CLAS C&C

Agenda

9.18.2018

3:30-5:30PM, Oak 408

Chair: Pamela Bedore

**A. Discussion**

Senate Scholastic Standards Experiential and Research Course Proposal (Guests: Hedley Freake and Jennifer Lease Butts)

**B. Approvals by the Chair**

2018-199 MARN 5995 Special Topic: Geomicrobiology (Fall 2018)

2018-200 TRST 5295 Add Factotum Course: Special Topics

2018-201 TRST 5295 Special Topic: Translation Portfolio (Fall 2018)

**C. New Business**

2018-202 EEB 2250 Add Course (Guest: Jeffrey Seemann) (S)

2018-203 EEB 3360 Add Course (Guest: Jeffrey Seemann)

2018-204 EEB 5360 Revise Course (Guest: Jeffrey Seemann)

2018-205 AASI/AMST 3201 Revise Course (G) (S)

2018-206 HDFS 3087 Revise Course

2018-207 HEJS 1103 Revise Course (G) (S)

2018-208 POLS 5700 Add Course

2018-209 PP 5379 Revise Course

2018-210 PP 5383 Revise Course

2018-211 PP 5388 Add Course

2018-212 MCB 1200 Add Course (G) (S)

2018-213 MCB Revise Major

2018-214 MAST Revise Major

2018-215 AASI/CHIN 3271 Revise Course

2018-216 AASI/CHIN 3282 Revise Course

2018-217 TRST 5320 Add Course

**D. Announcements and Discussion**

Status of Environmental Literacy requirement (Bedore)

Cross-Listing Variable/Special Topics (Bacher and Gebelein)

Interdisciplinary Minor Consultation (Bedore)

**CATALOG COPY:**

**2018-202 EEB 2250 Add Course (Guest: Jeffrey Seemann) (S)**

*Proposed Copy:*

EEB 2250. Introduction to Plant Physiology

Fall. Three credits. Prerequisite: BIOL 1107 or BIOL 1108 or BIOL 1110.

The unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic).

**2018-203 EEB 3360 Add Course (Guest: Jeffrey Seemann)**

*Proposed Copy:*

EEB 3360. Physiological Ecology of Plants

Fall. Three credits. Prerequisite: BIOL 1108 or BIOL 1110.

The complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology. Global change impacts are a cross-cutting theme.

**2018-204 EEB 5360 Revise Course (Guest: Jeffrey Seemann)**

*Current Copy:*

EEB 5360 Functional Ecology of Plants

Three credits.

Physiological, morphological, and structural responses of plants to the physical and biotic environment and to environmental change. Readings, lectures and discussions emphasize plant responses at all levels of organization, from cells to whole plants. Themes include organismal integration, consequences and constraints in plant adaptation, and the functioning of plants within communities and ecosystems.

*Proposed Copy:*

EEB 5360 Physiological Ecology of Plants

Three credits

Investigates the complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology. Global change impacts are a cross-cutting theme.

**2018-205 AASI/AMST 3201 Revise Course (G) (S)**

*Current Copy:*

AASI 3201. Introduction to Asian American Studies (Also offered as AMST 3201.)

Three credits. Prerequisite: Open to juniors or higher. Machida

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

*Proposed Copy:*

AASI 2201. Introduction to Asian American Studies (Also offered as AMST 2201.)

Three credits.

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

**2018-206 HDFS 3087 Revise Course**

*Current Copy:*

HDFS 3087. Honors Proseminar

Two credits. Class meets once a week for two hours. Prerequisite: Open only with consent of instructor to students in the Honors Program. May be repeated for credit.

Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses.

*Proposed Copy:*

HDFS 3087. Honors Proseminar

One credit. Class meets once a week for one hour. Prerequisite: Open only with consent of instructor to students in the Honors Program.

Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses.

**2018-207 HEJS 1103 Revise Course (G) (S)**

*Current Copy:*

HEJS 1103. Literature and Civilization of the Jewish People

(Formerly offered as HEB and JUDS 1103.) Three credits. Taught in English. May not be used to meet the foreign language requirement. Miller

The major concepts, personalities and literary works of the Hebraic tradition from the Biblical and Talmudic periods to the present. CA 1. CA 4.

*Proposed Copy:*

HEJS 1103. Who Are the Jews? Jewish Identity Throughout the Ages

Three credits. Taught in English. May not be used to meet the foreign language requirement. Miller

The major concepts, personalities and literary works that inform Jewish identity from the Biblical and Talmudic periods to the present. CA 1. CA 4.

**2018-208 POLS 5700 Add Course**

*Proposed Copy:*

POLS 5700. Proseminar in Politics and Popular Culture.

Intersections of politics and popular culture. Examination of cultural texts for political meaning, and for dialogue with academic political science.

**2018-209 Revise Course PP 5379**

*Current Copy:*

PP 5379. Principles and Methods of Survey Research

3 credits. Seminar

Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

*Proposed Copy:*

PP 5379. Principles and Methods of Survey Research I

3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required.

Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results.

**2018-210 Revise Course PP 5383**

*Current Copy:*

PP 5383. Advanced Questionnaire Design

3 credits. Seminar

The art and science of designing survey questionnaires. Psychological and social processes that may influence the survey response in unanticipated ways.

*Proposed Copy:*

PP 5383. Principles and Methods of Survey Research II

3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required.

Advanced exploration of the practice of survey research and questionnaire design.

**2018-211 Add Course PP 5388**

*Proposed Copy:*

PP 5388: An Introduction to Multipopulation Survey Research Methods

3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required.

Methods for designing multilingual and multicultural survey research projects as well as key considerations for designing multinational surveys. Students will be introduced to unique methodological considerations for multilingual/multicultural studies throughout the project lifecycle, including sampling, questionnaire design, fielding, data interpretation and analysis.

**2018-212 MCB 1200 Add Course (G) (S)**

*Proposed Copy:*

MCB 1200. Virus Hunters.

Four credits. Two 50-minute lecture periods with two 3-hour lab periods and additional laboratory follow-up time as needed.

This classroom-based undergraduate research experience is part of the Howard Hughes Medical Institute’s Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES), and is connected to a larger community of scientists exploring the biology and evolution of phages. An introduction to the biology of bacterial viruses (phages) by discovering and characterizing a novel phage isolated from the environment. One phage isolate will be selected by the class to have its genome sequenced for use in MCB 1201. May be taken before or after MCB 1201 for students choosing both classes. CA-3-lab.

**2018-213 MCB Revise Major**

*Current Copy:*

**Molecular and Cell Biology**

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

**Requirements for the major:**

**At least 24 credits of MCB courses**

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

**Required Courses:**

**Group 1**: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

**Group 2**: CHEM 2443 and 2444

**Group 3**: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering

and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

*Proposed Copy:*

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**Group 2**: CHEM 2443 and 2444

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A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering

and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

**2018-214 MAST Revise Major**

*Current Copy:*

### **Major Requirements**

[MARN 1001](https://catalog.uconn.edu/MARN/#1001) is a prerequisite for the major. It is recommended that majors take [MAST 1200](https://catalog.uconn.edu/MAST/#1200) to satisfy General Education Content Area One.

#### **Core Courses**

All students are required to take [MAST 2101](https://catalog.uconn.edu/MAST/#2101). In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

* Anthropology: [ANTH/MAST 3531](https://catalog.uconn.edu/MAST/#3531) or [3532](https://catalog.uconn.edu/MAST/#3532);
* Economics: [ECON 2467](https://catalog.uconn.edu/ECON/#2467);
* English: [ENGL 3650](https://catalog.uconn.edu/ENGL/#3650) or [3651](https://catalog.uconn.edu/ENGL/#3651);
* Geography: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500);
* History: [MAST/HIST 2210](https://catalog.uconn.edu/HIST/#2210) or [MAST/HIST 3544](https://catalog.uconn.edu/HIST/#3544);
* Political Science: [POLS 3832](https://catalog.uconn.edu/POLS/#3832).

#### **Disciplinary Concentration**

Students must declare a concentration in one of the following six disciplines: Anthropology, Economics, English, Geography, History, or Political Science. One of the five Core Courses elected by the student must come from this discipline. Furthermore, the student must complete an approved sequence of three additional courses in the discipline at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student’s advisor.

The writing in the major requirement can be met with [MAST 4994W](https://catalog.uconn.edu/MAST/#4994W). Students will satisfy the information literacy requirement as they complete core courses.

#### **Related Areas**

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student’s advisor.

*Proposed Copy:*

### **Major Requirements**

[MARN 1001](https://catalog.uconn.edu/MARN/#1001) is a prerequisite for the major. It is recommended that majors take [MAST 1200](https://catalog.uconn.edu/MAST/#1200) to satisfy General Education Content Area One.

#### **Core Courses**

All students are required to take [MAST 2101](https://catalog.uconn.edu/MAST/#2101). In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

* Anthropology: [ANTH/MAST 3531](https://catalog.uconn.edu/MAST/#3531) or [3532](https://catalog.uconn.edu/MAST/#3532);
* Economics: [ECON 2467](https://catalog.uconn.edu/ECON/#2467);
* English: ENGL/MAST 3652 or ENGL/MAST 3653;
* Geography: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500);
* History: [MAST/HIST 2210](https://catalog.uconn.edu/HIST/#2210) or [MAST/HIST 3544](https://catalog.uconn.edu/HIST/#3544);
* Political Science: [POLS 3832](https://catalog.uconn.edu/POLS/#3832).

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#### **Related Areas**

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student’s advisor.

**2018-215 AASI/CHIN 3271 Revise Course**

*Current Copy:*

CHIN 3271: Topics in Chinese Literature

Three credits. Prerequisite: CHIN 1121 and 1122 or instructor consent.

Social and political issues in Chinese modernity and postmodernity. Taught in English.

*Proposed Copy:*

CHIN 3271/AASI 3271: Topics in Chinese Literature

Three credits. Prerequisite: CHIN 1121 and 1122 or instructor consent.

Social and political issues in Chinese modernity and postmodernity. Taught in English.

**2018-216 AASI/CHIN 3282 Revise Course**

*Current Copy:*

CHIN 3282. Women in Chinese Literature and Film

Three credits. Recommended preparation: CHIN 1121 and CHIN 1122 or equivalent.

Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China and gender issues. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in English and Chinese.

*Proposed Copy:*

AASI/CHIN 3282. Women in Chinese Literature and Film

Three credits. Recommended preparation: CHIN 1121 and CHIN 1122 or equivalent.

Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China and gender issues. Taught in English.

**2018-217 TRST 5320 Add Course**

*Proposed Copy:*

TRST 5320: Portfolio Translation Seminar.

Three credits. Prerequisite: TRST 5310 TRST 5311.

Translation of literature of any genre or period into English, working toward a final publishable text. Includes preparation of a conference-length paper related to translation theory or practice.

**ADDITIONAL MATERIALS:**

**2018-199 MARN 5995 Special Topic: Geomicrobiology (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**](http://ccc.clas.uconn.edu/form-instructions/#special) **courses**: ‘Special Topics’, in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](http://ccc.clas.uconn.edu/form-instructions/#variable) (xx98) courses.

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

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

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

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

1. Date of this proposal:  8/27/2018

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

3. Department:  Marine Sciences

4. Course number and title proposed:  MARN 5995 Geomicrobiology

5. Number of Credits:  3

6. Instructor:  Pieter Visscher

7. Instructor's position:

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

8. Has this topic been offered before? Yes If yes, when? Fall 2016 as MARN 4895

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

10. Short description:

Microbes have dominated life for most of Earth’s history, shaping our planet and  
playing a key role in many of Earth’s processes. Microbial metabolism is at the  
basis for the search for life beyond our planet…..

**Lectures – Short Labs – Fieldtrip**  
**Offered in Storrs and Avery Point**

**Course content:** The Origin of Life, Microbial diversity and biogeochemistry,  
Microbe-mineral interactions, Element cycling, Banded iron formations,  
Carbonate build-ups, Microbialites, Atmospheric record, Hydrothermal vents,  
Astrobiology, Extreme environments, Thermodynamics, Fossil record, and  
Methods in Geomicrobiology

**Three credits; (Lectures Tues/Thurs 12:30-1:45pm)**. Weekend Field trip in  
October to Green Lake, NY, and Devonian Stromatolites, Lester Park, NY

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Pieter T. Visscher, 860-405-9159 (alternate: 860-608-2333)

pieter.visscher@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.

GSCI 4130

 **GEOMICROBIOLOGY**

Marine Sciences/Geosciences

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.**

Course and Instructor Information

**Course Title:** Gemicrobiology

**Credits:** # 3

**Format:** Lecture (iTV), exercises, field trip, student presentations

**Prerequisites:**  GSCI 1050 (or both GSCI 1051 and 1052) or BIOL 1108, or consent of instructor.

**Professor:** Pieter T Visscher

**Email:** pieter.visscher@uconn.edu

**Telephone:** 860-405-9159

**Other:** 860-608-2333

**Office Hours/Availability:** TBA and by appointment (Storrs, Avery Pt)

Course Materials

Required Materials:

Material from: Introduction to Geomicrobiology (Konhauser), other material includes excerpts from: Brock’s Biology of Microorganisms (Madigan et al), Fundamentals of Geobiology (Knoll et al), Biogeochemistry (Schlesinger et al), Geomicrobiology (Ehrlich and Newman) and (overview) papers from the primary literature; these will be posted on HuskyCT

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

Course Description

Microbial diversity and biogeochemistry, microbe-mineral interactions, fossil record, atmospheric record, microbialites, and research methodology in geomicrobiology. A weekend field trip may be required.

Microbes have dominated life for most of Earth's history, shaping our planet and playing a key role in many of Earth's processes. Microbial metabolism is at the basis for the search for life beyond our planet..... The course Integrates geology, sedimentology and paleontology, microbiology and biogeochemistry to address the major biogeochemical cycles (C, S, N, O, Fe, etc…) in modern environments as well as their impact on Earth History.

Course content: The Origin of Life, Microbial diversity and biogeochemistry,

Microbe-mineral interactions, Element cycling, Banded iron formations, Carbonate build-ups, Microbialites, Atmospheric record, Hydrothermal vents, Astrobiology, Extreme environments, Thermodynamics, Fossil record, and Methods in Geomicrobiology

Course Objectives

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

1. understand the fundamentals of geosciences, geochemistry and microbiology as they relate to the role of microbes in planetary evolution
2. know the major processes involved in mineral precipitation and dissolution (focusing on carbonates)
3. understand the element cycles of C, (N), S, Fe, (As) and their role in biogeochemistry
4. understand and carry out basic measurements to gain understanding of biogeochemistry (specifically, understanding of the processes governing Fayetteville Green Lakes, NY)
5. be able to do a literature study that forms the basis of a short geobiology/exobiology presentation in class

Course Outline (and Calendar if Applicable)

*Class meets Tuesdays and Thursdays from 12:30pm until 1:45pm in Storrs (Rowe 318, and TBA for lab classes) and Avery Point (MAR 123)*

Lecture 1 August 28 Introduction – course overview, goals, assignments, expectations, field trip

Lecture 2 August 30 Fundamentals of (geo)microbiology

Lecture 3 September 4 Winogradsky columns

Lecture 4 September 6 Origin of Life 1

Lecture 5 September 11 Origin of Life 2

Lecture 6 September 13 Alkalinity/Gran titrations, microscopy

https://www.youtube.com/watch?v=y5DdDW2HWH8

Lecture 7 September 18 Green Lakes preparation

Lecture 8 September 20 Microbial mats and microbialites

Lecture 9 September 25 Principles of calcium carbonate precipitation

Lecture 10 September 27 Niskin bottle, YSA meter, other field gear

Lecture 11 October 2 Data – profiling, chlorophyll/bacteriochlorophyll

Lecture 12 October 4 Fieldwork preparations

***\*\*\* October 5-7 \*\*\* Field trip to Green Lakes, NY***

Lecture 13 October 9 Process field samples

Lecture 14 October 11 Microbial mats and Microbialites 2 – lithification: the alkalinity engine, the

organic matrix and more; microelectrodes

Lecture 15 October 16 **Midterm**

Lecture 16 October 18 Energetics 1

Lecture 17 October 23 Energetics 2

Lecture 18 October 25 Astrobiology/Exobiology

Lecture 19 October 30 Stratified/hypersaline lakes

Lecture 20 November 1 Hydrothermal vents

Lecture 21 November 6 Carbon cycling

Lecture 22 November 8 Sulfur and iron cycling

Lecture 23 November 13 Nitrogen cycle

Lecture 24 November 15 Siliciclastic systems

November 20 Thanksgiving Break

November 22 Thanksgiving Break

Lecture 25 November 27 Presentations 1

Lecture 26 November 29 Presentations 2

Lecture 27 December 4 Presentations 3

Lecture 28 December 6 Review

Course Requirements and Grading

Summary of Course Grading:

|  |  |
| --- | --- |
| Course Components | Weight |
| Midterm | 15% |
| Final | 30% |
| Assignments/HW | 5% |
| Class/Field participation | 30% |
| Final presentation | 20% |

**Philosophy:** Science is a collaborative process with all contributing to group success. Class participation is one of the most important aspects of this course for a reason. We will all get more out of this if we come prepared, we all pull our weight in the field and in the lab, and we are willing to put in extra time if called upon to do so. In the middle of the semester it is especially important for students to put extra time into getting analyses done and data collected and organized.We expect students to act as leaders and mentors in this effort, but all students will be expected to “step-up”.

Midterm – Class and lab theory discussed up to midterm date; knowledge of the field site is useful

Final exam – Class, lab and presentation material of the entire semester

Assignments – Homework, literature/material search

Class participation – Active engagement in class, field and labs (incl. data interpretation, final presentations)

**Final Presentation** – Oral presentation, written (group) report

Grading Scale:

| 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

Late Policy: The field and labs work require everybody to be present and help. If you have a valid reason to be absent or late, please inform the instructor (via text or phone call) ASAP.

Feedback and Grades

I will make every effort to provide feedback and grades in one week upon completion of exams, homework or other tasks. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

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

**Specifically:**

**Student Code**Students are responsible for acting in accordance with the http://community.uconn.edu/the-student-code-preamble/ [University of Connecticut's Student Code](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/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/)

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

* [Plagiarism: How to Recognize it and How to Avoid It](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/)

<http://catalog.grad.uconn.edu/grad_catalog.htmlgrad_catalog.html>

**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://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

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

Software Requirements

The technical requirements for this course include:

* Word processing software (e.g., Word)
* Spreadsheet software (e.g., Excel)
* Presentation software (e.g., Powerpoint)
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Reliable internet access

Help

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

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

Minimum Technical Skills

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

* Use electronic mail with attachments.
* Prepare and save files in commonly used word processing program formats.
* Prepare and save presentations using commonly-used software
* Prepare (enter data) and save commonly-used spreadsheet software.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

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

Evaluation of the Course

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

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

**2018-200 TRST 5295 Add Factotum Course: Special Topics**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

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

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: TRST

2. Course Number (must be ‘xx85’ or ‘xx95’): 5295

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_\_ : \_\_\_ credits

\_\_X\_ : From \_1\_\_ to \_6\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_X\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_X\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_X\_ : Up to a maximum of \_6\_\_ credits

Bottom of Form

**II. Variable Topics course**

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

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx88’ or ‘xx98’):

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area:

2. Course Number (must be ‘xx99’):

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_

5. Prerequisites: Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: 8/30/2018

    Department Faculty: 8/30/2018

2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, 6-3313, gustavo.nanclares@uconn.edu

**2018-201 TRST 5295 Special Topic: Translation Portfolio (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:   August 30, 2018

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

3. Department:   LCL/TRST

4. Course number and title proposed:   TRST 5295: Translation Portfolio

5. Number of Credits:   3

6. Instructor:   Peter Constantine

7. Instructor's position: Instructor in Residence

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

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

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

10. Short description:  This course will focus on translating texts for a portfolio project of prose, poetry, or drama from any period with a view to working toward a publishable book-length translation. Additionally, students will work on a conference-length paper will develop the students’ expertise in a specific field of translation theory or craft.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 8/30/2018

Department Faculty:  8/30/2018

14. Name, Phone Number, and e-mail address of principal contact person: Perter Constantine, 6-3313, peter.constantine@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.

**TRST 5320: Portfolio Translation Seminar**

**Syllabus –Fall 2018**

Instructor: Peter Constantine

[peter.constantine@uconn.edu](mailto:peter.constantine@uconn.edu)

In this course, students will complete a substantial portfolio of translated poetry, fiction, nonfiction, or other literary work, and develop a conference-length paper on a topic related to the field of literary translation. The final portfolio will consist of a publishable translation and a publishable paper on a practical or theoretical aspect of literary translation. Students will develop a working proficiency of translation approaches and theoretical models, while engaging practical elements such as publication strategies, editorial policies, and an ongoing evaluation and discussion of newly published literary translations. Additionally, students will research, compare, and evaluate articles published in peer reviewed journals such as *Translation Review*, *Translation Studies*, and *Journal of Translation*.

**Course Prerequisite**: To sign up for this course, students must have completed either TRST 5310: Literary Translation: Applying the Craft or TRST 5311: Literary Translation Seminar.

**Foreign Language Requirement**: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Students not meeting this requirement who wish to take the course should contact me.

**Grade Breakdown**

25% Participation

30% Conference length paper portion of the final portfolio

45% The literary translation portion of the final portfolio

**Plan of classes:**

\*\*\* This plan is subject to change. If any changes occur, students will be informed by the instructor.

**WEEK 1**

Introduction to the course and general discussion of the students plans and goals for their translation portfolio projects. In addition to assigned reading, students will work on their literary translation drafts and final texts every week.

**WEEK 2**

First students’ presentations of portfolio work completed in either TRST 5310: Literary Translation: Applying the Craft, or TRST 5311: Literary Translation Seminar, and discussion of how this work will be further developed in the Portfolio Translation Seminar.

**WEEK 3**

Discussion of planned conference-length paper on translation topics. First discussion of article genres published in peer-reviewed translation magazines. Read two assigned articles for analysis and class discussion.

**WEEK 4**

Presentation of first translation drafts. Further discussion of peer-reviewed translation magazine publications. Read two assigned articles for analysis and class discussion.

**WEEK 5**

Presentation of translation drafts and discussion of peer-reviewed translation magazine publications. Each student chooses two translation theory articles from *Translation Review*, *Translation Studies*, or *Journal of Translation* to present and analyze over the next two classes.

**WEEK 6**

Student discussions of translation theory articles.

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**WEEK 7**

Continuing student discussions of translation theory articles.

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**WEEK 8**

Presentation, discussion, and analysis of advanced translation drafts.

**WEEK 9**

Discussion and students’ presentations of their advanced drafts of their paper on translation topics.

**WEEK 10**

Students’ final workshopping their translation portfolio with class discussion.

**WEEK 11**

Students’ presentations of their final papers with class discussion.

**WEEK 12**

Students’ presentations of their final papers with class discussion.

**WEEK 13**

**Thanksgiving Break**

**WEEK 14**

Final presentations and discussions of completed translation portfolios.

**WEEK 15**

Final presentations and discussions of completed translation portfolios.

**2018-202 EEB 2250 Add Course (Guest: Jeffrey Seemann) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7189 |
| **Request Proposer** | Seemann |
| **Course Title** | Introduction to Plant Physiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

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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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Introduction to Plant Physiology |
| **Course Number** | 2250 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey R Seemann |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | jes13015 |
| **Initiator Email** | [jeff.seemann@uconn.edu](mailto:jeff.seemann@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** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | To be taught as two 75 minute lectures per week |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIOL 1107 or BIOL 1108 or BIOL 1110 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 2250. Introduction to Plant Physiology Fall. Three credits. Prerequisite: BIOL 1107 or BIOL 1108 or BIOL 1110. The unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic). |
| **Reason for the course action** | An introductory plant physiology course should be a core offering of any basic biology and/or ecology curriculum, but no such course currently exists at UConn. This course would fulfill the Physiology requirement of the proposed BIO undergraduate major. |
| **Specify effect on other departments and overlap with existing courses** | This course will support basic physiology instruction in departments in CLAS (EEB, MCB, and PNB), as well as in departments in CAHNR (NRE and PSLA). Course overlap will be minimal with BIO 1110 Introduction to Botany, EEB 2222 Plants in a Changing World, EEB 3203 Developmental Plant Morphology, EEB 3204 Aquatic Plant Biology, EEB 3220 Evolution of Green Plants, EEB 3240 Biol. of Bryophytes & Lichens, and EEB 3250 Biology of the Algae. This proposed course will have some overlap with SPSS 1120 (Introduction to Plant Science) and SPSS 4210 Plant Physiology (How Plants Work). SPSS 1120 is a freshman-level course that provides a general introduction to plant science with a focus on agricultural aspects. SPSS 4210 is an upper division, high-level plant physiology course with a presumed agricultural focus and SPSS majors and with the following prerequisites/requirements: BIOL 1108 or 1110 and CHEM 1122 or 1124Q or 1127Q or 1137Q or 1147Q and open to juniors or higher. The proposed course EEB 2250 will be an entry level course in CLAS for BIO, EEB, PNB, and MCB students. The goal is for this course to provide a plant physiology option for BIOL majors trying to fulfill their physiology core requirement. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Appreciate the unique, complex, and integrated nature of plant physiological functioning. 2. Understand how plants harvest and utilize solar energy and carbon dioxide via photosynthesis. 3. Understand the processes controlling plant growth and development. 4. Understand the vertical transport mechanisms plant use for water and nutrients. 5. Understand the mechanisms by which plants sense and respond to their environment. 6. Appreciate the relevance of plant physiology to ecology, agriculture, and global change. |
| **Describe course assessments** | Student learning will be assessed with 2 quizzes and 2 exams spread evenly over the semester, and a final exam during exam week. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus EEB 2250 Fall Semester 2019 Ver 2.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F124192&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C13f22db38f6742b1cc4c08d615d32955%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636720394007019641&sdata=1qxYv8N10C5vAAD4NyxNjmTl3udYkJfDfvM22aYPjnk%3D&reserved=0) | Syllabus EEB 2250 Fall Semester 2019 Ver 2.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey R Seemann | 04/10/2018 - 07:56 | Submit |  | This is my first CAR, so apologies if I have not done things correctly. | | Ecology and Evolutionary Biology | Paul O Lewis | 04/10/2018 - 13:14 | Return |  | Returning to submitter so that effects on other departments can be added | | Return | Jeffrey R Seemann | 04/10/2018 - 13:18 | Resubmit |  | The proposal has been revised to include all potential course overlaps. | | Ecology and Evolutionary Biology | Paul O Lewis | 05/10/2018 - 16:09 | Return |  | Returning so that proposer can make suggested changes | | Return | Jeffrey R Seemann | 05/16/2018 - 12:51 | Resubmit |  | All changes suggested by the review committee have been made. Please note that instead of "Fundamentals of Plant Physiology" as the course name, I have instead (after deep and thoughtful conversation with our beloved Department Head) gone with "Introduction to Plant Physiology". Thanks for your help! | | Ecology and Evolutionary Biology | Paul O Lewis | 09/06/2018 - 09:40 | Approve | 9/6/2018 | EEB Faculty voted to approve 5-Sep-2018 | |



**EEB 2250**

**Introduction to Plant Physiology**

EEB 2250 – Introduction to Plant Physiology

Fall Semester 2019

**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:** EEB 2250 Introduction to Plant Physiology

**Credits:** Three

**Class Time:** T/Th 11:00AM-12:15PM

**Location:** Torrey Life Sciences Rm 301

**Prerequisites:** BIOL 1107 or BIOL 1108 or BIOL 1110 or consent of instructor

**Professor:** Dr. Jeff Seemann

**Email:** jeff.seemann@uconn.edu (preferred method of contact)

**Office Hours/Availability:** By appointment and via email.

I check e-mail regularly and respond as quickly as possible. E-mails received after 5:00 pm during the week may not get a reply until the next day, and emails received over the weekend may not get a reply till the next work day.

Course Materials

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

Texts are available through a local or online bookstore, such as Amazon.com. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

Fundamentals of Plant Physiology, First Edition, 2018. Lincoln Taiz, Eduardo Zeiger, Ian Max Moller, and Angus Murphy. Oxford University Press. Paperback or e-reader.

Course Description

This course will explore the unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics will include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic).

Course Objectives

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

1. Appreciate the unique, complex, and integrated nature of plant physiological functioning.
2. Understand how plants harvest and utilize solar energy and carbon dioxide via photosynthesis.
3. Understand the processes controlling plant growth and development.
4. Understand the vertical transport mechanisms plant use for water and nutrients.
5. Understand the mechanisms by which plants sense and respond to their environment.
6. Appreciate the relevance of plant physiology to ecology, agriculture, and global change.

Course Outline

Module 1: Introduction to Plants

Module 2: Plant and Cell Architecture

Module 3: Water and Plant Cells

Module 4: **Quiz #1**; Water Balance and Transport

Module 5: Light and Light Capture

Module 6: The Use of Light Energy by Photosynthesis

Module 7: The Capture of Atmospheric Carbon by Photosynthesis

**Exam #1 Modules 1-7**

Module 8: The Production of Energy-Rich Carbon: Starch and Sucrose Synthesis

Module 9: Stored Energy Utilization: Respiration and Lipid Metabolism

Module 10: Photosynthesis, Ecology, Agriculture, and the Environment

Module 11: **Quiz #2;** Nitrogen Capture and Mineral Assimilation

Module 12: Long Distance Transport of Carbon and Nutrients

Module 13: Seeds and Seedlings

Module 14: Growth, Differentiation, and Death

**Exam #2 Modules 8-14**

Module 15: Flowering and Fruit Development

Module 16: Sunlight, Signals and Signal Transduction

Module 17: Plant Defenses

Module 18: Biotic Interactions of Plants

Module 19: Abiotic Stress

Module 20: Plant Physiology and Global Change

**Final Exam (50% Modules 15-20; 50% Modules 1-14)**

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Quizzes (2) | 10% each  (20% total) |
| Exams (2) | 20% each  (40% total) |
| Final Exam | 40% |
| **TOTAL** | **100%** |

Grading Scale:

| 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 lecture and test dates are identified in the syllabus. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

As a general rule, the taking of quizzes and exams after the scheduled date will not be allowed unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Feedback and Grades

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://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/)

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)

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/non-degree-registration/) 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/)

Academic Calendar

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) 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://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

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

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

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

Software Requirements and Technical Help

The technical requirements for this course include:

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

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

Minimum Technical Skills

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

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

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

Update May 15, 2018

**2018-203 EEB 3360 Add Course (Guest: Jeffrey Seemann)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7229 |
| **Request Proposer** | Seemann |
| **Course Title** | Physiological Ecology of Plants |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Physiological Ecology of Plants |
| **Course Number** | 3360 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey R Seemann |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | jes13015 |
| **Initiator Email** | [jeff.seemann@uconn.edu](mailto:jeff.seemann@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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This course would be taught twice a week for 75 minutes per lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIOL 1108 or BIOL 1110 |
| **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** | Instructor is located at Storrs campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 3360. Physiological Ecology of Plants Fall. Three credits. Prerequisite: BIOL 1108 or BIOL 1110. The complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology. Global change impacts are a cross-cutting theme. |
| **Reason for the course action** | The creation of this course provides educational opportunities for undergraduates in plant physiological ecology with a set of requirements distinct from the graduate course (EEB 5360). |
| **Specify effect on other departments and overlap with existing courses** | The creation of this course will not affect other departments and will have only minimal overlap with other plant courses in the department. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Appreciate and interpret the unique, complex, and integrated nature of plant responses to their environment. 2. Understand the vast array of plant physiological processes that determine their interactions with biotic and abiotic factors. 3. Understand and interpret adaptive characteristics of plants at the molecular, cellular, and organismal levels. 4. Understand the plant physiological processes that influence the growth, reproduction, survival, adaptation and evolution of plants in response to their environment. 5. Understand plant responses to global change and their influence on it. |
| **Describe course assessments** | Midterm exam and final exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_EEB3360\_Fall Semester\_2020 Ver 2.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F124207&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C89760d5af40548b8b28108d614db9b76%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636719330835446448&sdata=n9tNM0B3yRkrwUV1Pq5Rhgi%2BSJkvxldvz4DFuoQY4kM%3D&reserved=0) | Syllabus\_EEB3360\_Fall Semester\_2020 Ver 2.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jeffrey R Seemann | 04/10/2018 - 20:27 | Submit |  | This course (EEB 3360) is intended as the undergraduate parallel to EEB 5360, but lacking the requirement for an NSF-style research proposal as one of the course requirements. | | Ecology and Evolutionary Biology | Paul O Lewis | 05/10/2018 - 16:07 | Return |  | Returning so that proposer can make suggested changes | | Return | Jeffrey R Seemann | 05/16/2018 - 12:50 | Resubmit |  | All changes suggested by the review committee have been made. Thanks for your help! | | Ecology and Evolutionary Biology | Paul O Lewis | 09/06/2018 - 09:47 | Approve | 9/6/2018 | EEB faculty voted approval 5-Sep-2018 | |



**EEB 3360**

**Physiological Ecology of Plants**

EEB 3360 – Physiological Ecology of Plants

Fall Semester 2020

**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:** EEB 3360 Physiological Ecology of Plants

**Credits:** Three

**Class Time:** T/Th 11:00AM-12:15PM

**Location:** Torrey Life Sciences Rm 301

**Prerequisites:** BIOL 1107 or BIOL 1108 or BIOL 1110

**Professor:** Dr. Jeff Seemann

**Email:** jeff.seemann@uconn.edu (preferred method of contact)

**Office Hours/Availability:** By appointment and via email.

I check e-mail regularly and respond as quickly as possible. E-mails received after 5:00 pm during the week may not get a reply until the next day, and emails received over the weekend may not get a reply till the next work day.

Course Materials

Recommended Materials:

Plant Physiological Ecology, 2nd Edition, 2008. Hans Lambers, F. Stuart Chapin III, and Thijs L. Pons. Springer. Hardcover or e-textbook.

Plant Physiology and Development, 6th Edition, 2015. Lincoln Taiz, Eduardo Zeiger, Ian Max Moller, and Angus Murphy. Oxford University Press. Hardcover, paperback or e-textbook.

Environmental Plant Physiology, 2016, Neil Willey. Garland Science. Paperback or e-textbook.

Course Description

This course will examine the complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology.  Global change impacts are a cross-cutting theme.

Course Objectives

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

1. Appreciate and interpret the unique, complex, and integrated nature of plant responses to their environment.
2. Understand the vast array of plant physiological processes that determine their interactions with biotic and abiotic factors.
3. Understand and interpret adaptive characteristics of plants at the molecular, cellular, and organismal levels.
4. Understand the plant physiological processes that influence the growth, reproduction, survival, adaptation and evolution of plants in response to their environment.
5. Understand plant responses to global change and their influence on it.

Course Outline

Module 1: What is Plant Physiological Ecology?

* Definitions
* History
* Adaptation vs Acclimation
* Stress and Stress Responses

Module 2: The Environment of Plants

* The Global Environment
* Carbon, Water, and Nitrogen Cycles
* The Local Environment: Light, Carbon Dioxide, Oxygen, Water, Temperature, Nitrogen, Biotic Factors
* Global Change Impacts on the Environment of Plants

Module 3: Light

* The Light Environment of Plants
* Light Capture
* Radiation Balance and Leaf Energy Budgets
* Light Reactions of Photosynthesis
* Adaptation, Acclimation, and Stress Responses to Light
* Light Sensing and Signaling: Auxins and Phytochrome
* Chlorophyll Fluorescence and Photosynthetic Responses to the Environment
* Global Change Impacts

Module 4: Carbon Dioxide (and Oxygen)

* The Carbon Environment of Plants
* Carbon Capture: Stomates and CO2
* Carbon Capture: Rubisco - Reactions, Kinetics, Environmental Regulation
* The Calvin Cycle, Regeneration, and Interactions with the Light Reactions
* Oxygen and Photorespiration
* Carbon Concentrating Mechanisms
* Starch and Sucrose Synthesis and Environmental Interactions
* Alternative Carbon Capture Pathways/Parasitism
* Respiration and the Environment
* Long Distance Transport of Carbon (and Nutrients)
* Growth, Allocation, and the Environment
* Senescence and Death
* Carbon Isotope Fractionation
* Engineering Improvements in Photosynthesis
* Global Change Impacts

Module 5: Water

* The Water Environment of Plants: Soil and Atmosphere
* Water Capture: Root Systems
* Water Capture: Adaptations
* Long Distance Vertical Transport
* Water Use and Tissue Water Relations
* Stomates and Water Loss
* Adaptations to Water Stress
* Measurement of Water Status/Stable Isotopes
* Global Change Impacts

Module 6: Modeling and Measuring Photosynthesis

* Stomatal Control
* Biochemical Control
* Whole Leaf Gas Exchange

Module 7: Temperature

* The Thermal Environment of Plants
* High Temperature Adaptation and Acclimation
* Low Temperature Adaptation and Acclimation
* Leaf Shape, Size, and Temperature
* Plant Form/Architecture and Temperature
* Global Change Impacts

Module 8: Nitrogen

* The Nitrogen Environment of Plants
* Requirements and Adaptations for Nitrogen Capture
* Nitrogen Fixation
* Nitrogen Use Efficiency and N Isotopes
* The Nitrogen Cycle and Nitrogen Deposition
* Other Nutrients
* Soil Factors and Edaphic Adaptations
* Global Change Impacts

Module 9: Environmental Sensing and Plant Hormones

* The Stress Environment of Plants
* ABA
* Gibberellins
* Cytokinins
* Others
* Phenology and Circadian Rhythms

Module 10: Biotic Factors and Plant Interactions

* The Biotic Environment of Plants
* Adaptations to the Biotic Environment
* Plants and Arthropods
* Plant Defenses Against Herbivory and Microbes
* Plant Defenses as Medicine
* Plant-Plant Interactions
* Plant Pathogens
* Plants and Their Microsymbionts
* Global Change Impacts

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Midterm Exam | 50% |
| Final Exam | 50% |
| **TOTAL** | **100%** |

Grading Scale:

| 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 lecture and test dates are identified in the syllabus. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

As a general rule, the taking of exams after the scheduled date will not be allowed unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Feedback and Grades

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://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/)

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)

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/non-degree-registration/) 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/)

Academic Calendar

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) 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://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

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

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The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work 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.

Software Requirements and Technical Help

The technical requirements for this course include:

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

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

Minimum Technical Skills

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

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

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

Update May 15, 2018

**2018-204 EEB 5360 Revise Course (Guest: Jeffrey Seemann)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7190 |
| **Request Proposer** | Seemann |
| **Course Title** | Functional Ecology of Plants |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Functional Ecology of Plants |
| **Course Number** | 5360 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Purpose of this CAR is to change the course title and description. Both changes will not alter the fundamental content, purpose, or intent of the course. Rather, they will reflect the priorities of a new instructor. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey R Seemann |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | jes13015 |
| **Initiator Email** | [jeff.seemann@uconn.edu](mailto:jeff.seemann@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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | The course will be taught twice a week for 75 minutes per lecture. |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | EEB 5360 Functional Ecology of Plants Three credits. Physiological, morphological, and structural responses of plants to the physical and biotic environment and to environmental change. Readings, lectures and discussions emphasize plant responses at all levels of organization, from cells to whole plants. Themes include organismal integration, consequences and constraints in plant adaptation, and the functioning of plants within communities and ecosystems. |
| **Provide proposed title and complete course catalog copy** | EEB 5360 Physiological Ecology of Plants Three credits Investigates the complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology. Global change impacts are a cross-cutting theme. |
| **Reason for the course action** | Title and course description better reflect course content to be taught by new instructor, but do not alter the fundamental nature or focus of the course. |
| **Specify effect on other departments and overlap with existing courses** | No impact on other departments and no change in minimal overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Appreciate and interpret the unique, complex, and integrated nature of plant responses to their environment. 2. Understand the vast array of plant physiological processes that determine their interactions with biotic and abiotic factors. 3. Understand and interpret adaptive characteristics of plants at the molecular, cellular, and organismal levels. 4. Understand the plant physiological processes that influence the growth, reproduction, survival, adaptation and evolution of plants in response to their environment. 5. Understand plant responses to global change and their influence on it. |
| **Describe course assessments** | Midterm exam, final exam, and research proposal.. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_EEB5360\_Fall Semester\_2020 Ver 1.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F124320&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc2be5be7c459435d370308d614dc0ee3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636719332729757937&sdata=5F0H7J8QOWJxcWAV6NzZNhoZjESlX4pvEPQDrrSCFrI%3D&reserved=0) | Syllabus\_EEB5360\_Fall Semester\_2020 Ver 1.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jeffrey R Seemann | 04/10/2018 - 08:54 | Submit |  | I will also soon be submitting a CAR to create an undergraduate component of this course (EEB 3XXX Physiological Ecology of Plants). The undergraduate course will not require the writing of a research proposal. | | Ecology and Evolutionary Biology | Paul O Lewis | 05/10/2018 - 16:08 | Return |  | Returning so that proposer can make suggested changes | | Return | Jeffrey R Seemann | 05/16/2018 - 12:37 | Resubmit |  | All changes as suggested by the review committee have been made. Thanks for your help! | | Ecology and Evolutionary Biology | Paul O Lewis | 09/06/2018 - 09:44 | Approve | 9/6/2018 | EEB Faculty voted approval 5-Sep-2018 | |



**EEB 5360**

**Physiological Ecology of Plants**

EEB 5360 – Physiological Ecology of Plants

Fall Semester 2020

**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:** EEB 5360 Physiological Ecology of Plants

**Credits:** Three

**Class Time:** T/Th 11:00AM-12:15PM

**Location:** Torrey Life Sciences Rm 301

**Prerequisites:** None

**Professor:** Dr. Jeff Seemann

**Email:** jeff.seemann@uconn.edu (preferred method of contact)

**Office Hours/Availability:** By appointment and via email.

I check e-mail regularly and respond as quickly as possible. E-mails received after 5:00 pm during the week may not get a reply until the next day, and emails received over the weekend may not get a reply till the next work day.

Course Materials

Recommended Materials:

Plant Physiological Ecology, 2nd Edition, 2008. Hans Lambers, F. Stuart Chapin III, and Thijs L. Pons. Springer. Hardcover or e-textbook.

Plant Physiology and Development, 6th Edition, 2015. Lincoln Taiz, Eduardo Zeiger, Ian Max Moller, and Angus Murphy. Oxford University Press. Hardcover, paperback or e-textbook.

Environmental Plant Physiology, 2016, Neil Willey. Garland Science. Paperback or e-textbook.

Course Description

This course will examine the complex relationships between plants and their environment, with a focus on the unique physiological processes of plants that underlie their ecology.  Global change impacts are a cross-cutting theme.

Course Objectives

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

1. Appreciate and interpret the unique, complex, and integrated nature of plant responses to their environment.
2. Understand the vast array of plant physiological processes that determine their interactions with biotic and abiotic factors.
3. Understand and interpret adaptive characteristics of plants at the molecular, cellular, and organismal levels.
4. Understand the plant physiological processes that influence the growth, reproduction, survival, adaptation and evolution of plants in response to their environment.
5. Understand plant responses to global change and their influence on it.

Course Outline

Module 1: What is Plant Physiological Ecology?

* Definitions
* History
* Adaptation vs Acclimation
* Stress and Stress Responses

Module 2: The Environment of Plants

* The Global Environment
* Carbon, Water, and Nitrogen Cycles
* The Local Environment: Light, Carbon Dioxide, Oxygen, Water, Temperature, Nitrogen, Biotic Factors
* Global Change Impacts on the Environment of Plants

Module 3: Light

* The Light Environment of Plants
* Light Capture
* Radiation Balance and Leaf Energy Budgets
* Light Reactions of Photosynthesis
* Adaptation, Acclimation, and Stress Responses to Light
* Light Sensing and Signaling: Auxins and Phytochrome
* Chlorophyll Fluorescence and Photosynthetic Responses to the Environment
* Global Change Impacts

Module 4: Carbon Dioxide (and Oxygen)

* The Carbon Environment of Plants
* Carbon Capture: Stomates and CO2
* Carbon Capture: Rubisco - Reactions, Kinetics, Environmental Regulation
* The Calvin Cycle, Regeneration, and Interactions with the Light Reactions
* Oxygen and Photorespiration
* Carbon Concentrating Mechanisms
* Starch and Sucrose Synthesis and Environmental Interactions
* Alternative Carbon Capture Pathways/Parasitism
* Respiration and the Environment
* Long Distance Transport of Carbon (and Nutrients)
* Growth, Allocation, and the Environment
* Senescence and Death
* Carbon Isotope Fractionation
* Engineering Improvements in Photosynthesis
* Global Change Impacts

Module 5: Water

* The Water Environment of Plants: Soil and Atmosphere
* Water Capture: Root Systems
* Water Capture: Adaptations
* Long Distance Vertical Transport
* Water Use and Tissue Water Relations
* Stomates and Water Loss
* Adaptations to Water Stress
* Measurement of Water Status/Stable Isotopes
* Global Change Impacts

Module 6: Modeling and Measuring Photosynthesis

* Stomatal Control
* Biochemical Control
* Whole Leaf Gas Exchange

Module 7: Temperature

* The Thermal Environment of Plants
* High Temperature Adaptation and Acclimation
* Low Temperature Adaptation and Acclimation
* Leaf Shape, Size, and Temperature
* Plant Form/Architecture and Temperature
* Global Change Impacts

Module 8: Nitrogen

* The Nitrogen Environment of Plants
* Requirements and Adaptations for Nitrogen Capture
* Nitrogen Fixation
* Nitrogen Use Efficiency and N Isotopes
* The Nitrogen Cycle and Nitrogen Deposition
* Other Nutrients
* Soil Factors and Edaphic Adaptations
* Global Change Impacts

Module 9: Environmental Sensing and Plant Hormones

* The Stress Environment of Plants
* ABA
* Gibberellins
* Cytokinins
* Others
* Phenology and Circadian Rhythms

Module 10: Biotic Factors and Plant Interactions

* The Biotic Environment of Plants
* Adaptations to the Biotic Environment
* Plants and Arthropods
* Plant Defenses Against Herbivory and Microbes
* Plant Defenses as Medicine
* Plant-Plant Interactions
* Plant Pathogens
* Plants and Their Microsymbionts
* Global Change Impacts

Course Requirements and Grading

Summary of Course Grading for Graduate Students:

| Course Components | Weight |
| --- | --- |
| Midterm Exam | 33.3% |
| Final Exam | 33.3% |
| Research Proposal | 33.3% |
| **TOTAL** | **100%** |

Research Proposal

Graduate students taking this course will be required to prepare a five-page NSF-style research preproposal that integrates some aspect(s) of plant physiological ecology with their Masters or PhD research. Complete expectations for the Research Proposal will be provided in the course.

Grading Scale:

| 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 lecture and test dates are identified in the syllabus. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

As a general rule, the taking of exams after the scheduled date will not be allowed unless in cases of emergency, health crisis, or other extenuating circumstances. Extensions in these cases will be decided on a case-by-case basis and in advance of the deadline whenever possible.

Feedback and Grades

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://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/)

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)

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/non-degree-registration/) 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/)

Academic Calendar

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) 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://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

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

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

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

Software Requirements and Technical Help

The technical requirements for this course include:

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

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

Minimum Technical Skills

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

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

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

Update May 16, 2018

**2018-205 AASI/AMST 3201 Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8296 |
| **Request Proposer** | Schlund-Vials |
| **Course Title** | Introduction to Asian American Studies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > AASI > College of Liberal Arts and Sciences > Return > AASI > American Studies > 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** | AASI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | AASI |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | AASI 3201 is currently cross-listed with American Studies. Since the course number is shifting to 2201, the cross-listing with American Studies needs to shift accordingly. |
| **Course Title** | Introduction to Asian American Studies |
| **Course Number** | 3201 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Cathy Schlund-Vials |
| **Initiator Department** | English |
| **Initiator NetId** | cas07013 |
| **Initiator Email** | [cathy.schlund-vials@uconn.edu](mailto:cathy.schlund-vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None. |
| **Corequisites** | None. |
| **Recommended Preparation** | 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?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3201. Introduction to Asian American Studies (Also offered as AMST 3201.) Three credits. Prerequisite: Open to juniors or higher. Machida A multidisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4. Schund-Vials |
| **Provide proposed title and complete course catalog copy** | 2201. Introduction to Asian American Studies (Also offered as AMST 2201.) Three credits. A multidisciplinary and interdisciplinary introduction to major themes in Asian American Studies. Concepts of identity and community, migration and labor histories, Asians and the law, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. CA 1. CA 4. |
| **Reason for the course action** | The current course, notwithstanding its titular designation as an "introduction" to Asian American Studies, is presently only open to "juniors and higher." This is a key course for the minor. The 3000-level designation impedes the Institute's ability to attract minors at an earlier point in a student's academic career. |
| **Specify effect on other departments and overlap with existing courses** | The course is cross-listed with American Studies; however, there is no overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | This interdisciplinary course provides a general introduction to major themes in Asian American Studies through readings and class discussions, guest speakers, and video screenings. This course explores concepts of identity and community, as well as aspects of what constitutes "Asian American" contemporary culture. Issues covered include: Asian migration to the U.S., Asians and the law, representations of Asians in visual and popular culture, family and community formation, gender issues, interracial relations, and human rights issues. By offering a wide-ranging overview that touches on history, cultural studies, diaspora studies and globalization, film and media studies, gender studies, racial formations in the United States, and theories of social justice, the course situates the study of Asian American histories, cultures, and communities in wider and overlapping social and intellectual currents. |
| **Describe course assessments** | Midterm and final examination; term paper (7-8 pages); weekly reading assignments of 20-50 pages; in-class presentations. |
| **General Education Goals** | Introduction to Asian American Studies contributes to students' understanding of the diversity of human cultures by providing multi-faceted insights into the experiences and histories of various East Asian, Southeast Asian, and South Asian groups in the United States. It places particular emphasis on the immigrant and refugee experience, tracing different trajectories of Asian migration and settlement in North America from the nineteenth century to the present. Such an approach helps students to understand the era in which they live, as the globalized flow of people, goods, capital, images, and ideas between Asia and the West is ever more rapidly transforming the domestic U.S. sphere. Fundamentally interdisciplinary in character, Introduction to Asian American Studies draws on aspects of American history, sociology, film and media studies, visual culture studies, literary studies, legal studies, and gender studies in framing the Asian American experience. In so doing, the course provides an array of intellectual tools that allow students greater flexibility in making more critical and informed judgements about the nature of the social and political conditions facing Asians and other groups of non-European origin in this country. |
| **Content Area: Arts and Humanities** | Comparative and cross-disciplinary in its investigation of human experience, this course considers how the historical and contemporary perception and treatment of Asians are both similar to and different from the treatment accorded to African Americans, Native Americans, and Latinos in the United States. In particular, it examines how ideas of difference (whether racialized or cultural) are constructed through highly elaborated systems of representation, that in turn draw on the long-established discourses of Orientalism and Primitivism in the West. Students will be exposed to a range of expressive media, including film, documentaries, literature, visual art, graphics, and performance art forms. |
| **Content Area: Diversity and Multiculturalism (non-International)** | This course aims to develop the students' appreciation of the differences as well as commonalities among people by not only examining the experiences of specific groups, but also overarching questions of human rights, citizenship, race relations, and social justice. One important focus is the legacy of the Civil Rights movement of the 1950s for subsequent generations who likewise have sought to combat discrimination directed toward their groups, and to move the society toward fulfilling the democratic principles on which it was founded. The rise of the Asian American movement and the creation of ethnic studies by student leaders during the 1960s and 1970s offer an especially relevant model for students, in recognizing how their knowledges and vision can be applied to creating a more just and equitable society for all of its members. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [COURSE SYLLABUS FOR AASI 3201 UPDATED.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F135018&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4b20612e92f74aaba2ea08d61a505f6f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725329831722460&sdata=2BbxBa53fZuJGm7QA9KQmesWjTweh6fwlur8I4IYYMI%3D&reserved=0) | COURSE SYLLABUS FOR AASI 3201 UPDATED.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Cathy Schlund-Vials | 09/11/2018 - 23:20 | Submit |  | The change in course number has been discussed with the director of American Studies and has been approved by that unit. | | AASI | Cathy Schlund-Vials | 09/12/2018 - 00:08 | Approve | ‎9‎/‎5‎/‎2018 | The change in course designation (from 3201 to 2201) was part of a larger discussion concerning the Asian American Studies minor which occurred in Spring 2018. The faculty approved the change at that time. This was confirmed more recently at the last AAASI faculty meeting (which took place on September 5, 2018). | | College of Liberal Arts and Sciences | Pamela Bedore | 09/12/2018 - 21:04 | Return |  | Returning to initiator so Course Info can be updated (this course is in two subject areas: AASI and AMST). Thanks! PB | | Return | Cathy Schlund-Vials | 09/12/2018 - 23:14 | Resubmit |  | The initiator (Schlund-Vials) has responded to the queries presented. | | AASI | Jason Chang | 09/13/2018 - 10:38 | Approve | 9/13/2018 | This revision reflects the introductory nature of the course and will greatly improve access to the minor in Asian American Studies. | | American Studies | Matthew G McKenzie | 09/13/2018 - 10:49 | Approve | 9/13/2018 | An important addition to the American experience, and a unique opportunity for American Studies students. | |

**AASI 3201 Dr. Cathy J. Schlund-Vials**

#### Introduction to Asian American Studies Office: Austin 138 / Beach Hall 417

**Spring 2017** [**cathy.schlund-vials@uconn.edu**](mailto:cathy.schlund-vials@uconn.edu)

**Course Description:**

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

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

**Class Requirements:**

Class Participation 20%

Prompts (3) 20%

Mid-term Project 30%

Final Project/Paper 30%

**Class Participation:**

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

**Prompts**

You will be asked to write a 2-3 page response to a particular question based on the readings. This assignment will give

you an opportunity to collect your thoughts for class discussion. I will collect these assignments and assign a grade based on the content of your response. I will not accept late prompt assignments. To reiterate and expand, the prompt must

be a MINIMUM of 2 pages, include direct quotes from the text (with correct MLA citation), and be free of typos,

spelling errors, and grammatical issues.

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

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

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

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

**(e.g. use of a larger font, manipulation of margins, etc.). DO NOTE EMAIL PAPERS. Moreover,**

**if you turn in a paper after the deadline, I will deduct ten points from the final grade for each day it is late.**

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

**Missed Classes:** You will be responsible for obtaining class notes from days missed and completing assignments on time.

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

What follows is a breakdown which links points given to letter grade:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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 | |

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

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

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

**Books:**

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

*Shadow Hero* (Gene Luen Yang and Sonny Liew)

*Vietnamerica* (GB Tran)

**Plagiarism Policy**

According to the University of Connecticut web site on plagiarism:

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and

acknowledgment of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious

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

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

IT IS YOUR RESPONSIBILITY to familiarize yourself with the University of Connecticut’s academic integrity

statement and academic honesty policy. If you are caught plagiarizing an assignment, I will give you an automatic “0”

for that assignment. I will also file a report documenting the instance of academic dishonesty. If you are caught a

second time, I will automatically fail you for the course.

**Syllabus**

***AA* = *Asian America: A Primary Source Reader***

**H = handout**

Tuesday, January 17, 2017 Contemplating Asian America (Introduction)

Slide Lecture (Brief Overview)

Assignment: “Introduction,” (*AA*)

Thursday, January 19, 2017 Immigration, Exclusion, and War

Discussion of *AA* Introduction

Assignment: “The Naturalization Act of 1790” (*AA*)

Hearn, “Saint Malo” (*AA*)

*People v. Hall* (*AA*)

“Joining the Tracks…” (*AA*)

Twain, *Roughing It* (*AA*)

Tuesday, January 24, 2017 Denaturalized Citizenships

Discussion of Naturalization, Hearn, *People*, Twain, and Railroad

Assignment: The Page Act (*AA*)

*In re Ah Yup* (*AA*)

The Chinese Question (Political Cartoons) (*AA*)

The Chinese Exclusion Act (*AA*)

The Rock Springs Massacre (*AA*)

*United States vs Wong Kim Ark* (1898) (*AA*)

Sui Sin Far, “In the Land of the Free” (*AA*)

Thursday, January 26, 2017 The Seeds of Exclusion and Birthright Citizenship

Discussion of The Page Act, *Ah Yup*, Chinese Exclusion, Riots,

Political Cartoons, Far, and *Wong Kim Ark*

Assignment: McKinley, “Benevolent Assimilation” (*AA*)

Cartoons (Philippine Independence) (*AA*)

Bulosan, “Be American’ (*AA*)

“Watsonville Riots” (*AA*)

The Tydings-McDuffee Act (*AA*)

Queen Liliuokalani’s Letter of Protest (*AA*)

**PROMPT #1 DUE NEXT CLASS**

Tuesday, January 31, 2017 “Benevolent Assimilation” and U.S. Colonialism

Discussion of Hawai’i, the Philippines, and the Pacific

Assignment: *Some Reasons for Chinese Exclusion: Meat vs. Rice* (*AA*)

“Four Bids for Canal Labor” (*AA*)

Jack London, “Unparalleled Invasion” (*AA*)

Thursday, February 2, 2017 Labor, Competition, and the Yellow Peril

Discussion of *Meat vs. Rice*, Canal Labor, and London

Assignment: *Ozawa v. United States* (*AA*)

*United States v. Bhagat Singh Thind* (*AA*)

The Johnson-Reed Immigration Act (*AA*)

“La Mestizacion” Cartoon (*AA*)

Tuesday, February 7, 2017 Eugenics, Immigration, and Asiatic Racial Formation

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

Assignment: CB Munson, “Japanese on the West Coast” (*AA*)

Carter, “Memorandum on C.B. Munson…” (*AA*)

Executive Order 9066 (*AA*)

Gentleman’s Agreement (1907) (*AA*)

“Japs Keep Moving” (Photo) (*AA*)

Anti-Japan War Posters (*AA*)

Thursday, February 9, 2017 Threat, Peril, and Japanese Americans

**INTRO: Midterm Assignment (Due March 21, 2017)**

Discussion of Munson, Carter, War Images, and Executive Order

Assignment: John Okada, *No-No Boy* (*AA*)

“Declaration of Policy / JACL” (*AA*)

Dorothea Lange, Internment Photos (*AA*)

Leave Clearance Questions (*AA*)

Statement of United Sates Citizens/Japanese” (*AA*)

*Korematsu v. United States* (1944)

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

Tuesday, February 14, 2017 A Closer Look at Internment

Discussion of Okada, Policies, and *Korematsu*

Assignment: Magnuson Act (1943) (*AA*)

Begin reading Yang, *The Shadow Hero*

Dept. of U.S. Army, “How to Spot a Jap” (*AA*)

“Rough on Rats” (Political Cartoon) (*AA*)

Thursday, February 16, 2017 Changing Fortunes: Chinese Americans and WWII

Assignment: Finish reading Yang, *The Shadow Hero*

The War Brides Act (*AA*)

Tuesday, February 21, 2017 Chinese American Heroes and Villains

Discussion of Yang and War Brides Act

Assignment: The McCarran-Walter Act (*AA*)

Dean Acheson, “Speech on the Far East” (*AA*)

Harry S. Truman, “Situation in Korea” (*AA*)

Thursday, February 23, 2017 Cold War Orientalism and Asian America

Discussion of McCarran-Walter, Acheson, and Truman

Assignment: The Hart-Celler Act (*AA*)

“Success Story of One Minority Group” (*AA*)

Stokely Carmichael, “Basis of Black Power” (*AA*)

**PROMPT #2 DUE NEXT CLASS**

Tuesday, February 28, 2017 Civil Rights Movements and Immigration Reform

Discussion of Hart-Celler, “Success Story,” and Carmichael

Assignment: Amy Uyematsu, “Emergence of Yellow Power” (*AA*)

San Francisco State College Strike (*AA*)

Yuri Kochiyama Interview (*AA*)

Thursday, March 2, 2017 Yellow Power Activism and Multiracial Coalitions

Assignment: Gulf of Tonkin Resolution (*AA*)

My Lai Massacre (Testimony) (*AA*)

Nick Ut, “Terror of War” (Photo) (*AA*)

Eddie Adams, “Executing a Viet Cong” (*AA*)

Tuesday, March 7, 2017 The American War in Vietnam

Discussion of Resolutions and Actions

Assignment: Begin reading GB Tran’s *Vietnamerica*

Thursday, March 9, 2017 Indochina Wars

Discussion of Tran’s *Vietnamerica*

Assignment: Continue reading *Vietnamerica*

MIDTERM PAPER DUE March 21, 2017

**SPRING BREAK RECESS (March 13 – 18, 2017)**

Tuesday, March 21, 2017 Indochina Wars Continued

Discussion of *Vietnamerica*

Assignment: The Indochina Refugee Act” (*AA*)

The Refugee Act of 1980 (*AA*)

Bartletti, “Vietnamese Refugees” (*AA*)

Bao Phi Poems (*AA*)

Thursday, March 23, 2017 Displaced Asian America: Southeast Asian Refugees

Discussion of *Vietnamerica* and Refugee Acts

Assignment: Finish reading *Vietnamerica*

Bryan Thao Worra Poems (*AA*)

Anida Yoeu Ali Poems (*AA*)

Tuesday, March 28, 2017 Southeast Asian America

Discussion of Worra, Ali, and Tran

Assignment: Frank Wu, “The Killing of Vincent Chin” (*AA*)

U.A.W. Says, “If You Sell in America” (*AA*)

Thursday, March 30, 2017 Vincent Chin and the New Asian American Movement

Screening: *Vincent Who?* (Curtis Chin)

Assignment: Statement on Signing of American Competitiveness

(*AA*)

Joel Stein, “My Own Private India” (H)

Kal Penn, “Response to Stein” (H)

**PROMPT #3 DUE NEXT CLASS**

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

Tuesday, April 4, 2017 South Asian Diasporas and South Asian Americas

Discussion of Stein, Penn, and Policy

Assignment: Jhumpa Lahiri, *The Namesake* (excerpt) (H)

Jhumpa Lahiri, “Mrs. Sen” (H)

Thursday, April 6, 2017 The Children of 1965: South Asian Americans

Discussion of Lahiri

Assignment: Walker, “L.A. Riots” (*AA*)

The Civil Liberties Act of 1988 (*AA*)

“Japanese Latin Americans/Compensation” (*AA*)

Liu, “Asian American Dilemma” (*AA*)

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

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

Tuesday, April 18, 2017 Redress, Compensation, Riots, and Happiness

Discussion of JA Redress, LA Riots, and Pew Report

Assignment: “Abercrombie & Glitch” (*AA*)

“Battle Hymn of the Tiger Mother” (*AA*)

Thursday, April 20, 2017 Contemporary Asian America

Discussion of Commodity and Model Minoritization

Tuesday, April 25, 2017 TBA

Thursday, April 27, 2017 TBA

**2018-206 HDFS 3087 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8316 |
| **Request Proposer** | Adamsons |
| **Course Title** | Honors Proseminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Human Development and Family Studies > 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** | HDFS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Human Development and Family Studies |
| **Course Title** | Honors Proseminar |
| **Course Number** | 3087H |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising an existing course |

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| **CONTACT INFO** | |
| **Initiator Name** | Kari L Adamsons |
| **Initiator Department** | Human Dev and Family Studies |
| **Initiator NetId** | kla07005 |
| **Initiator Email** | [kari.adamsons@uconn.edu](mailto:kari.adamsons@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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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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** | Students from other campuses attend via Web-Ex. This is the single honors seminar for juniors. |
| **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** | 3087. Honors Proseminar Two credits. Class meets once a week for two hours. Prerequisite: Open only with consent of instructor to students in the Honors Program. May be repeated for credit. Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses. |
| **Provide proposed title and complete course catalog copy** | 3087. Honors Proseminar One credit. Class meets once a week for one hour. Prerequisite: Open only with consent of instructor to students in the Honors Program. Overview of the Human Development and Family Studies Honors Programs and the opportunities available through University Honors. Includes presentations by Family Studies faculty members and discussions with faculty regarding research. Provides direction to students planning honors theses. |
| **Reason for the course action** | Course used to be taught for two hours to accomodate faculty presentations and discussions, but over time has evolved into a one hour class. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | This seminar is designed to help prepare you for the honors thesis process and to introduce you to HDFS faculty members and their research areas. This seminar will help you to begin thinking about your honors thesis research area and the faculty with whom you might like to work. In addition, you will learn about the offerings of the University Honors Program. |
| **Describe course assessments** | Course Components 65 % Participation during the Seminar 35 % Thesis-related Interests Summary Participation The primary purpose of this seminar is to acquaint you with faculty members in the HDFS department and the research they are doing. During most of the class meetings, one or two HDFS faculty members will present to the class; you are expected to listen respectfully to each faculty member, ask questions, and engage in discussion. Thesis-Related Interests Summary By the end of the semester, students should write a one-page summary of their thesis-related interests so far. This will include: (a) identification of at least one faculty member with whom you might be interested in working and a brief explanation of why, (b) a short description of some initial ideas you have about the topic you might want to focus on for your thesis, and (c) any questions or concerns you have about the thesis process. This is not intended to be a binding document, but rather to get you started thinking about your thesis project! Please email this to me by the last class period (December 5). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HDFS 3087H Syllabus - F 18.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F134953&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb5f487bb407d47a05a9508d61a4f79bf%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725325976556493&sdata=1SfJ2WequqguCZEP7dTzxvSaYgMEQMiirAWshkEgKAE%3D&reserved=0) | HDFS 3087H Syllabus - F 18.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kari L Adamsons | 09/12/2018 - 10:54 | Submit |  | N/A | | Human Development and Family Studies | Kari L Adamsons | 09/14/2018 - 06:33 | Approve | 9/12/2018 | NA | |

**HDFS 3087H: Honors Proseminar**

**Fall Semester 2018**

Instructor Information

**Instructor**: Kari Adamsons, Ph.D.

**Office**: FSB307

**Office Hours:** M 11 a.m. - 1:15 p.m.

**Email**: [kari.adamsons@uconn.edu](mailto:kari.adamsons@uconn.edu)

**TA:** Sarah McKee, [sarah.mckee@uconn.edu](mailto:sarah.mckee@uconn.edu)

**TA office hours:** M 12-1, 2:30-4:30 p.m.

Course Information

**Day**: Wednesdays

**Time**: 2:30 – 3:30 p.m.

**Location**: FSB 111

**Course Description & Format**

**Description**

This seminar is designed to help prepare you for the honors thesis process and to introduce you to HDFS faculty members and their research areas. This seminar will help you to begin thinking about your honors thesis research area and the faculty with whom you might like to work. In addition, you will learn about the offerings of the University Honors Program.

**Format**

This seminar meets each week for 60 minutes. During most weeks, an HDFS faculty member will discuss his or her research areas and interests. We also will discuss honors-related topics such as course registration and planning your thesis.

**Course Expectations**

**Instructor Expectations**

The purpose of this seminar is to help you get the most out of your honors experience, including the thesis. To accomplish this goal, I expect you to attend class consistently and participate meaningfully in class discussions and presentations.

**Departmental Expectations**

HDFS faculty and students cooperatively developed the departmental statement on the climate for teaching and learning in HDFS courses. A copy is attached at the end of this syllabus, and I expect everyone (including myself) to read, review, understand, and comply with this statement, especially the sections on appropriate classroom conduct.

**Recommended Textbook**

The recommended text for this seminar is the American Psychological Association’s *Publication Manual*. I recommend that you purchase it now as you will need it next year to do your honors thesis; you will also find it useful as you prepare papers for other HDFS courses. It is available from the bookstore, or you may be able to find a used version through Amazon.com, bookfinder.com, or another similar website. It also comes in a spiral-bound version, and an electronic version for Kindle.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.

**Course Requirements**

**Course Components**

65 % Participation during the Seminar

35 % Thesis-related Interests Summary

**Participation**

The primary purpose of this seminar is to acquaint you with faculty members in the HDFS department and the research they are doing. During most of the class meetings, one or two HDFS faculty members will present to the class; you are expected to listen respectfully to each faculty member, ask questions, and engage in discussion.

**Thesis-Related Interests Summary**

By the end of the semester, students should write a one-page summary of their thesis-related interests so far. This will include: (a) identification of at least one faculty member with whom you **might** be interested in working and a brief explanation of why, (b) a short description of some initial **ideas** you have about the topic you might want to focus on for your thesis, and (c) any **questions or concerns** you have about the thesis process. This is not intended to be a binding document, but rather to get you started thinking about your thesis project! **Please email this to me by the last class period (December 5).**

**Course Policies**

**Communicating and Meeting with Me**

My office hours are by appointment; to make an appointment, see me before/after class or send an email. You also can contact me through email with any questions or concerns. You can usually expect me to reply to emails within a day during the week and two days on the weekend or during breaks, except in emergencies or when I notify you otherwise (for example, if I am away at a conference). Please use my UConn account (on the first page).

**Forms and Signatures**

All forms that need the signature of the Honors Advisor, require my signature. Anything that should be signed by the Dept Head, please see Kristin Van Ness in the Student Services Center. Please bring the **completed** form directly to her office, room 123A in the Student Services Center. If she is not in her office, please leave the form in the box on her door. You can pick up the signed form at least one full day after dropping if off; if Kristin is not in her office, the form will be in the box on her door. If it’s not there, that means she is out of the office and you should check back the next day. Please plan ahead to make sure you leave enough time to have the forms completed and signed well before any deadlines (check the course schedule for some of them), as Kristin and I are not necessarily on campus and available every day.

**Course Schedule**

| **Week** | **Date** | **Topic** |
| --- | --- | --- |
| **1** | 8/29 | Introduction to the Seminar & Honors Program |
| **2** | 9/5 | Faculty presentation: Dr. Shannon Weaver |
| **3** | 9/12 | Faculty presentation: Dr. Kim Gans |
| **Honors conversions DUE September 14** | | |
| **4** | 9/19 | Faculty presentation: Dr. Beth Russell and Spring 2019 registration discussion |
| **5** | 9/26 | Faculty presentation: Dr. Eva Lefkowitz |
| **6** | 10/3 | Visit to the HDFS Child Labs – **Meet at Child Labs** |
| **7** | 10/10 | Faculty presentation: Dr. Laura Donorfio |
| **8** | 10/17 | Faculty presentation: Dr. Caitlin Lombardi |
| **9** | 10/24 | Faculty presentation: Dr. Marlene Schwartz |
| **10** | 10/31 | Faculty presentation: Dr. Ryan Watson |
| **Honors Plan of Study for “continuing” (admitted before summer) honors students DUE Nov. 2** | | |
| **11** | 11/7 | **NO CLASS - NCFR** |
| **12** | 11/14 | Faculty presentation: Dr. Preston Britner |
| **13** | 11/21 | **Thanksgiving Week: NO CLASS** |
| **14** | 11/28 | Presentation: Kristin Van Ness |
| **15** | 12/5 | “Thinking About Your Thesis” Due  Planning for Spring |

**2018-207 HEJS 1103 Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7872 |
| **Request Proposer** | Miller |
| **Course Title** | Who Are the Jews? Jewish Identity Throughout the Ages |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Who Are the Jews? Jewish Identity Throughout the Ages |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revision of the title and catalog course description. This course has not been updated in a long time. |

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| **CONTACT INFO** | |
| **Initiator Name** | Sebastian Wogenstein |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | sew05007 |
| **Initiator Email** | [sebastian.wogenstein@uconn.edu](mailto:sebastian.wogenstein@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Miller |
| **Proposer First Name** | Stuart |
| **Select a Person** | ssm02006 |
| **Proposer NetId** | ssm02006 |
| **Proposer Phone** | +1 860 486 3314 |
| **Proposer Email** | [stuart.miller@uconn.edu](mailto:stuart.miller@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 65 |
| **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** | 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?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1103. Literature and Civilization of the Jewish People (Formerly offered as HEB and JUDS 1103.) Three credits. Taught in English. May not be used to meet the foreign language requirement. Miller The major concepts, personalities and literary works of the Hebraic tradition from the Biblical and Talmudic periods to the present. CA 1. CA 4. |
| **Provide proposed title and complete course catalog copy** | 1103. Who Are the Jews? Jewish Identity Throughout the Ages Three credits. Taught in English. May not be used to meet the foreign language requirement. Miller The major concepts, personalities and literary works that inform Jewish identity from the Biblical and Talmudic periods to the present. CA 1. CA 4. |
| **Reason for the course action** | The proposed change is a minimal revision of an existing and frequently taught course. It will not change or affect the curriculum of the department, the degree requirements for students currently in the program, or enrollment in other courses. The change in title and description reflects revisions and updates. “Who are the Jews: Jewish Identity Throughout the Ages," may sound redundant. But is not! "The exact expression "who are the Jews" comprises the opening words and theme of my first couple of lectures each semester. The students are introduced to various figures who self-identify as Jews or who deny or are even unaware of their Jewishness (e.g., Madeline Albright). Later in the course, the students learn about Ashkenazim and Sephardic Jews as well as about the different denominations (Reform, Orthodox, etc.) and expressions of collective Jewishness. The title and the course speak to both the personal, individual identity of the "Jew" as well as the corporate. "Who are the Jews" addresses the latter aspect; Jewish Identity zeroes in on and drives home the point that aside from the internal-external identification of the "Jews" qua "Jews," there is much else that involves the existential, cultural, and intellectual identity and predicament of the individual Jew. |
| **Specify effect on other departments and overlap with existing courses** | The proposed change is a minimal revision of an existing and frequently taught course. The change will not affect other departments and will not create any new overlaps with other existing courses. |
| **Please provide a brief description of course goals and learning objectives** | This course fulfills General Education requirements in Content Areas I (Arts and Humanities) and IV (Diversity and Multiculturalism). One of the main goals is to enable students to develop a keen understanding of who the Jews are and an appreciation of the diverse cultures and traditions that comprise Jewish civilization. The emergence of Judaic ideas and their influence on Christianity and western civilization will be especially emphasized. The so-called “Judeo-Christian” tradition is broken down so that students understand the values and ideas that both Judaism and Christianity share as well as their distinctiveness. Students get a taste of how the earliest, ancient rabbis thought and how they succeeded in transforming a biblical religion into Judaism as we know it. Along the way, you will be challenged to think “talmudicly/midrashicly,” a critical form of analysis that may very well enable you to appreciate literary traditions belonging to other peoples and cultures in an entirely different light. |
| **Describe course assessments** | Three exams. The first two exams are worth 30% of the grade. The final is worth 40%. While the final is technically not cumulative, each of the three segments of the course builds on the previous one. Students will need to thoroughly understand key concepts and ideas that are presented in the first two segments in order to be successful on the final. |
| **General Education Goals** | The course actually addresses all of the general education goals. It forces students to think about, and discuss, the origins of western civilization by giving them a firm background in its roots. The biblical and rabbinic ideas with which the course opens compel them to think in new ways about many ideas they may not have encountered prior to this course. The course explores the emergence of ethical monotheism in the context of Near Eastern legal and religious codes and ideas as well as the refinement of this idea as it defines Judaism and Jewish identity through the ages. One of the main goals is to enable students to develop a keen understanding of who the Jews are – and to appreciate the diverse traditions that make up the Jewish people. |
| **Content Area: Arts and Humanities** | Biblical and especially rabbinic literature are surveyed and their unique themes, ideas and influence are explored. The students learn to appreciate biblical as well as rabbinic modes of thought. Ideas such as ethical monotheism, covenant, and law are first explored. The students then get a taste of the exegetical-midrashic thinking of the rabbis in order to gain an understanding of how the rabbis transformed biblical religion into Judaism as we know it. Students are challenged to think “talmudic” along the way. They especially are encouraged to understand the way texts are interpreted by different faiths, and how the resulting interpretations inform their views of the world and of others. The non-literal and creative exegesis of the rabbis enables students to appreciate the multiple layers of interpretation and meaning people bring to texts. |
| **Content Area: Diversity and Multiculturalism (non-International)** | The course addresses a major lacuna in the study of western civilization: the role of the Jews. The course emphasizes the emergence of Judaic ideas and their influence on Christianity and western civilization. The students come away with a better appreciation of the distinctiveness of the Jews, the roots of Christianity within Judaism, and the subsequent separation of the two faiths. The Judeo-Christian tradition is thereby broken down into the sum of its parts, so that students understand the values and ideas that both Judaism and Christianity share as well as their distinctiveness. Jewish civilization is surveyed through an examination of the diverse experiences of the Jews among both Christians and Moslems both in the past and in the modern world. The Enlightenment and the eventual Emancipation of the Jews is discussed in the contexts of the challenges they posed to a people emerging from a traditional society. Anti-Semitism is alluded to not as a defining element of Jewish civilization, but rather as the result of the Jew being seen as the “other,” differentiated by his/her beliefs, and especially, by their way of life. Many criteria of the “Diversity and Multiculturalism” category are confronted. Some of these have already been touched upon (see course description and especially discussion of anti-Semitism in “themes and topics”). The interpretive system of the early rabbis is understood in terms of that of emerging Christianity; some correlations and differences with Islam are also noted. But it is rabbinic hermeneutics in particular that enable the student to appreciate that the experiences of a people are often defined by the unique way in which they see their past, and how they understand its implications for the present and the future. Ashkenazi Jews and Sepharadi/”Oriental” Jews, not to mention the various sectarian groups of antiquity and the various denominations of today, see things differently because of their distinct experiences as minorities living under Christian, Islamic, or today, democratic rule. The student comes to realize that while there are defining continuities among peoples and especially religions, not all Christians are the same nor are all Moslems. While considering the contribution of the Jews to civilization, students are compelled to think about their distinctiveness and the ways in which perceptions of the other, especially those they began the class with (and are discussed then), are very often different from reality. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HEJS 1103 Syllabus Proposal.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F131450&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1f24e813ba274357ce3a08d60ead2cd4%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636712534279173626&sdata=5LlSS%2FpA7Dqj%2FDEhPGYr5SL36qAXyZYu6sXVwCUIKg0%3D&reserved=0) | HEJS 1103 Syllabus Proposal.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sebastian Wogenstein | 07/25/2018 - 12:21 | Submit |  | In case there is discussion whether the new course description should include the instructor name, Stuart Miller requests that it does. His comment on this issue: "My name has always been associated with this course (which for many has been a draw, if I may humbly say so) and I would like it to remain so. I feel that depersonalizing courses particularly that have a long track record is terribly wrong -- and sends the wrong message to our students and faculty about senior professors!" | | Literatures, Cultures and Languages | Sara R Johnson | 08/26/2018 - 16:34 | Approve | 8/26/2018 | For the record, note that Professor Miller feels strongly about the importance of including both title and subtitle as well. | |

## University of Connecticut

### HEJS 1103 Who are the Jews? Jewish Identity Throughout the Ages

**(Based on Fall HEJS 1103 Syllabus for “Literature and Civilization of the Jewish People,” to be renamed as indicated)**

**Instructor**:

Professor Stuart S. Miller

Section Chair, Hebrew and Judaic Studies (“HEJS”) in the Department of Literatures, Cultures, and Languages

**Office**: 243 Oak Hall

**Hours**: Th 12:45–1:45 *and by**appointment*

**Phone**: 860 486-3386 [Stuart.Miller@UConn.edu](mailto:Stuart.Miller@UConn.edu)

The purpose of this course is to introduce students to the history, religion, and culture of the Jewish people, with a special emphasis on the role played by each of these elements in defining “the Jews.” The major literatures of the Jews that have shaped their sense of peoplehood are discussed throughout. *No prior knowledge of Hebrew or Jewish culture is required.*

This course fulfills General Education requirements in Content Areas I (Arts and Humanities) and IV (Diversity and Multiculturalism). One of the main goals is to enable students to develop a keen understanding of who the Jews are and an appreciation of the diverse cultures and traditions that comprise Jewish civilization. The emergence of Judaic ideas and their influence on Christianity and western civilization will be especially emphasized. The so-called “Judeo-Christian” tradition is broken down so that students understand the values and ideas that both Judaism and Christianity share *as well as their distinctiveness*. Students get a taste of how the earliest, ancient rabbis thought and how they succeeded in transforming a biblical religion into Judaism as we know it. Along the way, you will be challenged to think “talmudicly/midrashicly,” a critical form of analysis that may very well enable you to appreciate literary traditions belonging to other peoples and cultures in an entirely different light.

**Requirements:** Students *must*attend class and do *all* of the assigned readings and video viewing *in**advance*of class meetings. The readings have been carefully chosen to complement each topic under discussion and will greatly enhance the student’s understanding of the material and ability to contribute to classroom discussions.

Attending class and doing the readings in advance will enable students to get the most out of the course and are essential for doing well on the exams. *Meaningful participation in classroom discussions is very much encouraged and can improve your grade by at least one grade* (*say from a B+to A-*).

**Some real advice from one former student:** “Go to class. Read the material. Take notes. Ask Questions!” …To which I would add: “And make an appointment to meet with your professor” (This applies to all your classes––We are here for you to learn!)

**Because of the Jewish festivals we will be missing three class sessions on the following dates:**

* Thursday, September 21: Rosh HaShanah
* Thursday, October 5: Sukkot (“Feast of Booths” or “Tabernacles”)
* Thursday, October 12: Concluding Festival Days of Feast of Booths

**A special session *or assignment* will be arranged to make up for some of the time lost to the holiday cancellations.**

**Please reserve Thursday, October 26, 6PM – 7:30PM for a make-up class. Venue: LH 201**

**Examinations:** Three examinations (including the final). **Students are expected to take the exams on the scheduled dates.** **Please note that the first two exams are scheduled in the evenings. Please let me know ASAP if you have a lab or other legitimate conflict:**

**First Exam:** **Monday, October 2, at 6 PM –7:15 PM, VENUE: PB 38**

**Second Exam: Monday, November 6 at 6 PM – 7:15 PM, VENUE: PB 38**

**Final Exam: TBA**

The first two exams will last approximately an hour and a quarter and will cover roughly one third of the course content.

The first two exams are worth 30% of the grade. The final is worth 40%.

While the final is *technically* not cumulative, each of the three segments of the course builds on the previous one. Students will need to thoroughly understand key concepts and ideas that are presented in the first two segments in order to be successful on the final.

**Minimum Passing Grade for Course: 60 (= low D-)**

The exams cover the lectures ***and*** assigned readings and may be essay, short identification/discussion, multiple choice, or some combination thereof. *Students should expect questions on the three assigned videos and readings, including the few that will not be discussed directly in class*. For essay and discussion questions, students will be required to explain, *in their own words,* concepts and ideas that they have learned. **Credit will not be given for ideas that have merely been repeated verbatim from the notes or readings without explanation.**

**Preparing for Examinations**

I provide detailed materials on HuskyCT, including outlines and short discussions that I have prepared so that you can review the highlights of my lectures.

These will help you understand the class material as it is covered and also prepare for the exams.

**Grading Scale**

| 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 |

**Required Texts**

# Tanakh: A New Translation of the Holy Scriptures According to the Traditional Hebrew Text

* Telushkin, J., *Jewish Literacy*
* Excerpts from Cohn-Sherbok, D., *Judaism*: *History, Belief and Practice.* Special Digital Edition. To purchase a six month rental of the relevant chapters, please follow the instructions below:

**Step 1**: Log on to <https://students.universityreaders.com/store/>.

**Step 2**: Choose the correct course pack and proceed with the checkout process.

**Step 3**: After purchasing, you can access your digital copy by logging into your account and clicking "**My Digital Materials**" to get started on your reading right away.

To access digital materials, you will need an Adobe ID and the free Adobe Digital Editions (ADE) software installed on your computer. Visit <https://students.universityreaders.com/store/digital_adobe> for easy instructions and a video walkthrough of the process. Once you download the digital pack you can access it online or offline at any time on your computer, tablet, or smart phone. You can also annotate, highlight, and search the content. Please note that the digital rental expires after six months.

### SYLLABUS

### Unless otherwise indicated, numbers following biblical books represent chapters and verses, not pages. For example, 9:12 means chapter 9, verse 12. *\** indicates that *Tanakh* should be brought to class.

**Tues. Aug. 29:** **Who are the Jews?**

***Once Upon a Time*:** Jesus, Maimonides, Freud, Karl Marx, Einstein, and “Brother” Daniel (a.k.a., Oswald Rufeisen)

***& Our Times*:** Senator “Joe,” Bob Dylan/Robert Zimmerman, Madonna

***\**Thurs. Aug. 31: "Torah" and Biblical Roots**

Telushkin, 3-10, 263-268, 461-466, 496-497,728-732

Genesis (Chapters): 1-4

William Safire, “The New Old Testament,” & “Torah,” (outline, print out and bring to class), both on HuskyCt Homepage

***\**Tues. Sept. 5: Abraham, Isaac and Jacob** **and their God**

Telushkin, 11-19

Genesis, (chapters): 6-9, 12, 15-22

**\*Thurs. Sept 7 Discussion**

**Helpful Outlines and Summaries on HuskyCt:**

“Torah Speaks in the Cultural Terms of the Times, an Outline

“Torah and the Culture of the Times Explained”

**\*Tues. Sept. 12 The “Hebrews” become the “Children of Israel”**

Telushkin, 20-35

Genesis, 25-50

**\*Thurs. Sept. 14 On Covenants and "Chosenness"**

Telushkin, 36-48, 566-567, 618-619

Exodus 1-24 and 32-35

**\*Tues. Sept 19 Discussion**

**HuskyCt:** “Chronological Overview of the First and Second Temple Periods”

**Thurs. Sept. 21 NO CLASS, Rosh Hashanah, the Jewish New Year**

**\*Tues. Sept. 26 Kings, Prophets and the Covenant**

## Telushkin, 61-68, 70-75, 79-92

*Tanakh*, II Kings, 22-25, Jeremiah 7 and 31:31–37 (*Tanakh,* p. 839) and Ezekiel 37

**Thurs. Sept. 28 Exile and Restoration, Hellenism & Other Challenges: Hanukkah**

Telushkin, 80-82, 104-106, 109-112, 127-129, 646-648

Nehemiah 8-10 (*Tanakh*, pages 1519-1524)

**FIRST EXAM: Monday, October 2, 6-7:15PM VENUE: PB 38**

**Tues. Oct. 3 First Century Challenges. The Many Varieties of Judaism**

Telushkin, 114-115, 120-129, 130-132, 614-618

**Thurs. Oct. 5 No Class, Sukkot (Feast of Booths, or “Tabernacles”)**

**Tues. Oct. 10 First Century Challenges (Continued). “Jewish Christians;” “Gentile Christians”**

**HuskyCT:**  “Judaism and Christianity: Mother and Daughter go their Separate Ways”

Stuart S. Miller, “The Question, Not the Answer, is the Problem” (Originally published online as part of the discussion concerning Mel Gibson’s “The Passion of Christ:”

**Thurs. Oct. 12 Concluding Festival Days of Sukkot (Feast of Booths, or “Tabernacles”)**

**Tues. Oct. 17 Discussion (Judaism and Early “Christianity” continued)**

**Thurs. Oct. 19 Rabbinic Judaism: The Early Rabbis: The Mishnah & Talmud**

Telushkin, 133-157, 553-565; 746-748

HuskyCT: BRING TO CLASS:

“Talmud and Midrash Excerpts” & “The Work of the Amoraim in the Talmud(s).”

**Tues. Oct. 24 Rabbinic Judaism Part II**

**Rabbinic Judaism:** Telushkin, 49-50, 115-120 (note discussion of Hillel), 534-536

**Thurs. Oct. 26 From Midrash to Sabbath** (“Shabbat”)

Telushkin, 673-680

HuskyCT: “Shabbat and Midrashic Practice” Outline. Print out and bring to class!

**MAKE-UP CLASS Thursday, October 26, 6PM-7:30PM. VENUE: LH 201**

**Topic and Discussion: Shabbat in Detail; The Sabbath’s Imprint on the Jews and Judaism**

HuskyCT: “Shabbat” (Excerpt from Siegel, R., Strassfeld, M., and Strassfeld, S., *The Jewish Catalogue: A Do-It-Yourself Kit,* vol. 1 -- Please pay special attention to the rhythm of the week and the Sabbath day and to Abraham Joshua Heschel’s notion of the Sabbath as a “Sanctuary in Time.”

**Tues. Oct. 31 The Pilgrimage Festivals. The Historical and Agricultural Experience of the Jews Relived from Generation to Generation: An Overview**

Telushkin, 631-633, 653-659, 665-666, 97-98, 641-646, 98-100 (read in this order!)

HuskyCT: “Pilgrimage Festivals Charts” (HuskyCt, two pages, **bring to class**)

**Thurs. Nov. 2 The Pilgrimage Festivals, continued**

**Exodus and Peoplehood:** A Relived Experience from Generation to Generation:

The Passover *Haggadah* (on HuskyCT).

**A Moabite becomes a “Hebrew:”** The Book of Ruth (*Tanakh*, 1419-142).

**REQUIRED VIDEO**: **“TheChosen”** (Rod Steiger, Robby Benson) PN1997 C3657 2010 (on reserve at the library. Amazon: http://www.amazon.com/Chosen-Maximilian-Schell/dp/B00363WGF0/ref=sr\_1\_1?s=movies-tv&ie=UTF8&qid=1440702593&sr=1-1&keywords=the+chosen).

When watching “The Chosen,” think about the approaches to Jewish life and Judaism that the various characters, especially Daniel and Reuben, represent.

What are their shared approaches to Judaism, Jewishness, and Jewish life?

How are their upbringings, attitudes, and values different?

Find out whatever you can about Chaim Potok, the author of *The Chosen.* How might his own experiences as a Jew have colored his representation of Daniel and Reuben?

Watch for cultural items that interest you that may or may not have been discussed in class. Feel free to submit questions pertaining to the film to me via email. (Most students have really liked this film. You may want to read the book or other works by Chaim Potok, which is even better!)

**SECOND EXAM: Monday November 6, 6-7:15PM. VENUE: PB 38**

**Tues. Nov. 7 High Holy Days and other Holy Days**

1. Telushkin, 634-641; 604-612; 622-629; 91-92; 659-663
2. The Book of Jonah (*Tanakh*, pages 1037-1040 AND The Book of Esther (*Tanakh*, 1457-1468)

**Thurs. Nov. 9 Life Cycle; From the Medieval World to Modernity (overview)**

Telushkin, 477-478, 683-714, 625-628, 730-743; 746-748 (review)

**The Medieval World**

Telushkin, 161-164, 171-176, 186-199

* Cohn-Sherbok, Chapters 25, 27 and 28 – Judaism under Islamic Rule; Jews in Muslim Spain and other Islamic Lands; Jewry in Christian Europe in the Middle Ages

**REQUIRED VIDEO: “The Disputation” BM535.D52 (on reserve at the library).**

**HuskyCT**: A very short encyclopaedia article by Beinhart, “The Barcelona Disputation,” has been posted to introduce you to the historical event that this film depicts. It is based on a true story involving the great Nahmanides (not to be confused with Maimonides!).

**Rabbinic Legacy:** Telushkin, 164-167, 176-179, 543-545, 179-185, 208-209 (Please read in this order!)

Questions to ask yourself: Who were “Rashi” and “Maimonides?” When and where did each of these figures live?

What were their main literary contributions (at least two for each) to Jewish civilization and why are they so important? How did these works advance knowledge of some aspect of Judaism?

How do their decidedly “Askhkenazic” and “Sefaradic” vantage points reflect distinct cultural experiences?

**Tues. Nov. 14 On the Threshold of Modernity: From Spinoza to Mendellsohn**

**Hasidim, Mitnaggedim (“Opponents”), and Maskilim (the “Enlightened”)**

Telushkin, 215-244, 483-485

Cohn-Sherbok: Chapters 34, 39, and 40: Rabbinic Mysticism; Jewry in Eastern and Western Europe; The rise of the Hasidic movement

\*Questions to ask yourself: Who were the “Vilna Gaon” and the “Besht,” the “Mitnaggedim” and the “Hasidim?”

Where and when did they live? What contributions did they make to Jewish life and culture? What approach to Judaism did they represent? You should understand their importance both in relationship to each other and independent of each other.

**Thurs. Nov. 16 Responses to Modernity. The “Secular Jew;” The Emergence of the “Movements”**

Telushkin, 271–290, 437-450, 466-473, 480-492

Cohn-Sherbok, Chapters 41– 44: The Status of Jewry in Europe; Jews in Eastern Europe; The Emergence of Jewish Thought in the Enlightenment; The Origins of Reform

**THANKSGIVING BREAK: Nov. 20 – Nov. 24, No Classes**

**Tues. Nov. 28** **Jews and Judaism In America**

HuskyCT*:* Miller, “Wake up to Religion.”

**VIDEO:** “Gentleman’s Agreement,”1947 Black and White (!), with Gregory Peck. Available at the library or on Amazon Prime.

What to think about and watch for: How does this film reflect Jewish life in the United States in the first half to mid-twentieth century?

**Thurs. Nov. 30 Jews and Judaism in the Late 20th Century**

Cohn-Sherbok: Chapters 45 – 49: The Rise of Anti-Semitism; The Zionist Movement; Jews from Arab Lands: Jewish Identity in the Wake of the Holocaust

**Tues. Dec. 5 Jews and Judaism in the Late 20th Century: Discussion**

Telushkin, 358-359**,** 383-433; 502-529, 292-294, 307-315, 329-357, 366-380

HuskyCt:M. Walzer, “The Four Wars of Israel/Palestine

Cohn-Sherbok: Chapters 50 – 53 (Jewry after the Holocaust; The State of Israel; The Palestinian-Israeli Conflict; The Ongoing Struggle)

**Thurs. Dec. 7 Closing Discussion:**

**“The Jews, Past, Present and Future: So Who are the Jews and Whatever Happened to Brother Daniel?”**

**2018-208 POLS 5700 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8276 |
| **Request Proposer** | Dyson |
| **Course Title** | Proseminar in Politics and Popular Culture |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Political Science > 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** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Proseminar in Politics and Popular Culture |
| **Course Number** | 5700 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Stephen B Dyson |
| **Initiator Department** | Political Science |
| **Initiator NetId** | sbd06004 |
| **Initiator Email** | [stephen.dyson@uconn.edu](mailto:stephen.dyson@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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 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** | Faculty who might teach the class are based in Storrs. We would be happy to offer in Hartford if there were sufficient student demand. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 5700. Proseminar in Politics and Popular Culture. Intersections of politics and popular culture. Examination of cultural texts for political meaning, and for dialogue with academic political science. |
| **Reason for the course action** | POLS is proposing a new MA in Politics and Popular Culture. This would be its foundational Prosem. |
| **Specify effect on other departments and overlap with existing courses** | The proposal has been sent to LCL and ENGL. |
| **Please provide a brief description of course goals and learning objectives** | Popular culture influences and reflects how societies think and act politically. Many more people experience politics through mass culture – Star Wars, Game of Thrones, World Cinema, museums and monuments – than through formal works of political science. Increasingly, politics is popular culture, and with continual reflection on power dynamics in all aspects of life, everything is political. This proseminar gives students the skills, concepts, and the vocabulary to move fluidly between in-depth study of political science, with the specialist knowledge that entails, and popular culture, with the creative and communicative possibilities that come with a mass medium. Students will understand political science and popular culture as sources for the interpretation of politics. They will learn to read texts for meaning, particularly those meanings related to power in society. They will learn to communicate across disciplinary boundaries and across the academia-society divide. |
| **Describe course assessments** | • Students will produce two 10-page response papers at selected intervals throughout the semester. Each paper will focus on the major topics explored in the seminar. They should detail the major contours of those topics as they appear in the readings and engage those readings critically. Response papers should be a mixture of review and analysis, with a decided emphasis on analysis. (30%) • Students will produce a portfolio of work developing their skills in applied PPC analysis. This will take a form agreed between the professor and the student. Examples include: 3 lesson plans addressing a PPC topic (for students with a teaching interest or background); 3 blog posts / newspaper articles on PPC topics (for students with a journalism interest or background); 1 podcast with 3 segments on PPC topics (for students with an electronic media interest of background). (40%) • Contribution to discussion (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Proseminar in Politics and Popular Culture.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F134860&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cf4aa8d109e1b4ccf410d08d61a2b649a%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725171013000497&sdata=W9Ll9uDiCDbQkW1zW%2FA9Lkore65rJQ2UIwDoa%2FHMie8%3D&reserved=0) | Proseminar in Politics and Popular Culture.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Stephen B Dyson | 09/11/2018 - 12:30 | Submit |  | I am submitting this proposal. | | Political Science | Stephen B Dyson | 09/13/2018 - 13:38 | Approve | ‎9‎/‎13‎/‎2018 | I am signing off. | |

Proseminar in Politics and Popular Culture

Popular culture influences and reflects how societies think and act politically. Many more people experience politics through mass culture – *Star Wars, Game of Thrones,* World Cinema, museums and monuments – than through formal works of political science. Increasingly, politics *is* popular culture, and with continual reflection on power dynamics in all aspects of life, *everything* is political.

This proseminar gives students the skills, concepts, and the vocabulary to move fluidly between in-depth study of political science, with the specialist knowledge that entails, and popular culture, with the creative and communicative possibilities that come with a mass medium.

Students will understand political science and popular culture as sources for the interpretation of politics. They will learn to read texts for meaning, particularly those meanings related to power in society. They will learn to communicate across disciplinary boundaries and across the academia-society divide.

Assignments.

* Students will produce two 10-page response papers at selected intervals throughout the semester. Each paper will focus on the major topics explored in the seminar. They should detail the major contours of those topics as they appear in the readings and engage those readings critically. Response papers should be a mixture of review and analysis, with a decided emphasis on analysis. (30%)
* Students will produce a portfolio of work developing their skills in applied PPC analysis. This will take a form agreed between the professor and the student. Examples include: 3 lesson plans addressing a PPC topic (for students with a teaching interest or background); 3 blog posts / newspaper articles on PPC topics (for students with a journalism interest or background); 1 podcast with 3 segments on PPC topics (for students with an electronic media interest of background). (40%)
* Contribution to discussion (30%)

*Section One*: *Concepts and Terrain*.

Week One

Topic: Political Science as Practice

Reading: David M. Ricci, *The Tragedy of Political Science*, pp. 3-98, 209-248, 291-318.  
  
Week Two

Topic: What is Political?

Reading: William Connolly, *Political Theory and Modernity*

Wendy Brown, “At the Edge.”

Week Three

Topic: Political Popular Culture Applied Analysis I: *Blade Runner*.

Reading: Scott Bukatman, *BFI Modern Classics: Blade Runner*.

Week Four

Topic: Popularizing Culture

Reading: Pierre Bourdieu, *Distinction: A Social Critique of the Judgment of Taste*

Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight”

*Section Two: Methods*

Week Five

Topic: Interpretivism, Semiotics.

Reading: Dvora Yanow, “Thinking Interpretively: Philosophical Presuppositions and the Human

Sciences.”

Roland Barthes, *Mythologies*

Week Six

Topic: Psychoanalysis and Marxism

Reading: Laura Mulvey, “The Masculine Gaze”

Jane Caputi, *Goddesses and Monsters*, selections.

Marshall Berman, *All That Is Solid Melts into Air*, selections.

Week Seven

Topic: Political Popular Culture Applied Analysis II: *Independence Day*

Reading: Michael Paul Rogin, *BFI Modern Classics: Independence Day*

*Section Three: Applications*

Week Eight

Topic: Film Studies and Television Studies

Reading: Stuart Hall, “Encoding and Decoding in the Television Message”

Robert C. Allen, “Frequently Asked Questions.”

Karen Gocsik, Richard Barsam, Dave Monahan, *Writing About Movies*.

Week Nine

Topic: Literary Studies and Comic Studies

Reading: Toni Morrison, *Playing in the Dark*

Scott McCloud, *Understanding Comics*

*Weeks Ten, Eleven, Twelve*: Portfolio Production.

**2018-209 PP 5379 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7772 |
| **Request Proposer** | Dineen |
| **Course Title** | An Introduction to the Principles and Methods of Survey Research I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | An Introduction to the Principles and Methods of Survey Research I |
| **Course Number** | 5379 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The current course is An An Introduction to the Principles and Methods of Survey Research. As a result of curriculum changes and the need to expand our degree requirements from 24 to 30 credits we are making the current course the first in a two course series. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer N Dineen |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | jnd02001 |
| **Initiator Email** | [jennifer.dineen@uconn.edu](mailto:jennifer.dineen@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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate seminar |

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

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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?** |  |
| **If not generally available at all campuses, please explain why** | The course is offered online |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 5379. Principles and Methods of Survey Research 3 credits. Seminar Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results. |
| **Provide proposed title and complete course catalog copy** | PP 5379. Principles and Methods of Survey Research I 3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required. Exploration of the theory and practice of survey research, including sampling, questionnaire design, analysis and reporting results. |
| **Reason for the course action** | The Graduate Program in Survey Research (GPSR) program recently completed a curriculum review. PP 5379 is a required course for all GPSR students. The new title better reflects the intent of this course to be part one of a two part course sequence that explores the theories and practices of survey research, including sampling, questionnaire design, and analysis and reporting results. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At the conclusion of the course, students will: • Develop, evaluate, and ask survey questions • Know threats to survey question reliability and validity • Design self-administered and interviewer administered surveys • Become familiar with strategies to decrease survey and item nonresponse • Develop a sampling plan • Know how to identify and reduce error in survey research |
| **Describe course assessments** | Students will be assesses via weekly quizzes and applied survey exercises. Students will also complete 4 mid-length papers. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5379\_PMSRI\_2018\_Dineen\_DPP.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/127594) | PP5379\_PMSRI\_2018\_Dineen\_DPP.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer N Dineen | 06/12/2018 - 10:47 | Submit |  | This change was approved by the Department in September of 2017. | | Public Policy | Kenneth J Dautrich | 06/12/2018 - 14:17 | Approve | June 12, 2018 | OK. | |

# PP 5379 – An Introduction to the Principals and Methods of Survey Research

# 2018

Credits: 3

Prerequisites: Admission to the Graduate Program in Survey Research or permission of the instructor.

**Availability:** I try to check both email and the course website once a day including weekends. I will do my best to respond to all emails and posted questions within 48 hours.

# Software Requirements

* Word processing software
* Microsoft excel
* SPSS
* [Adobe Acrobat Reader](javascript:doWindowOpen('http://www.adobe.com/products/acrobat/readstep2.html','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0))
* Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. Ensure your Internet browser and browser settings are HuskyCT compatible by viewing the following [settings](javascript:doWindowOpen('http://lrc.uconn.edu/ct/browserhelp.html','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0)) information. If you have difficulty accessing HuskyCT, call the Learning Resource Center (LRC) at (860) 486-1187, or visit its online help (including instant chat) at [http://lrc.uconn.edu/help](javascript:doWindowOpen('http://lrc.uconn.edu/help','new_frame','width=600,height=420,menubar=1,toolbar=1,scrollbars=1,status=1,location=1,resizable=1',0)).

All software can be accessed via UConn’s virtual computer center vpc.uconn.edu.

**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.

# Course Overview

This course is a core course in the Graduate Program in Survey research (GPSR). The course provides a comprehensive review of the major issues associated with survey research methods, and prepares students in the fundamental skill areas necessary to design and conduct survey research projects. These areas include survey research design, questionnaire construction, and scientific sampling. We will discuss how to design survey questionnaires and pay special attention to the psychological and social processes that may influence the survey response in unanticipated ways. This will enable the student to assess and minimize the risk of eliciting response effects that might lead to biased results. Further, we will discuss how different methods of sampling may influence the accuracy and quality of survey data.

# Objectives

At the conclusion of the course, students will:

* Develop, evaluate, and ask survey questions
* Know threats to survey question reliability and validity
* Design self-administered and interviewer administered surveys
* Become familiar with strategies to decrease survey and item nonresponse
* Develop a sampling plan
* Know how to identify and reduce error in survey research

# Assignments and Activities

Course assignments will provide students with opportunities to apply the research methods covered in class to practical research scenarios. Assignments may be both individual and group and the format will vary based on the research method being covered.

All assignments will be available through Blackboard and must be submitted via Blackboard. The course can be accessed directly via:

<https://lms.uconn.edu>

Each student will develop an independent research proposal on a topic of their choice – including a complete questionnaire and sampling design. This process will begin with the explicit statement of a null-and a research hypothesis. The choice of questions will depend on these hypotheses and you will be asked to justify the wording of each question, as well as the format of your response options. The questionnaire will be pretested on a relatively small number of respondents. Based on this pretest the questionnaire will be revised and included in the final version of the research proposal. Depending on your research hypothesis, you will specify the population from which a sample is to be drawn and a method by which your sample would have to be drawn.

There are learning activities that go with each session. In addition to learning activities, the class will have four written assignments that will result in a research proposal: **Part 1**: A statement of null- and research hypotheses with an initial list of questions. You should include theoretical and empirical justifications for each question and for the response format (ca. 4-5 pages in addition to the actual questions). **Part 2**: A pretest report of about 4-5 pages. This report should include a description of the participants you selected (no scientific sampling required for this pretest!), their responses to the actual survey questions, as well as, their open-ended comments about the experience of answering your questions. Based on the pretest, how do you plan to revise your questionnaire? **Part 3**: A short paper (3-5 pages) explaining your sampling design: What is the population your research hypotheses refer to? How do you plan to draw a sample from this population? What is your sample size? Be sure to include relevant literature related to decisions regarding sample size, notification/invitation, respondent selection, follow-up/reminders and incentives. **Part 4**: The final research proposal should contain an introduction with a short literature review, your research hypotheses, and a description of the survey questions, as well as, the sampling design. You should also include the results that you would expect. The final proposal should be about 10-15 pages long in addition to the actual revised questionnaire.

In addition to assignments, there will be regular discussions via HuskyCT.

One of the advantages of taking your course online is that you may be able to engage in online discussions with your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable

Often I will monitor a discussion but not participate immediately in an effort to give you and your classmates time to think and respond. I will respond to posts that are addressed to me directly.

# Grading

Regular, quality participation is an important part of this course. Along with participating in each session, students are expected to offer questions comments and critiques. Students are expected to participate actively in all online discussions and activities. All students should offer comments, questions and replies to regularly posted discussion questions and to the comments posted by classmates.

Discussion board postings will be evaluated based on the quality and frequency of the postings as well as the extent to which they promote discussion among the class. Each discussion will be evaluated separately. Online discussions will be assessed using the following:

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| --- | --- | --- |
| 1 point | 2 points | 3 points |
| Student provides a minimal or basic response to the discussion question | Student’s posting addresses the discussion question but does not stimulate further discussion | Student’s posting fully addresses discussion question AND stimulates at least 1 substantial follow-up posting |

Final Grades will be based on the following:

**Final Grade:**

Proposal – Part 1: Research Question 20%

Assignment 2: Questionnaire Pretest 20%

Assignment 3: Sampling Plan 20%

Assignment 4: Survey Research Proposal 20%

Quizzes, Activities and Discussion: 20%

# Required course books and materials:

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| Groves, Robert et al. 2009. *Survey Methodology*, 2nd Edition. New York: Wiley  Selected Articles (listed in the course schedule) |
| **Visser**, P. S., **Krosnick**, J. A., & **Lavrakas**, P. J. (2000). Survey research. In H. T. Reis & C. M. Judd (Eds.), Handbook of research methods in social and personality psychology (pp. 223-252). New York: Cambridge University  <http://web.stanford.edu/dept/communication/faculty/krosnick/Survey_Research.pdf>  Selected articles (Listed in the Course Schedule) |
| A 1.69 oz bag of M&Ms (to be used in session 05) – Please be sure to get the correct size. |

### Ground Rules

***Professionalism and conduct***. This is a graduate-level course that demands that students be carefully prepared. It entails a substantial weekly workload. This course is presented within the context of a professional degree program, and will be conducted according to the standards of the professional workplace. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of course materials and concepts. That said, individual proficiency is a must, and all assignments should represent your own work.

***Integrity***. Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered**. *All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else’s.***Students are expected to abide by the University of Connecticut’s policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at http://www.dosa.uconn.edu. Academic misconduct includes (but is not limited to):

* Writing someone else’s paper or handing in a paper that someone else wrote
* “Sharing” answers during an exam
* Including the ideas or research of others in a paper, assignment or exam without proving proper documentation

***Students with Disabilities***. According University of Connecticut policy, the university is committed to achieving equal educational opportunity and full participation for persons with disabilities. Assurance of equal educational opportunity rests upon legal foundations established by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; or 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning. All students with disabilities are entitled to a learning environment that provides for reasonable accommodation of their disabilities. Reasonable accommodation does not obviate the requirement for a student to meet course performance standards. If you believe you have a disability that requires an accommodation, please contact the Center for Students with Disabilities website at www.csd.uconn.edu.

***Religious observances****.* Every reasonable effort will be made to accommodate absences from the course necessary to observe religious beliefs in accordance with the University Senate policy, which states that “students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**Logistics and Support**

***Technical support.*** Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. Make sure your computer is properly configured for HuskyCT by clicking on the “Recommended Settings” link at the bottom left of the HuskyCT main page. If you use different computers, check the settings on each computer you will use to access the course. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HUSKYCT’s built-in help function. In addition, UConn’s Learning Resource Center maintains a help desk to assist students with technical issues, and can be reached at (860)486-1187 or http://lrc.uconn.edu/help/.

***Email***. I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is your responsibility to check this email account for

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| --- | --- | --- | --- |
| **Session Number** | **Date Available** | **Topic** | **Readings and Assignments** |
| **00** |  | Introduction:  History and Ethics of Survey Research | Course Syllabus  **Visser**, P. S., **Krosnick**, J. A., & **Lavrakas**, P. J. (2000). Survey research. In H. T. Reis & C. M. Judd (Eds.), Handbook of research methods in social and personality psychology (pp. 223-252). New York: Cambridge University  <http://web.stanford.edu/dept/communication/faculty/krosnick/Survey_Research.pdf>  pp 225-229. |
| **Questionnaire Design** | | | |
| **01** |  | Models of the Survey Response | Groves: chapter 1,11 |
| **02** |  | Question Sequence, Wording, and  Response Options | Groves: chapter 7 |
| **03** |  | Evaluating Survey Questions:  Pretesting and Wording Experiments | Groves: chapter 8  **Activity 3: Roundtable Discussion from 2/14-2/28/2018** |
| **04** |  | Asking Survey Questions:  Interviewer Effects | Groves: chapter 9  West and Blom (2017) Explaining Interviewer Effects. **Journal of Survey Statistics and Methodology**. Vol 5, no 2 pp 175-211.  <https://fivethirtyeight.com/features/live-polls-and-online-polls-tell-different-stories-about-the-election/> |
|  |  | Submit your assignment via dropbox by 4 PM EST on February 28th. | **Individual Consultation Meetings Available.**  **Research Proposal Part1 DUE 2/28** |
| **Sampling** | | | |
| **05** |  | Survey Modes | Groves: chapter 5  Bowyer and Rogowski. **(2017).** Mode Matters: Evaluating Response Comparability in a Mixed-Mode Survey. **Political Science Research and Methods.** [**Volume 5**](https://www.cambridge.org/core/journals/political-science-research-and-methods/volume/1C49C8D24FE0E1778BD60940750D6BDD)**,**[**Issue 2**](https://www.cambridge.org/core/journals/political-science-research-and-methods/issue/548C59182334A253AC568A36C6ED867E)  April 2017 , pp. 295-313 |
| **06** |  | Simple Random Sampling | Groves: chapter 3 |
| **07** |  | Other Probability Sampling Designs | Groves: chapter 4 |
| **08** |  | Non-Probability Sampling Designs | Symposium on Probability and Nonprobability Sample Surveys. (2017) **Public Opinion Quarterly**. Vol 81, Special Issue. Pp, 213-279. Discussion board activity |
|  |  |  | **Research Proposal Part 2 DUE** |
| **Minimizing Survey Error** | | | |
| **09** |  | The Total Survey Error Approach | Groves: chapter 2 **Frick and Tourangeau (2010). Examining the Relationship Between Nonresponse Propensity and Data Quality in Two National Household Surveys.** Public Opinion Quarterly**, Vol. 74, no 5, Pp 934–955.** |
| **10** |  | Sampling Error, Non-Response, and  Response Rates | Groves: chapter 6  Legleye, et. al. (2013) Improving Survey Participation: Cost effectiveness of Callbacks to Refusals and Increased Call Attempts in a National Telephone Survey in France. Public Opinion Quarterly. Vol 77, no. 3. Pp 666-695.  Coopersmith, et. al. (2016) Effects of Incentive Amount and Type of Web Survey Response Rates. Survey Practice. Vol. 9, no.1.  <https://www.nytimes.com/2016/10/06/upshot/when-you-hear-the-margin-of-error-is-plus-or-minus-3-percent-think-7-instead.html> |
| **11** |  | Additional Sources of Survey Error Groves: chapter 12 | Groves: chapter 12  **Research proposal 3 Due** |
| **12** |  |  | Individual research proposal meetings |
| Research Proposal Due… | | | |

messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

***Late Policy.*** Make-up exams will not be given and late assignments will not be accepted unless arrangements are made **prior to the due date**. Exceptions will only be made in the cases of illness (I need a doctor’s note) or serious emergency (again, documentation must be provided). If you anticipate a problem meeting a deadline please see me IN ADVANCE.

# Course Schedule:

Course sessions will become available on Wednesdays by 4 pm EST. All assignments and session activities are due on the following Wednesday by 4 pm EST unless otherwise noted.

Readings are to be done PRIOR to the session listed.

**2018-210 PP 5383 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7773 |
| **Request Proposer** | Dineen |
| **Course Title** | An Introduction to the Principles and Methods of Survey Research II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | An Introduction to the Principles and Methods of Survey Research II |
| **Course Number** | 5383 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The course currently builds on the knowledge students gain in PP5379 and operates as a continuation of that course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer N Dineen |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | jnd02001 |
| **Initiator Email** | [jennifer.dineen@uconn.edu](mailto:jennifer.dineen@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** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PP5379 |
| **Corequisites** | None |
| **Recommended Preparation** | Admission into the Master of Arts in Survey Research or Graduate Certificate in Survey Research and PP5379. |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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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?** |  |
| **If not generally available at all campuses, please explain why** | The course is offered online. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | PP 5383. Advanced Questionnaire Design 3 credits. Seminar The art and science of designing survey questionnaires. Psychological and social processes that may influence the survey response in unanticipated ways. |
| **Provide proposed title and complete course catalog copy** | PP 5383. Principles and Methods of Survey Research II 3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required. Advanced exploration of the practice of survey research and questionnaire design. |
| **Reason for the course action** | The MASR curriculum has been modified and expanded in response to the University increase to the minimum number of credits for a master's degree. As part of this expansion we have realigned this course to be a more seamless continuation of PP5379. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The goal of this course is to deepen the students understanding of the survey process by looking into advanced topics of questionnaire design and to look at strategies to deal with item and unit non-response after data collection is complete. Students will: \* Assess and minimize the risk of eliciting response effects and, where unavoidable, to investigate them experimentally \*Be familiar with the methodological issues on scale construction, and multicultural comparability (translation, back-translation, and the vignette approach). \*Demonstrate strategies to maximize the survey response through good design and statistical methods \*Know how to address unit non-response by weighting and raking, and how to deal with item non-response through traditional imputation techniques or (ideally) through multiple imputation (mi). |
| **Describe course assessments** | Students will be assessed through regular application exercises, class discussions, a questionnaire design assignment and an exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5333-H01 SYLLABUS Principles and Methods II.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/127604) | PP5333-H01 SYLLABUS Principles and Methods II.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer N Dineen | 06/12/2018 - 11:58 | Submit |  | This course name change is a product of our curriculum revision and expansion. | | Public Policy | Kenneth J Dautrich | 06/12/2018 - 14:16 | Approve | June 12, 2018 | Looks good. | |

**PP5333 Principles and Methods of Survey Research II**

Spring 2018, Online

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| Professor: | Thomas Craemer |
| E-mail: | [thomas.craemer@uconn.edu](mailto:thomas.craemer@uconn.edu) |
| Online Office Hours: | By appointment |
| Credits | 3 |
| Prerequisites | Principles and Methods of Survey Research I |
| Availability | I will check email and the course website daily during the week and at least once on the weekend. I will do my best to respond to all emails within 48 hours. |
|  |  |

**Software Requirements**

• Word processing software

• Microsoft Excel

• SPSS (Available for free through UConn’s SkyBox at <http://skybox.uconn.edu/>)

• Adobe Acrobat Reader (<http://get.adobe.com/reader/>)

• Internet access

• Access to a Windows computer to run the free software package NORM which I will make available.

This course is completely facilitated online using the learning management platform, **HuskyCT** (<http://huskyct.uconn.edu/>). Ensure your Internet browser and browser settings are HuskyCT compatible by viewing the **settings information** at <http://lrc.uconn.edu/ct/browserhelp.html>. If you have difficulty accessing HuskyCT, call the **Digital Learning Center** (DLC) at (860) 486-1187, or visit its online help (including instant chat) at <http://dlc.uconn.edu/>.

Software can be accessed via UConn’s **virtual computer center** <http://vpc.uconn.edu/>.

**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.

**Course Overview**

The goal of this course is to deepen the students understanding of the survey process by looking into advanced topics of questionnaire design and to look at strategies to deal with item and unit non-response after data collection is complete.

The first part of the course on questionnaire design involves reading original research articles and discussing them in class. We pursue the goal of assessing and minimizing the risk of eliciting response effects and, where unavoidable, to investigate them experimentally. We will also discuss issues of scale construction, and multicultural comparability (translation, back-translation, and the vignette approach).

In the second part of the course we will discuss how to maximize the survey response ideally through good design before data collection begins, or after data collection is complete through statistical methods. We will discuss how to deal with unit non-response by weighting and raking, and how to deal with item non-response through traditional imputation techniques or (ideally) through multiple imputation (mi). We will use SPSS (which you can access through UConn’s Sky Box) and a stand-alone free statistics package NORM (which I will make available to you) that runs on Windows based computers.

Each session will become available at 11:30am on the date indicated on the Syllabus and remain active until 11:59pm on the following Sunday. You are expected to complete the reading for each session by 11:30am on Wednesday so there is sufficient time for class discussion during the rest of the week. Discussions that do not require readings should begin immediately on Monday so that there is sufficient time for you to respond to each other’s posts.

Please make sure you always check your Husky-Mail account for any communications that I may send out via e-mail!

**Course Details:**

**Readings:** Readings for each session are to be completed by 11:30am on Wednesday of the week. Research articles will be made available on the course website. I strongly recommend that you make notes about each reading and keep a short but informative ‘nutshell’ summary of each chapter or article. Given the amount of reading in the class, it is easy to forget the main points. You can use your nutshell summaries while studying for the exam and for future reference. At times I may (or may not) conduct reading quizzes.

**Questionnaire Design:** During the first part of the course, you will develop a questionnaire on a topic of your choice. It may either be for an *interviewer administered* survey (either face-to-fact or telephone), or for a *self-administered* survey (mail or internet). If interviewer-administered the survey should be complete with instructions to interviewers and/or programmers of CATI-software (CATI: Computer Assisted Telephone Interviewing). If self-administered, the survey questionnaire should be visually appealing and designed with clear skip patterns for paper questionnaires or instructions for online/computer questionnaire programmers.

The questionnaire assignment MUST contain the following elements: (1) a brief description of your topic and the questionnaire’s purpose as well as its reading level (to be discussed in session 1) the design of a question wording experiment (to be discussed in session 5), a translation and back-translation exercise (to be discussed in session 6), and a set of vignettes (also to be discussed in session 6). For the questionnaire itself (2) complete intro, screening section, consent process, transitions, and debriefing part; (3) newly written questions as well as the use of existing questions (existing questions should be properly cited); (4) One existing survey scale (properly cited, scale construction will be discussed in session 4); (5) at least one question wording experiment; (6) and a set of vignettes (to be explained in session 6). During class discussions, submit drafts of the various elements of your questionnaire to the class for discussion and feedback. The final version of your questionnaire (including a brief introduction and statements of purpose etc.) are due in session 8. The grade for the questionnaire will be based on the FINAL VERSION.

**Discussions:**

Participation in Discussion Boards counts for 20% of the final course grade. One of the advantages of taking your course online is that you may be able to engage in online discussions with your class mates at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area and respond to at least one other post. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

***Here are some guidelines for participating in an online discussion:***

1. Post early: For discussions that do not require reading, post your first contribution on Monday to get the conversation going. For discussions that require reading, complete the readings by 11:30am on Wednesday and begin posting your first contribution by noon. Then check back frequently and respond to your class mate’s posts.

2. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.

3. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.

4. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.

5. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.

6. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).

7. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?

8. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the program.

9. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable

Often I will monitor a discussion but not participate immediately in an effort to give you and your classmates time to think and respond.

***Grading of Discussion Boards***

Quality participation in all discussions is an important part of this course. Students are expected to participate actively in all discussions (as well as other activities). All students should offer comments, questions and replies to posted discussion questions and to the comments posted by classmates.

Discussion board postings will be evaluated based on the quality and frequency of the postings as well as the extent to which they promote discussion among the class. Each discussion will be evaluated separately. Online discussions will be assessed using the following criteria:

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| N: Number of Postings | Q: Quality of Postings | T: Timeliness of Postings |
| All postings are counted even if they provide only minimal information or represent basic responses to the discussion question or postings of classmates | Quality postings are counted only. A quality posting fully addresses the discussion question or comment of a classmate and stimulates further discussion | While postings are counted under N and Q even if they start late or are posted on the last day, the timeliness component counts only postings provided early, before the last day. |

Counts N, Q, and T are ranked, average ranks are computed, and averages curved so that the classmate with the greatest number of postings, highest quality of postings, and most timely postings will receive the highest grade, and the student with the lowest N, Q, and T average rank the lowest grade. This grading scheme is designed to balance quantity and quality of postings.

**Final Grade:**

20% Discussion Boards

20% Homework Assignments  
30% Questionnaire Assignment  
30% Exam

**Books:**

**BSW**: Bradburn, Sudman, and Wansink (2004): Asking Questions. The Definitive Guide to Questionnaire Design (Revised Edition). San Francisco, CA: Jossey-Bass Publishers.

**SP**: Howard Schuman and Stanley Presser (1996): Questions and Answers in Attitude Surveys. Thousand Oaks, CA: SAGE Publications.

**Research Articles** (available on JSTOR or on the course website)**:**

* Bishop, George, and Andrew Smith (2001): Response-Order Effects and the Early Gallup Split-Ballots. *The Public Opinion Quarterly* 65(4): 479–505.
* Blais, André, and Elisabeth Gidengil (1993): Things Are Not Always What They Seem: French-English Differences and the Problem of Measurement Equivalence. *Canadian Journal of Political Science / Revue canadienne de science politique* 26(3): 541-555.
* Cho, Young Ik , Timothy P. Johnson, and Jonathan B. VanGeest (2013) Enhancing Surveys of Health Care Professionals: A Meta-Analysis of Techniques to Improve Response. *Eval Health Prof* 36: 382-407.
* Cook, Colleen, Fred Heath and Russel L. Thompson (2000) A Meta-Analysis of Response Rates in Web or Internet Based Surveys. *Educational and Psychological Measurement* 60 : 821-836.
* Kaplowitz, Michael D., Frank Lupi, Mick P. Couper and Laurie Thorp (2011) The Effect of Invitation Design on Web Survey Response Rates. *Social Science Computer Review* published online 18 October 2011. DOI: 10.1177/0894439311419084.
* King, Gary, Christopher J. L. Murray, Joshua A. Salomon, and Ajay Tandon (2004): Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research. *American Political Science Review* 98(1): 191-207.
* Ladik, Daniel M., François A. Carrillat and Paul J. Solomon (2007) The Effectiveness of University Sponsorship in Increasing Survey Response Rate. *Journal of Marketing Theory and Practice* 15(3): 263-271.
* Lodge, Milton, and Bernard Tursky (1979): Comparisons between Category and Magnitude Scaling of Political Opinion Employing SRC/CPS Items. *American Political Science Review* 73(1): pp. 50–66.
* Moore, David W. (2002): Measuring New Types of Question-Order Effects: Additive and Subtractive. *The Public Opinion Quarterly* 66(1): 80-91.
* Pérez, Efrén O. (2009): Lost in Translation? Item Validity in Bilingual Political Surveys. *Journal of Politics*. 71(4): 1530–1548.
* Phipps, Polly A., Shail J. Butani, Young I. Chun (1995): Research on Establishment-Survey Questionnaire Design. *Journal of Business & Economic Statistics* 13(3): 337–346.
* Scott, Chris, Martin Vaessen, Sidiki Coulibaly, Jane Verrall (1988): Verbatim Questionnaires versus Field Translation or Schedules: An Experimental Study *International Statistical Review / Revue Internationale de Statistique* 56(38): 259-278.
* Tourangeau, Roger, Mick P. Couper, Frederick Conrad (2004): Spacing, Position, and Order: Interpretive Heuristics for Visual Features of Survey Questions. *The Public Opinion Quarterly* 68(3): 368–393.
* Wilson, David C., David W. Moore, Patrick F. McKay, and Derek R. Avery (2008): Affirmative Action Programs for Women and Minorities. Expressed Support Affected by Question Order. *Public Opinion Quarterly* 72(3): 514–522.

**Ground Rules**

***Professionalism and conduct***. This is a graduate-level course that demands that students be carefully prepared. It entails a substantial weekly workload. This course is presented within the context of a professional degree program, and will be conducted according to the standards of the professional workplace. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of course materials and concepts. That said, individual proficiency is a must, and all assignments should represent your own work.

***Integrity***. Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Disciplinary action will be pursued if such conduct is discovered**. *All work that you submit for credit during this course, including problem sets and exams, must represent your own work and no one else’s.*** Students are expected to abide by the University of Connecticut’s policies on academic misconduct which are found in Appendix B of the University of Connecticut student code located on the web at <http://www.dosa.uconn.edu>. Academic misconduct includes (but is not limited to):

* Writing someone else’s paper or handing in a paper that someone else wrote
* “Sharing” answers during an exam
* Including the ideas or research of others in a paper, assignment or exam without proving proper documentation

***Students With Disabilities***. According University of Connecticut policy, the university is committed to achieving equal educational opportunity and full participation for persons with disabilities. Assurance of equal educational opportunity rests upon legal foundations established by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1. has a physical or mental impairment; 2. has a record of such impairment; or 3. is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning. All students with disabilities are entitled to a learning environment that provides for reasonable accommodation of their disabilities. Reasonable accommodation does not obviate the requirement for a student to meet course performance standards. If you believe you have a disability that requires an accommodation, please contact the Center for Students with Disabilities website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

***Religious observances****.* Every reasonable effort will be made to accommodate absences from the course necessary to observe religious beliefs in accordance with the University Senate policy, which states that “students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**Logistics and Support**

***Technical support.*** Most technical problems result from improper computer settings. For example, you must disable pop-up blocking to have full functionality in HuskyCT. Make sure your computer is properly configured for HuskyCT by clicking on the “Recommended Settings” link at the bottom left of the **HuskyCT** main page (<http://huskyct.uconn.edu/>). If you use different computers, check the settings on each computer you will use to access the course. If you encounter problems you cannot resolve, get help. You may be able to resolve problems using HuskyCT’s built-in help function. In addition, UConn’s **Digital Learning Center** maintains a help desk to assist students with technical issues, and can be reached at (860) 486-1187 or <http://dlc.uconn.edu/> .

***Email***. I will communicate with you via your UConn email address (usually firstname.lastname@uconn.edu). It is your responsibility to check this email account for messages. If you have a personal email address that you prefer to use, you should forward your UConn email to this address.

***Late Policy.*** Make-up exams will not be given and late assignments will not be accepted unless arrangements are made **prior to the due date**. Exceptions will only be made in the cases of illness (I need a doctor’s note) or serious emergency (again, documentation must be provided). If you anticipate a problem meeting a deadline please see me IN ADVANCE.

**Course Schedule:**

Course sessions will become available on Mondays by 11:30am EST (Except on the week of Martin Luther King Day where the sessions will become available on Tue at 11:30am). All assignments and session activities are due on Sundays before midnight (i.e., Sun 11:59pm). Readings must be completed by Wednesday 11:30am.

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| **Session Start Date (Session #)** | | **COURSE SCHEDULE:** | **Readings (chapter #s)** |
| Tue. 01/16 | (0) | Orientation and Introduction Session | Course Syllabus |
| *Part I: Advanced Questionnaire Design* | | | |
| Mon. 01/22 | (1) | Screening, Intros, and Reading Levels | SP(1, 3); BSW (1, 5) |
| Mon. 01/29 | (2) | Natural Flow and Blocking | BSW(10); Tourangeau et al. (2004); Phipps et al. (1995) |
| Mon. 02/5 | (3) | Factual and Attitudinal Questions | SP (9, 10); BSW (2-4, 6, 7, 9) |
| Mon. 02/12 | (4) | Scale Construction | SP (7, 8); BSW (8);  Lodge & Tursky (1979) |
| Mon. 02/19 | (5) | Survey Experiments | SP(2, 4-6); Bishop & Smith (2001); Wilson et al. (2008); Moore (2002) |
| Mon. 02/26 | (6) | Translation and Multicultural Comparability | SP(11); Pérez (2009); Scott et al. (1988); Blais & Gidengil (1993); King et al. (2004) |
| *Part II: Dealing with Unit and Item Non-Response* | | | |  |  |  |
| Mon. 03/5 | (7) | Maximizing the Survey Response | Cho et al. (2013); Cook et al. (2000); Kaplowitz et al. (2011); Ladik et al. (2007) |
| Mon. 03/12 |  | **Spring Recess (no class)** |  |
| Mon. 03/19 | (8) | Unit Non-Response and Weighting (**Submit Questionnaire**) |  |
| Mon. 03/26 | (9) | Weighting by Raking |  |
| Mon. 04/2 | (10) | Item Non-Response and Imputation |  |
| Mon. 04/9 | (11) | Multiple Imputation |  |
| Mon. 04/16 | (12) | *Review Session* |  |
| Mon. 04/23 | (13) | **EXAM** |  |

**2018-211 PP 5388 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7774 |
| **Request Proposer** | Dineen |
| **Course Title** | An Introduction to Multipopulation Survey Research Methods |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Public Policy > 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** | PP |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Public Policy |
| **Course Title** | An Introduction to Multipopulation Survey Research Methods |
| **Course Number** | 5388 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer N Dineen |
| **Initiator Department** | Public Policy |
| **Initiator NetId** | jnd02001 |
| **Initiator Email** | [jennifer.dineen@uconn.edu](mailto:jennifer.dineen@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** | Summer 1 |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate seminar |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Admission into the Master of Arts in Survey Research or Graduate Certificate in Survey Research Program |
| **Is Consent Required?** | Departmental or Unit Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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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?** |  |
| **If not generally available at all campuses, please explain why** | The course will be taught online |
| **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** | PP 5388: An Introduction to Multipopulation Survey Research Methods 3 credits. Seminar. Restricted to students in the Master of Arts in Survey Research or the Graduate Certificate in Survey Research. Department permission required. The course introduces methods for designing multilingual and multicultural survey research projects. The course will also introduce some of the key considerations for designing multinational surveys. Students will be introduced to unique methodological considerations for multilingual/multicultural studies throughout the project lifecycle, including: sampling, questionnaire design, fielding, data interpretation and analysis. |
| **Reason for the course action** | Survey research has become a field where studies and survey instruments need to be designed to be administer in multicultural and/or multilingual environments. The process for study design, instrument development, project management, and reporting differs in this context from uni-lingual/uni-cultural settings. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course provides an introduction to methods for designing multilingual and multicultural survey research projects. The course will also introduce some of the key considerations for designing multinational surveys. Students will be introduced to unique methodological considerations for multilingual/multicultural studies throughout the project lifecycle, including: sampling, questionnaire design, fielding, data interpretation and analysis. Students will: ● Students will begin to incorporate comparative and multipopulation research methods into practice. ● Students will identify key differences between traditional survey research and multipopulation research. ● Students will apply cross-cultural research guidelines to projects they manage throughout their careers. ● Students will consider specific cross-cultural survey methodology tools and techniques. |
| **Describe course assessments** | Students will be assessed via regular quizzes, 3 assignments and a final examination. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PP5397 Intro to Multipopulation SR Methods.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/127608) | PP5397 Intro to Multipopulation SR Methods.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer N Dineen | 06/12/2018 - 12:36 | Submit |  | This course has already been offered twice as PP5397. We would like to make it a regularly offered elective. | | Public Policy | Kenneth J Dautrich | 06/12/2018 - 14:13 | Approve | June 12, 2018 | Fine with me. | |

Semester: Summer Credits: 3

Format: Online/HuskyCT

**Overview:**

The course provides an introduction to methods for designing multilingual and multicultural survey research projects. The course will also introduce some of the key considerations for designing multinational surveys. Students will be introduced to unique methodological considerations for multilingual/multicultural studies throughout the project lifecycle, including: sampling, questionnaire design, fielding, data interpretation and analysis.

**Course Goals:**

* Students will **begin to incorporate** comparative and multipopulation research methods into practice.
* Students will **identify** key differences between traditional survey research and multipopulation research.
* Students will **apply** cross-cultural research guidelines to projects they manage throughout their careers.
* Students will **consider** specific cross-cultural survey methodology tools and techniques.

**Summary of Course Grading:**

* Assignment 1: Short Research Paper 15%
* Assignment 2: Questionnaire Activity 15%
* Assignment 3: Analysis Activity 15%
* Final Exam: 15%
* Quizzes: 25% (cumulative total based on 8 quizzes throughout course)
* Discussion Board Participation: 15% (cumulative total based on discussion board participation throughout the semester)

**Grading Scale:**

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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 |

**Assignments and Assessments:**

The assignments and discussion board interaction will provide students with the opportunity to apply the information they have learned and address questions or comments they have about the material as well as sharing any first-hand experience they may have on a given subject with their colleagues. The format for the activities will vary depending on the topic. All assignments will be available through HUSKY CT and must be submitted via HUSKY CT. The course can be accessed directly via:

[http://huskyct.uconn.edu](http://huskyct.uconn.edu/)

Log on using your Net ID and select PP5397.

*Overview of Assignments:*

There will be three assignments throughout the course. The first assignment will be a short (3-5 page) research paper dealing with the impact of globalization, changing demographics and technology on the survey research industry. The second assignment will be a questionnaire design project. The third assignment will be an exercise in data analysis in which students will be provided with data and assigned to create a 1-2 page analysis memo of the findings. Due dates are as follows:

Assignment 1: Short Research Paper – **Due by Monday, 6/19/17 at 10:00pm ET**

Assignment 2: Questionnaire Design Project – **Due by Monday, 7/3/17 at 10:00pm ET**

Assignment 3: Data Analysis Memo – **Due by Monday, 7/31/17 at 10:00pm E**T

Final Exam

The final exam will include a mix of multiple choice questions and essay questions. The exam will cover all material presented throughout the course. The central purpose of the final exam is to ensure that students have an understanding of the key concepts and themes covered in the course.

**Exam must be completed and submitted by 8/16/17 at 5:00pm ET**

*Assessments:*

Upon completion of each session, students will take a short quiz that covers the key topics from the readings and lecture for the session. Note: There will be a short quiz for 8 or the 10 modules (Module 1 and Module 8 to not include a quiz). Each quiz must be completed by Monday at 10pm ET.

*Discussion Board:*

Throughout the course there will be opportunities to participate in a dialogue with your fellow students and with the instructor about the topics being studied via the course discussion board. For these discussions, the instructor will post a question or topic relating to the subject being discussed in a particular module, which will serve as a prompt to start a discussion. From there, students should comment or present questions in response to the initial instructor post. The idea is to allow for interaction similar to that which would take place in a physical classroom setting. I encourage all students to contribute to the dialogue so that the instructor and the students can engage in a meaningful discussion about topics covered in the course.

*Due Dates/Late Policy:*

Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal time accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through an announcement on the discussion board within the course site on HuskyCT. *Late assignments will not be accepted unless specific arrangements have been made with the Instructor ahead of time.*

*Feedback/Grades:*

I will make every effort to provide feedback and grades within 2 weeks of assignment due dates. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Text & Readings:**

There is one required text, which will serve as the primary text we will use throughout the course:

***Survey Methods in Multicultural, Multinational, and Multiregional Contexts*** *1st Edition*

by [Janet A. Harkness](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Janet+A.+Harkness&search-alias=books&field-author=Janet+A.+Harkness&sort=relevancerank) (Editor), [Michael Braun](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=Michael+Braun&search-alias=books&field-author=Michael+Braun&sort=relevancerank) (Editor), [Brad Edwards](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&text=Brad+Edwards&search-alias=books&field-author=Brad+Edwards&sort=relevancerank) (Editor), [Timothy P. Johnson](https://www.amazon.com/s/ref=dp_byline_sr_book_4?ie=UTF8&text=Timothy+P.+Johnson&search-alias=books&field-author=Timothy+P.+Johnson&sort=relevancerank) (Editor), [Lars E. Lyberg](https://www.amazon.com/s/ref=dp_byline_sr_book_5?ie=UTF8&text=Lars+E.+Lyberg&search-alias=books&field-author=Lars+E.+Lyberg&sort=relevancerank) (Editor), [Peter Ph. Mohler](https://www.amazon.com/s/ref=dp_byline_sr_book_6?ie=UTF8&text=Peter+Ph.+Mohler&search-alias=books&field-author=Peter+Ph.+Mohler&sort=relevancerank) (Editor), [Beth-Ellen Pennell](https://www.amazon.com/s/ref=dp_byline_sr_book_7?ie=UTF8&text=Beth-Ellen+Pennell&search-alias=books&field-author=Beth-Ellen+Pennell&sort=relevancerank) (Editor), [Tom W. Smith](https://www.amazon.com/s/ref=dp_byline_sr_book_8?ie=UTF8&text=Tom+W.+Smith&search-alias=books&field-author=Tom+W.+Smith&sort=relevancerank) (Editor), 2010.

All other, supporting reading materials for the course will be made available through the course

website. *All reading assignments should be completed prior to accessing the lecture for the module for which the reading was assigned.*

## 

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## 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

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or<http://csd.uconn.edu/>.

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/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com)) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

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

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

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.

**Course Organization:**

The course is organized into 10 distinct modules. Modules will be made available to students each Tuesday and the content for each module should be completed by the following Monday unless otherwise specified.

Informal discussion board activity will take place throughout the week for each module. This is intended to be an interactive experience where students can engage with each other and with the instructor in real time as they are exploring the subjects of each module. In order to receive credit for participating in these activities, all comments and posts must submitted by Monday at 5:00pm ET before the start of the next module.

**Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Date Available** | **Topic** | **Pre-Session Preparation/**  **Assignments Due** |
| 01 | 6/6/17 | Introduction: syllabus review, overview of topics to be covered and changing demographics, grading structure, contact information | **Readings**:  Review course syllabus  **Action**: Introduce yourself via Discussion Board (see instructor prompt) by Monday 6/12/17 at 5:00pm ET  **Syllabus Quiz** due Monday 6/12/17 at 5:00pm ET |
| 02 | 6/13/17 | Overview of Comparative Research  Introduction to 3MC Research | **Readings**:  Harkness, Ch. 1 & 2  **Assignment**: Short research paper (instructions in Blackboard) due by Monday 6/19/17 at 10:00pm ET |
| 03 | 6/20/17 | Cross-Cultural Research Guidelines | **Readings:**  Cross-Cultural Survey Guidelines (link in module) p1-33  **Action**: React to Discussion Board prompt by Monday 6/26/17 at 5:00pm ET  **Quiz** due Monday 6/26/17 at 5:00pm ET |
| 04 | 6/27/17 | Questionnaire Design for Multipopulation Research | **Readings**:  Harkness, Ch. 3 & 4  **Assignment**: Questionnaire Project due by Monday 7/3/17 at 10:00pm ET  **Quiz** due Monday 7/3/17 at 5:00pm ET |
| 05 | 7/4/17 | Translation & Adaptation | **Readings**:  Harkness, Ch. 7-9  **Action**: React to Discussion Board prompt by Monday 7/10/17 at 5:00pm ET  **Quiz** due Monday 7/10/17 at 5:00pm ET |
| 06 | 7/11/17 | Cultural Variations & Impacts on Response  U.S. Domestic Studies (General Population & Comparative) | **Readings**:  Harkness, Ch. 10-12)  **Action**: React to Discussion Board prompt by Monday 7/17/17 at 5:00pm ET  **Quiz** due Monday 7/17/17 at 5:00pm ET |
| **Module** | **Date Available** | **Topic** | **Pre-Session Preparation/**  **Assignments Due** |
| 07 | 7/18/17 | Data Collection (Mode)  Harmonizing | **Readings**:  Harkness, Ch. 15 &17 and Cross-Cultural Survey Guidelines (link within module) – Data Harmonization section  **Action:** React to Discussion Board prompt by Monday 7/24/17 at 5:00pm ET  **Quiz** due Monday 7/24/17 at 5:00pm ET |
| 08 | 7/25/17 | Analyzing Multipopulation Data | **Readings**:  Harkness, Ch. 21, 23, 24  **Assignment**:  Data Analysis Memo by Monday 7/31/17 at 10:00pm ET |
| 09 | 8/1/17 | Quality Control  Ethical Considerations | **Readings**:  Harkness, Ch. 13 & 30  **Action**: React to Discussion Board prompt by Monday 8/7/17 at 5:00pm ET  **Quiz** due Monday 8/7/17 at 5:00pm ET |
| 10 | 8/8/17 | Global Survey Programs  Use of Technology | **Readings**:  Harkness, Ch. 25 & 31  **Action**: Post final thoughts on Discussion Board, study for final exam  **Quiz** due Monday 8/14/17 at 5:00pm ET |
|  |  | Final Exam  **Due no later than 8/16/17 at 5:00pm ET** |  |

**2018-212 MCB 1200 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8176 |
| **Request Proposer** | Teschke |
| **Course Title** | Virus Hunters |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > 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** | MCB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Molecular and Cell Biology |
| **Course Title** | Virus Hunters |
| **Course Number** | 1200 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | James L Cole |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | jlc02020 |
| **Initiator Email** | [james.cole@uconn.edu](mailto:james.cole@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Teschke |
| **Proposer First Name** | Carolyn |
| **Select a Person** | cmt02004 |
| **Proposer NetId** | cmt02004 |
| **Proposer Phone** | +1 860 486 4282 |
| **Proposer Email** | [carolyn.teschke@uconn.edu](mailto:carolyn.teschke@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **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)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 14 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Two 50 minute lectures and two 3 hour labs per week. |

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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?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 1200. Virus Hunters. Four credits. Two 50-minute lecture periods with two 3-hour lab periods and additional laboratory follow-up time as needed. This classroom-based undergraduate research experience is part of the Howard Hughes Medical Institute’s Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES), and is connected to a larger community of scientists exploring the biology and evolution of phages. An introduction to the biology of bacterial viruses (phages) by discovering and characterizing a novel phage isolated from the environment. One phage isolate will be selected by the class to have its genome sequenced for use in MCB 1201. May be taken before or after MCB 1201 for students choosing both classes. CA-3-lab. |
| **Reason for the course action** | To use experiential learning to engage students in authentic scientific discovery. To elevate student engagement in science, stimulating overall academic performance, and encouraging persistence in academics. To increase scientific literacy. The purpose of this course is to introduce beginning students to an authentic research experience early in their undergraduate career. The program has been developed as part of a national effort by the Howard Hughes Medical Institute's Science Education Alliance to improve science education. The Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) program provides a well-established framework. In this course, students isolate and characterize phages from soil samples and sequence the genome of one of them. In the companion course, students learn to analyze the genome of the selected phage using techniques in computational biology Students write up and present their scientific results and submit their data to a national database. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The goal of the course is for every single student to isolate and characterize a new bacterial virus (phage) from an environmental sample. Students will learn about the biology of phages, standard microbiology techniques, DNA preparation, and electron microscopy as they characterize their phage. The learning objectives are: 1. isolate a novel phage from the environment; 2. become comfortable working with bacteria and phage; 3. conduct scientific research by writing experimental protocols and keeping a lab notebook; 4. explain the basics of phage biology; 5. understand and perform lab techniques including aseptic pipetting, plating of phage, gel electrophoresis, genomic DNA isolation, restriction enzyme digestion, and preparing a sample for transmission electron microscopy; 6. form hypotheses and test them experimentally; 7. interpret their experimental data; 8. write a scientific a scientific report using the results of a research project; 9. construct a poster reporting on their project and present it orally. |
| **Describe course assessments** | Scientific skills will be assessed through evaluation of their online lab notebooks and data uploaded to the SEA-PHAGES database. Scientific communication will be assessed based on experiential writing that describes their work using a social media platform, lab meetings, and a poster presentation of the results of their work in the lab. Comprehension of the material will be assessed through quizzes and evaluation of their experimental plans. |
| **General Education Goals** | The course is intended to introduce STEM and non-STEM students to scientific inquiry. Students will engage in discovery science in the lab, but will also present their work to each other verbally in lab meetings and visually and verbally to an outside audience in a poster session. They will also engage in scientific writing to summarize their research efforts. Through this they will gain insight into what science is, how it is carried out, and how it is communicated to scientists and non-scientists. |
| **Content Area: Science and Technology (Lab)** | This is an inquiry-based experiential lab course where students are actually doing discovery science. Being part of a larger scientific endeavor coordinated by the Howard Hughes Medical Science Education Alliance will introduce them to how many small scientific efforts come together to promote large scale knowledge. They will gain experience in the general science education areas, including scientific thought, observation, experimentation, and hypothesis testing by directly participating in discovery science. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB 1200 Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F134957&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C819f6730782d4cbd724c08d61a536d70%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725342953810669&sdata=fjUaeypPWxCKrPSl%2BW8xiozJCDth4hCSR7RSDwmV%2FIg%3D&reserved=0) | MCB 1200 Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | James L Cole | 09/05/2018 - 21:06 | Submit |  | MCB 1200 was approved by MCB C+C committee on 9/7/18 and the MCB faculty on 9/7/18. | | Molecular and Cell Biology | James L Cole | 09/12/2018 - 13:55 | Approve | 9/7/2018 | approved by MCB C+C committee on 9/7/18 and the MCB faculty on 9/7/18. | |

**MCB 1895 Phage Hunters Syllabus**

Semester: Fall

M/W 1:30-4:30 Beach Hall,

open lab times M/W 9-1:30, most Fridays

**Instructors:**

Dr. Carolyn Teschke; Office BPB 206, 486-4282; [carolyn.teschke@uconn.edu](mailto:carolyn.teschke@uconn.edu)

Dr. Simon White; Office BPB 208, 486-5202; [simon.white@uconn.edu](mailto:simon.white@uconn.edu)

**Course description and rationale**

This course is a unique classroom-based undergraduate research experience that is part of the Howard Hughes Medical Institutes Science Education Alliance Phage Research Program. It spans two terms (with MCB 1201, Phage Genome Bioinformatics) and culminates in a research symposium held at HHMI’s Janelia campus. Throughout this semester, you will learn about the biology of bacterial viruses by identifying a new one from the environment. Your work will be connected to a larger community of undergraduate and graduate level research scientists that are exploring the biology and evolution of bacteriophages.

**Course objectives:**

*An Opportunity for Critical Thinking*

* Form hypotheses, test them experimentally, and form conclusions.
* Data analysis and interpretation
* Experimental design
* Reading and analysis of primary literature

*An Introduction to Scientific Skills*

* How to keep a proper lab notebook, labeling of materials, and tracking your experimental work
* Aseptic technique
* Microbiology; plating of host microbes and bacteriophages
* Molecular biology; PCR, gel electrophoresis, genomic DNA isolation, restriction enzyme digestion
* Electron microscopy

*An Opportunity for Professional Development*

* Effective presentation of research
* Networking with other SEA participants, including the possibility to present at a conference for SEA-PHAGE participants from across the U.S.
* Dissemination of research findings including co-authorship on peer-reviewed publications and submissions to genomic databases

**Assignments:**

Before each lab, you will need to write up a protocol in **LabArchives** based on what you are planning on doing. You will use the SEA-Phages Student lab handbook as your guide. However, do not copy it. Develop a checklist of the steps.

At the end of each lab, you will hand in an **“Exit Ticket”** that tells us what you did in lab, and what you intend to do in the next lab. We do this as each of you may be at a different step.

**Quizzes**

At the beginning of each lab (usually) we will do a **Kahoots** quiz. This will assess your understanding of what we did last lab, and what’s on deck.

**Presentations**

A brief oral will be done by each student to convince the class that the phage they isolated is the best one to send for sequencing—“Phage Olympics”. This will also prepare you for your final projects by providing practice in oral presentation with subsequent feedback. The course will culminate in a final presentation of your work through a public poster symposium to the class, and MCB.

**Poster**

At the end of the semester, each student in MCB 1200 will present their work in a public poster session with details to follow. You will each present a poster on the rationale, experimental design, results, and conclusions from the first semester of this research project. This will be your opportunity to share your discoveries with the community of scientists in the MCB Department.

**Participation**

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

**Grading**

**Science citizenship:**

Prelab quiz using Kahoots at the start of each lab: 10% ‘participation’ grade.

Occasional pop quizzes to assess understanding of key topics: 5%

**Grade Scale**

|  |  |
| --- | --- |
| Grade% | Letter Grade |
| >93 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 82-86 | B |
| 80-82 | B- |
| 77-87 | C+ |
| 72-76 | C |
| 70-71 | C- |
| 60-69 | D |
| <60 | F |

Lab meeting feedback: 5%

End of day exit ticket: 10%

**Scientific skills:**

Online lab notebook: 15%

Math packet: 5%

Journal club questions: 10%

**Science communication:**

Experiential writing (blog type entry in PhagePhinders twitter): 5%

Phage archive report: 10%

Phage Olympics: 10%

Poster presentation (Final exam): 15%

**Non-graded activities**

Lab meetings every day (1 or 2 each week)

Muddy points (at end of each week)

Each week 1 or 2 students has control of UConnPhagePhinders twitter acct

**Classroom Etiquette**

*Cell Phones*:Cellphoneuseisonly permitted during the lab portion of class for data recording (pictures, notes, etc) and is neverpermittedfor texting, calls, apps, or email. Ifastudentisobservedusingthephoneinappropriatelyhe/shewillbeaskedtoturnintheirphone and may lose privileges for the remainder of the semester.

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

**Our Philosophy**

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

**Academic Honesty**

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

**Disabilities:**

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

**2018-213 MCB Revise Major**



**Proposal to Change a Major**

1. Date: 9/11/18

2. Department or Program: Molecular and Cell Biology

3. Title of Major: Molecular and Cell Biology

4. Effective Date (semester, year): Spring 2019

5. Nature of change: change in requirements

# Existing Catalog Description of Major

**Molecular and Cell Biology**

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

**Requirements for the major:**

**At least 24 credits of MCB courses**

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

**Required Courses:**

**Group 1**: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

**Group 2**: CHEM 2443 and 2444

**Group 3**: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering

and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

# Proposed Catalog Description of Major

**Molecular and Cell Biology**

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

**Requirements for the major:**

**At least 24 credits of MCB courses**

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

**Required Courses:**

**Group 1**: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

**Group 2**: CHEM 2443 and 2444

**Group 3**: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, MCB 2612, 3189, 3220, 3413, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering

and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

# Justification

Reasons for changing the major: Students majoring in Molecular and Cell Biology

MCB 2612 (Microbe Hunters- Crowdsourcing Antibiotic Discovery) is a new course that also fulfills the requirement for a laboratory research experience for our majors.

2. Effects on students: Increases the options for lab courses for the major.

3. Effects on other departments: none

4. Effects on regional campuses: none

5. Dates approved by

    Department Curriculum Committee: 9/7/18

    Department Faculty: 9/7/18

6. Name, Phone Number, and e-mail address of principal contact person: James Cole, 6-4333, [james.cole@uconn.edu](mailto:james.cole@uconn.edu).

**MCB 2612 Microbe Hunters-Crowdsourcing Antibiotic Discovery**

***Class Syllabus***

**Semester:** Fall

**Instructors:** Dr. Nichole Broderick

BPB 304

Phone: **6-4254**

e-mail: nichole.broderick@uconn.edu

Office hours: **Tues** 2:00-3:30 PM

Dr. Patricia Rossi

TLS 402

Phone: 6-0426

e-mail: patricia.rossi@uconn.edu

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

**TA:** Emily McClure e-mail: [emily.mcclure@uconn.edu](mailto:emily.mcclure@uconn.edu)

**Open Lab:** **Fri.** **8-10 AM**

During the open lab period you can find Emily in TLS 201. You may ask her questions, discuss lecture material, or you may use the time to practice lab techniques or perhaps repeat a plating that you feel could have gone better.

You **MAY NOT** show up unannounced, **please e-mail EMILY by Thursday** **(5:00 pm)** if you want to take advantage of the open time so that she may plan her day accordingly. Emily is happy to be in the lab during the open lab time (so don’t feel as if you are imposing), however if no students need the time during a given week she does have other work she can be doing.

**Class Time**: Tues./Thurs. 9:30 am – 12:15 pm; TLS 201

**Credits**: 4

**Required Texts:** SWI Student Research Guide and Research Protocols (you can purchase printed copies at the bookstore, we will also make pdfs available)

Typhoid Mary: Captive to the Public's Health by Judith Leavitt

The Andromeda Strain by Michael Crichton

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

**Course description and rationale**

The purpose of this course is to provide you an engaging and immersive real-life laboratory experience. This course allows you to perform independent microbial research projects under our guidance in an effort to aid in the discovery of novel antibiotics. Using a “crowdsourcing” approach, your data will be compiled with data from ~100 other institutions worldwide (12 countries) in an effort to combine teaching with a novel approach to antibiotic drug discovery.

This class is geared to involve you in isolating novel soil bacteria and testing their potential antibiotic capabilities against safe relatives of the ESKAPE pathogen group. “**ESKAPE**” pathogens (**E***nterococcus faecium,* ***S****taphylococcus aureus,* ***K****lebsiella* species*,* ***A****cinetobacter baumannii,* ***P****seudomonas aeruginosa*, and ***E****nterobacter* species) are the six most troublesome bacteria as currently defined within our global antibiotic crisis. These antibiotic resistant bacteria are responsible for over 40% of healthcare associated infections, and the Infectious Diseases Society of America has issued a “Call to Action” for proposed solutions1. Over the course of the semester you will learn to isolate and identify bacteria through biochemical and molecular means, test these isolates for bioactivity, extract their bioactive compounds and ultimately test the effects of these extracts on both eukaryotic and prokaryotic organisms. The opportunity exists for further characterization and pursuit of any promising isolated antibiotics. This course is being taught in parallel with ~100 other institutions worldwide, and at the end of the semester all students will contribute their data to the *student* discovered repository of potential antibiotic producing bacteria, and their varied environmental origins! The laboratory research ends up becoming widely self-driven with you choosing your soil, how to isolate the microbes, choosing your tester strains, identifying your bacteria and then designing and testing antibiotic activity in eukaryotes with our guidance

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

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

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

• An appreciation for self-motivated, curiosity-driven learning

• The ability to approach novel problems with flexibility, creativity, and confidence

• An appreciation for the interconnectedness of knowledge

• An appreciation that science can be exciting, fun and fulfilling

• The ability to understand the basis of scientific debate and the role of probability (certainty and uncertainty) in science

• An appreciation of the **intimate relationship between microbiology, chemistry, evolution, ecology, public policy and human health** and the ability to relate concepts to other disciplines

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

• Observe and describe nature accurately

• Communicate ideas and arguments effectively both orally and in writing

• Engage scientific inquiry and become proficient in the ability to:

a. Appropriately design and perform experiments in order to test scientific hypotheses

b. Recognize possible outcomes and results

c. Collect, organize, and analyze relevant data

d. Draw conclusions and evaluate their relative quality

e. Plan further experiments

• Construct and interpret visual representations of quantitative data

• Construct, interpret, and critique logical arguments in biological sciences

• Appreciate and participate in a scientific community as a forum for scientific thinking, research, debate and progress

• Work collaboratively with others to obtain independent research goals

**Assignment Schedule**

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

**Exams**

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

**Lab Manual Assignments and Database Uploads**

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

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

**Quizzes**

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

**Presentations**

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

**Poster**

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

**Participation**

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

**Grade Breakdown**

|  |  |
| --- | --- |
| **Assignment** | **Percentage** |
| **EXAMS AND QUIZZES** |  |
| Exam 1 | 10 |
| Exam 2 | 10 |
| Final Exam | 20 |
| Quizzes | 5 |
| **PRESENTATIONS** |  |
| ESKAPE pathogen presentation | 5 |
| Expert technique presentation | 5 |
| Poster | 15 |
| Lab Notebook | 20 |
| Participation and attendance | 5 |
| Database | 5 |
| **Final Grade Total** | **100** |

**Grade Scale**

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

**Classroom Etiquette**

*Cell Phones*:Cellphoneuseisonly permitted during the lab portion of class for data recording (pictures, notes, etc) and is neverpermittedfor texting, calls, apps, or email. Ifastudentisobservedusingthephoneinappropriatelyhe/shewillbeaskedtoturnintheirphone and may lose privileges for the remainder of the semester.

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

**Our Philosophy**

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

**Academic Honesty**

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

**Disabilities:**

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

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

**Small Microbial World MCB 3895**

**Topic Schedule**

**Fall 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Dates | Lab Activities | Lecture Topic | Materials needed |
| 1 | Aug.29, Aug. 31 | 1. Becoming a scientist 2. Lab safety 3. T: Explore initial soil sample 4. R : Bring soil sample, culture 5. from student sample on LB. | Antibiotic Crisis  Requirements for life; soil;  why antibiotics kill bacteria and not us | T: 3 LB plates per student  R: 4-5 LB plates per student  Sterile water, tubes  Beads or spreaders  toothpicks |
| 2 | Sept. 5, 7 | T: Design own culture  Conditions  R: Quantify microbes & pick diverse colonies | The β-lactams: proteins, carbohydrates and cell wall chemistry | T: 4-5 plates media of choice (best to have couple L of each media types made – plates can be stored and used for following steps)  For both: Sterile water, 1X PBS, tubes, beads/spreaders  R: Count & Patch from LB (2 LB plates per student, sterile toothpicks) |
| 3 | Sept. 12, 14 | T: Quantify selective media & pick diverse colonies  R: Choose ESKAPE pathogen & discuss safe ESKAPE relatives | Gramicidin: lipids and membrane chemistry  **Sept. 14: ESKAPE Pathogen presentation** | T: Count & Patch selective media (2 sel media per student, sterile toothpicks)  R: Tester strains. LB plates (4 per student, sterile toothpicks, liquid cultures ~2-3 ml each tester strain). Students will test 1 G+ and 1 G- each. |
| 4 | Sept. 19, 21 | 1. T: Design antibiotic screens and start screening 2. R: Try another antibiotic test. Calculate frequency of antibiotic producers | The sulfonamides: enzymes, energy, equilibrium and metabolism | T: Score LB plates. Set up tester strains w/ Sel media plates (4 per student, sterile toothpicks, liquid cultures ~2-3 ml each tester strain). Students will test 1 G+ and 1 G- each.  R: Score Sel media plates |
| 5 | Sept. 26, 28 | 1. 1. Isolate single colonies   2. Re-test isolates for activity | Energy (cont’d)  Intro to scientific literature  **Sept 28: Exam 1 (In class)** | T: Isolate single colonies with positive activity from LB and sel Master plates.  R: Exam; Re-streak single colonies as needed. Test positive isolates against all tester strains. |
| 6 | Oct. 3, 5 | 1. 16S rRNA gene PCR  2. Gel electrophoresis  3. Gram staining, cellular morph | Information Flow: nucleic acids, transcription, translation | T: PCR reagents  R: Run gel (students will share), microscope and materials for Gram staining |
| 7 | Oct. 10, 12 | 1. BLAST tutorial   Analyze DNA sequence  Assess antibiotic resistance of isolates | Violacein production: Regulation of gene expression  Scientific literature discussion | T: BLAST discussion, set up cultures for ab testing (plates and sterile swabs)  R: antibiotic disks (plates and disc dispenser) |
| 8 | Oct. 17, 19 | 1. Biochemical characterization 2. Plates for extraction | Tetracycline: Genetic mutations and ribosome structure  Scientific literature discussion | T: Set up tests (see accompanying doc)  R: record results of biochem tests, set up plates for extraction (plates for isolates, swabs) |
| 9 | Oct. 24, 26 | Organic extraction   1. Apply extract to tester strain | Evolutionary relationships: molecular phylogeny, endosymbiosis  **Oct 26: Expert techniques presentation** | T: freeze agar and add solvent (ethyl acetate, 2-butanol)  W: students will come in to transfer extract to scintillation vials, in Rm 267  R: resuspend and test activity (plates, tester strains) |
| 10 | Oct. 31, Nov 2 | Test isolates/extracts on Fast Plants and against oomycetes, yeast/fungi, drosophila (Nichole will provide) | Antibiotic resistance: Genetic variation  Scientific literature discussion | T: go through experimental set-up, options, prep isolates/extracts for next Thurs.  R: First set-up of experiments (materials needed may vary, will inform) |
| 11 | Nov. 7, 9 | Cont. Experiments to assess activity | **Nov. 9: Exam 2 due (take home)** | T & R: experiments, set-up, data collection |
| 12 | Nov. 14, 16 | Cont. Experiments to assess activity   1. Finalize characterization | Bacterial communities and interactions: the gut microbiome | T & R: experiments, set-up, data collection  Refine as necessary |
|  | Nov. 21, 23 | Thanksgiving recess |  | No Lab |
| 13 | Nov. 28, 30 |  | **Nov. 30: Poster draft discussion** | Potential eukaryotic experiments |
| 14 | Dec. 5, 7 |  | **Dec 5: wrap-up, lab clean-up**  **Dec 7: Public Poster presentation** | No lab |

**2018-214 MAST Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 10 September 2018

2. Department or Program: Maritime Studies

3. Title of Major: Maritime Studies (MAST)

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: Replace ENGL 3650 (Maritime Fiction) and ENGL 3651 (Maritime Non-Fiction) with MAST/ENGL 3652 (Maritime Lit to 1880) and MAST/ENGL 3653 (Maritime Lit from 1880 to Present) to fulfill major requirements.

# Existing Catalog Description of Major

### **Major Requirements**

[MARN 1001](https://catalog.uconn.edu/MARN/#1001) is a prerequisite for the major. It is recommended that majors take [MAST 1200](https://catalog.uconn.edu/MAST/#1200) to satisfy General Education Content Area One.

#### **Core Courses**

All students are required to take [MAST 2101](https://catalog.uconn.edu/MAST/#2101). In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

* Anthropology: [ANTH/MAST 3531](https://catalog.uconn.edu/MAST/#3531) or [3532](https://catalog.uconn.edu/MAST/#3532);
* Economics: [ECON 2467](https://catalog.uconn.edu/ECON/#2467);
* English: [ENGL 3650](https://catalog.uconn.edu/ENGL/#3650) or [3651](https://catalog.uconn.edu/ENGL/#3651);
* Geography: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500);
* History: [MAST/HIST 2210](https://catalog.uconn.edu/HIST/#2210) or [MAST/HIST 3544](https://catalog.uconn.edu/HIST/#3544);
* Political Science: [POLS 3832](https://catalog.uconn.edu/POLS/#3832).

#### **Disciplinary Concentration**

Students must declare a concentration in one of the following six disciplines: Anthropology, Economics, English, Geography, History, or Political Science. One of the five Core Courses elected by the student must come from this discipline. Furthermore, the student must complete an approved sequence of three additional courses in the discipline at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student’s advisor.

The writing in the major requirement can be met with [MAST 4994W](https://catalog.uconn.edu/MAST/#4994W). Students will satisfy the information literacy requirement as they complete core courses.

#### **Related Areas**

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student’s advisor.

# Proposed Catalog Description of Major

### **Major Requirements**

[MARN 1001](https://catalog.uconn.edu/MARN/#1001) is a prerequisite for the major. It is recommended that majors take [MAST 1200](https://catalog.uconn.edu/MAST/#1200) to satisfy General Education Content Area One.

#### **Core Courses**

All students are required to take [MAST 2101](https://catalog.uconn.edu/MAST/#2101). In addition, students must take five of the Core Courses listed below. Students must select these five courses from five different disciplines.

* Anthropology: [ANTH/MAST 3531](https://catalog.uconn.edu/MAST/#3531) or [3532](https://catalog.uconn.edu/MAST/#3532);
* Economics: [ECON 2467](https://catalog.uconn.edu/ECON/#2467);
* English: ENGL/MAST 3652 or ENGL/MAST 3653;
* Geography: [CE/GEOG 2500](https://catalog.uconn.edu/GEOG/#2500);
* History: [MAST/HIST 2210](https://catalog.uconn.edu/HIST/#2210) or [MAST/HIST 3544](https://catalog.uconn.edu/HIST/#3544);
* Political Science: [POLS 3832](https://catalog.uconn.edu/POLS/#3832).

#### **Disciplinary Concentration**

Students must declare a concentration in one of the following six disciplines: Anthropology, Economics, English, Geography, History, or Political Science. One of the five Core Courses elected by the student must come from this discipline. Furthermore, the student must complete an approved sequence of three additional courses in the discipline at the 2000 level or above. Choice of concentration and course sequence must be approved by the MAST director or the student’s advisor.

The writing in the major requirement can be met with [MAST 4994W](https://catalog.uconn.edu/MAST/#4994W). Students will satisfy the information literacy requirement as they complete core courses.

#### **Related Areas**

Students must complete 12 credits in related areas. Courses are selected in conjunction with the MAST director or the student’s advisor.

# Justification

1. Reasons for changing the major: ENGL 3650 and 3651 have been dropped from the active catalog and replaced with MAST/ENGL 3652 and 3653.

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: 9.112018

    Department Faculty: 9.11.2019

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

**2018-215 AASI/CHIN 3271 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7616 |
| **Request Proposer** | Meng |
| **Course Title** | Topics in Chinese Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > 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** | CHIN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | The reason for cross listing is to serve as a course for a new minor in Asian Studies. |
| **Course Title** | Topics in Chinese Literature |
| **Course Number** | 3271 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am following the Chinese Program numbering conventions. |

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| **CONTACT INFO** | |
| **Initiator Name** | Liansu Meng |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | lim10005 |
| **Initiator Email** | [liansu.meng@uconn.edu](mailto:liansu.meng@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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | CHIN 1121 and CHIN 1122 or instructor consent |
| **Corequisites** | No. |
| **Recommended Preparation** | No. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Lack of available faculty. |
| **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** | CHIN 3271: Topics in Chinese Literature Three credits. Prerequisite: CHIN 1121 and 1122 or instructor consent. Social and political issues in Chinese modernity and postmodernity. Taught in English. |
| **Provide proposed title and complete course catalog copy** | CHIN 3271/AASI 3271: Topics in Chinese Literature Three credits. Prerequisite: CHIN 1121 and 1122 or instructor consent. Social and political issues in Chinese modernity and postmodernity. Taught in English. |
| **Reason for the course action** | Request the course to be crosslisted with AASI to serve the new Asian Studies minor. |
| **Specify effect on other departments and overlap with existing courses** | I have consulted with the Department of LCL and they approve this. |
| **Please provide a brief description of course goals and learning objectives** | The goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world. |
| **Describe course assessments** | Weekly responses, individual presentations and final exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [CHIN 3271Syllabus\_crosslist.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F134337&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C65cfca39492948fb6a7e08d61a7ea737%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725528613569589&sdata=g5MTb7GjqOD%2FJvsU03DJTC%2BEHUUN2FCTKuFLUSHv%2BZk%3D&reserved=0) | CHIN 3271Syllabus\_crosslist.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Liansu Meng | 05/11/2018 - 11:12 | Submit |  | None. | | Literatures, Cultures and Languages | Sara R Johnson | 09/07/2018 - 10:06 | Return |  | Same problem as previous CAR - attendance language in syllabus too specific. If you can revise the syllabi for these two CARs and resubmit early next week, we can submit this before the next CCC meeting. - Sara | | Return | Liansu Meng | 09/07/2018 - 14:57 | Resubmit |  | Hi Sara, I have made similar changes and removed the requirements about attendance in the syllabus. Thanks so much again and have a wonderful weekend! Liansu | | Literatures, Cultures and Languages | Sara R Johnson | 09/14/2018 - 13:22 | Approve | 9/14/2018 | Approved by dept committee | | AASI | Jason Chang | 09/14/2018 - 14:53 | Approve | 9/14/2018 | The institute has approved this change. Thank you for the helpful adjustments. | |

**Chinese 3271: Topics in Chinese Literature**

**Instructor:** Liansu Meng or other

Email: liansu.meng@uconn.edu

Office: Oak Hall 203

**Course Description and Objectives:**

This course introduces major topics in modern and contemporary Chinese literature and explores important social and political issues in Chinese modernity and postmodernity. Readings include fiction, poetry, prose, autobiographical writing, film and scholarships. The class will mainly focus on the close reading of primary texts. Secondary material is included to offer theoretical and historical underpinnings. Our goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world. Topics of discussion include modernity, subjectivity, translation, nationalism, gender, revolution, urbanization, consumerism and globalization. Taught in English. All texts are in English. Films are in Chinese with English subtitles.

**Course Materials:**

All course materials will be available on line, either on our Husky CT course website or on the Internet (links given in the syllabus).

**Requirements:**

1. Since all course materials are on line and no textbook purchase is required, students are required to print out the assigned readings and bring them to class for discussion.
2. Make sure to read the course materials carefully before the class and be prepared to participate in class discussions and answer the instructor’s questions.
3. Course materials are subjected to change. Please pay attention to the announcements at the end of each class for the next week’s materials.
4. Presentation: Each student is required to present on the course materials at least once during the semester.
5. Active participation in class discussions.
6. Cell phones or laptops in class are not allowed except for taking notes.
7. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor’s or academic advisor’s note.
8. No make-up assignments or exam unless a doctor’s or academic advisor’s note is provided.

**Facebook Group:** Our class Facebook group is **Chinese3271**. It is a closed group and only members of the group could see the posts in this group. You will use this group to receive important class announcements such as additional visual materials, post writing assignments, share resources and have conversations among yourselves.

**Weekly Responses:**

Unless noted, each student is expected to submit a response paper (250-300 words) on topics, questions, issues covered in the course materials and class discussions each week. I will post the thread for each week’s Weekly Reponses each Monday on the online discussion forumof our class Facebook group (**Chinese3271**). Post your responses under the weekly topic by **Sunday midnight each week.** You will earn 3 points for each response submitted on time. Please don’t post your responses on Facebook after Sunday midnight.No post will be accepted on Facebook after that time.

If you miss the deadlines due to unexpected situations, email me as soon as possible and you might receive full or partial credit for your post depending on the circumstances that have caused the delay.

**On-line/Class Participation**: You are also strongly encouraged to respond to your classmates’ post on the Facebook group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for each comment and 20 points maximum for the semester. You have about **one week** to post your comments on each week’s weekly responses. You may start posting comments as soon as someone posts their responses under the weekly topic. No comments will be accepted on Facebook after Sunday Midnight time that week.

**Presentations:** During the first two weeks, each one will sign up for a date of your presentation. You may present on the assigned readings listed on the syllabus or choose materials not included in the syllabus but related to that week’s class materials. You are strongly encouraged to discuss with the instructor about your presentation beforehand. Presentations will start from the third week at the beginning of each class. You are free to decide on the form of the presentation, but make sure that your presentation will help your classmates understand or think about the issues we discuss in that class. For example, you may give your own analysis or interpretation, or summarizethe main ideas of the article or chapter*.* Please do not repeat information easily accessible through a Google search or on Wikipedia. The presentations will be short (**10 minutes max)** with 5 minutes for Q & A. Please **practice, practice, and practice** before you present in class and make sure you finish presenting in 10 minutes.

**Final Exam:** Final exam will be take-homeshort essay questions from lectures, discussions in class or online and course materials. Your notes will be very useful for the exam. Each answer should be about 300 words long excluding quotations. Your arguments or points should be well supported by textual evidence and your own analysis.

**Policy on Academic Integrity/Misconduct:**

Students are required to read and follow the Undergraduate Academic Integrity policy (<http://community.uconn.edu/the-student-code-appendix-a/>). According to the policy, “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).” Cases of academic misconduct will be resolved according to procedures detailed in the policy.

Grading:

* Class participation: 20%
* Weekly Response Papers: 40%
* Presentation: 10%
* Final Exam: 30%

**Grading Scale:**

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83

C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63

F = anything below 60

**Course Schedule:**

**Week 1** The Formation of Chinese Cultural Identity: Literature, Nation and the World in the Late Qing Period, 1893-1911

**Aug 29**: Introduction and Syllabus

**Aug 31**: Film Screening: *The Last emperor* (Directed by Bernardo Bertolucci, 1987) (Part I)

**Week 2** The Formation of Chinese Cultural Identity: Literature, Nation and the World in the Late Qing Period, 1893-1911

**Sept 5:** Film Screening: *The Last emperor* (Directed by Bernardo Bertolucci, 1987) (part II)

**Sept 7:** Liang Qichao梁启超, “On the Relationship between Fiction and the Government of the people” (MCLT, pp74-81); Lu Xun鲁迅, “On the Power of Mara Poetry” (MCLT, pp 96-109)

**Week 3** Transnational Travelling andthe Beginning of Modern Chinese Literature during the May Fourth Period, 1915-1925

**Sept 12**: Ming Di, “Re-reading Hu Shi: 100 Years of Chinese New Poetry” http://www.poetryinternationalweb.net/pi/site/cou\_article/item/27632/Re-reading-Hu-Shi

**Sept 14**: Hu Shi胡适, “Some Modest Proposals for the Reform of Literature” (MCLT, 123-139), Guo Moruo 郭沫若 and Wen Yiduo 闻一多

**Week 4** May Fourth Period II: The Chinese Identity, Literature, Race and Gender

**Sept 19**: Mao Dun 茅盾, “Literature and Life,” Cheng Fangwu成仿吾, “The Mission of the New Literature,” (MCLT, pp190-195, 247-254)

**Sept 21**: Lu Xun, “Kung I-Chi” (Kong Yiji 孔乙己); Chen Hengzhe, “One Day”

**Week 5** May Fourth Period III: Women and Literature

**Sept 26**: Zhou Zuoren 周作人, “Women and Literature,” Bing Xin 冰心, “On ‘Literary Criticism,’” Lu Yin 庐隐, “My Opinions on Creativity” (MCLT, 213-217, 228-237)

**Sept 28**: Wen Yiduo 闻一多, “To my Dear Friends,” (WYD v.12, pp54-62), Wen Yiduo Poems (Red Candle); Bing Xin and Lu Yin’s works

**Week 6** Revolution, Realism and Literature, 1925-1936

**Oct 3**: Film screening: The Teahouse (directed by Xie Tian, 1982) (part 1)

**Oct 5:** Ye Shengtao叶圣陶, “A Year of Good Harvest,” (*Stories from the Thirties*, pp9-20); Ling Shuhua 凌叔华, “The Night of Midautumn Festival” (MCL, pp 95-102)

**Week 7** Wartime Literature, 1937-1945: The Nation, the Masses and the Individual

**Oct 10:** Hu Feng胡风, “What Do the Broad Masses Demand of Literature,” (MCLT, pp 409-417); Ding Ling 丁玲, “We need the *Zawen* Essay” (MCLT, 450-457)

**Oct 12**: Zhao Shuli 赵树理, “The Marriage of Young Blacky” (MPMCF, 507-527)

**Week 8** Wartime Literature II, 1937-1949: Marriage, Love, Sexuality and the Revolution

**Oct 17**: Film Screening: Lust, Caution (directed by Ang Lee, 2007) (Part I)

**Oct 19**: Ding Ling丁玲, “When I was in Xia Village” (MCL, 132-146), Zhang Ailing张爱玲, “Lust, Caution”

**Week 9** Politics and Literature, 1949-1976

**Oct 24**: Film Screening: Bright Sunny Days 艳阳天 (directed by Lin Nong, 1973)

**Oct 26**: Li Guowen李国文, “The Election,” (*Chinese Stories*, 24-36)；

Richard King, edit., “Their and Back Again: The Chinese ‘Urban Youth’ Generation”

**Week 10** Underground Literature, 1949-1976:

**Oct 31**: Maghiel van Crevel, “Underground Poetry in the 1960s and 1970s”

**Nov 2**: Poems by Guo Lusheng 郭路生, Bei Dao 北岛, Mang Ke芒克, Shu Ting舒婷, Huang Xiang黄翔

**Week 11** Poetry and Fiction in China and Taiwan in the 1980s

**Nov 7**: The Misty Poets 朦胧诗人

**Nov 9**: Zhang Dachun, “Lucky Worries about His Country” (*MCL*, pp 403-416); Bai Xianyong, “Winter Nights,” (*MCL*, pp 210-223)

**Week 12** Literature and Reality Now: Politics, Gender and Social Issues

**Nov 14**: Poems by P.K Leung(<http://www.asiancha.com/content/view/28/88/>)

**Nov 16**: Andrea Lingenfelter, “China's Foremost Feminist Poet Zhai Yongming Converses on Her Art, Her Bar and Chinese Women's Writing, Past and Present” <http://fulltilt.ncu.edu.tw/Content.asp?I_No=35>

Zhai Yongming 翟永明, “Biri,” <http://jacket2.org/poems/poem-zhai-yongming>

“Climbing the Heights on the Double Ninth,” “The Testament of Hu Huishan” <http://www.asiancha.com/content/view/814/299/>

**Week 13** **Thanksgiving Recess**: Nov 19-25

**Week 14:** Migrant Workers, Farmers, Toilet Adventures and Visual Poetry

**Nov 28** Film Trailer: *The Verse of Us* 我们的诗篇<https://vimeo.com/111969419>

; poems by Xu Lizhi 许立志and Yu Xiuhua 余秀华

**Nov 30:**  Short Film: *Toilet Adventures* <https://vimeo.com/113096878>;Visual Poetry: Ouyang Jianghe 欧阳江河, etc.

<https://chinaavantgarde.com/2014/08/29/visual-poets-series-episode-1-ouyang-jianghe/>

**Week 15**: Review for Final Exam

**Dec 5** Review for Final Exam; Film Screening: *TBD*（part 1）

**Dec 7: Final Exam distribution**

**2018-216 AASI/CHIN 3282 Revise Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7620 |
| **Request Proposer** | Meng |
| **Course Title** | Women in Chinese Literature and Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > 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** | CHIN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Area #2** | AASI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | AASI |
| **Reason for Cross Listing** | The reason for cross-listing is to serve as a course for the new minor in Asian Studies. |
| **Course Title** | Women in Chinese Literature and Film |
| **Course Number** | 3282 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am following the Chinese Program numbering conventions. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Liansu Meng |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | lim10005 |
| **Initiator Email** | [liansu.meng@uconn.edu](mailto:liansu.meng@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** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | CHIN 1121 and CHIN 1122 or equivalent. |
| **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** | Lack of available faculty. |
| **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** | CHIN 3282. Women in Chinese Literature and Film Three credits. Recommended preparation: CHIN 1121 and CHIN 1122 or equivalent. Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China and gender issues. In-depth development of listening and speaking skills. Films in Chinese with English subtitles. Taught in English and Chinese. |
| **Provide proposed title and complete course catalog copy** | CHIN 3282/AASI 3282. Women in Chinese Literature and Film Three credits. Recommended preparation: CHIN 1121 and CHIN 1122 or equivalent. Critical study of representations of women in Chinese film and literature from the early twentieth century to the present. Development of feminist movements in China and gender issues. Taught in English. |
| **Reason for the course action** | Accurately reflect the actual teaching practice and cross-list with AASI to serve the new Asian Studies minor |
| **Specify effect on other departments and overlap with existing courses** | I have consulted with the Department of LCL and they approve this. |
| **Please provide a brief description of course goals and learning objectives** | This course is a critical study of representations of women in Chinese film and literature from the early twentieth century to the present. The goal is to cast a new light on issues of gender in modern Chinese history. |
| **Describe course assessments** | Weekly responses, individual presentations and final exam. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [CHIN 3282Syllabus\_Crosslist.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F134333&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc4ae2264e5cf4d08d0eb08d61a6c8b86%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725450843621962&sdata=O2QhsxnIEWYuGXdzpJ814j0rxXxZEpcFFlm3OLMPi6c%3D&reserved=0) | CHIN 3282Syllabus\_Crosslist.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Liansu Meng | 05/11/2018 - 12:04 | Submit |  | None. | | Literatures, Cultures and Languages | Sara R Johnson | 09/07/2018 - 09:58 | Return |  | Hi Liansu, Jen asked me to handle this while she is traveling. The cross listing request looks great. The only problem is the language in the syllabus regarding a penalty for missed attendance. CCC is cracking down on this (it's actually not permitted under university regulations) and will deny the request if they see that language. Could you just reword that portion of the syllabus? You can stress the importance of participation (and perhaps indicated that students are responsible for viewing films on their own if they miss a scheduled viewing). Personally I do take attendance, but I don't put it in my syllabus - I explain to students what my expectations are on the first day of classes, and am pretty liberal with excused absences as long as students let me know what is going on. This wording in particular caught my eye. Maybe omit 6 and reword 4 & 5 a bit more vaguely? 4. Regular attendance and active participation in class discussion; presence at film screenings is obligatory. 5. Absence due to emergencies can be excused if you email the instructor ahead of time or on the day you miss class, or if you bring a doctor’s or academic advisor’s note afterwards. Excuses such as coursework or sleeping late will not be accepted. 6. As absence from class will affect your class participation, more than three unexcused absences during the semester will drop your grade one mark (i.e., an A- will become a B+, a C will become a C-, etc.). Showing up to class excessively late (more than 10 minutes) three times will equal one unexcused absence. | | Return | Liansu Meng | 09/07/2018 - 14:44 | Resubmit |  | Hi Sara, Thank you so much for your kind advice! I have removed the requirements about attendance. Hope it works now. Please do let me know if I need to make further changes. | | Literatures, Cultures and Languages | Sara R Johnson | 09/14/2018 - 13:23 | Approve | 9/14/2018 | Approved by dept committee | | AASI | Cathy Schlund-Vials | 09/14/2018 - 13:27 | Approve | ‎9‎/‎5‎/‎2018 | This shift is consistent with discussions that have happened in the Asian and Asian American Studies Institute regarding the Asian Studies minor. | |

**Chinese 3282: Women in Chinese Literature and Film**

**Instructor:** Prof.Liansu Meng

Email: liansu.meng@uconn.edu

Office: Oak Hall 203

**Course Description and Objectives:**

This course is a critical study of representations of women in Chinese film and literature from the early twentieth century to the present. The goal is to cast a new light on issues of gender in modern Chinese history. The class will mainly focus on the close reading and appreciation of primary texts and films. Secondary materials are included to offer theoretical and historical underpinnings. Readings will be in English for non-Chinese majors. Chinese majors are expected to read primary texts in both English and Chinese and write extra assignments in Chinese. All films are with English subtitles.

**Required Textbook:**

Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko, eds. *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. NYC: Columbia University Press, 2013. (available for purchase at UConn Co-Op Bookstore)

Wang Zheng. *Women in the Chinese enlightenment*: oral and textual histories. Berkeley, Calif.: University of California Press, c1999 [available at UConn electronic resource]

Other course materials are on Husky CT.

**Requirements:**

1. Make sure to preview the course materials before the class.
2. Course materials are subjected to change. Please pay attention to the announcements at the end of each class for the next week’s materials.
3. Presentation: Each student will have the opportunity to present on the course materials at least once during the semester.
4. Active participation in class discussions.
5. Cell phones or laptops in class are not allowed except for taking notes.
6. Homework must be turned in on the due date. Late homework is not accepted unless accompanied with a doctor’s or academic advisor’s note.
7. No make-up quizzes or exams unless a doctor’s or academic advisor’s note is provided.

**Facebook Group:** Our class Facebook group is **Chinese3282\_Spring2017**. It is a closed group for the class to share resources and important announcements. Only members of the group could see the posts. Please look for the group and request to join first thing after class.

**Weekly Responses:** You may write down one “quote” from the texts that we are going to discuss this week in class either Tuesday or Thursday. The quote does not need to be exact quotations. It could be your summery of a point by the author. Follow the quote with one corresponding “note”: Why do you think it struck you?  Is it confusing, inspiring, controversial or else? What do you think it means?  You can write about this in terms of thoughts and ideas (related to either this or other courses), or to things you read, or events in your life (or all of the above). Simple comments such as “I like / don’t like…” and “I agree with …” don’t count unless followed with substantial elaborations. Please note: the “quote” does not count toward the word limit. The note where you elaborate on your analysis, interpretation or questions, should be about **200 words** long.

I will post the topic for each week’s Weekly Reponses each Monday on the online discussion forumof our class Facebook group (**Chinese3282\_Spring2017**). Post your responses under the weekly topic by **Friday midnight each week.** You will earn 3 points for each response submitted on time. Unexcused late post will receive partial grade (2 points) if posted by **Sunday** midnight that week. Please don’t post your responses on Facebook after Sunday midnight.No post will be accepted on Facebook after that time.

If you miss the deadlines due to unexpected situations, email me as soon as possible. After Sunday midnight, please **email** your quotes and notes to me for partial or full credit if you are excused.

**Participation**: you are strongly encouraged to respond to your classmates’ post on the Facebook group discussion forum or participate in classroom discussions. On-line and in-class comments will count towards your participation grade. You earn one point for each comment and 20 points maximum for the semester. You have about **one week** to post your comments on each week’s weekly responses. You may start posting comments as soon as someone posts their responses under the weekly topic. No posts will be accepted on Facebook after Sunday Midnight time that week.

**Presentations:** During the first two weeks, each one will sign up for a date of your presentation. You may present on the texts or movies listed on the syllabus or choose materials not included in the syllabus but related to that week’s class materials. You are strongly encouraged to discuss with the instructor about your presentation beforehand. Presentations will start from the third week at the beginning of each class. You are free to decide on the form of the presentation, but make sure your classmates could both enjoy and learn from it. For example, you may give your own analysis or interpretation, or summarizethe main ideas of the article or chapter*.* Please do not repeat information easily accessible through a Google search or on Wikipedia. The presentations will be short (**10 minutes max)** with 5 minutes for Q & A. Please **practice, practice, and practice** before you present in class and make sure you finish presenting in 10 minutes.

**Final Exam / Project:** Final exam will be take-homeshort essay questions from lectures, discussions in class or online and course materials. Your notes will be very useful for the exam. Each answer should be about 300 words long excluding quotations. Your arguments or points should be well supported by textual evidence and your own analysis. Chinese majors are encouraged to answer some questions in Chinese.

For the final, you also have the option of doing an individual or group video project exploring some issues we have discussed this semester. In addition to the video, you need to write a description of the issues you explore through the video (for example, what question(s) have led you to this topic, what materials we have covered helped you thinking through the questions and how, and what conclusions you have reached or what further questions you want to raise.) Please make sure to send me the description before making the video so I could help you make necessary adjustments and corrections. Chinese majors are encouraged to use Chinese in the video.

**Policy on Academic Integrity/Misconduct:**

Students are required to read and follow the Undergraduate Academic Integrity policy (<http://community.uconn.edu/the-student-code-appendix-a/>). According to the policy, “Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).” Cases of academic misconduct will be resolved according to procedures detailed in the policy.

Grading:

* Class participation: 20%
* Weekly Response Papers: 40%
* Presentation: 10%
* Final Exam/ Paper/ Project: 30%

**Grading Scale:**

A = 95-100 A- = 90-94 B+ = 87-89 B = 84-86 B- = 80-83

C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63

F = anything below 60

**Course Schedule:**

**Week 1:** **Introduction**

**Jan 18:** Syllabus and Introduction

**Jan 20:** **New Woman vs. Traditional Woman: A Historical Perspective**

**Film Screening:** *Autumn Gem, the true story of China's first feminist* **秋瑾(**Rae Chang, 1999, 56 minutes)

**Week 2: New Woman vs. Traditional Woman: A Historical Perspective**

**Jan 23:** Discuss the film *Autumn Gem*

**Jan 25:** Wang Zheng, “Lu Lihua (1900-1997): School Principle,” (*Women in the Chinese enlightenment*, 145-186.) (ebook, available at Uconn library electronic access)

**Jan 27: No Class, for this course only.**

**Week 3: Male Feminists at the turn of the 20th century**

**Jan 30:** Liang Qichao, “On Women’s Education;” Jin Tianhe, “A Bell to Warn Women’s World” (selections, tr. Michael Hill) (*The Birth of Chinese Feminism*, 187-219)

*Materials in Chinese For Chinese Majors and Minors:* Liang Qichao梁启超：《 论女学 》（“On Women’s Education” ）http://zh.wikisource.org/zh/%E8%AE%8A%E6%B3%95%E9%80%9A%E8%AD%B0

**Feb 01:** Jin Tianhe金天翮, “A Bell to Warn Women’s World” 《女界钟》(selections, tr. Michael Hill) (*The Birth of Chinese Feminism*, 241-258)

**Feb 03:** Jin Tianhe金天翮, “A Bell to Warn Women’s World” 《女界钟》(selections, tr. Michael Hill) (*The Birth of Chinese Feminism*, 259-284)

**Week 4: Female Feminists at the turn of the 20th century**

**Feb 6:** He-Yin Zhen 何震, “On the Question of Women’s Liberation” (*The Birth of Chinese Feminism*, 53-71)

**Feb 8:** **No Class for this course only.**

**Feb 10:** He-Yin Zhen 何震, “On the Revenge of Women,” “Feminist Manifesto” (*The Birth of Chinese Feminism*, 105-116; 179-184)

**Week 5: Women in the 1920s and 30s by Male Authors**

**Feb 13: Film Screening:** *The Goddess*神女(dir. Wu Yonggang吴永光, 1934, 85 mins)

<http://www.youtube.com/watch?v=Vw-jEWy8HeQ> (complete with English subtitles, prostitute mother)

*The New Woman* 新女性(Cai Chusheng蔡春生, 1933, 106 min)

<http://www.youtube.com/watch?v=vxdrrXwp8IU> (two minutes, unbeatable women)

materials in Chinese: <http://www.youtube.com/watch?v=XHbhdu71p2I> (complete in Chinese)

**Feb 15:** Discuss Film *The Goddess* and Guo Moruo郭沫若, “The Rebirth of the Goddesses”女神之再生， “Earth, My Mother”地球，我的母亲 (1920)(Husky CT)

**Feb 17:** Lu Xun 鲁迅, “The New Year’s Sacrifice” 祝福 (1924) (<http://www.marxists.org/archive/lu-xun/1924/02/07.htm>)

Materials in Chinese: Film:Lu Xun 鲁迅, *The New Year’s Sacrifice* 祝福 (1956)

https://www.youtube.com/watch?v=qjNSt9V4Zhw

**Week 6: Women in the 1920s and 30s by Female Authors**

**Feb 20: Film Screening:** *The Golden Era* **黄金时代(**dirAnn Hui **许鞍华,2014)**

**Feb 22:** Discuss the Film and Xiao Hong萧红, “Hands”手 (1943)

**Feb 24:** Ding Ling丁玲, “Miss Sophie’s Diary” 苏菲女士的日记(1928)

**Week 7: Women during the Wars (1937-1949)**

**Feb 27: Film Screening:** Springtime in a Small Town 小城之春 (Fei Mu费穆, 1948)

<http://www.youtube.com/watch?v=ykUpe7Sbvnk>

Materials in Chinese: Film: **风云儿女 sons and daughters in the troubled times 1947**

[*http://www.youtube.com/watch?v=YmgzU4HyWmA*](http://www.youtube.com/watch?v=YmgzU4HyWmA)

**Mar 1:** Discuss the film andBing Xin 冰心, “Miss Winter” (《冬儿姑娘》) (1933) (Uconn E-reserve)

**Mar 3:** Su Qing 苏青, “Waves” (1945)

**Week 8:** **Women in the Socialist Period (1949-1966)**

**March 06:** **Film Screening:** Huang Shuqin**黄蜀芹,** dir.,Forever Young 青春万岁 (about Beijing girl students in the 1950s)

March 08: Discuss the film

March 10: Gao Ying, “Dajee and Her Father” (1950s)(Uconn E-reserve)

**Week 9: Mar 13, 15 & 17 (Spring Recess, No Class)**

**Week 10: Women during the Cultural Revolution (1966-1976)**

**March 20: Film Screening:** Mountain Flower 山花（Cui Wei & Sang Fu崔嵬和桑夫, 1976, 文革电影，peasant women in 1960s）

**March 22:** Discuss the film

**March 24:** Selections from *Some of Us* (Uconn E-reserve)

**Week 11: Women in the** **1980s**

**March 27:** Film Screening:*Romance on Lushan Mountain* 庐山恋 (Huang Zumo黄祖模, 1980, about love right after CR)

**March 29:** Discuss the Film andZhang Kangkang张抗抗, “The Right to Love”

**March 31:** Xu Naijian 徐乃建, “Because I am Thirty and Unmarried”

**Week 12:** **Contemporary Women in the Rural Areas**

**Apr 3:** Film Screening: *No One Less* 一个都不能少 (Zhang Yimou张艺谋, 1999)

**Apr 5:** Discuss the film

**April 7:** Yu Xiuhua’s 余秀华poetry

**Week 13:** **Contemporary Women in the Urban Areas**

**April 10:** **Film Screening:** From 'Iron Girls' to 'Leftovers' - Independent Women in China https://www.youtube.com/watch?v=QarOjjKfseo

*24 city* 二十四城记 (Jia Zhangke 贾樟柯, 2008)

**April 12:** Discuss the film and Leta Hong Fincher, “China’s ‘Leftover’ Women”

<http://www.nytimes.com/2012/10/12/opinion/global/chinas-leftover-women.html>

**April 14:** Poems byZhai Yongming and Wang Xiaoni

**Week 14:** **Contemporary Women in Hong Kong**

**April 17: Film Screening:** Comrades: Almost a Love Story 甜蜜蜜 (chen kexin 陈可辛1996) https://www.youtube.com/watch?v=titr6EeZU3E

**April 19:** Discuss the film

**April 21:** Xi Xi, “A Woman Like Me”

**Week 15:** **Contemporary Women in Taiwan**

**April 24: Film Screening:** *You are the Apple of My Eye* 那些年我们一起追的女孩(九把刀, 2011)

**April 26**: Discuss the film and Ye Mimi, Video: “They are There but I am Not” (2014); Poems (Husky CT)

**April 28:** **Discussion and Distribution of Final Exam Questions**

**2018-217 TRST 5320 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7271 |
| **Request Proposer** | Theologhides |
| **Course Title** | Portfolio Translation Seminar |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | TRST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Portfolio Translation Seminar |
| **Course Number** | 5320 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Peter C Theologhides |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | pct15101 |
| **Initiator Email** | [peter.constantine@uconn.edu](mailto:peter.constantine@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | TRST 5310 or TRST 5311 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | TRST 5320: Portfolio Translation Seminar. Three credits. Prerequisite: TRST 5310 TRST 5311. Translation of literature of any genre or period into English, working toward a final publishable text. Includes preparation of a conference-length paper related to translation theory or practice. |
| **Reason for the course action** | This course will be a part of UConn's Program in Literary Translation, and one of the three core courses of the planned Graduate Certificate in Literary Translation. |
| **Specify effect on other departments and overlap with existing courses** | This course will not affect other departments or overlap with any existing courses. It will complement the other two core courses of the Graduate Certificate in Literary Translation: TRST 5010. The Practice and Theory of Literary Translation, and TRST 5011. Literary Translation Seminar. |
| **Please provide a brief description of course goals and learning objectives** | This course will focus intensely on translating texts for a portfolio project of prose, poetry, or drama from any period with a view to working toward a publishable book-length translation. The other two core courses of the planned Graduate Certificate in Literary Translation (TRST 5010 and TRST 5011) also include portfolio segments: this course, which will complement the other two courses, will consolidate any of the portfolio work done in either or both of the other courses into a single publishable book-length project. Working on a conference-length paper will develop the students’ expertise in a specific field of translation theory or craft. |
| **Describe course assessments** | Students will translate literary texts every week and work on a conference-length paper. Students will be graded on their final portfolio of translated texts and on their paper. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [TRST 5320 Portfolio Translation Seminar Syllabus Fall 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F133435&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C672e7bd6c61d4b52974b08d61a6d0f65%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636725453046825896&sdata=ADpHhd%2BtgBzIV212KDDpjgGhWXh6pLM8o7N7Km0iTPQ%3D&reserved=0) | TRST 5320 Portfolio Translation Seminar Syllabus Fall 2018.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Peter C Theologhides | 04/13/2018 - 16:55 | Submit |  | Submitting a proposal | | Literatures, Cultures and Languages | Sara R Johnson | 09/14/2018 - 13:23 | Approve | 9/14/2018 | Approved by dept committee | |

**TRST 5320: Portfolio Translation Seminar**

**Syllabus –Fall 2018**

Instructor: Peter Constantine

[peter.constantine@uconn.edu](mailto:peter.constantine@uconn.edu)

In this course, students will complete a substantial portfolio of translated poetry, fiction, nonfiction, or other literary work, and develop a conference-length paper on a topic related to the field of literary translation. The final portfolio will consist of a publishable translation and a publishable paper on a practical or theoretical aspect of literary translation. Students will develop a working proficiency of translation approaches and theoretical models, while engaging practical elements such as publication strategies, editorial policies, and an ongoing evaluation and discussion of newly published literary translations. Additionally, students will research, compare, and evaluate articles published in peer reviewed journals such as *Translation Review*, *Translation Studies*, and *Journal of Translation*.

**Course Prerequisite**: To sign up for this course, students must have completed either TRST 5310: Literary Translation: Applying the Craft or TRST 5311: Literary Translation Seminar.

**Foreign Language Requirement**: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Students not meeting this requirement who wish to take the course should contact me.

**Grade Breakdown**

25% Participation

30% Conference length paper portion of the final portfolio

45% The literary translation portion of the final portfolio

**Plan of classes:**

\*\*\* This plan is subject to change. If any changes occur, students will be informed by the instructor.

**WEEK 1**

Introduction to the course and general discussion of the students plans and goals for their translation portfolio projects. In addition to assigned reading, students will work on their literary translation drafts and final texts every week.

**WEEK 2**

First students’ presentations of portfolio work completed in either TRST 5310: Literary Translation: Applying the Craft, or TRST 5311: Literary Translation Seminar, and discussion of how this work will be further developed in the Portfolio Translation Seminar.

**WEEK 3**

Discussion of planned conference-length paper on translation topics. First discussion of article genres published in peer-reviewed translation magazines. Read two assigned articles for analysis and class discussion.

**WEEK 4**

Presentation of first translation drafts. Further discussion of peer-reviewed translation magazine publications. Read two assigned articles for analysis and class discussion.

**WEEK 5**

Presentation of translation drafts and discussion of peer-reviewed translation magazine publications. Each student chooses two translation theory articles from *Translation Review*, *Translation Studies*, or *Journal of Translation* to present and analyze over the next two classes.

**WEEK 6**

Student discussions of translation theory articles.

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**WEEK 7**

Continuing student discussions of translation theory articles.

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**WEEK 8**

Presentation, discussion, and analysis of advanced translation drafts.

**WEEK 9**

Discussion and students’ presentations of their advanced drafts of their paper on translation topics.

**WEEK 10**

Students’ final workshopping their translation portfolio with class discussion.

**WEEK 11**

Students’ presentations of their final papers with class discussion.

**WEEK 12**

Students’ presentations of their final papers with class discussion.

**WEEK 13**

**Thanksgiving Break**

**WEEK 14**

Final presentations and discussions of completed translation portfolios.

**WEEK 15**

Final presentations and discussions of completed translation portfolios.