.edu) (UConn torrs),

**AFRA 5100:**

**Impacts of Race on Health Equity and Medical Research**

**Fall 2018**

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

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

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

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

**Course Significance**

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

**Course Description**

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

**Course requirements**

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

**Week 1**

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

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

1. Night Doctors: Race and Physical Anthropology in liberalism and neo-imperialism

2. Twentieth-century historical development of racialist projects & science

3. Social control, state policies, and racial studies

**Week 2**

**UNIT II Sociological Perspectives of Race & Racism**

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

**Contemporary Race Relations: Shifting How We Understand Race and Racism**

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

**Week 3**

**Colorblind Racism**

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

**Week 4**

**Medical/Institutional Racism**

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

**Week 5**

**Sociological Research Particular to Racism and Medicine/Health**

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

**Week 6 October 3**

**Research for final essays (No Class)**

**Week 7**

**Unit III Science and Race from Psychological Perspective**

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

**Understanding Health in Context**

* + What is health/wellness and what factors most influence it?

— How do opportunities for social integration, provision of safety, and ability to predict/control aspects of environment drive health?

* + What is the biomedical model of health?
  + How do African (e.g., Sahku Sheti, Utamawazo) and African American (e.g., Sankofa) epistemologies explain health/wellness?
  + What is the Biopsychosocial model of health?

— Case of Phenomenological Variant of Ecological Systems Theory

***WEEK 7 READINGS*:**

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

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

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

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

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

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

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

**Week 8**

**The Shift From Health Focus to Health Disparities**

* + How do demographics and stratification influence health/wellness?
  + What are the roles of distal factors?

— Race/ethnicity intersectionality, gender-related processes, sexuality-related processes, and socioeconomic variables (incl. education, welfare, wages, taxation)

* + What are the roles of sociostructural factors?

— Regionalization & food insecurity, housing, recreation opportunities

* + What are the roles of proximal factors?

— Personality attributes, coping processes & self-regulation, interpersonal relations, and cognitive appraisals

***WEEK 8 READINGS*:** **§** LaVeist & Isaac: Chaps. 1, 2, 3, 16, 17, & 19;

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

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

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

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

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

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

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

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

**Week 9**

**Applying Integrative Approaches to Health**

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

***WEEK 9 READINGS*:**

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

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

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

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

**Week 10**

**Individual research (Class does not meet)**

**Week 11**

**Triangulation of Racism, Stress, and Health Risks**

* + What is stress and stress response?

— How does race-based mistreatment function as a stressor?

* + How did we go from historic racial mistrust to “Obamacare”/ACA?

— Implications re: healthcare access & treatment by practitioners

* + How do chronicity and magnitude of racial discrimination constitute allostatic load (or health-compromising) factor?
  + How do intergenerational and life span effects of racial discrimination overpower the benefits of modernity/technological progress?
  + How does use of alcohol, tobacco, or other maladaptive coping strategies hinder health/wellness?
  + How do unhealthy social spaces and racial stratification/segregation maintain discrimination-strain on health?

***WEEK 11 READINGS*: §** LaVeist & Isaac: Chaps. 6, 7, 8, 9, 10, 29, & 31;

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

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

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

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

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

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

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

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

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

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

**Week 12**

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

(Professor Cato Laurencin, M.D., Ph.D; UConn School of Medicine; Chair, Department of Orthopedic Surgery at UConn Medical Center; School of Engineering)

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

1. Crucial discussions of race/racism in issues facing our nation.

2. Levels of racism in healthcare and precisely how they impact health and well-being.

3. How discrimination (overt and implicit) contributes to racial/ethnic health disparities.

4. Causal evidence of racial and ethnic health disparities in contemporary medicine.

5. Direct effects of racism on the health and wellbeing of racialized populations.

**Week 12**

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

**Week 13 Thanksgiving Recess**

**(no class)**

**Week 14 Lecture**  **Part 2**

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

**Required reading:**

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

**Week 15**

**UNIT 5: Wrap Up & Conclusions**

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

**2018-192 POLS 5615 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7411 |
| **Request Proposer** | Gordon |
| **Course Title** | Seminar in Qualitative Methods of Political Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > 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** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Seminar in Qualitative Methods of Political Science |
| **Course Number** | 5615 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | POLS 5600, 5605, 5610 |
| **Corequisites** | NA |
| **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** |  |
| **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** | 5615. Seminar in Qualitative Methods of Political Science Three credits. Prerequisite: POLS 5600, 5605, and 5610; department consent required. May be repeated once for credit. A survey of qualitative research methods. Training in use of case studies, comparative historical approach, interviewing and focus groups, ethnography and interpretive methods. |
| **Provide proposed title and complete course catalog copy** | 5615. Seminar in Qualitative Methods of Political Science Three credits. Prerequisite: POLS 5600 and 5605; department consent required. May be repeated once for credit. A survey of qualitative research methods. Training in use of case studies, comparative historical approach, interviewing and focus groups, ethnography and interpretive methods. |
| **Reason for the course action** | We would like to delete POLS 5610 from the list of prerequisites as our department no longer requires or offers POLS 5610. |
| **Specify effect on other departments and overlap with existing courses** | NA |
| **Please provide a brief description of course goals and learning objectives** | This is an existing, approved course. However, it was the fourth course in a methods sequence but is now the third. As a result, we need to delete 5610 from the list of prerequisites. |
| **Describe course assessments** | Please see syllabus attached below. Note that this is a course that is taught on a rotation, but Professor Herrera offers it more regularly than any other faculty member. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Herrera syllabus v3 Qual.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/120631) | Herrera syllabus v3 Qual.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 04/22/2018 - 22:17 | Submit |  | We are hoping to delete POLS 5610 from the list of requirements for POLS 5615 since POLS voted as a department to eliminate POLS 5610 from our methods sequence. | | Political Science | Meina Cai | 04/23/2018 - 09:21 | Approve | 4/23/2018 | It was approved by the political science department. | |

**Pols 5615: Qualitative Methods: Conceptualization, Measurement and Operationalization**

Professor Veronica Herrera

[veronica.herrera@uconn.edu](mailto:veronica.herrera@uconn.edu)

M 1:30-4 Office: Oak Hall 440

Oak Hall 438 Office Hours: Weds 11:10-12 &

Fridays 11:10-1. Schedule OH through advapp.

The purpose of this course is to build on a preliminary introduction to qualitative methods that you may have already have, with a focus on learning how to use qualitative methods in your research, and thinking about research design with respect to qualitative methods and tools. This course focuses on better understanding the role of qualitative methods in contributing to important research related goals, such as:

* Careful conceptualization as building block to good research
* Careful observation and measurement, and consistency between conceptualization and measurement
* Causal inference
* Descriptive inference
* Causal mechanisms
* Understanding context and observations at close range for theory building and theory testing

***Recommended Purchases (or through ILL):***

John Gerring. 2012. *Social Science Methodology.* Cambridge University Press. (or 2001 edition is fine).

John Gerring. *Case Study Research: Principles and Practice.* Cambridge University Press.

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences.* MIT.

***Optional Purchases (or through ILL):***

Andrew Bennett and Jeffrey Checkel. 2015. *Process Tracing: From Metaphor to Analytic Tool.* Cambridge University Press.Chapter 1 required and several in suggested reading

Gary Goertz and James Mahoney. 2012.A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. *Princeton University Press.* Chapters 1, 2 scanned; reading 7 and 8, 11.

Gary Goetz. 2006. *Social Science Concepts.* Princeton University Press. (reading Chaps 2 and 4)

**Where to find readings:**

* Journal articles are available online, I did not post on huskyct
* Book chapters should be in huskyct under library webpages as a scanned copy, except for chapters in books listed under recommended purchases. If any of these are missing let me know.
* There a handful of readings in huskyct under tab “Readings” that are drafts of pieces not yet available, and some book chapters.

***Assignments and Grade:***

*Participation (and short exercises)*  30%

Do the readings before each class, and come ready to talk. Talking and participating actively in discussion is necessary to get a good participation grade. There may be some short exercises that will be assigned that are included in the participation grade.

More information will be given about the papers, but these are the due dates, due at the beginning of each class.

(Your choice of either a Concept Paper or Research Design )

Design Phase 1 20% February 23

Design Phase 2 20% March 23

Final Version 30% April 27

**January 26**

**1. Introduction to Qualitative Methods**

Gary Goertz and James Mahoney. 2012. A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. *Princeton University Press.* Chapter 1 and 2. (**available on huskyct)**

James Mahoney, “After KKV: The New Methodology of Qualitative Research,” *World Politics* 62:1, (2010), pp. 120-147.

Tulia G. Falleti and Julia Lynch, “Context and Causal Mechanisms in Political Analysis,” *Comparative Political Studies*, 42:9 (2009), pp. 1143-1166.

Andy Bennett and Colin Elman. 2007. “Qualitative Methods: The View from the Subfields.” *Comparative Political Studies.* 40 (2)

Select one from your subfield of interest:

Paul Pierson. 2007. The Cost of Marginalization: Qualitative Methods in the Study of American Politics. *Comparative Political Studies.* 40 (2).

James Mahoney. 2007. “Qualitative Methodology and Comparative Politics.” *Comparative Political Studies.* 40 (2)

Andrew Bennett and Colin Elman. 2007. Case Study Methods in the International Relations Subfield. *Comparative Political Studies.* 40 (2).

**February 2**

**2. Starting with Examples: Types, Typologies and Dimensions**

Please review these types and typologies, skimming the text and focusing especially on the typology itself. You may ask, is this an explanatory typology, a descriptive typology, or a classificatory typology? (See Bennett and Elman 2007 p. 181 for explanation of these terms).

Any of these book chapters below will be available on huskyct library resources:

Robert Dahl. Polyarchy, Oligarchy and Hegemony. 1971. In *Polyarchy, Participation and Opposition.* Yale University Press. Chapter 1.

Steve Vogel. 1996. “Chapter 1: Understanding Regulatory Reform, esp typology on p. 17.”

*More Markets, More Rules: Regulatory Reform in Advanced Industrial Countries.* Cornell.

Stokes et al. 2013. “Chapter 1, Between Clients and Citizens: Puzzles and Concepts in the Study of Distributive Politics,” esp diagram on p. 7. *Brokers, Votes and Clientelism: The Puzzle of Distributive Politics.* Cambridge.

Stephen Krasner. *Between Power and Plenty: Foreign Economic Policies of Advanced Industrial States. P. 52.* Wisconsin Press. (Makers, Takers and Breakers)

Albert Hirschman. 1970 *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States.* Cambridge. Pp. 1-5, 76-79.

James Sundquist. 1973. *Dynamics of the Party System: Alignment and Realignment of Political Parties in the United States.* Chapter 2.

Max Weber. 1978. Domination, Authority and Types of Authority excerpt: Pp. 212-216. *Economy and Society*. University of California Berkeley Press.

**February 9**

**3. Typologies and Concept Formation**

David Collier, Jody LaPorte and Jason Seawright. “Typologies: Forming Concepts and Creating Categorical Variables” in *Oxford Handbook of Political Methodology*. Oxford University Press, 2008.

“Putting Typologies to Work: Concept-Formation, Measurement, and Analytic Rigor,” (with David Collier, Jody LaPorte and Jason Seawright), *Political Research Quarterly*, 65:1 (March 2012): 217-232. (Descriptive Typologies)

Colin Elman. 2005. “Explanatory Typologies in qualitative studies of international politics.” *International Organization.* 59 (2).

Further Reading:

Bailey, K. 1992. Typologies. In Encyclopedia of Sociology. (vol iv). (Ed) Borgatta and Borgatta. New York: MacMillan.

More Examples of Typologies (Students will choose a few to review and present) (book chapters available on huskyct library resources):

Robert Kagan. 2001. *Adversarial Legalism.* Cambridge University Press. Chapter 1, especially p. 10.

Thomas Ertman. 1997. *Birth of Leviathan: Building States and Regimes Medieval and Early Modern Europe.* Cambridge University Press. Chapter 1, especially p. 10, 29.

Charles Tilly and Sidney Tarrow. 2007. *Contentious Politics.* Boulder: Paradigm. Chapter 1, especially p. 7.

C. O’Dwyer. 2004. “Runaway State-Building: how Political Parties Shape States in Postcommunist Eastern Europe.” *World Politics.* 56: 520-81.

Margaret Levi. 1997. *Consent, Dissent and Patriotism.* Cambridge University Press. Chapter 2.

A Mazur. 2001. *State Feminism, Women’s Movements and Job Training: Making Democracies Work in the Global Economy.* New York: Routledge. Chapter 1, p. 21.

WK Muir. 1977. *Police, Streetcorner Politicians.* University of Chicago Press. Chapter 3, especially p. 44.

Ernie Haas. 2000. *Nationalism, Liberalism and Progress: The Dismal State of New Nations.* Cornell University Press. Chapter 1, especially p. 10.

Kathyrn Sikkink. “The Power of Principled Ideas: Human Rights Policies in the United States and Western Europe.” Goldstein et al (ed) *In Ideas and Foreign Policies: Beliefs, Institutions, and Political Change.* Cornell University Press.

D Hibbs. 1987. *The Political Economy of Industrial Democracies.* Cambridge University Press. Chapter 1, especially p. 19 (on Strike Measurement).

Edward Carmine and James Stimson. 1980. “The two faces of issue voting.” *American Political Science Review.* 74: 78-91.

Ana Gryzmala-Busse. 2007. *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*. Cambridge University Press.Chapter 2, esp. p. 32 and 33.

**February 16**

**4. Concept Formation: Initial Ideas**

Roger Brown. 1958. “How Shall a Thing be Called?” *Psychological Review. 65.*

Charles Jones. 1974. “Doing Before Knowing: Concept Development in Political Research.” *American Journal of Political Science.* 18, No. 1.

John Gerring. 2001. Chapter 4: Strategies of Definition. *Social Science Methodology.* Cambridge University Press.

Giovanni Sartori, “Concept misinformation in comparative politics,” *American Political Science Review* 64:4 (1970) pp. 1033-1053.

Giovanni Sartori. 2009. Chapter 4: Guidelines for Conceptual Analysis. *Concept and Method in Social Science: The Tradition of Giovanni Sartori.* Routledge.

Examples of Articles on Conceptualization and Measurement

James Frearon. 1997. “What is Identity (As We Now Use the Word)?” Unpublished paper, Department of Political Science, Stanford University. Available online: <https://web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf>

Pamela Paxton. 1998. “Women in the Measurement of Democracy: Problems of Operationalization,” *Studies of Comparative International Development.* 35 (3).

Hanna Pitkin. The Concept of Representation. Introduction. Pp. 1-12.

Tina Hilgers. 2011. Clientelism and Conceptual Stretching: Differentiating among Concepts and Among Analytical Levels. *Theory and Society.*

Taylor Boas and Jordan Gans-Morse. 2009. *“*Neoliberalism: From New Liberal Philosophy to Anti-Liberal Slogan.” *Studies in Comparative International Development.* 44: 137-161.

**February 23**

**4. Concept Formation: (More) Issues and Challenges**

Gary Goetz. 2006. “Chapter 2: Structuring and Theorizing Concepts.” *Social Science Concepts.* Princeton University Press.

John Gerring. 2001. “Chapter 3: Concepts: General Criteria.” *Social Science Methodology.* Cambridge University Press.

David Collier and James Mahon. 1993. Conceptual Stretching Revisited: Adapting Categories in Comparative Analysis. *American Political Science Review.*

David Collier and Steve Levitsky. 1997. “Democracy with Adjectives: Conceptual Innovation in Comparative Research.” *World Politics.*

**March 2**

**4. Overview of Measurement**

Earl Babbie. 2001. *The Practice of Social Research.* 9th Edition. Wadsworth. Chapter 5: Conceptualization, Operationalization and Measurement.

Earl Babbie. 2001. *The Practice of Social Research.* 9th Edition. Wadsworth. Chapter 6: Indexes, Scales and Typologies.

S.S. Stevens. 1946. “On the Theory of Scales of Measurement.” *Science.* 103 (2684).

Gary Goetz. 2006. “Chapter 4: Increasing Concept-Measure Consistency.” *Social Science Concepts.* Princeton University Press.

Robert Adcock and David Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” *American Political Science Review. 95 (3).*

*Further Reading:*

Gary Goertz and James Mahoney. 2012.A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. *Princeton University Press.* Chapter 11: Meaning and Measurement.

More Examples of Conceptualization, Operationalization, and Measurement

Kurtz, Marcus. 2000. “Understanding Peasant Revolution: From Concept to Theory to Case.” *Theory and Society.* 29: 93-124

James Johnson. 2003. “Conceptual Problems as Obstacles to Progress in Political Science: Four Decades of Political Culture Research.” *Journal of Theoretical Politics.* 15 (1).

Steve Levitsky. 1998. “Institutionalization and Peronism: The Concept, the Case and the Case for Unpacking the Concept.” *Party Politics.* (4): 1.

Simeon Nichter. 2014. “Conceptualizing Vote Buying.” *Electoral Studies.*

Eve Sweetser. 1987. “The Definition of Lie: An Examination of the Fold Models Underlying a Semantic Prototype.” *Cultural Model in Language and Thought.* Cambridge University Press.

Christopher Kotowski. 2009. Chapter 8: Revolution: Untangling Alternative Meanings.

*Concept and Method in Social Science: The Tradition of Giovanni Sartori.* Routledge.

**March 9**

**6. Case Studies I: Initial Ideas and Case Selection**

Timothy McKeown. 2004. (Eds Brady and Collier) *Rethinking Social Inquiry: Diverse Tools, Shared Standards.* Chapter 9: Case Studies and the Limits of the Quantitative Worldview.

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences.* MIT. Chapter 1: Case Studies and Theory Development.

John Gerring. *Case Study Research: Principles and Practice.* Cambridge University Press. Chapters 1, 2, 3.

Jason Seawright and John Gerring. 2008. “Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options.” Political Research Quarterly. 61 (2).

**March 16: No class: Spring Break**

**March 23**

**7. Case Studies II: More Ideas (and Cross-Case Analysis)**

John Gerring. *Case Study Research: Principles and Practice.* Cambridge University Press. Chapter 5.

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences.* Chapter 3-6 (How to Do Case Studies)

**March 30: Class cancelled**

**April 6**

**8. Process Tracing (or Within Case Analysis)**

Andrew Bennett and Jeffrey Checkel. 2015. “Chapter 1: Process Tracing: From Philosophical Roots to Best Practices.” *Process Tracing: From Metaphor to Analytical Tool.* Cambridge University Press.

Peter Hall. 2007. “Systematic Process Analysis: When and How to Use it.” *European Political Science.* 2007.

Tulia Falleti and James Mahoney. (Forthcoming, 2015).“The Comparative Sequential Method.”In Mahoney and Thelen (eds) Advances in Comparative Historical Analysis: Resilience, Diversity and Change. Cambridge University Press. **Draft available on huskyct**

Gary Goertz and James Mahoney. 2012.A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. *Princeton University Press.* Chapter 7 and 8.

*Further Reading:*

Alan Jacobs. 2015. “Chapter 2: Process Tracing the Effects of Ideas.” *Process Tracing: From Metaphor to Analytical Tool.* Cambridge University Press.

Jeffrey Checkel. 2015. “Chapter 3: Mechanisms, Process, and the Study of International Institutions.” *Process Tracing: From Metaphor to Analytical Tool.* Cambridge University Press.

Jason Lyall. 2015. “Process Tracing, Causal Inference and Civil War.” *Process Tracing: From Metaphor to Analytical Tool.* Cambridge University Press.

Derek Beach and Rasmus Bruns Pedersen. 2013. *Process Tracing Methods: Foundations and Guidelines.* University of Michigan Press.

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences.* Chapter 10: Process Tracing and Historical Explanation.

Tasha Fairfield. 2013. “Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies.” *World Development.* 47. July. (See Appendix).

**April 13**

**9. Data Gathering and Organization Part 1: Access Different Types of Qualitative Data (via Field Research Methods, Interviews, Archival Research, etc)**

Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read, *Field Research in Political Science* (Cambridge University Press, forthcoming 2015), Chapter 1, 5, 10, **on huskyct (under Readings tab)**

Lieberman, Evan. 2004. “Preparing for Field Research,” Qualitative Methods:

Newsletter of the APSA Organized Section on Qualitative Methods 2 (1): 3–7.

Lynch, Julia. 2004. “Tracking Progress While in the Field,” Qualitative Methods:

Newsletter of the APSA Organized Section on Qualitative Methods 2 (1): 10–15.

Hsueh, Roselyn et al. Fieldwork in Political Science: Confronting Challenges and Crafting Solutions. *PS: Political Science & Politics*, 47:2 (April 2014)  
 Including (pick one):

* Suzanne E. Scoggins. “Navigating Fieldwork as an Outsider: Observations from Interviewing Police Officers in China.”
* Vasundhara Sirnate. “Positionality, Personal Insecurity, and Female Empathy in Security Studies Research.”
* Francesca Refsum Jensenius. “The Fieldwork of Quantitative Data Collection.”
* Christopher Chambers-Ju. “Data Collection, Opportunity Costs, and Problem Solving.”
* Akasemi Newsome. “Knowing When to Scale Back: Addressing Questions of Research Scope in the Field.”
* **\*\*Jody LaPorte. “Confronting a Crisis of Research Design.”**

Further Readings:

Anderson, Kathryn, and Dana C. Jack. 1991. “Learning to Listen: Interview Techniques and Analysis.” in *Women’s Words: The Feminist Practice of Oral History*, edited by Sherna Berger Gluck and Daphne Patai, New York: Routledge, pp. 11-25.

Briggs, Charles L. 1986. *Learning How to Ask.* Cambridge: Cambridge University

Press.

Dean, John P.and William Foote Whyte. 1970. ”What Kind of Truth Do You Get?” in *Elite and Specialized Interviewing*, edited by Lewis Anthony Dexter, Northwestern University Press, pp. 119- 138.

Keats, Daphne. M. 2000. *Interviewing: A Practical Guide for Students and Professionals*. Buckingham: Open University Press.

Rubin, Irene S. and Herbert J. Rubin. 2004. *Qualitative Interviewing: The Art of Hearing Data.* London: Sage Publications, Inc.

Weiss, Robert S. 1994*. Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York, NY: Macmillan, Inc.

Andrea Fontana and James H. Frey, “The Interview: from Structured Questions to Negotiated Text,” in Norman K. Denzin and Yvonna S. Lincoln, eds., *Handbook of Qualitative Research*, second ed.(Thousand Oaks, CA: Sage, 2000).

Erik Bleich and Robert Pekkanen, “How to Report Interview Data,” in Layna Mosley, *Interview research in political science* (Ithaca: Cornell University Press, 2013).

Cathie Jo Martin, “Crafting Interviews to Capture Cause and Effect,” in Layna Mosley, *Interview research in political science* (Ithaca: Cornell University Press, 2013).

Colin Elman, Diana Kapiszewski, Lorena Vinuela. 2010.“Qualitative Data Archiving: Rewards and Challenges.” *PS: Political Science.* 43: 1.

**April 20**

**10. Data Gathering and Organization Part 2: Analysis and Organization: Organizing Various Forms of Data and Analyzing)**

TBD

**April 27**

**11. Last Day—Overview and Discussion of Projects**

**also to add**

[Insights and pitfalls: **Selection bias**in qualitative research](http://journals.cambridge.org/abstract_S0043887100011291)

[D **Collier**](https://scholar.google.com/citations?user=t9BWUboAAAAJ&hl=en&oi=sra), [J Mahoney](https://scholar.google.com/citations?user=mKoUY5IAAAAJ&hl=en&oi=sra) - World Politics, 1996 -

[Translating quantitative methods for qualitative researchers: The case of **selection bias**](http://journals.cambridge.org/abstract_S0003055400096477)

[D **Collier**](https://scholar.google.com/citations?user=t9BWUboAAAAJ&hl=en&oi=sra) - American Political Science Review, 1995 - Cambridge Univ Press

**2018-193 POLS 5610 Drop Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7391 |
| **Request Proposer** | Gordon |
| **Course Title** | Research Design in Political Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Research Design in Political Science |
| **Course Number** | 5610 |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

|  |
| --- |
| **COURSE RESTRICTIONS** |

|  |
| --- |
| **GRADING** |

|  |
| --- |
| **SPECIAL INSTRUCTIONAL FEATURES** |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Reason for the course action** | Because we are such an internally diverse faculty, the Department of Political Science is constantly wrangling with its graduate methods curriculum. In the past, POLS required all graduate students only to take Nature of Political Inquiry (5600) [which was a course in Philosophy of Social Science] and Seminar in Quantitative Methods of Political Science (5605). In an effort to create a course that offered qualitative training as well, Research Design in Political Science (5610) was introduced as a third required course that built on the Quantitative course and added qualitative dimensions. However, with the much larger number of faculty who were doing and students who sought to do qualitative work, a new course, Seminar in Qualitative Methods of Political Science (5615) was not only created but also made into a required course for all graduate students in POLS. This led to a shift in the role of Research Design in the course sequence. Students repeatedly complained that there was too much duplication of themes and assignments across the four courses and this seemed to be true. We therefore voted as a department to eliminate Research Design in Political Science, integrating some attention to questions of research design into Nature of Political Inquiry (5600), Seminar in Quantitative Methods (5605), and Seminar in Qualitative Methods of Political Science (5615). We replaced it with a requirement that all PhD students complete a fourth advanced methods elective. |
| **Specify effect on other departments and overlap with existing courses** | Some students outside of POLS took Research Design, but they were few in number. Any students from other departments are welcome to enroll in POLS 5600, POLS 5605, and POLS 5615, which we continue to offer each year and that do involve research design components. |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 04/21/2018 - 13:14 | Submit |  | While POLS voted unanimously to drop POLS 5610, Research Design in Political Science, from our graduate methods sequence, this move has not yet been approved by C and C. We are therefore seeking this permission, with the additional hope that students can be spared the problem of barred access to their third methods course, POLS 5615, since they have not taken the former prerequisite that we no longer offer. | | Political Science | Meina Cai | 04/22/2018 - 21:00 | Approve | 4/22/2018 | This was approved by the political science department. | |

**2018-194 ECON Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 10 June 2018

2. Department or Program: ECON

3. Title of Major: Economics

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:

To provide a pathway to the BS degree for students who have already taken ECON 2201 and 2202. Also makes some minor editorial changes and adds a new course to the modeling and methods requirement. It also removes mention of older in-house programs that have been superseded by the BS.

# Existing Catalog Description of Major

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

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

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

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

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

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

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

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); at least six credits from the following modeling and methods courses (ECON 2301, 2326, 2327, 3208, 3313, 4206); plus at least nine additional credits in ECON courses at the 2000-level or higher. B.S. majors may not count ECON 2201, 2202, or 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. Students may substitute equivalent graduate-level courses with consent of the advisor.

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics.

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

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

# Proposed Catalog Description of Major

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

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

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

Economics B.A. majors are also required to pass twelve credits in 2000-level or above courses in fields related to economics or to fulfill a minor related to economics. In addition, all Economics majors must take STAT 1000Q or 1100Q and one of the following: MATH 1071Q, 1110Q, 1126Q, 1131Q, 1151Q or 2141Q. MATH 1125Q or higher is recommended, and STAT 1100Q is recommended over STAT 1000Q. ECON 2311 is a recommended course for the B.A. Students may substitute more advanced MATH and STAT courses with consent of the faculty advisor.

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

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

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

One of these courses may be used to fulfill the CA 3 lab requirement of the University’s general education requirements. In addition, students must take one other CA 3 course from a different subject area, but it need not be a lab course.

B.S. majors must also earn 29 credits in courses at the 2000-level or above, including two quantitative intermediate theory courses (ECON 2211Q and 2212Q); a sequence in econometrics (ECON 2311 and 2312); and at least six credits from the following modeling and methods courses: ECON 2301, 2326, 2327, 3208, 3313, 3315, 4206. ~~plus at least nine additional credits in ECON courses at the 2000-level or higher.~~  Students may substitute equivalent graduate-level courses with consent of the advisor. B.S. majors may fulfill the requirement for ECON 2211Q and ECON 2212Q by taking ECON 2201, ECON 2202, and ECON 2301, in which case ECON 2301 cannot be used to fulfill the requirement for six credits in modeling and methods courses. B.S. majors may not count ECON ~~2201, 2202, or~~ 2481 toward the major, nor may they count more than six credits in ECON 2499 and/or 3499. ~~Students may substitute equivalent graduate-level courses with consent of the advisor~~.

B.S. majors are also required to pass 12 credits in 2000-level or above courses in a field or fields related to economics. These related area courses may count toward a minor in a field related to economics.

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

Economics majors satisfy the information literacy competency by passing at least one W course in Economics. Students may gain enhanced competence in information literacy by taking ECON 2311, 2312W, 2326, or 2327. Economics majors satisfy the writing in the major requirement by passing at least one W course in Economics. A minor in Economics is described in the “Minors” section.

# Justification

1. Reasons for changing the major: Mostly to solve a problem that arises when students have already taken ECON 2201 or 2202 before they elect the BS degree. This solution as discussed with and approved by the Liberal Arts Services Center.

2. Effects on students: Makes life easier for them.

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: 27 April 2018

    Department Faculty: 4 May 2018

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

Richard N. Langlois (860) 486-3472, [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

**2018-195 ECON Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 10 June 2018

2. Department or Program: ECON

3. Title of Minor: Economics

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 quantitative versions of intermediate theory courses as an alternative.

# Existing Catalog Description of Minor

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201, 2202, and one course numbered 2301–2328 or at the 3000 level or above.

The minor is offered by the Economics Department

# Proposed Catalog Description of Minor

Students wishing to minor in Economics must complete five three-credit courses at the 2000 level and above, including ECON 2201 or 2211Q, ECON 2202 or 2212Q, and one course numbered 2301–2328 or at the 3000 level or above.

The minor is offered by the Economics Department

# Justification

1. Reasons for changing the minor: Add new versions of intermediate theory as alternative.

2. Effects on students: minimal

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: 27 April 2018

    Department Faculty: 4 May 2018

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

Richard N. Langlois (860) 486-3472, [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

**2018-196 ENVS (CLAS) Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 8/3/18

2. Department or Program: Environmental Sciences

3. Title of Major: Environmental Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 2019

(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 and add the 36-credit group requirement.

# Existing Catalog Description of Major

# Environmental Sciences

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1132Q](https://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) or [3025Q](https://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](https://catalog.uconn.edu/NRE/#1000).

[ARE 1150](https://catalog.uconn.edu/ARE/#1150); [ECON 1200](https://catalog.uconn.edu/ECON/#1200) or [1201](https://catalog.uconn.edu/ECON/#1201); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](https://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](https://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

[ENVS 2000](https://catalog.uconn.edu/ENVS/#2000)

### Required Capstone Course

[NRE 4000W](https://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3340](https://catalog.uconn.edu/GEOG/#3340); [MARN 3030](https://catalog.uconn.edu/MARN/#3030); [NRE 2010](https://catalog.uconn.edu/NRE/#2010), [2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), [3105](https://catalog.uconn.edu/NRE/#3105), [3125](https://catalog.uconn.edu/NRE/#3125), [3155](https://catalog.uconn.edu/NRE/#3155), [3305](https://catalog.uconn.edu/NRE/#3305), [3335](https://catalog.uconn.edu/NRE/#3335), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3500](https://catalog.uconn.edu/NRE/#3500), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4575](https://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [3247](https://catalog.uconn.edu/EEB/#3247), [4230W](https://catalog.uconn.edu/EEB/#4230W); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3205](https://catalog.uconn.edu/NRE/#3205), [4340](https://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](https://catalog.uconn.edu/AH/#3175); [GEOG 2400](https://catalog.uconn.edu/GEOG/#2400); [LAND 3230W](https://catalog.uconn.edu/LAND/#3230W); [NRE 3265](https://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [POLS 3412](https://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](https://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240), [3715](https://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](https://catalog.uconn.edu/GEOG/#3410); [HIST 3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542); [JOUR 3046](https://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](https://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](https://catalog.uconn.edu/SOCI/#2701), [2705](https://catalog.uconn.edu/SOCI/#2705), [2709W](https://catalog.uconn.edu/SOCI/#2709W), [3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 2235](https://catalog.uconn.edu/ARE/#2235), [4305](https://catalog.uconn.edu/ARE/#4305), [4438](https://catalog.uconn.edu/ARE/#4438), [4444](https://catalog.uconn.edu/ARE/#4444), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [ECON 3466](https://catalog.uconn.edu/ECON/#3466), [3473](https://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](https://catalog.uconn.edu/GEOG/#3400), [4300](https://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010); [MARN 3000](https://catalog.uconn.edu/MARN/#3000); [NRE 3115](https://catalog.uconn.edu/NRE/#3115), [3146](https://catalog.uconn.edu/NRE/#3146), [4170](https://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3310](https://catalog.uconn.edu/GEOG/#3310), [3410](https://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](https://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](https://catalog.uconn.edu/MARN/#3230); [MARN 3001](https://catalog.uconn.edu/MARN/#3001), [3030](https://catalog.uconn.edu/MARN/#3030), [4066](https://catalog.uconn.edu/MARN/#4066); [NRE 2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), [3105](https://catalog.uconn.edu/NRE/#3105), [3115](https://catalog.uconn.edu/NRE/#3115), [3155](https://catalog.uconn.edu/NRE/#3155), [4340](https://catalog.uconn.edu/NRE/#4340); [NRE 4135](https://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](https://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](https://catalog.uconn.edu/CHEM/#4370), [4371](https://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [2245/W](https://catalog.uconn.edu/EEB/#2245), [3247](https://catalog.uconn.edu/EEB/#3247); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](https://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 4110](https://catalog.uconn.edu/GSCI/#4110), [4210](https://catalog.uconn.edu/GSCI/#4210); [MARN 2002](https://catalog.uconn.edu/MARN/#2002), [2060](https://catalog.uconn.edu/MARN/#2060), [3003Q](https://catalog.uconn.edu/MARN/#3003Q), [4030W](https://catalog.uconn.edu/MARN/#4030W), [4060](https://catalog.uconn.edu/MARN/#4060); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3125](https://catalog.uconn.edu/NRE/#3125), [3145](https://catalog.uconn.edu/NRE/#3145), [3205](https://catalog.uconn.edu/NRE/#3205); [SPSS 2120](https://catalog.uconn.edu/SPSS/#2120), [3420](https://catalog.uconn.edu/SPSS/#3420).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](https://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](https://catalog.uconn.edu/CE/#3530); [EEB 4230W](https://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](https://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](https://catalog.uconn.edu/MARN/#3505); [GSCI](https://catalog.uconn.edu/GSCI/#4735)/[NRE 4735](https://catalog.uconn.edu/NRE/#4735); [MARN 3003Q](https://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](https://catalog.uconn.edu/NRE/#2000), [2010](https://catalog.uconn.edu/NRE/#2010), [3305](https://catalog.uconn.edu/NRE/#3305), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4475](https://catalog.uconn.edu/NRE/#4475), [4535](https://catalog.uconn.edu/NRE/#4535), [4544](https://catalog.uconn.edu/NRE/#4544), [4545](https://catalog.uconn.edu/NRE/#4545), [4575](https://catalog.uconn.edu/NRE/#4575), [4665](https://catalog.uconn.edu/NRE/#4665); [PHYS 2400](https://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](https://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](https://catalog.uconn.edu/AH/#3021), [3175](https://catalog.uconn.edu/AH/#3175), [3275](https://catalog.uconn.edu/AH/#3275); [ANSC 4341](https://catalog.uconn.edu/ANSC/#4341); [MCB 2610](https://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](https://catalog.uconn.edu/ANSC/#4642); [MCB 2400](https://catalog.uconn.edu/MCB/#2400), [3010](https://catalog.uconn.edu/MCB/#3010), [3011](https://catalog.uconn.edu/MCB/#3011), [3201](https://catalog.uconn.edu/MCB/#3201), [3633](https://catalog.uconn.edu/MCB/#3633), [4211](https://catalog.uconn.edu/MCB/#4211); [PVS 2100](https://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](https://catalog.uconn.edu/AH/#3570), [3571](https://catalog.uconn.edu/AH/#3571), [3573](https://catalog.uconn.edu/AH/#3573), [3574](https://catalog.uconn.edu/AH/#3574); [PVS 4300](https://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](https://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

# Proposed Catalog Description of Major

# Environmental Sciences

The major in Environmental Sciences is based in the physical and biological sciences, but also includes course work in selected areas of the social sciences. The major leads to a Bachelor of Science degree, and may be adopted by students in either the College of Agriculture, Health and Natural Resources or the College of Liberal Arts and Sciences. This curriculum offers a comprehensive approach to the study of environmental problems, including not only a rigorous scientific background, but also detailed analyses of the social and economic implications of environmental issues. The complexity and interdisciplinary nature of environmental science is reflected in the core requirements of the major. These courses, assembled from several different academic departments representing two colleges, provide both breadth and depth, preparing students for careers that deal with environmental issues and for graduate study in environmental sciences and related fields.

### Required courses in Basic (Natural) Sciences

* [BIOL 1107](https://catalog.uconn.edu/BIOL/#1107) and [1108](https://catalog.uconn.edu/BIOL/#1108) or [1110](https://catalog.uconn.edu/BIOL/#1110);
* [CHEM 1124Q](https://catalog.uconn.edu/CHEM/#1124Q), [1125Q](https://catalog.uconn.edu/CHEM/#1125Q), [1126Q](https://catalog.uconn.edu/CHEM/#1126Q) or [1127Q](https://catalog.uconn.edu/CHEM/#1127Q), [1128Q](https://catalog.uconn.edu/CHEM/#1128Q);
* [MATH 1131Q](https://catalog.uconn.edu/MATH/#1131Q), [1132Q](https://catalog.uconn.edu/MATH/#1132Q);
* [PHYS 1201Q](https://catalog.uconn.edu/PHYS/#1201Q), [1202Q](https://catalog.uconn.edu/PHYS/#1202Q), or [1401Q](https://catalog.uconn.edu/PHYS/#1401Q), [1402Q](https://catalog.uconn.edu/PHYS/#1402Q);
* [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) or [3025Q](https://catalog.uconn.edu/STAT/#3025Q);
* [NRE 1000](https://catalog.uconn.edu/NRE/#1000).

[ARE 1150](https://catalog.uconn.edu/ARE/#1150); [ECON 1200](https://catalog.uconn.edu/ECON/#1200) or [1201](https://catalog.uconn.edu/ECON/#1201); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 1050](https://catalog.uconn.edu/GSCI/#1050); and [MARN 1002](https://catalog.uconn.edu/MARN/#1002) are prerequisites for several upper division course concentration options. It is the student’s responsibility to ensure that all pre-requisites in the catalog for concentration courses have been satisfied.

### Required Sophomore Seminar Course

[ENVS 2000](https://catalog.uconn.edu/ENVS/#2000)

### Required Capstone Course

[NRE 4000W](https://catalog.uconn.edu/NRE/#4000W) (3 credits). Completion of NRE 4000W satisfies the writing in the major and information literacy exit requirements.

### Required Internship or Research Experience

1-6 credits of internship and/or research experience. Internship and/or research experience must be approved by the student’s advisor.

Students are required to complete a minimum of 36 credits of approved courses, at the 2000-level or higher. Approved courses include: ENVS 2000, NRE 4000W, 1-6 credits of internship or research experience, and a minimum of 24-credits within a declared concentration.

### Area of Concentration

All students majoring in Environmental Sciences must declare and fulfill the requirements of a concentration in a discipline associated with the program before graduation. Approved concentrations are listed below:

#### Sustainable Systems Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Resource Management

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3340](https://catalog.uconn.edu/GEOG/#3340); [MARN 3030](https://catalog.uconn.edu/MARN/#3030); [NRE 2010](https://catalog.uconn.edu/NRE/#2010), [2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), 2600, [3105](https://catalog.uconn.edu/NRE/#3105), [3125](https://catalog.uconn.edu/NRE/#3125), [3155](https://catalog.uconn.edu/NRE/#3155), [3305](https://catalog.uconn.edu/NRE/#3305), [3335](https://catalog.uconn.edu/NRE/#3335), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3500](https://catalog.uconn.edu/NRE/#3500), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4575](https://catalog.uconn.edu/NRE/#4575).

##### Ecological Systems

[EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [3247](https://catalog.uconn.edu/EEB/#3247), [4230W](https://catalog.uconn.edu/EEB/#4230W); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3205](https://catalog.uconn.edu/NRE/#3205), [4340](https://catalog.uconn.edu/NRE/#4340).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Built Systems

[AH 3175](https://catalog.uconn.edu/AH/#3175); [GEOG 2400](https://catalog.uconn.edu/GEOG/#2400); [LAND 3230W](https://catalog.uconn.edu/LAND/#3230W); [NRE 3265](https://catalog.uconn.edu/NRE/#3265).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [POLS 3412](https://catalog.uconn.edu/POLS/#3412); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Ethics, Values, and Culture

[ANTH 3339](https://catalog.uconn.edu/ANTH/#3339); [ENGL 3240](https://catalog.uconn.edu/ENGL/#3240), [3715](https://catalog.uconn.edu/ENGL/#3715); [GEOG 3410](https://catalog.uconn.edu/GEOG/#3410); [HIST 3540](https://catalog.uconn.edu/HIST/#3540), [3542](https://catalog.uconn.edu/HIST/#3542); [JOUR 3046](https://catalog.uconn.edu/JOUR/#3046); [PHIL 3216](https://catalog.uconn.edu/PHIL/#3216); [SOCI 2701](https://catalog.uconn.edu/SOCI/#2701), [2705](https://catalog.uconn.edu/SOCI/#2705), [2709W](https://catalog.uconn.edu/SOCI/#2709W), [3407/W](https://catalog.uconn.edu/SOCI/#3407).

##### Economics and Business

[ARE 2235](https://catalog.uconn.edu/ARE/#2235), [4305](https://catalog.uconn.edu/ARE/#4305), [4438](https://catalog.uconn.edu/ARE/#4438), [4444](https://catalog.uconn.edu/ARE/#4444), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [ECON 3466](https://catalog.uconn.edu/ECON/#3466), [3473](https://catalog.uconn.edu/ECON/#3473).

#### Global Change Concentration

Students must complete at least two courses from each of the following Knowledge Competencies. The same course cannot be used to fulfill more than one knowledge competency.

##### Climate Change and its Impacts

[GEOG 3400](https://catalog.uconn.edu/GEOG/#3400), [4300](https://catalog.uconn.edu/GEOG/#4300); [GSCI 3010](https://catalog.uconn.edu/GSCI/#3010); [MARN 3000](https://catalog.uconn.edu/MARN/#3000); [NRE 2600, 3115](https://catalog.uconn.edu/NRE/#3115), [3146](https://catalog.uconn.edu/NRE/#3146), [4170](https://catalog.uconn.edu/NRE/#4170).

##### Land and Ocean Use and its Impacts

[EEB 2208](https://catalog.uconn.edu/EEB/#2208); [GEOG 3310](https://catalog.uconn.edu/GEOG/#3310), [3410](https://catalog.uconn.edu/GEOG/#3410); [GSCI 3020](https://catalog.uconn.edu/GSCI/#3020); [GSCI/MARN 3230](https://catalog.uconn.edu/MARN/#3230); [MARN 3001](https://catalog.uconn.edu/MARN/#3001), [3030](https://catalog.uconn.edu/MARN/#3030), [4066](https://catalog.uconn.edu/MARN/#4066); [NRE 2215](https://catalog.uconn.edu/NRE/#2215), [2345](https://catalog.uconn.edu/NRE/#2345), 2600, [3105](https://catalog.uconn.edu/NRE/#3105), [3115](https://catalog.uconn.edu/NRE/#3115), [3155](https://catalog.uconn.edu/NRE/#3155), [4340](https://catalog.uconn.edu/NRE/#4340); [NRE 4135](https://catalog.uconn.edu/NRE/#4135)/[GSCI 4735](https://catalog.uconn.edu/GSCI/#4735).

##### Natural Science

[CHEM 4370](https://catalog.uconn.edu/CHEM/#4370), [4371](https://catalog.uconn.edu/CHEM/#4371); [EEB 2244/W](https://catalog.uconn.edu/EEB/#2244), [2245/W](https://catalog.uconn.edu/EEB/#2245), [3247](https://catalog.uconn.edu/EEB/#3247); [EEB 3230](https://catalog.uconn.edu/EEB/#3230)/[MARN 3014](https://catalog.uconn.edu/MARN/#3014); [EEB/GSCI 4120](https://catalog.uconn.edu/GSCI/#4120); [GEOG 2300](https://catalog.uconn.edu/GEOG/#2300); [GSCI 4110](https://catalog.uconn.edu/GSCI/#4110), [4210](https://catalog.uconn.edu/GSCI/#4210); [MARN 2002](https://catalog.uconn.edu/MARN/#2002), [2060](https://catalog.uconn.edu/MARN/#2060), [3003Q](https://catalog.uconn.edu/MARN/#3003Q), [4030W](https://catalog.uconn.edu/MARN/#4030W), [4060](https://catalog.uconn.edu/MARN/#4060); [NRE 2455](https://catalog.uconn.edu/NRE/#2455), [3125](https://catalog.uconn.edu/NRE/#3125), [3145](https://catalog.uconn.edu/NRE/#3145), [3205](https://catalog.uconn.edu/NRE/#3205); [SPSS 2120](https://catalog.uconn.edu/SPSS/#2120), [3420](https://catalog.uconn.edu/SPSS/#3420).

Students must complete at least one course from each of the following Knowledge Competencies.

##### Methods

[CE 2251](https://catalog.uconn.edu/CE/#2251); [CE/ENVE 3530/GSCI 3710](https://catalog.uconn.edu/CE/#3530); [EEB 4230W](https://catalog.uconn.edu/EEB/#4230W); [GEOG 3500Q](https://catalog.uconn.edu/GEOG/#3500Q); [GEOG/GSCI 4230](https://catalog.uconn.edu/GEOG/#4230); [GEOG/MARN 3505](https://catalog.uconn.edu/MARN/#3505); [GSCI](https://catalog.uconn.edu/GSCI/#4735)/[NRE 4735](https://catalog.uconn.edu/NRE/#4735); [MARN 3003Q](https://catalog.uconn.edu/MARN/#3003Q); [NRE 2000](https://catalog.uconn.edu/NRE/#2000), [2010](https://catalog.uconn.edu/NRE/#2010), [3305](https://catalog.uconn.edu/NRE/#3305), [3345/W](https://catalog.uconn.edu/NRE/#3345), [3535](https://catalog.uconn.edu/NRE/#3535), [4335](https://catalog.uconn.edu/NRE/#4335), [4475](https://catalog.uconn.edu/NRE/#4475), [4535](https://catalog.uconn.edu/NRE/#4535), [4544](https://catalog.uconn.edu/NRE/#4544), [4545](https://catalog.uconn.edu/NRE/#4545), [4575](https://catalog.uconn.edu/NRE/#4575), [4665](https://catalog.uconn.edu/NRE/#4665); [PHYS 2400](https://catalog.uconn.edu/PHYS/#2400); [STAT 2215Q](https://catalog.uconn.edu/STAT/#2215Q), [3025Q](https://catalog.uconn.edu/STAT/#3025Q).

##### Governance and Policy

[AH 3174](https://catalog.uconn.edu/AH/#3174); [ARE 2235](https://catalog.uconn.edu/ARE/#2235), [3434](https://catalog.uconn.edu/ARE/#3434), [3437](https://catalog.uconn.edu/ARE/#3437), [4438](https://catalog.uconn.edu/ARE/#4438), [4462](https://catalog.uconn.edu/ARE/#4462); [ECON/MAST 2467](https://catalog.uconn.edu/MAST/#2467); [EVST/POLS 3412](https://catalog.uconn.edu/EVST/#3412); [GEOG 3320W](https://catalog.uconn.edu/GEOG/#3320W); [MAST/POLS 3832](https://catalog.uconn.edu/POLS/#3832); [NRE 3000](https://catalog.uconn.edu/NRE/#3000), [3201](https://catalog.uconn.edu/NRE/#3201), [3245](https://catalog.uconn.edu/NRE/#3245); [SOCI 3407/W](https://catalog.uconn.edu/SOCI/#3407).

#### Human Health Concentration

Students must pass all of the following: [AH 3021](https://catalog.uconn.edu/AH/#3021), [3175](https://catalog.uconn.edu/AH/#3175), [3275](https://catalog.uconn.edu/AH/#3275); [ANSC 4341](https://catalog.uconn.edu/ANSC/#4341); [MCB 2610](https://catalog.uconn.edu/MCB/#2610).

Students must pass two of the following; totaling 6 or more credits: [ANSC 4642](https://catalog.uconn.edu/ANSC/#4642); [MCB 2400](https://catalog.uconn.edu/MCB/#2400), [3010](https://catalog.uconn.edu/MCB/#3010), [3011](https://catalog.uconn.edu/MCB/#3011), [3201](https://catalog.uconn.edu/MCB/#3201), [3633](https://catalog.uconn.edu/MCB/#3633), [4211](https://catalog.uconn.edu/MCB/#4211); [PVS 2100](https://catalog.uconn.edu/PVS/#2100).

Students must pass one of the following: [AH 3570](https://catalog.uconn.edu/AH/#3570), [3571](https://catalog.uconn.edu/AH/#3571), [3573](https://catalog.uconn.edu/AH/#3573), [3574](https://catalog.uconn.edu/AH/#3574); [PVS 4300](https://catalog.uconn.edu/PVS/#4300).

Note: A B.S. in Environmental Sciences can also be earned through the College of Agriculture, Health and Natural Resources. For the complete requirements, refer to the Environmental Sciences description in the [College of Agriculture, Health and Natural Resources](https://catalog.uconn.edu/agriculture-health-and-natural-resources/environmental-sciences/) section of this Catalog.

# Justification

1. Reasons for changing the major: We wish to replace the 12 credit related course group and with a 36-credit group to mirror the requirements of the major offered in CAHNR. We wish to add another course option to the curriculum.

2. Effects on students: none

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: 5/1/18

    Department Faculty: 5/1/18

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

Jason Vokoun

860-486-0141

Jason.vokoun@uconn.edu

**2018-197 Film Studies Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: August 15, 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): 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: To add a foreign study course (CLCS 3293) to each of the minor categories with advisor’s consent.

# Film Studies Minor

Students electing this minor must take 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](https://catalog.uconn.edu/ARAB/#3771); [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270), [3282](https://catalog.uconn.edu/CHIN/#3282); [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

# Film Studies Minor

Students electing this minor must take 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). With advisor's consent, up to six credits of the minor can be met through approved study abroad courses.

* **One course in core film studies:** [CLCS 3207](https://catalog.uconn.edu/CLCS/#3207), [3208](https://catalog.uconn.edu/CLCS/#3208), 3293\*\*\*; [DRAM 4152](https://catalog.uconn.edu/DRAM/#4152)
* **Two courses in national cinemas:** [ARAB 3771](https://catalog.uconn.edu/ARAB/#3771); [CHIN 3270](https://catalog.uconn.edu/CHIN/#3270), [3282](https://catalog.uconn.edu/CHIN/#3282); [CLCS 3211](https://catalog.uconn.edu/CLCS/#3211), 3293\*\*\*; [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), 3293\*\*\*; [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.

\*\*\* With advisor’s consent

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

# Justification

1. Reasons for changing the minor: For students to be able to include courses taken abroad that fit well into 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

    Department Curriculum Committee: Aug 22, 2018

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: Jacqueline Loss, jacqueline.loss@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>

**2018-198 PHYS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 08/17/2018

2. Department or Program: Physics

3. Title of Minor: Physics

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: course listing

# 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), [3401](https://catalog.uconn.edu/PHYS/#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/)

# 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

A. Nine credits of required courses: PHYS 3101, PHYS 2300 or PHYS 3401, and PHYS 3201 or ECE 3001.

B. 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 3089, [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: In part A. the wording of required courses is changed to make it to agree with 9 credits. In part A. the material in PHYS 3201 has strong overlap with to ECE 3001 and it made no sense to allow both as required courses. In part B., we included a limitation of 3 credits also for PHYS 3089 (Physics Research) since PHYS 4096W (Research Thesis in Physics) and PHYS 4099 (Independent Study) are equivalent avenues for independent study.

2. Effects on students: none

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: 7.24.2018

    Department Faculty: 7.24.2018

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