CLAS C&C

Agenda

10.9.2018

3:30-5:30PM, Oak 408

Chair: Pamela Bedore

**A. Discussion**

3:30-4:00PM Double Majors Policy (Guest: Veronica Makowsky, Senate Scholastic Standards)

**B. Approvals by the Chair**

2018-218 MARN 4895 Add Special Topic: Experimental Design in Marine Ecology

2018-219 MARN 5995 Add Special Topic: Experimental Design in Marine Ecology

2018-220 TRST 3195 Add Factotum Course

2018-221 TRST 3195 Add Special Topic: Editing and Publishing International Literature

**C. New Business**

2018-222 PERS 1104 Add Course (guest: Gustavo Nanclares) (G) (S)

2018-223 Individualized Major Revise Major (guest: Monica van Beusekom)

2018-224 LLAS/SOCI 5XXX Add Course (guest: Marysol Asencio)

2018-225 POLS 3434/W Add Course (guest: Jennifer Sterling-Folker) (G) (S)

2018-226 POLS 3019 Add Course (guest: Jane Gordon)

2018-227 POLS 5117 Add Course (guest: Jane Gordon)

2018-228 ANTH/LLAS/PHIL/POLS 5800 Add Course (guest: Jane Gordon)

2018-229 MA in Race, Ethnicity, and Politics Add Degree (guest: Jane Gordon)

2018-230 MA in Politics and Popular Culture Add Degree

2018-231 POLS 3720 Add Course

2018-232 POLS 3710 Add Course

2018-233 POLS 5710 Add Course

2018-234 MATH 3710 Revise Course

2018-235 MATH 3710W Add Course (G) (S)

2018-236 MARN 3003Q Revise Course (G) (S)

2018-237 MARN 4001 Revise Course

2018-238 MARN 4002 Revise Course

2018-239 EEB 2208E Revise Course (guest: Christopher Elphick) (G) (S)

**D. Announcements and Discussion**

Overlapping Courses (Bedore)

**CATALOG COPY:**

**2018-222 PERS 1104 Add Course (guest: Gustavo Nanclares) (G) (S)**

*Proposed Copy:*

PERS 1104. Intermediate Persian II

Four credits. Prerequisite: PERS 1103 or equivalent. Continuation of PERS 1103.

Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world.

**2018-223 Individualized Major Revise Major (guest: Monica van Beusekom)**

*Current Copy:*

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student’s other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

### **Capstone**

All students with approved individualized major plans of study must register for UNIV 4600W Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

### **Writing in the Major**

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

### **Information Literacy Competency**

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the Individualized and Interdisciplinary Studies Program

*Proposed Copy:*

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student’s other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

**Capstone**

All students with approved individualized major plans of study must complete a capstone during their last academic year. Students must either register for [UNIV 4600W](https://catalog.uconn.edu/UNIV/#4600W) Capstone Course ~~(~~or [UNIV 4697W](https://catalog.uconn.edu/UNIV/#4697W) Senior Thesis (for honors and other students writing a thesis) or propose an alternative capstone course. An alternative capstone must provide the student the opportunity to engage in a research or creative project that integrates the themes of the major. Alternative capstones must be approved by the student’s primary faculty advisor and the director of the program ~~during their last academic year~~. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

**Writing in the Major**

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

**Information Literacy Competency**

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the Individualized and Interdisciplinary Studies Program

**2018-224 LLAS/SOCI 5XXX Add Course (guest: Marysol Asencio)**

*Proposed Copy:*

LLAS/SOCI 5XXX. Race, Immigration and Reproduction

Three credits.

This interdisciplinary course considers intersections of race, immigration, and reproduction within the United States and in a transnational context.

**2018-225 POLS 3434/W Add Course (guest: Jennifer Sterling-Folker) (G) (S)**

*Proposed Copy:*

POLS 3434. Excavating the International in Everyday Practices

Three credits. Recommended Preparation: POLS 1402.

Examination of daily international practices utilizing an everyday objects lens, with attention to ethical implications for activism, change and social justice

POLS 3434W. Excavating the International in Everyday Practices

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1402.

**2018-226 POLS 3019 Add Course (guest: Jane Gordon)**

*Proposed Copy:*

POLS 3019. Black Political Thought.

Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211.

Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization.

**2018-227 POLS 5117 Add Course (guest: Jane Gordon)**

*Proposed Copy:*

POLS 5117. Settler Colonialism/American Indigenous Thought and Practice

Three credits. Recommended Preparation: POLS 5100

Exploration of work in political theory engaging settler colonialism and historic and contemporary American indigenous thought and practice.

**2018-228 ANTH/LLAS/PHIL/POLS 5800 Add Course (guest: Jane Gordon)**

*Proposed Copy:*

ANTH/LLAS/PHIL/POLS 5800 Race in the Formation of the Human Sciences

Three credits.

Explores how race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world.

**2018-229 MA in Race, Ethnicity, and Politics Add Degree (guest: Jane Gordon)**

*Advisory Discussion: See Proposal*

**2018-230 MA in Politics and Popular Culture Add Degree**

*Advisory Discussion: See Proposal*

**2018-231 POLS 3720 Add Course**

*Proposed Copy:*

POLS 3720. Heroes and Villains in 21st-Century Politics

Three credits. Prerequisite: Open to juniors and above.

Exploration of how conventional understandings of heroism and villainy influence contemporary politics.

**2018-232 POLS 3710 Add Course**

*Proposed Copy:*

POLS 3710. Political Science Fiction.

Three credits.

International relations theory and speculative fiction as competing and complementary interpretations of war, peace, and politics.

**2018-233 POLS 5710 Add Course**

*Proposed Copy:*

POLS 5710. Political Science Fiction

Three credits.

International relations theory and speculative fiction as interpretations and interrogations of war, peace, politics, knowledge, and imagination.

**2018-234 MATH 3710 Revise Course**

*Current Copy:*

MATH 3710. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350. Construction of mathematical models in the social, physical, life and management sciences. Linear programming, simplex algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling.

*Proposed Copy:*

MATH 3710. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210Q and 2410Q. Not open for credit to students who have passed PHYS 5350.

Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines

**2018-235 MATH 3710W Add Course (G) (S)**

*Proposed Copy:*

MATH 3710W. Introduction to Mathematical Modeling

Three credits. Prerequisite: MATH 2144Q, or 2420Q; or MATH 2210Q and 2410Q; and ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed PHYS 5350. Only open to mathematics majors.

Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines

**2018-236 MARN 3003Q Revise Course (G) (S)**

*Current Copy:*

MARN 3003Q. Environmental Reaction and Transport

Four credits. Prerequisite: CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q). Vlahos

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

*Proposed Copy:*

MARN 3003Q. Environmental Reaction and Transport

Four credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Vlahos

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

**2018-237 MARN 4001 Revise Course**

*Current Copy:*

MARN 4001. Measurement and Analysis in Coastal Ecosystems

First semester (Avery Point). Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisite: Both MARN 2002 and 3001, or instructor consent. Granger, Koerting

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

*Proposed Copy:*

MARN 4001. Measurement and Analysis in Coastal Ecosystems

First semester Avery Point. Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisite: MARN3001 and 3002.

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

**2018-238 MARN 4002 Revise Course**

*Current Copy:*

MARN 4002. Science and the Coastal Environment

Second semester Avery Point. Three credits. Prerequisite: MARN 2002, 3001, and 4001; or at least two (2) of the following: MARN 4030W, 4050, and 4060. Tobias, Trumbull

Specific cases of multiple impacts on environmental resources and coastal habitats. Current scientific understanding as a basis for sociopolitical decision-making (e.g., land-use impacts on coastal processes in relation to zoning regulation and water-quality criteria).

*Proposed Copy:*

MARN 4002. Science and the Coastal Environment

Second semester (Avery Point). Three credits. Prerequisite: MARN 4001 or instructor consent.

Specific cases of multiple impacts on environmental resources and coastal habitats. Current scientific understanding as a basis for sociopolitical decision-making (e.g., land-use impacts on coastal processes in relation to zoning regulation and water-quality criteria).

**2018-239 EEB 2208E Revise Course (guest: Christopher Elphick) (G) (S)**

*Current Copy:*

EEB 2208. Introduction to Conservation Biology

Three credits.

Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change.

*Proposed Copy:*

EEB 2208E. Introduction to Conservation Biology

Three credits. Recommended preparation: BIOL 1102 or 1108.

Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change. CA 3.

**ADDITIONAL MATERIALS:**

**B. Approvals by the Chair**

**2018-218 MARN 4895 Add Special Topic: Experimental Design in Marine Ecology**



**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: September 27, 2018

2. Semester and year this xx95 course will be offered: Spring 2019

3. Department: Marine Sciences

4. Course number and title proposed: MARN 4895/5995: Experimental Design in Marine Ecology

5. Number of Credits: 4

6. Instructor: Catherine Matassa

7. Instructor's position: Assistant Professor, Marine Sciences

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:

**Course Description (for Catalog):** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R,and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

11. Please attach a sample/draft syllabus to first-time proposals.Please see attached document, MARN4895&5995\_ExpDes\_Syllabus.docx.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: Sept 27, 2018

Department Faculty: Sept 27, 2018

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

Catherine Matassa, 860-405-9028, catherine.matassa@uconn.edu

**Supporting Documents**

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

 MARN 4895/5995: Special Topics

*Experimental Design in Marine Ecology*

Department of Marine Sciences

Syllabus - Spring 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:** Experimental Design in Marine Ecology

**Credits:** 4 (undergraduate or graduate)

**Format:** in person [2 sessions per week, 2 hours each]

**Prerequisites:**  Biological Oceanography, Marine Biology, Ecology, or equivalent

**Professor:** Catherine M. Matassa

**Email:** [catherine.matassa@uconn.edu](mailto:catherine.matassa@uconn.edu)

**Telephone:** 860-405-9028

**Office Hours/Availability:** TBD/by appointment (response within 24h)

Course Materials

**Software:** [R](https://cran.r-project.org/), [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download), [Microsoft Excel](https://software.uconn.edu/microsoft-products-students/)

**Textbook:** Gotelli, N.J. and A.M. Ellison. 2013. A Primer of Ecological Statistics (2nd ed.). Sinauer Assoc. Inc., Sunderland, MA, USA. [ISBN: 9781605350646](https://global.oup.com/ushe/product/a-primer-of-ecological-statistics-9781605350646?cc=us&lang=en&)

**Additional supplies:** Bring your laptop computer (with software installed) and a standard function calculator to every class. If you do not have a laptop, please inform the instructor as soon as possible.

Course Description

**Course Description from Course Catalog:** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R,and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

Course Objectives

**By the end of the course, students should be able to**

1. Design an experiment to test a given hypothesis under realistic biological and logistical constraints,
2. critically evaluate the design and analysis of experiments in the scientific literature,
3. appropriately collect, organize, and inspect data from experiments,
4. appropriately analyze and visualize data using the statistical computing software R,
5. verbally describe relevant components of an experiment’s design and analysis, and
6. verbally communicate statistical and biological results.

Course Outline (and Calendar if Applicable)

Interactive lectures and problem-solving lab sessions promote active learning. Weekly *assignments* allow students to independently review the techniques, perform analyses using statistical software, and practice interpreting and communicating the results of experiments. Detailed feedback on assignments provides students with formative assessment on appropriate application of techniques. Three exams formatively assess knowledge, comprehension, application, and critical analysis of methods covered in the weeks prior to the exam. In addition, the third exam assesses each student’s ability to apply, synthesize, and critically evaluate topics in novel scenarios. Students taking the course for graduate credit will propose and present a short workshop on a design/analysis of their choice (with instructor approval).

The class schedule is subject to change. We may reach some topics sooner or later than currently listed, depending on how things are going. The most up-to-date schedule will always be posted on blackboard, and you will be notified of any changes via e-mail. Take note of important exam dates, deadlines, and due dates for homework assignments.

**Approximate Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Task** (weeks covered) |
| 1 | Descriptive statistics & hypothesis testing; Excel Bootcamp |  |
| 2 | Single-factor Analysis of Variance and its assumptions | Assignment 1 (1-2) |
| 3 | Pseudoreplication and sources of confusion; R Bootcamp (Part 1) |  |
| 4 | Multiple comparisons; R Bootcamp (Part 2) | Assignment 2 (2-4) |
| 5 | Linear regression | Assignment 3 (5) |
| 6 | Review of Linear Models/Snow-day make-up | Exam I (1-6) |
| 7 | ANCOVA | Assignment 4 (7) |
| 8 | Factorial designs and multifactor ANOVA (Part 1) |  |
| 9 | --Spring Break-- | Workshop proposals |
| 10 | Factorial designs and 2-way ANOVA (Part 2) | Assignment 5 (8-10) |
| 11 | Review of ANCOVA and Factorial Designs/Snow-day make-up | Exam II (7-11) |
| 12 | Introducing random effects: simple nested and randomized block designs |  |
| 13 | Complex nested designs: split-plot and repeated measures | Assignment 6 (12-13) |
| 14 | Introduction to MANOVA; Graduate Workshops | Workshop presentations |
| 15 | Graduate Workshops/Snow-day make-up | Workshop presentations |
| 16 | --Finals week-- | Exam III (1-15) |

Course Requirements and Grading

Summary of Course Grading

| Component | Weight (Undergraduate) | Weight (Graduate) |
| --- | --- | --- |
| Active Participation | 10% | 10% |
| Assignments | 50% | 35% |
| Exams | 40% | 40% |
| Workshop | NA | 15% |

**Active Participation**

Students are expected to prepare for (by completing assigned readings) and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study’s design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand.

**Assignments**

Assignments are designed for students to independently review and apply concepts and methods covered in class, use statistical software, and practice interpreting and communicating results. Assignments receive critical feedback from the instructor along with a preliminary score. Students integrate instructor feedback through revision and resubmission, which may improve their final score. Assignments are weighted equally. Due dates are listed on the course schedule.

**Exams**

Three exams are given throughout the semester. Details regarding the structure and content of exams will be reviewed in class. Weights for exams I, II, and III are 10, 13, and 17%, respectively. Exam dates are listed on the course schedule.

**Workshop** (graduate credit only)

Students taking the course for graduate credit will propose and present a workshop to the class on an experimental design and analysis approved by the instructor. The workshop will consist of a short lecture covering conceptual background and a tutorial on performing the analysis in R, including how to satisfy model assumptions and interpret model outputs. Assessment of the workshop is a function of content (complete and correct) and delivery (clarity and communication) and counts toward 15% of the final grade.

Grading Scale

| Score (%) | Letter Grade | GPA Points |  | Score (%) | Letter Grade | GPA Points |
| --- | --- | --- | --- | --- | --- | --- |
| 94-100 | A | 4.0 |  | 73-76 | C | 2.0 |
| 90-93 | A- | 3.7 |  | 70-72 | C- | 1.7 |
| 87-89 | B+ | 3.3 |  | 67-69 | D+ | 1.3 |
| 83-86 | B | 3.0 |  | 63-66 | D | 1.0 |
| 80-82 | B- | 2.7 |  | 60-62 | D- | 0.7 |
| 77-79 | C+ | 2.3 |  | <60 | F | 0.0 |

Due Dates and Late Policy  
All due dates and deadlines are identified in the course schedule. Assignments are due at the start of class don the indicated date. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* Scores on late submissions are penalized by 25% per day, receiving 0% after 4 days. Students may request extensions, in writing, for professional conflicts (at least 2 week in advance) or medical or family emergencies (within 24h).

Feedback and Grades

The instructor makes every effort to provide feedback and grades in a timely manner. Graded assignments will be returned to you before an exam covering the same topic. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Reliable internet access
* [Microsoft Office](https://software.uconn.edu/microsoft-products-students/)
* [R](https://cran.r-project.org/)
* [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download)

Help

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

Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats
* Open and access PDF files.
* Create and edit spreadsheets in Microsoft Excel

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.

The instructor appreciates longer-term feedback about how skills acquired during the course have or have not been useful to students in their future studies or career. Please inform the instructor if you are willing to participate in this type of survey/evaluation.

**2018-219 MARN 5995 Add Special Topic: Experimental Design in Marine Ecology**



**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.

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

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(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: September 27, 2018

2. Semester and year this xx95 course will be offered: Spring 2019

3. Department: Marine Sciences

4. Course number and title proposed: MARN 4895/5995: Experimental Design in Marine Ecology

5. Number of Credits: 4

6. Instructor: Catherine Matassa

7. Instructor's position: Assistant Professor, Marine Sciences

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:

**Course Description (for Catalog):** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R,and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

11. Please attach a sample/draft syllabus to first-time proposals.Please see attached document, MARN4895&5995\_ExpDes\_Syllabus.docx.

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: Sept 27, 2018

Department Faculty: Sept 27, 2018

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

Catherine Matassa, 860-405-9028, catherine.matassa@uconn.edu

**Supporting Documents**

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

 MARN 4895/5995: Special Topics

*Experimental Design in Marine Ecology*

Department of Marine Sciences

Syllabus - Spring 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:** Experimental Design in Marine Ecology

**Credits:** 4 (undergraduate or graduate)

**Format:** in person [2 sessions per week, 2 hours each]

**Prerequisites:**  Biological Oceanography, Marine Biology, Ecology, or equivalent

**Professor:** Catherine M. Matassa

**Email:** [catherine.matassa@uconn.edu](mailto:catherine.matassa@uconn.edu)

**Telephone:** 860-405-9028

**Office Hours/Availability:** TBD/by appointment (response within 24h)

Course Materials

**Software:** [R](https://cran.r-project.org/), [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download), [Microsoft Excel](https://software.uconn.edu/microsoft-products-students/)

**Textbook:** Gotelli, N.J. and A.M. Ellison. 2013. A Primer of Ecological Statistics (2nd ed.). Sinauer Assoc. Inc., Sunderland, MA, USA. [ISBN: 9781605350646](https://global.oup.com/ushe/product/a-primer-of-ecological-statistics-9781605350646?cc=us&lang=en&)

**Additional supplies:** Bring your laptop computer (with software installed) and a standard function calculator to every class. If you do not have a laptop, please inform the instructor as soon as possible.

Course Description

**Course Description from Course Catalog:** This course introduces students to a variety of experimental designs and their corresponding analyses with a focus on effectively applying these methods in marine biology and ecology. Analysis of Variance provides a foundation for topics including (but not limited to) replication and pseudoreplication, model assumptions, null hypothesis significance testing, confidence intervals, effect sizes, post-hoc tests, data analysis and visualization in R,and the interpretation and communication of experimental methods and results.

**Additional faculty description**: During the course, students will develop a set of practical, powerful, and accessible tools and communication skills that will allow them to design, execute, analyze, and interpret ecological experiments. By building a strong conceptual foundation and critical thinking skills, students are prepared to pursue more complex designs and analyses in the future.

Course Objectives

**By the end of the course, students should be able to**

1. Design an experiment to test a given hypothesis under realistic biological and logistical constraints,
2. critically evaluate the design and analysis of experiments in the scientific literature,
3. appropriately collect, organize, and inspect data from experiments,
4. appropriately analyze and visualize data using the statistical computing software R,
5. verbally describe relevant components of an experiment’s design and analysis, and
6. verbally communicate statistical and biological results.

Course Outline (and Calendar if Applicable)

Interactive lectures and problem-solving lab sessions promote active learning. Weekly *assignments* allow students to independently review the techniques, perform analyses using statistical software, and practice interpreting and communicating the results of experiments. Detailed feedback on assignments provides students with formative assessment on appropriate application of techniques. Three exams formatively assess knowledge, comprehension, application, and critical analysis of methods covered in the weeks prior to the exam. In addition, the third exam assesses each student’s ability to apply, synthesize, and critically evaluate topics in novel scenarios. Students taking the course for graduate credit will propose and present a short workshop on a design/analysis of their choice (with instructor approval).

The class schedule is subject to change. We may reach some topics sooner or later than currently listed, depending on how things are going. The most up-to-date schedule will always be posted on blackboard, and you will be notified of any changes via e-mail. Take note of important exam dates, deadlines, and due dates for homework assignments.

**Approximate Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Task** (weeks covered) |
| 1 | Descriptive statistics & hypothesis testing; Excel Bootcamp |  |
| 2 | Single-factor Analysis of Variance and its assumptions | Assignment 1 (1-2) |
| 3 | Pseudoreplication and sources of confusion; R Bootcamp (Part 1) |  |
| 4 | Multiple comparisons; R Bootcamp (Part 2) | Assignment 2 (2-4) |
| 5 | Linear regression | Assignment 3 (5) |
| 6 | Review of Linear Models/Snow-day make-up | Exam I (1-6) |
| 7 | ANCOVA | Assignment 4 (7) |
| 8 | Factorial designs and multifactor ANOVA (Part 1) |  |
| 9 | --Spring Break-- | Workshop proposals |
| 10 | Factorial designs and 2-way ANOVA (Part 2) | Assignment 5 (8-10) |
| 11 | Review of ANCOVA and Factorial Designs/Snow-day make-up | Exam II (7-11) |
| 12 | Introducing random effects: simple nested and randomized block designs |  |
| 13 | Complex nested designs: split-plot and repeated measures | Assignment 6 (12-13) |
| 14 | Introduction to MANOVA; Graduate Workshops | Workshop presentations |
| 15 | Graduate Workshops/Snow-day make-up | Workshop presentations |
| 16 | --Finals week-- | Exam III (1-15) |

Course Requirements and Grading

Summary of Course Grading

| Component | Weight (Undergraduate) | Weight (Graduate) |
| --- | --- | --- |
| Active Participation | 10% | 10% |
| Assignments | 50% | 35% |
| Exams | 40% | 40% |
| Workshop | NA | 15% |

**Active Participation**

Students are expected to prepare for (by completing assigned readings) and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study’s design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand.

**Assignments**

Assignments are designed for students to independently review and apply concepts and methods covered in class, use statistical software, and practice interpreting and communicating results. Assignments receive critical feedback from the instructor along with a preliminary score. Students integrate instructor feedback through revision and resubmission, which may improve their final score. Assignments are weighted equally. Due dates are listed on the course schedule.

**Exams**

Three exams are given throughout the semester. Details regarding the structure and content of exams will be reviewed in class. Weights for exams I, II, and III are 10, 13, and 17%, respectively. Exam dates are listed on the course schedule.

**Workshop** (graduate credit only)

Students taking the course for graduate credit will propose and present a workshop to the class on an experimental design and analysis approved by the instructor. The workshop will consist of a short lecture covering conceptual background and a tutorial on performing the analysis in R, including how to satisfy model assumptions and interpret model outputs. Assessment of the workshop is a function of content (complete and correct) and delivery (clarity and communication) and counts toward 15% of the final grade.

Grading Scale

| Score (%) | Letter Grade | GPA Points |  | Score (%) | Letter Grade | GPA Points |
| --- | --- | --- | --- | --- | --- | --- |
| 94-100 | A | 4.0 |  | 73-76 | C | 2.0 |
| 90-93 | A- | 3.7 |  | 70-72 | C- | 1.7 |
| 87-89 | B+ | 3.3 |  | 67-69 | D+ | 1.3 |
| 83-86 | B | 3.0 |  | 63-66 | D | 1.0 |
| 80-82 | B- | 2.7 |  | 60-62 | D- | 0.7 |
| 77-79 | C+ | 2.3 |  | <60 | F | 0.0 |

Due Dates and Late Policy  
All due dates and deadlines are identified in the course schedule. Assignments are due at the start of class don the indicated date. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.* Scores on late submissions are penalized by 25% per day, receiving 0% after 4 days. Students may request extensions, in writing, for professional conflicts (at least 2 week in advance) or medical or family emergencies (within 24h).

Feedback and Grades

The instructor makes every effort to provide feedback and grades in a timely manner. Graded assignments will be returned to you before an exam covering the same topic. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Reliable internet access
* [Microsoft Office](https://software.uconn.edu/microsoft-products-students/)
* [R](https://cran.r-project.org/)
* [RStudio Desktop](https://www.rstudio.com/products/rstudio/download/#download)

Help

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

Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats
* Open and access PDF files.
* Create and edit spreadsheets in Microsoft Excel

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.

The instructor appreciates longer-term feedback about how skills acquired during the course have or have not been useful to students in their future studies or career. Please inform the instructor if you are willing to participate in this type of survey/evaluation.

**2018-220 TRST 3195 Add Factotum Course**



**Proposal to Add a Factotum Course**

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

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

**I. Special Topics course**

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

# Items Included in Catalog Listing

1. Standard abbreviation for Department, Program or Subject Area: TRST Course Number (must be ‘xx85’ or ‘xx95’): 3195

3. Course Title: Special Topics

Top of Form

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

(choose one) \_X\_ : \_3\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

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

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

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

\_X\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

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

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

TRST 3195. Special Topics in Translation Studies.

Three credits. Prerequisites and recommended preparation vary. With a change of topic, may be repeated for credit to a maximum of six 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: 10.3.2018

    Department Faculty:

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

Peter Constantine

917-704-1140

peter.constantine@uconn.edu

**2018-221 TRST 3195 Add Special Topic: Editing and Publishing International Literature**



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

Last revised: September 24, 2013

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

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

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

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

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

1. Date of this proposal: October 4, 2018

2. Semester and year this xx95 course will be offered: Spring 2019

3. Department: LCL

4. Course number and title proposed: TRST 3195—Editing and Publishing International Literature

5. Number of Credits: 3

6. Instructor: Peter Constantine

7. Instructor's position: Faculty in Residence, Director of Program in Literary Translation

(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 X If yes, when?

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

10. Short description: Practicum in editing publications of international literature in translation, culminating in the production and publication of the All Translation anthology.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 10.4.2018

Department Faculty:

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

Peter Constantine

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

917-704-1140

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 3100—Editing and Publishing International Literature**

Instructor: Peter Constantine, [peter.constantine@uconn.edu](mailto:peter.constantine@uconn.edu)

**Description**

*All Translation* is the University of Connecticut’s anthology of international literature in translation, published from LCL’s Program in Literary Translation. The anthology is an annual publication of exceptional translations by young, cutting-edge translators, from UConn students to early-career translators from around the world. Students enrolled in this course will act as the anthology’s editorial team, developing a broad range of professional skills which will give them a competitive edge in today’s job market. Students will develop proficiency in their specialized roles, and gain a working knowledge of all aspects of the publication process while working as a collaborative unit on *All Translation*. In this course, students will:

* develop proficiency with Adobe InDesign and other industry software,
* learn the skills to design, typeset, and produce print-ready galleys for publication,
* cultivate a working knowledge of the publishing world,
* learn to create and evaluate cover letters, manuscripts, and submission packets,
* build a professional editorial portfolio of work produced in the class.

**Required Texts**

No formal texts required. Class notes and reading material will be available on HuskyCT.

**Course Components**

*Editorial Roles*

A significant portion of the work completed for this class will be dedicated to editorial duties. Students will receive a comprehensive overview on the individual editorial roles associated with operating a literary publication, which will include class visits by professional editors. Students will also be assigned roles based on their skillset and individual preferences and interests. Examples of editorial roles will include: art editor, copyeditor, senior editor, world literature editor, poetry editor, nonfiction editor, etc. Over the course of the semester, students will learn how these roles perform in a bustling work environment, as they develop proficiency in the skills and software used in evaluating, proofreading, and preparing literature for publication in *All Translation*.

*Publication Packet*

Students will compile a publication packet consisting of four essential components of a professional submission of translated work for publication, including: a cover letter, a rights letter, a 50-word translator biography, and a 500-word translator’s note. Throughout the semester, students will evaluate models and examples of each document, and will receive advice and suggestions from visiting professional editors.

*Final Portfolio*

The final portfolio will showcase students’ editorial skills and accomplishments from the semester. Portfolios will be tailored to the skillset and responsibilities of each role, and will include materials such as: page proofs and galleys, art features, multimedia, and other components of a professional publishing portfolio.

**Evaluation**

The final grade will be evaluated based on four components:

30% Editorial assignments and milestone evaluations

20% Participation

20% Publication packet

30% Final portfolio

**Plagiarism**

Plagiarism is the theft of another’s ideas or specific language, and the presentation of that material as one’s own. In translation, plagiarism is copying out or following another translator’s word choices without an acknowledgement. Any student who commits plagiarism will receive a grade of “F” for the course. The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether or not further penalties, including expulsion from the University, are warranted.

**Accommodations**

The Program in Literary Translation is committed to making educational opportunities available to all of our students. If you have a physical, psychological, medical, or learning disability that may impact your work in this course, please contact the Center for Students with Disabilities (Wilbur Cross 2013, 860-486-2020). They will determine what accommodations are necessary and appropriate and provide the instructors with a letter describing those accommodations. All information and documentation is confidential. Please speak with an instructor if you have any concerns.

**Plan of Classes**

Week One – Introduction to *All Translation* and comprehensive overview of editorial roles and milestones.

Week Two – Review sample submissions and explore the topics of evaluating, proofreading, and preparing literary material for publication.

Week Three – Class visits with editors of independent literary presses for Q&A discussions. Assigning of editorial roles. Introduction to Adobe InDesign software and instruction in the layout and typesetting of manuscripts; hands-on exercises involving formatting sample manuscripts and other documents.

Week Four – Comprehensive overview of all elements of the production timeline, including galley proof creation and typesetting. Begin overview of documents for publication packet.

Week Five – First editorial milestone. Brief editorial presentations on publication timeline progress and activities. Continued instruction on formatting publications using Adobe InDesign software. Begin review of submitted translations for publication.

Week Six – Overview of magazine production elements such as paper types and weights, cover types, common trim sizes, and other properties. Overview of the magazine printing and distribution process.

Week Seven – Second editorial milestone. Brief editorial presentations on publication timeline progress and activities. Group analysis comparing and evaluating current literary journals and anthologies.

Week Eight – First draft of publication packet due. Second class visit with editors of independent literary presses for Q&A discussions.

Week Nine – Third editorial milestone. Brief editorial presentations on publication timeline progress and activities. Group workshop and review of publication packets.

Week Ten – Final deadline for accepting translations for publication. Final assignments issued to editorial team.

Week Eleven – Fourth editorial milestone. Brief editorial presentations on publication timeline progress and activities. Overview of the online components of a literary publication, including the tasks and skills involved in maintaining a website, mailing list, social media presence, and other online elements.

Week Twelve – Final draft of publication packet due. Review of Adobe InDesign formatting options and capabilities. Analysis and evaluation of sample portfolios.

Week Thirteen – Fifth editorial milestone. Brief editorial presentations on publication timeline progress and activities. Group and individual work on *All Translation*.

Week Fourteen – Final editorial milestone. Class presentation on the completed volume of *All Translation*. Discussion, peer review, and project evaluation. Final portfolio due on the last day of exams.

**C. New Business**

**2018-222 PERS 1104 Add Course (guest: Gustavo Nanclares) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8637 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Persian II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PERS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Persian II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Persian |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Second Language |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Four periods of 50 minutes or two periods of 75 minutes and one period of 50 minutes per week. Lectures, class discussion, oral activities, readings, and other assignments. |

|  |  |
| --- | --- |
| **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 |
| **Is Consent Required for course?** | No Consent Required |

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PERS 1104: Intermediate Persian II Four credits. Prerequisite: PERS 1103 or equivalent. Continuation of PERS 1103. Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world. |
| **Reason for the course action** | We need to add the last semester in the four-semester sequence of Persian language. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to expand and solidify the student’s command of Persian vocabulary, grammar, and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. Students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. By the completion of this course, students are expected to acquire an ACTFL proficiency level of “Intermediate Mid” in listening, speaking, reading, and writing. |
| **Describe course assessments** | Participation in class activities, homework assignments, quizzes, two midterms, a final project, and a final exam. Students are expected to be engaged and participate in a number of class and group activities on a daily basis, small spelling quizzes and dictations, and vocab quizzes. |
| **General Education Goals** | While this course will help students achieve a number of the goals set forward for the general education curriculum, perhaps the one that is most relevant to it is the student's ability to enhance their consciousness of the diversity of the human culture and experience. Languages are obviously part of that human diversity, but they are also a vehicle to communicate and exchange with peoples who are different from us and to obtain a deeper understanding of their cultures and identities. Moreover, this course will teach language within a cultural context, and therefore stress will be placed on the study of cultural and social customs and practices. Additionally, this, being a Foreign Language course, will fulfill the Gen Ed FL requirement. The course will help students acquire listening, speaking, reading and writing skills in the Persian language within a cultural setting and will increase their awareness and understanding of the cultures and societies of the Persian speaking world (Iran, Afghanistan, Tajikistan, and parts of Uzbekistan). |
| **Skill Code W** | None |
| **Skill Code Q** | None |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Persian syllabus 1104.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136377&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C05e12393a7404c16d9a408d629408c0c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636741754536195545&sdata=zy2MPKH%2BybjzfMWyd4QyiB0pL1347rbR6fxD5JywRrM%3D&reserved=0) | Persian syllabus 1104.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 10/02/2018 - 11:32 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Sara R Johnson | 10/03/2018 - 09:47 | Approve | 10/3/2018 | Since this just came in and the deadline for the next CCC meeting is today, I'm signing off on this now and notifying the departmental committee. In the unlikely case that they have any objections, I will let Pam know before Friday so that the proposal can be put off to a future meeting. | |

**Intermediate Persian level II**

**Fall 2018**

**COURSE INFORMATION**

Monday & Wednesday

Instructor: Seyedeh Taebi

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

Office Hours Days: M,W

Office Hours Location: OAK

Course Overview

Persian language is spoken in Iran, Afghanistan, Tajikistan, and parts of Uzbekistan, in three dialects of Farsi, Dari and Tajiki respectively. Farsi and Dari have the same alphabet, grammar, sentence structure and script. This intermediate course in Persian language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in Persian as spoken in modern Iran.

The main goal of this course is to expand and solidify student’s command of Persian vocabulary, grammar, and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. Students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews, and discussion of topics.

By the completion of this course, students are expected to acquire an ACTFL proficiency level of “Intermediate Mid” or better in listening, speaking, reading, and writing.

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

1. Initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2. Create sentences and short paragraphs related to most survival needs, personal history, daily life, etc
3. Write short paragraphs with reasonable accuracy.
4. Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines
5. Develop some cultural awareness through readings, films and class discussions.

**Expectations**

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

**Course Materials**

* **Persian Learner** Intermediate Persian for college students. Peyman Nojoumian.
* <https://www.persianlearner.com/pages/login.php>

**Course Assessment and Grading**

We will have two midterms, a final exam, and a final project

**Point System**

Class Participation 20%

Homework and spelling 15 %  
Two midterms 30 %  
Project 10%

Final Exam 25%

**Course Schedule: PER**

**Week 1**

Unit 26  Immigration Iranians   
Explaining and describing social issues. Expressing and supporting opinions in an argument structure

Homework   
pages   
107, 112

**Week 2:**

Unit 26: immigration Cultural values

Taking a stand and defending it. Describing cultural values and expectations.

Homework   
pages   
116, 120

**Week 3:**

Unit 27: Job Market , Applying for Jobs

Describing jobs in detail. Expressing opinions. analyzing job ads. Applying for a job, describing steps to apply for a job. Interviewing for a job.

Homework   
pages 127,132

**Week 5:**

**Week 6:**

Unit 28: Iranian Handcrafts Industry

Describing artwork in detail. Defining a concept.

Expressing properties and applications of artwork and handcraft industry

Homework:

147,152

**Review Unit 26&27**

**First Midterm Exam**

**Week 4:**

Unit 27: **Job Market, Resume Writing, Interview**

Describing issues. Problem solving. Analyzing polls.

Homework:

Pages 135,140

**Week 8:**

**Week 7:**

Spring Recess

Enjoy

Unit 28: Iranian Handcrafts Industry

. Analyzing an infographic.

Extracting and finding important info.

Homework pages: 156, 160

**Week 9:**

Unit 29: Social Issues Crime Polls

Expressing and supporting opinions. Take a stand and supporting opinion. Hypothesizing. Defining abstract concepts .

Homework   
pages: 76, 80

Unit29:Social Issues Crime Polls

Finding solutions for social problems. Listening to an issue and analyzing it. Analyzing and extracting information.

Homework   
pages : 175,180

**Week10:**

**Week 11:**

**Review unit 28&29**

**Second Midterm exam**

**Week 12:**

Unit 30: A Short History of Iranian Cinema, Short Story

Analyzing a case. Watching a feature movie and finding important information. Expressing points of views and criticizing.

Finding similarities and differences between cultures through movies. Summarizing a short story.

Homework pages   
186,191

**Week 13:**

Unit 30; A Short History of Iranian Cinema, Short Story

Homework pages

195,200

**Week 14:**

**Final Exam review and Presentation**

**2018-223 Individualized Major Revise Major (guest: Monica van Beusekom)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: Sept. 18, 2018

2. Department or Program: Individualized and Interdisciplinary Studies Program

3. Title of Major: Individualized Major

4. Effective Date (semester, year): earliest effective date- Summer 2019

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

5. Nature of change: Add the option of an alternative to the standard capstone options

# Existing Catalog Description of Major

# Individualized Major

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student’s other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

### **Capstone**

All students with approved individualized major plans of study must register for UNIV 4600W Capstone Course (or UNIV 4697W Senior Thesis for honors and other students writing a thesis) during their last academic year. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

### **Writing in the Major**

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

### **Information Literacy Competency**

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the Individualized and Interdisciplinary Studies Program

# Proposed Catalog Description of Major

The Individualized Major Program allows a student to create a major that is not otherwise offered at the University of Connecticut. In order to submit a proposal for admission to the program, a student must: be in good academic standing, have a minimum grade point average of 2.0, and have third semester standing or higher. It is recommended that the student not have begun his or her final 30 credits of study.

The proposed individualized major must be coherent in theme, have academic merit, and include at least 36 credits, numbered 2000 or higher, from two or more departments in the University. At least 18 credits shall come from departments of this College. The major may include up to 6 credits of independent study and 6 credits of field work. The student may include the individualized major in a double major plan of study, but at least 24 credits of the individualized major plan must not overlap with the student’s other major and its related field courses. To graduate, the student must earn a grade point average of 2.5 or better in the 36 credits of the individualized major.

Individualized majors may contribute to Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees.

**Capstone**

All students with approved individualized major plans of study must complete a capstone during their last academic year. Students must either register for [UNIV 4600W](https://catalog.uconn.edu/UNIV/#4600W) Capstone Course ~~(~~or [UNIV 4697W](https://catalog.uconn.edu/UNIV/#4697W) Senior Thesis (for honors and other students writing a thesis) or propose an alternative capstone course. An alternative capstone must provide the student the opportunity to engage in a research or creative project that integrates the themes of the major. Alternative capstones must be approved by the student’s primary faculty advisor and the director of the program ~~during their last academic year~~. (Double majors and additional degree students may meet the capstone requirement by substitution if they register for a capstone course or thesis in the final year of their other major.)

**Writing in the Major**

In addition to the capstone, all students must nominate one other course numbered 2000 or higher in which they will write in a relevant academic discipline (where feasible, this course should be a W course). (Double majors and additional degree students may choose to satisfy the exit level writing in the major competency outside the Individualized Major.)

**Information Literacy Competency**

All majors must include the capstone and one research methods or research course in their plans of study. (Double majors and additional degree students may choose to satisfy the information literacy competency outside the Individualized Major.)

The individualized major is administered by the Individualized and Interdisciplinary Studies Program

# Justification

1. Reasons for changing the major: Individualized majors normally meet the capstone requirement by completing either UNIV 4600W Capstone Course or UNIV 4697W Thesis. Our existing practice allows students to propose an alternative capstone course. That course must allow them to integrate the themes of the major. Only a few students opt for an alternative each year (0-5 per year out of 60-65 graduating seniors) and these exceptions are currently approved by the student’s faculty advisor and the program director and then referred to CLAS Academic Services for approval. CLAS Academic Services has asked us to revise the catalog language since the alternative capstone is part of our regular policy.

2. Effects on students: None. They are currently able to request approval of an alternative capstone.

3. Effects on other departments: None. Students pursuing an alternative capstone are typically enrolled in a regular course, for example a senior seminar, graduate-level course or other advanced level course that allows them to integrate the themes of their major.

4. Effects on regional campuses: May give students pursuing an individualized major at a regional campus more options for completing the capstone requirement.

5. Dates approved by

    Department Curriculum Committee: Individualized Major Advisory and Admissions Committee on Sept. 13, 2018

    Department Faculty: Individualized Major Advisory and Admissions Committee on Sept. 13, 2018

6. Name, Phone Number, and e-mail address of principal contact person: Anastasios Tzingounis, Chair, Individualized Major Advisory and Admissions Committee (anastasios.tzingounis@uconn.edu - 860-486-7916), and Monica van Beusekom, Director, Individualized and Interdisciplinary Studies Program (monica.vanbeusekom@uconn.edu – 860-486-0324)

**2018-224 LLAS/SOCI 5XXX Add Course (guest: Marysol Asencio)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8557 |
| **Request Proposer** | Gebelein |
| **Course Title** | Race, Immigration and Reproduction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Latino and Latin American Studies > Sociology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | LLAS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Latino and Latin American Studies |
| **Course Subject Area #2** | SOCI |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Sociology |
| **Reason for Cross Listing** | Dr Asencio is a joint faculty in LLAS and SOCI and her course considers sociological approaches to the study of ethnic groups in the U.S. |
| **Course Title** | Race, Immigration and Reproduction |
| **Course Number** | 5XXX |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Anne Gebelein |
| **Initiator Department** | El Instituto Lat Amer Studies |
| **Initiator NetId** | acg10006 |
| **Initiator Email** | [anne.gebelein@uconn.edu](mailto:anne.gebelein@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** | 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?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is a graduate course |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Race, Immigration and Reproduction Three credits. This interdisciplinary course considers intersections of race, immigration, and reproduction within the United States and in a transnational context. |
| **Reason for the course action** | Dr Asencio has been teaching this course as a variable topics class, and would now like to make it a permanent graduate offering. |
| **Specify effect on other departments and overlap with existing courses** | Dr Asencio works with graduate students in Sociology, LLAS, and HDFS. This course will add to the curricula of all 3 departments. There is no course similar to this one in LLAS. |
| **Please provide a brief description of course goals and learning objectives** | Course Goal: The overall goal of the course is to critically review the various interconnections between race, immigration, and reproduction and how Latina/o/x and other racial/ethnic minority populations are situated within these intersections. Course Objectives: 1. To analyze the role of imperialism/coloniality in the development of race and racism, as a structural, institutional and social entity. 2. To evaluate the influence of race/ethnicity, gender, class, and religion in “citizenship”, belonging, and rights. 3. To understand key historical moments and the development of laws, and policies around race, immigration, and reproduction in the United States. 4. To analyze health and social policies and programs involving immigrant and marginalized populations and its relationship to social and health inequities. 5. To apply race as a frame to contemporary U.S., transnational and/or global exchanges involving immigration and reproduction. |
| **Describe course assessments** | Requirements Percentage of Grade Due Date I. Class Participation 24% II. Readings and Discussion Points 30% Since this is a graduate course, the grading will be the following: A. Preliminary Paper 26% B. Presentation of Paper 10% C. Final Paper` 10% 100% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [RIRsyl\_19\_CC Review\_mod.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136077&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb28ea74d3a3a4497b00408d62aaa0644%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743307070512406&sdata=K93rAuVU9WuE9H3xmNRoX13NiXz%2FBhhRcF3AzDYko3w%3D&reserved=0) | RIRsyl\_19\_CC Review\_mod.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Anne Gebelein | 09/26/2018 - 21:35 | Submit |  | This course was approved by El Instituto's C & C on Monday, Sept 24th. It also needs to be approved by Sociology's C & C. | | Latino and Latin American Studies | Anne Gebelein | 09/27/2018 - 19:10 | Approve | 9/24/2018 | LLAS approves of this course | | Sociology | Ralph B McNeal | 10/04/2018 - 08:17 | Approve | 10/3/2018 | Unanimous approval | |

**2018-225 POLS 3434/W Add Course (guest: Jennifer Sterling-Folker) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8597 |
| **Request Proposer** | Sterling-Folker |
| **Course Title** | Excavating the International in Everyday Practices |
| **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** | Excavating the International in Everyday Practices |
| **Course Number** | 3434/W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer A Sterling-Folker |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jas02026 |
| **Initiator Email** | [jennifer.sterling-folker@uconn.edu](mailto:jennifer.sterling-folker@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** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall,Spring |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | A combination of lecture, discussion, in-class research activities, and writing workshops. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1402 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Honors enrollment restriction |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This course has been designed as a Honors core course. Its availability at other campuses will be limited due to the limited number of honors students and available faculty elsewhere. |
| **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 3434. Excavating the International in Everyday Practices  Three credits. Recommended Preparation: POLS 1402.  Examination of daily international practices utilizing an everyday objects lens, with attention to ethical implications for activism, change and social justice  POLS 3434W. Excavating the International in Everyday Practices  Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1402. |
| **Reason for the course action** | This course has been developed as part of a competitive initiative by the University Honors program to expand its Honors Core Course offerings. It will provide honors students with a unique and challenging exploration of the topic, one which involves active and continuous critical analytical engagement with course material through readings, seminar discussions, written essays, group research and presentations. While several existing Political Science (POLS) Honors Core courses examine a particular international topic, this proposed course takes a broader, more comprehensive approach to the subject of the international. Its focus on examining particular daily, “taken-for-granted” objects or practices is unique and a powerful mechanism for engaging students directly in world affairs. No course offered currently by the POLS department or in the current Honors core utilizes this kind of pedagogy and learning experience. Teaching loads and class sizes in other department courses will not change with the addition of this course. Enrollment will be restricted to honors students since the course has been funded by and designed specifically for the University Honors core curriculum. |
| **Specify effect on other departments and overlap with existing courses** | The course content is not similar to that taught in other departments and should have no effects on majors in other departments |
| **Please provide a brief description of course goals and learning objectives** | The course focuses on how we continually participate in the international and perpetuate particular ideas, policies and practices both nationally and globally. Students will develop a richer, more sophisticated understanding of how the international occurs and what this means for our ability to make deep and lasting social change. More specifically, the course has 4 learning objectives. One, introduce students to the varied forces (historical, political, economic, social) that shape the international and our daily experience of and participation in it. Two, develop student's critical analytical understanding of the nuances and complexities of the international from multiple perspectives. Three, students will consider the ethical implications of their agency in the international, including their scope and ability to affect desired change and social justice. Four, students will develop and refine their advanced research, collaborative and writing skills. By examining the international from the ground-up, students will be exposed to a wide variety of disciplinary perspectives and concepts and will be encouraged throughout the semester to continuously apply their newly acquired knowledge about, and critical insight into, the daily practice of the international. By the end of the course students will be prepared to critically engage with and assess contemporary global affairs and their own agency in the world beyond our national borders and perspectives. |
| **Describe course assessments** | The course has three sequential units with accompanying readings, research/writing assignments and participation or presentation requirements. The work from these units will culminate in a final research paper (25-35 pages) which contains revised and edited writing from prior assignments as well as additional, expanded material that reflects their understanding and critical analysis of the everyday practice of the international. In the first unit, students are expected to respond in writing to discussion questions based on the readings at the start of each class and to participate in class discussions. At the end of the unit they will write a short paper (5 pages) summarizing and critically considering the ideas and themes of the unit’s readings and discussions. In the second unit, students will be assigned responsibility for researching, writing and presenting on a different conceptual aspect of the type of item or practice. At the end of each module students will give a short in-class presentation based on their findings and write a short paper (5-7 pages) analyzing their research. In the third and final unit, students will be expected to respond in writing to discussion questions based on the readings and to participate in class discussions. They will incorporate ideas and analysis from this unit into their final, cumulative paper which will consist of their prior course writing revised in response to my feedback. It will also be expanded to include comparison across modules, a proposal for how to analyze another daily “item” or practices using course concepts, and a fuller consideration of our personal, ethical relationship to those practices. Their final grade breaks down accordingly: 4 Short papers (7% each) 28%; Final paper consisting of revised expanded material 42%; 3 Presentations (5% each) 15%; 5 In-class discussion question responses (1% each) 5%; Class participation in all units and modules 10% |
| **General Education Goals** | How the course meets the specific criteria for W is outlined below |
| **Skill Code W** | The course is designed to develop the student's advanced research, collaborative and writing skills, and there is a close relationship between course writing and the learning goals of this proposed course. The research assignments improve information literacy by providing the students with an understanding of how information is accessed effectively and how they can synthesize/incorporate information into written or oral presentations. Group work will also help them evaluate information for consistency, accuracy, and objectivity. Instructional class time will be devoted to the process of research, writing and revision. Written detailed instructor feedback on all writing components will provide substantial supervision and assist the students in expanding and deepening their understanding of course materials. Students will be encouraged to revise critical analytical assignments in order to extend and apply the course material in increasingly sophisticated and nuanced ways. The final cumulative writing assignment will be 25-35 pages, portions of which will consist of revised drafts of prior class writing assignments. Student must respond to revision suggestions on prior drafts, and they must pass the writing component of the class in order to pass the course. The syllabus explicitly states on page 1-2 that students must pass the “W” component of the course in order to pass the course, and the writing assignments are collectively 70% of their final grade. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [3434W Excavating Everyday Draft Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136256&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3b3ef8bc7fdb4bfd75fb08d628b90153%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636741172398559560&sdata=Ken4Je9DGbGuyuTLCRiRGvISk41BXH8%2FIkBWMxGbJ6U%3D&reserved=0) | 3434W Excavating Everyday Draft Syllabus.pdf | Syllabus | | [POLS 3434W Syllabus.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136443&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C3b3ef8bc7fdb4bfd75fb08d628b90153%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636741172398569569&sdata=8rvr07dcDAuQsYZIkgthdgpOsMPVoMnQqe7NmdatGP8%3D&reserved=0) | POLS 3434W Syllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer A Sterling-Folker | 09/28/2018 - 14:57 | Submit |  | I'm signing off on this document | | Political Science | Stephen B Dyson | 10/01/2018 - 08:08 | Approve | ‎10‎/‎3‎/‎2018 | I am approving this form. | |

**Excavating the International in Everyday Practices**

**POLS 3434W, Fall 2019**

Syllabus is available on Husky CT

Professor Jennifer Sterling-Folker Oak 415

[Jennifer.sterling-folker@uconn.edu](mailto:Jennifer.sterling-folker@uconn.edu) Office Hours: T&Th 9:30-10:30

Appt sign up: [http://advapp.uconn.edu](http://advapp.uconn.edu/) & Th 12:30-1:30

**COURSE DESCRIPTION AND GOALS**: What is “international”? The term translates literally into “between nations” (as opposed to intra/within nations) and is typically used to refer to interactions, practices and processes that occur with other states beyond our borders. It suggests that the international is distinct from the national, that it happens between world leaders somewhere else, and that it has limited relevance to our daily lives. But, in fact, the international could not exist without our daily participation in it. The international is in the food we eat, the clothes we wear, the furniture we sit on and the cars we drive. It’s embedded in places we think of as strictly national -- our school systems, the holidays we celebrate, the water we drink, the objects we buy and the movies we watch. The international is not merely the purview of world leaders meeting elsewhere; it is also consists of a series of micro actions & decisions we make on a daily basis that translate into international collective behaviors and outcomes. Our daily participation in these practices has theoretical, practical and ethical implications for activism, change and social justice.

To make the international tangible, we start with the everyday and excavate the international from the ground up. In doing so, you will discover how we continually participate in the international and perpetuate particular ideas, policies and practices both nationally and globally. You will develop a richer, more nuanced and critically sophisticated understanding of how the international occurs and what this means for our ability to make deep and lasting social change. More specifically, the course has 4 learning objectives:

* Introduce you to the varied forces (historical, political, economic, social) that shape the international and our daily experience of and participation in it
* Develop your critical analytical understanding of the nuances and complexities of the international from multiple perspectives
* Consider the ethical implications of our agency in the international, including our scope and ability to affect desired change and social justice
* Develop and refine advanced research, collaborative and writing skills

By examining the international from the ground-up, you will be exposed to a wide variety of disciplinary perspectives and concepts. You will be encouraged throughout the semester to continuously apply your newly acquired knowledge about, and critical insight into, the daily practice of the international. By the end of the course you will be prepared to critically engage with and assess contemporary global affairs and your own agency in the world beyond your national borders and perspectives. We will work together this semester to achieve these goals, and I hope you are as excited about accomplishing them as I am about guiding you.

**WRITING INTENSIVE EXPECTATIONS**: This is a writing-intensive (W) course which means research and critical analytical writing about course subject matter is an integral part of your learning experience. There are writing assignments throughout the semester for which you will receive revision feedback. You will be expected to revise, edit and expand your papers into a final research paper of at least 25 double-spaced pages which reflects your course learning experience. You must go beyond simply providing information on course topics to critically analyzing them as well. We will spend time in class discussing research/writing parameters and expectations. The combined writing components are worth 70% of your final grade. According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

If you haven’t already done so, you need to check out UConn’s Writing Center. Their website (<http://writingcenter.uconn.edu/>) provides a guide to APA citation style (tab “Student Writers” then “Cite Your Sources) which you will be expected to use in your writing. The website also has links to resources on how to improve grammar and style. You should plan on making an appointment with a writing tutor at least once during the semester.

**COURSE STRUCTURE & ASSIGNMENT EXPECTATIONS**: The course has three sequential units with accompanying readings, research/writing assignments and participation or presentation requirements. Your work from these units will culminate in a final research paper (25-35 pages) which contains revised and edited writing from prior assignments as well as additional, expanded material that reflects your understanding and critical analysis of the everyday practice of the international.

The first unit introduces the idea of international relations as everyday practice and the course’s conceptual interdisciplinary toolkit. You will be expected to respond in writing to discussion questions based on the readings at the start of each class and to participate in class discussions. At the end of the unit you will write a short paper (5 pages) summarizing and critically considering the ideas and themes of the unit’s readings and discussions.

The second unit consists of three modules, each focusing on a type of daily "item" or “practice” which will allow us to explore course concepts. Each module will have an example reading for initial class discussions. Each student (or group depending on class size) will be assigned responsibility for researching, writing and presenting on a different conceptual aspect of the type of item or practice. At the end of each module you will give a short in-class presentation based on your findings and write a short paper (5-7 pages) analyzing your research. To facilitate research and writing during these modules, we will rely on hybrid classroom techniques and technology. You will be expected to participate in all class discussions/activities and work collaboratively with your fellow students to share research and writing ideas. You will also be required to attend and take notes during the presentations of other students; it is material you will need to consider in your final paper’s analysis.

The third and final unit in the class will examine issues of individual agency, advocacy and ethics as they relate to our everyday international items and practices. You will be expected to respond in writing to discussion questions based on the readings and to participate in class discussions. You will incorporate ideas and analysis from this unit into your final, cumulative paper. The final paper will consist of your prior course writing revised in response to my feedback. It will also be expanded to include comparison across modules, a proposal for how to analyze another daily “item” or practices using course concepts, and a fuller consideration of our personal, ethical relationship to those practices. Instructions and grading rubrics will be supplied prior to each assignment.

**GRADING & PENALTIES:** Based on the above assignments and expectations, your final grade will be broken down accordingly:

28% Short papers (4), 7% each

42% A final, coherent paper consisting of revised prior papers and expanded material

15% Presentations (3), 5% each

5% In-class discussion question responses (5), 1% each

10% Class participation in all units and modules

The numerical scale used for final letter grades is as follows: F below 60, D- 60-63, D 64-66, D+ 67-69, C- 70-73, C 74-76, C+ 77-79, B- 80-83, B 84-86, B+ 87-89, A- 90-93, A 94-100.

Extra Credit is NOT available for this course. Discussion question responses are in-class only and cannot be made up due to absence. All writing assignments are due at the designated deadline. If you cannot pass a writing assignment in on time, get it to me as soon as possible, but **your grade for that writing assignment will automatically be dropped a full letter grade**. For presentations, I can accommodate specific scheduling requests in advance; thereafter you are expected to present on your assigned presentation day. If you miss a presentation it will be rescheduled, but **your grade for missing it will automatically be dropped a full letter grade**. You are also expected to attend all other presentation days; missing these defeats the purpose of our collaborative learning and research. **Absences on presentation days** **will negatively affect your participation grade**. These grading penalties are imposed barring a true medical or family emergency. Please email me immediately if such an emergency (or sudden illness) does occur; documentation will be required to avoid these late grading penalties.

**CLASSROOM ETIQUETTE & OTHER ISSUES:** Please plan to attend all class sessions, do all assigned readings, actively participate in class discussions, listen to and focus on lecture material, take notes, and don’t be afraid to ask questions or participate.

Laptops and Ipads for class purposes (notes, directed or relevant web research) are welcome and even required during in-class modular work but please do not use them for emails, web-surfing, movie-watching and other non-course related activities during class. It is particularly rude to use your laptop for purposes other than note-taking during student presentations.

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

Do not attempt to pass in plagiarized written work. Plagiarism is always a serious matter, but it’s particularly egregious in a W class. Please don’t do it. Plagiarism will be confronted, much to your embarrassment, and will involve academic sanction. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

**READINGS**: There are currently 3 required books available for purchase at the UConn Coop (or via Amazon). Required articles and book chapters will be posted on HuskyCT.

* Dan Koeppel (2008) *Banana: The Fate of the Fruit That Changed the World*. Plume.
* Jon Agar (2013) *Constant Touch: A Global History of the Mobile Phone*. Icon Books Ltd
* Len Travers (1999) *Celebrating the Fourth: Independence Day and the Rites of Nationalism in the Early Republic*. University of Massachusetts Press.

**COURSE SCHEDULE:**

**Week 1** –**UNIT 1: What is the Everyday Practice of IR?**

Read for Thursday: Guillaume, X. (2011). The international as an everyday practice. *International Political Sociology*, 5(4), 446. **AND**  Lipschutz, R. D. (2001). Because People Matter: studying global political economy. *International Studies Perspectives*, 2(4), 321-339.

**Week 2** – **What is the Everyday Practice of IR? Continued**

Read for Tuesday: Shim, D. (2016). Between the international and the everyday: geopolitics and imaginaries of home. *International Studies Review*, 18(4), 597-613. **AND** Kessler, O., & Guillaume, X. (2012). Everyday practices of international relations: people in organizations. *Journal of International Relations and Development*, 15(1), 110-120.

Read for Thursday: Montsion, J. M. (2009). Relocating politics at the gateway: Everyday life in Singapore's global schoolhouse. *Pacific affairs*, 82(4), 637-656. **AND** Acuto, Michele. "Everyday International Relations: Garbage, grand designs, and mundane matters." *International Political Sociology* 8.4 (2014): 345-362.

**Week 3** –**Research Fundamentals; Unit 2 Module 1 – The Banana**

Tuesday – Library Liaison Visit

Read for Thursday: Dan Koeppel (2008) *Banana: The Fate of the Fruit That Changed the World*; Conceptual research assignments for Module 1 announced

**Week 4** – **Food as Everyday Practice**

Bring laptops to class for in-class research and discussion

**Week 5** – **Food as Everyday Practice**

Bring laptops to class for in-class research and discussion

**Week 6** – **Food as Everyday Practice**

**\*\*In-class presentations both days\*\***

**\*\*Module 1 papers due at 4PM on Thursday\*\***

**Week 7 – UNIT 2; Module 2 – The Cell Phone**

Read for Tuesday: Jon Agar (2013) *Constant Touch: A Global History of the Mobile Phone*. Icon Books Ltd.; Conceptual research assignments for Module 2 announced

Thursday: Bring laptops to class for in-class research and discussion

**Week 8** – **Electronics as Everyday Practice**

Bring laptops to class for in-class research and discussion

**Week 9** – **Electronics as Everyday Practice**

**\*\*In-class presentations both days\*\***

**\*\*Module 2 papers due at 4PM on Thursday\*\***

**Week 10** – **UNIT 2: Module 3 – The Fourth of July**

Read for Tuesday: Len Travers (1999) *Celebrating the Fourth: Independence Day and the Rites of Nationalism in the Early Republic*. University of Massachusetts Press; Conceptual research assignments for Module 3 announced

Thursday: Bring laptops to class for in-class research and discussion

**Week 11** – **National Independence Days as Everyday Practice**

Bring laptops to class for in-class research and discussion

**Week 12** – **National Independence Days as Everyday Practice**

**\*\*In-class presentations both days\*\***

**\*\*Module 3 papers due at 4PM on Thursday\*\***

**Week 13** – **UNIT 3: Individual Agency, Advocacy and Ethics in International Everyday Practice**

Read for Tuesday: Guillaume, X. (2011). Resistance and the international: The challenge of the everyday. *International political sociology*, 5(4), 459-462. **AND** Redden, S. M. (2016). What’s on the Line?: Exploring the Significance of Gendered Everyday Resistance Within the Transnational Call Center Workplace. *Globalizations*, 13(6), 846-860

Read for Thursday: Kehler, A., Verwood, R., & Smith, H. (2017). We are the Process: Reflections on the Underestimation of Power in Students as Partners in Practice. *International Journal for Students as Partners*, 1(1) **AND** Nicholas D. Kristof (2010) “The D.I.Y. Foreign-Aid Revolution,” *New York Times Magazine*, 20 October (and his “How to Change the World” blog posting at the end)

**Week 14** – **Individual Agency, Advocacy and Ethics Continued**

Read for Tuesday: Paasi, A. (2016, February). Nationalizing everyday life: individual and collective identities as practice and discourse. In *Geography Research Forum* (Vol. 19, pp. 4-21). **AND**

Montsion, J. M. (2012). A critique of everyday international relations: the case of cultural pluralism in Singapore and Vancouver. *Environment and Planning D: Society and Space*, 30(5), 930-946.

***\*\*Final papers are due when the final exam is scheduled\*\****

**2018-226 POLS 3019 Add Course (guest: Jane Gordon)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8661 |
| **Request Proposer** | Gordon |
| **Course Title** | Black Political Thought |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Black Political Thought |
| **Course Number** | 3019 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | 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** | 45 |
| **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** | Open to juniors or higher |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1002, AFRA 2211 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | This is primarily a political theory course and there are no political theorists teaching at Stamford and Avery Point. Typically, Waterbury asks us only to offer introductory Political Science courses. Given that Hartford occasionally gives graduate instructors some freedom to determine their courses, someone might elect to offer this class. |
| **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 3019. Black Political Thought. Three credits. Prerequisite: Open to juniors or higher. Recommended Preparation: POLS 1002 and AFRA 2211. Exploration of black U.S., Caribbean, and African political thought, with a focus on processes of and resistance to racialization, enslavement, and colonization. |
| **Reason for the course action** | I have taught this course as a section of POLS 2998 once and as POLS 2998W twice. Unless made an express focus, Black political thought rarely receives sustained treatment in existing undergraduate or graduate political theory offerings. These political writings are worth such engagement since they offer vital insights for understanding historical and contemporary challenges of resisting processes of enslavement, racialization, and colonization. |
| **Specify effect on other departments and overlap with existing courses** | In the past, this course has been cross-listed with Africana Studies. I am not opposed to doing that again in the future. |
| **Please provide a brief description of course goals and learning objectives** | This class is designed to offer an introduction to the richness of black political thought. Beginning with an explanation of what is meant by “black,” “political,” and “thought,” we will turn to two primary themes in this tradition of political theory. The first is the unprecedented creation of racialized enslavement and ongoing efforts to challenge and uproot it. This includes reflection by enslaved African men and women on the effort to turn them into non-humans, to how recently freed black people gave meaning to the fact of their enslavement, and to the variety of creative political responses developed by their descendants in the face of the ongoing failures to make a clean break with the legacies of the plantation in the Americas. We will then explore the explicit pursuit of black political self-determination in the Caribbean, Africa, and U.S. We will end by focusing on two thriving debates: (1) over mass incarceration and the possibility of prison abolition and (2) concerning the spate of violent confrontations between law enforcement and black men and women and how best to respond to them. |
| **Describe course assessments** | I typically teach this as a writing intensive course. In the W format, students write a personal narrative, an open letter, and a blog post as well as several one-page reading responses. When taught as a non-W, students prepared 6 one-page reading responses and wrote midterm and final take-home papers. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [POLS 3019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136687&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cace44aa7f2354364ceb508d62adecd60%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743533767838806&sdata=HDriRKTrQNmCoB6P2Mk0FehnXIzCRVQKVHvO26Y2lbs%3D&reserved=0) | POLS 3019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 10/04/2018 - 15:24 | Submit |  | Thank you for your consideration. I hope to discuss this proposal at the October 9th meeting. | | Political Science | Stephen B Dyson | 10/05/2018 - 08:05 | Approve | ‎10‎/‎5‎/‎2018 | Approved. | |

**Black Political Thought**

**POLS 3019**

**Professor Jane Anna Gordon (jane.gordon@uconn.edu)**

**Laurel Hall 306, Tuesdays & Thursdays 3:30-4:45.m.**

**Office Hours: Thursdays 9a.m.-12p.m.**

This class is designed to offer an introduction to the richness of black political thought. Beginning with an explanation of what is meant by “black,” “political,” and “thought,” we will turn to two primary themes in this tradition of political theory. The first is the unprecedented creation of racialized enslavement and ongoing efforts to challenge and uproot it. This includes reflection by enslaved African men and women on the effort to turn them into non-humans, to how recently freed black people gave meaning to the fact of their enslavement, and to the variety of creative political responses developed by their descendants in the face of the ongoing failures to make a clean break with the legacies of the plantation in the Americas. We will then explore the explicit pursuit of black political self-determination in the Caribbean, Africa, and U.S. We will end by focusing on two thriving debates: (1) over mass incarceration and the possibility of prison abolition and (2) concerning the spate of violent confrontations between law enforcement and black men and women and how best to respond to them.

As you will quickly discover, black political thought was advanced in some extraordinary and genre-bridging writing. We will therefore use the required readings as models and guides for the assignments that we’ll do for this class. First crafting personal narratives that chart the development and extent of your freedom, we’ll then turn to the skill of crafting an open letter, and finally to authoring a piece of writing that takes a stance on a current, highly controversial issue and is designed to be and ideally will be posted online.

**Readings:**

All of the required readings are available online at web addresses listed below or will be posted on HuskyCT, except for[**Keeanga-Yamahtta Taylor**](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Keeanga-Yamahtta+Taylor&search-alias=books&field-author=Keeanga-Yamahtta+Taylor&sort=relevancerank)**’s *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Books, 2016, which is for sale at the campus bookstore.** If you would like to purchase bound book copies of any of the required or recommended texts, I am happy to suggest affordable, excellent editions.

**Assignments:**

Over the course of the semester, you’ll construct a portfolio **due in class on April 27th**. It will have five main parts, each of which must receive at least a passing grade for you to pass the course:

*• a one-page cover letter describing the portfolio’s contents* (**5% of your final grade**)

*• your three best weekly writing exercises*;

*• a five-page personal narrative*;

*• a five-page open letter*;

*• a three-page online post*.

*Weekly Writing Exercises:*

Research on writing and the experience of productive writers all affirms that *the best way to improve one’s writing is through writing*. So in addition to bigger, formal assignments that we will draft and discuss and revise, you are required to submit one page of writing at each Thursday’s class session between **January 26th and March 30th**. This should relate to the week’s readings, but in any way that you would like. (I would much prefer that it be focused on questions, themes, or ideas that genuinely interest you.) I will read these very quickly, underlining lines that strike me as particularly strong and marking sections that I think work less well. **These must be submitted each Thursday in class or emailed to me beforehand. They cannot be turned in late. This 20% portion of your final grade will either be a minimum of a B or an F: at least a B if you turn in all of the assignments and an F if you do not. If you put more thought into these, meriting a majority of √+’s rather than √’s, this portion of your grade would be an A rather than a B.**

In addition to these short, weekly writing assignments, we will also do regular in-class writing exercises, many of which you can use in drafts of the larger assignments.

*The first portion of your final portfolio, following your cover letter, must include a selection of what you consider to be your three best weekly writing exercises. You will want to make minor revisions to these, reformulating awkward phrases or ideas that you’d like to frame differently.*

*Personal Narrative*

We will draft, share, and revise your personal narrative during February. While I will hand out more specific guidelines, please note the deadlines relevant to this assignment: Your first submission is due in class on **February 7th** for peer review. The second submission, which I will read and comment on, is due in class on **February 14th.** A third submission is due in class on **March 2nd** along with all previous drafts, peer reviews, and a cover letter. While I will give this third submission a grade (worth 20% of your final grade), you may revise it one last time before including it in your final portfolio.

*Open Letter*

While I will hand out more specific guidelines, please note the deadlines relevant to this assignment: You will bring your first submission to class on **March 9th** along with a cover letter. For peer review, you will bring two copies of a second submission on **March 23rd**.You will turn in a third submission on **March 30th** with all previous drafts, peer reviews, and a cover letter. While I will give this third submission a grade (worth 20% of your final grade), you may revise it one last time before including it in your final portfolio.

*Online Post*

We will devote time on **April 4th** to locating an online forum to which you would like to post. You will bring two copies of your first submission to class on **April 6th**. By 5p.m. on **Friday, April 14th**, you willemail me your second submission along with a cover letter. The third submission is due in class on **April 20th**. While I will give this third submission a grade (worth 20% of your final grade), you may revise it one last time before including it in your final portfolio.

In addition to these smaller and larger writing assignments, because learning happens best in highly interactive classroom settings, *participation is required and worth* **15% of your final grade**. It will be difficult to participate if you are not in class and prepared for it. *You should aim to speak at least once per class*.

*Extra Credit*

There are several talks that will take place this semester that relate to the themes of our course. If you attend one and write a paragraph about its content and your reactions to it, I would be happy to change the grade of one one-pager from a √ to a √+. I will announce these events as they arise but three of them are: Jeffrey Dudas speaking about his book, *Raised Right: Fatherhood in Modern American Conservatism* on February 15th, 12:15-1:30p.m. in Oak 438; Deva Woodley speaking about *“*The Joy of Us: the Critical Identity Work of the Movement for Black Lives” on February 22nd from 12:15-1:30p.m. in Oak 438; and Xolela Mangcu who will be speaking about the relevance of Steve Biko to contemporary South African politics on April 18th, time and location to be determined.

### University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student’s revisions, so they frequently provide a sounding board for a writer’s ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu/).

### Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: [http://www.community.uconn.edu](http://www.community.uconn.edu/)

### Students With Disabilities

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

**Class Session Themes/Assignments**

January 17th: *What Do We Mean by Black Political Thought? Introductions & Course Syllabus.*

**Recommended Reading:** Lewis Gordon’s *An Introduction to Africana Philosophy*, Introduction and Chapter 1 (on HuskyCT).

January 19th: *The Development of Pro-Slavery Arguments.* **Recommended Reading:** Gordon Lewis, “The Eighteenth and Nineteenth Centuries: The Proslavery Ideology” (on HuskyCT). In-class writing exercise: Who am I? Is the answer in my political thinking and social commitments?

January 24th: *Turning Human Beings into Racialized Caribbean Slaves*. **Required Readings**: Quobna Ottobah Cugoano, *Thoughts and Sentiments on the Evil of Slavery* (this is available here: <http://quod.lib.umich.edu/e/eccodemo/K046227.0001.001/1:5?rgn=div1;view=fulltext>) In-class writing exercise: Have I encountered disingenuous arguments and misleading analogies?

January 26th: *Turning Human Beings into Racialized Caribbean Slaves*. **Required Readings:** *The History of Mary Prince, A West Indian Slave, Related by Herself* (you can read this here: <http://docsouth.unc.edu/neh/prince/prince.html>)

Recommended Reading: Eric Williams, *Capitalism and Slavery* (<https://archive.org/details/capitalismandsla033027mbp>). In-class writing exercise: If to know is to be responsible, are there incentives to remain ignorant?

January 31st: *Narrating Racialized Enslavement in the U.S.* **Required Readings**:

*Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (<https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf>). Writing Exercise: Is there a necessary relationship between the pursuit of freedom and adulthood?

February 2nd: *Narrating Racialized Enslavement in the U.S.* **Required Readings**: Harriet Jacobs’s *Incidents in the Life of a Slave Girl* (you can find this here: <http://docsouth.unc.edu/fpn/jacobs/jacobs.html>)

**Recommended Reading**: Angela Y. Davis, chapter 1 from *Women, Race, and Class* (on HuskyCT)*.* Writing Exercise: What are some of the different core dimensions of freedom? Which have I experienced?

February 7th: *The Self-Liberation Ethos of Enslaved Blacks in the Caribbean.* **Required Reading**: Hilary Beckles, “Caribbean Anti-Slavery” and Richard Price, “Maroons and Their Communities.” *BRING TWO COPIES OF THE FIRST SUBMISSION OF YOUR PERSONAL NARRATIVE FOR PEER REVIEW.*

February 9th: *The Self-Liberation Ethos of Enslaved Blacks in the U.S.* **Required Reading:** Nat Turner’s “Confession” (<http://docsouth.unc.edu/neh/turner/turner.html>) and Steven Hahn, “Did We Miss the Greatest Slave Rebellion in Modern History?” (on HuskyCT). **Recommended Reading:** W.E.B. Du Bois, “The General Strike” from *Black Reconstruction in America 1860-1880* (<https://archive.org/details/blackreconstruc00dubo>)

and Herbert Aptheker, *Nat Turner’s Slave Rebellion.* In-Class Writing Exercise: Is rebellion indispensable to seizing one’s freedom?

February 14th: *Making Sense of the Fact of Having Been Enslaved.*

**Required Readings:** Martin Delaney, *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States* (<http://www.archive.org/stream/theconditionelev17154gut/17154.txt>) chapters 1-9, 21-23 and Alexander Crummell, “The Destined Superiority of the Negro” and “The Negro as a Source of Conservative Power” (on HuskyCT). In-Class Writing Exercise: Making meaning of a situation one would never choose. *TURN IN THE SECOND SUBMISSION OF YOUR PERSONAL NARRATIVE WITH A COVER LETTER.*

February 16th: *Resources for Cultivating Black Dignity.* **Required Reading:** Edward Blyden, “Mohammedanism and the Negro Race” (on HuskyCT). Writing Exercise: What have functioned as resources for your sense of dignity?

February 21st: *The Tenacity of Antiblack Terror.*

**Required Reading**: Ida B. Wells, *A Red Record*

(available here:

<https://ia800501.us.archive.org/23/items/theredrecord14977gut/14977-8.txt>). Writing Exercise: How do we identify domestic acts of terror?

February 23rd: Richard Wright, *Twelve Million Black Voices* (on HuskyCT) and “How Bigger was Born” (available here: <http://xroads.virginia.edu/~ma01/white/anthology/bigger.html>). Writing Exercise: Have you faced situations of “choosing” between being badly physically hurt or “accepting” being denigrated?

February 28th: *Being a Problem and Double Sight*. *What Defines a Race?* **Required Reading:** W.E.B. Du Bois, *The Souls of Black Folk*, “Forethought,” chapters 1, 9, 14, and “The After Thought”

(<http://www.bartleby.com/114/index.html>)

and W.E.B. Du Bois, “The Conservation of the Races” (on HuskyCT). Writing Exercise: Have you experienced double consciousness, potentiated or otherwise?

March 2nd: *What distinct offerings do black people and black women specifically make to the world?* **Required Reading**: Anna Julia Cooper, “Womanhood: A Vital Element in the Regeneration of a Race” and “Has America a Race Problem? If So, How Can It be Solved?” (available: <http://docsouth.unc.edu/church/cooper/cooper.html>)Writing Exercise: What you can uniquely offer the world? *THIRD SUBMISSION OF YOUR PERSONAL NARRATIVE DUE IN A FOLDER WITH PREVIOUS DRAFTS, PEER REVIEWS, AND A COVER LETTER.*

March 7th: *In Pursuit of Black Sovereignty.* Required Reading: Excerpts from C.L.R. James’s *The Black Jacobins* (<http://www.ouleft.org/wp-content/uploads/CLR_James_The_Black_Jacobins.pdf>), “The Haitian Constitution of 1805” (<http://faculty.webster.edu/corbetre/haiti/history/earlyhaiti/1805-const.htm>) and Jean-Jacques Dessalines, “Liberty or Death, Proclamation” (<https://haitidoi.com/2013/08/02/i-have-avenged-america/>). **Recommended Reading and Viewing**: Anténor Firmin, “The Role of the Black Race in the History of Civilization; C.L.R. James’s “From Toussaint L’Ouverture to Fidel Castro”; “Toussaint Louverture,” French T.V. Mini-Series (2012), starring Jimmy Jean-Louis.

March 9th: *Africa for Africans. The Philosophy and Opinions of Marcus Garvey*, pp. 30-63 (on HuskyCT). **Recommended Reading:** Selections by Hubert Harrison and Rhoda Reddock’s “Feminism, Nationalism, and the Early Women’s Movement in the English-Speaking Caribbean.” *TURN IN YOUR FIRST DRAFT OF YOUR OPEN LETTER TOGETHER WITH YOUR COVER LETTER.*

March 14th & 16th : *Spring Break*

March 21st: *Diagnosing Colonialism: Oppression as Thingification.* **Required Readings:** Aimé Césaire, *Discourse on Colonialism* (on HuskyCT). **Recommended Reading:** Walter Rodney’s *How Europe Underdeveloped Africa*, chapter 6 (available here: <http://abahlali.org/files/3295358-walter-rodney.pdf>)

March 23rd: *Diagnosing Colonialism as Endemic Violence.* **Required Reading:** Frantz Fanon, “On Violence” (available here: <http://www.openanthropology.org/fanonviolence.htm>).

*BRING TWO COPIES OF YOUR OPEN LETTER TO CLASS FOR PEER REVIEW.*

March 28th: *Articulating What is to be Done: Politics in Black.* **Required Readings**: Martin Luther King, Jr., “Letter from a Birmingham Jail” (available here: <https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>) and Malcolm X, “Message to the grass roots” and “Appeal to African Heads of State” (<http://teachingamericanhistory.org/library/document/message-to-grassroots/> and <http://www.reunionblackfamily.com/apps/blog/show/10357015-in-1964-malcolm-x-spoke-to-african-heads-of-state-oau-conference-was-held-in-cairo->)

March 30th: *Black Power in the U.S.* **Required Reading:** Kwame Ture and Charles V. Hamilton, *Black Power*, chapters 1 and 2 (on HuskyCT). **Recommended Viewing**: *The Black Panthers: Vanguards of the Revolution* (2015)*.* *FINAL OPEN LETTERS DUE IN CLASS IN FOLDERS WITH PREVIOUS DRAFTS, PEER REVIEWS, AND A COVER LETTER.*

April 4th: *Black Consciousness.* **Required Reading:** Steve Biko “The Definition of Black Consciousness,” “Black Consciousness and the Quest for a True Humanity,” and “What is Black Consciousness?” (on HuskyCT). *LOCATE A FORUM FOR WHICH YOU WOULD LIKE TO WRITE.*

April 6th: *The First Black Woman to Run for the U.S. Presidency: Shirley Chisholm.* **Required Reading:** Evelyn Simien’s *Historic Firsts*, chapters 1 and 2 (on HuskyCT); **Required Viewing:** *Unbought and Unbossed* (also on HuskyCT). *BRING TWO COPIES OF YOUR ONLINE POST FIRST SUBMISSION FOR PEER REVIEW.*

April 11th & 13th: *Mass Incarceration and Its Alternatives. NO CLASS MEETINGS.* **Required Viewing:** Ava Du Vernay’s (2012) *Middle of Nowhere* and (2016) *13th*. *EMAIL THE SECOND SUBMISSION OF YOUR ONLINE POST TOGETHER WITH YOUR COVER LETTER BY 5P.M. ON APRIL 14th.*

April 18th:  *Abolishing Prisons?* **Required Reading:** Excerpts from Ruth Wilson Gilmore’s *Golden Gulag,* Angela Y. Davis, *Are Prisons Obsolete*? and Maya Schenwar’s *Locked Down, Locked Out* (on HuskyCT).**Recommended Viewing:** *The Angola 3: Black Panthers and the Last Slave Plantation.*

April 20th: *Confrontations with Police Culminating in Violence and Death.* **Required Reading:** [Keeanga-Yamahtta Taylor](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Keeanga-Yamahtta+Taylor&search-alias=books&field-author=Keeanga-Yamahtta+Taylor&sort=relevancerank)’s *From #BlackLivesMatter to Black Liberation. TURN IN YOUR THIRD SUBMISSION OF YOUR ONLINE POST TOGETHER WITH PREVIOUS DRAFTS, PEER REVIEW, AND A COVER LETTER.*

April 25th: *Confrontations with Police Culminating in Violence and Death, continued.* **Required Reading:** The rest of [Keeanga-Yamahtta Taylor](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Keeanga-Yamahtta+Taylor&search-alias=books&field-author=Keeanga-Yamahtta+Taylor&sort=relevancerank)’s *From #BlackLivesMatter to Black Liberation*

April 27th: *FINAL PORTFOLIO DUE IN CLASS*

**2018-227 POLS 5117 Add Course (guest: Jane Gordon)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8664 |
| **Request Proposer** | Gordon |
| **Course Title** | Settler Colonialism/American Indigenous Thought and Practice |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Settler Colonialism/American Indigenous Thought and Practice |
| **Course Number** | 5117 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2022 |
| **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 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** | POLS 5100 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | I plan to teach this course in Storrs but am interested in the possibility of offering it at the Hartford campus, if doing so would make it more accessible to students who are also working professionals. |
| **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 5117. Settler Colonialism/American Indigenous Thought and Practice Three credits. Recommended Preparation: POLS 5100 Exploration of work in political theory engaging settler colonialism and historic and contemporary American indigenous thought and practice |
| **Reason for the course action** | I have taught this course in the past and plan to teach it regularly for both Political Theory PhD students and students enrolled in the proposed Race, Ethnicity, and Politics MA. |
| **Specify effect on other departments and overlap with existing courses** | Last time I taught this course, students from Anthropology, LLAS, and NEAG enrolled. I would welcome continued participation from students in those units. |
| **Please provide a brief description of course goals and learning objectives** | Some of the most exciting and important current work in political theory engages with questions of settler colonialism and historic and contemporary American indigenous thought and practice. We will devote fourteen weeks to studying a selection of this work. We will begin with Roxanne Dunbar-Ortiz’s Indigenous People’s History of the United States as an orientation. From there, we will read some of the foundational texts (by Vine Deloria Jr., George Manuel, and Lee Maracle) of the U.S. and Canadian Indian Self-Determination movements. We’ll then turn to more recent indigenous scholarship by Taiaiake Alfred, Audra Simpson, Glen Sean Coulthard, Sarah Deer, and Sandy Grande, which explore, respectively, what it means to be a contemporary warrior, why we should engage in a politics of refusal, and how we develop decolonial approaches to curbing rape and constructing public schooling. After spring break, we will study a series of engagements with indigenous thought that seek to delineate the precise nature of settler colonialism, of primitive accumulation and dispossession, and of sovereignty and its relationship to conceptions of kinship and experiences of time. |
| **Describe course assessments** | Students identify one indigenous activist-intellectual anywhere in the Americas and conduct an interview with him/her/they; students identify one political concept that is central to their research and trace it in a journal through all of the course readings, writing a paper that synthesizes and analyzes their findings; students present either their interview or their concept tracing at a class symposium; students study approximately one book each week. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [2-JG-Course-Proposal-SCITP-Currently-5010.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136665&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C8369ca10d1a54dcf429208d62ad0badc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743473310760947&sdata=hU07EPoorsHstNNc2zE04xc5pFF08fWD%2F%2BVyMeUYyJU%3D&reserved=0) | 2-JG-Course-Proposal-SCITP-Currently-5010.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 10/04/2018 - 16:42 | Submit |  | Thank you for your consideration. | | Political Science | Stephen B Dyson | 10/05/2018 - 08:07 | Approve | ‎10‎/‎5‎/‎2018 | Approved. | |

**Settler Colonialism/American Indigenous Thought and Practice**

**POLS 5117**

Thursdays 4:15-6:45p.m., Oak 438

Professor Jane Gordon ([jane.gordon@uconn.edu)](mailto:jane.gordon@uconn.edu)), Office: Oak 413

Office Hours: Wednesdays 9-12 and by appointment

Some of the most exciting and important current work in political theory engages with questions of settler colonialism and historic and contemporary American indigenous thought and practice.  We will devote fourteen weeks to studying a selection of this work. We will begin with Roxanne Dunbar-Ortiz’s *Indigenous People’s History of the United States* as an orientation. From there, we will read some of the foundational texts (by Vine Deloria Jr., George Manuel, and Lee Maracle) of the U.S. and Canadian Indian Self-Determination movements. We’ll then turn to more recent indigenous scholarship by Taiaiake Alfred, Audra Simpson, Glen Sean Coulthard, Sarah Deer, and Sandy Grande, which explore, respectively, what it means to be a contemporary warrior, why we should engage in a politics of refusal, and how we develop decolonial approaches to curbing rape and constructing public schooling. After spring break, we will study a series of engagements with indigenous thought that seek to delineate the precise nature of settler colonialism, of primitive accumulation and dispossession, and of sovereignty and its relationship to conceptions of kinship and experiences of time.

**Assignments:**

There are four major requirements for this class.

The first, worth 30% of your grade, involves identifying one indigenous activist-intellectual anywhere in the Americas and conducting an interview with him/her/they. I will require that you do some initial research and choose a person by our third, class meeting. For our fourth class, you’ll prepare a list of six-eight questions based on what you’ve read about the activist-intellectual’s life and thought. We will peer review these in class. After revising your interview questions, you’ll reach out to the person via email or phone, with the plan of conducting the interview and turning it in by March 1st. You can either simply send your questions to the person and have them write and return their answers (this is by far the most efficient way to go) or you can schedule a conversation that you record and then transcribe. *You do not need to conduct the interview in English, but do need to include an English translation of it with the final product.* The final version of the interview must include an introduction to the person interviewed and explanation of why you chose them. We will determine together what we would like to do with the collection of interviews that the class generates.

The second major assignment, also worth 30% of your grade, is to identify a political concept that is central to your larger interests and research. It could be sovereignty or property or education or identity or land or authority or tradition or language, etc. I will require that you choose your concept before we leave for spring break, *though you can do so sooner*, and prepare a paragraph explaining your selection. You will then devote the rest of the semester to tracing how the concept is addressed in the readings we have done and how it is explored in the remaining readings, creating a file with an entry for each week’s reading, which I will want to review during the week of April 12th. A final essay, charting out what you have found and offering your critical assessment of it, is due by email by 5p.m. on May 3rd.

In addition, we will hold a one-day symposium where you present either your first or second assignment. I will invite a small set of colleagues to participate as commentators. Participation is worth 10% of your grade.

Finally, this is a reading intensive seminar in which we will work through a selection of (sometimes) difficult and (always) fascinating texts. In this context, *not reading* affects the entire fabric of the course, so please come prepared. I am not concerned that you read every page of every text, but I do want you to devote time to grappling with and thinking about what the author is trying to accomplish and the implications. Participation, worth 30% of your grade, requires active, critical engagement. Please make a point of speaking at least once during each class session.

**Readings (in the order in which we’ll use them):**

Roxanne Dunbar-Ortiz, *An Indigenous People’s History of the United States*. Boston: Beacon.

Vine Deloria, Jr. *Custer Died for Your* Sins. Norman: University of Oklahoma Press.

Lee Maracle, *Bobbi Lee: Indian Rebel*. Toronto: Women’s Press.

Taiaiake Alfred, *Wasáse*. Peterborough: Broadview Press.

Audra Simpson, *Mohawk Interruptus.* Durham: Duke University Press.

Glen Sean Coulthard, *Red Skin, White Masks*. Minneapolis: University of Minnesota Press.

Sarah Deer, *The Beginning and End of Rape*. Minneapolis: University of Minnesota Press.

Sandy Grande, *Red Pedagogy.* Lanham, MD: Rowman and Littlefield Publishers.

*All other required readings will be posted on HuskyCT*

**Class Meetings Themes Assignments**

January 18th Introduction and Overview of Syllabus

January 25th *Radically Reframing U.S. History: The Colonial Era is Still Here.* Required Reading: Roxanne Dunbar-Ortiz, *An Indigenous People’s History of the United States* Recommended Reading: Alvin M. Josephy, *America in 1492.*

February 1st *Foundational Texts in the Indigenous Self-Determination Movement I: From Seeking Civic Inclusion to Demanding Decolonization.* Required Reading: Vine Deloria, Jr. *Custer Died for Your Sins* and George Manuel/Michael Posluns, “Introduction” and “The Fourth World.” Recommended Reading: Vine Deloria, Jr. *God is Red: A Native View of Religion.* Select Person to Interview.

February 8th *Foundational Texts in the Indigenous Self-Determination Movement II: Early Canadian First Nation Women’s Writing. The Coming of Age of a Rebellious Political Consciousness.* Required Reading: Lee Maracle, *Bobbi Lee: Indian Rebel*. Recommended Reading: Lee Maracle, *I am Woman: A Native Perspective on Sociology and Feminism.* Bring Interview Draft Questions to Class for Peer Review.

February 15th *How Does a Contemporary Kahnawa:ke Mohawk*

*Warrior Pursue Meaningful Transformation in the Face of Structural Dependency and Complacency?* Required Reading: Taiaiake Alfred, *Wasáse.* Recommended Reading: Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto.* Initiate Interview.

February 22nd *Enacting a Politics of Refusal and Affirming Both Nested Sovereignty and the Colonial Project as Incomplete.* Required Reading:Audra Simpson, *Mohawk Interruptus.* Recommended Reading: Shiri Pasternak, “How Did Colonialism Fail to Dispossess?” Conduct Interview.

March 1st *Rejecting State-based Recognition, Embracing Indigenous Self-Recognition.* Required Reading: Glen Sean Coulthard, *Red Skin, White Masks.* [Skype conversation with Professor Coulthard.] Turn in Interview.

March 8th *The Relationship of Political to Personal Sovereignty. Vulnerabilities Borne of Concurrent and Shrunken Jurisdiction. Developing an Indigenous Jurisprudence of Rape.* Required Reading: Sarah Deer, *The Beginning and End of Rape.* Recommended Reading: *The Other Slavery.*

Turn in Concept Selection Explanation.

March 15th SPRING BREAK

March 22nd *From Schooling as a Wing of the Colonial Arsenal to Decolonial Indigenous Education.* Required Reading: Sandy Grande, *Red Pedagogy* . Recommended Reading: Jaskiran Dhillon’s *Prairie Rising.* [Skype conversation with Professor Grande.]

March 29th NO CLASS

April 5th *Settler Colonialism as Process not Event. The Relationships among Dispossession, Primitive Accumulation, and Incarceration.* Patrick Wolfe, “Settler colonialism and the elimination of the native”; Robert Nichols, “Theft is Property!” “Disaggregating Primitive Accumulation,” and “The Colonialism of Incarceration” Recommended Reading: *Traces of History.* [Skype conversation with Professor Nichols.]

April 12th *Debating the Nature and Conceptual and Political Usefulness of Sovereignty*: Joanne Barker, “For Whom Sovereignty Matters,” excerpts from Kevin Bruyneel’s *The Third Space of Sovereignty*, Aloysha Goldstein’s “Where the Nation Takes Place,” Circe Sturm, “Reflections on the Anthropology of Sovereignty and Settler Colonialism,” and Jeanne Morefield, “Urgent History.” [Skype conversation with Professor Bruyneel.] Share Concept Journal.

April 19th *The Relationship of Sovereignty to Kinship*. Chris Finley, “Decolonizing the Queer Native Body” and “Introduction” from Mark Rifkin’s *When Did Indians Become Straight?* [Skype Conversation with Professor Rifkin.]

April 26th *Temporal Sovereignty: Shifting the Temporalities of Reason and of Life.* Required Reading: Mark Rifkin, “Indigenous Orientations,” Julia Suarez-Krabbe, chapters 1 and 2, Lisa Stevenson, chapters 3, 4, and 5. Recommended: Kevin Bruyneel, “Finding the Settler in White Settler-ness: Settler Memory, the U.S. Race Paradigm, and the Fear of an Indigenous Futurity.” [Skype Conversation with Professor Dunbar-Ortiz.]

**2018-228 ANTH/LLAS/PHIL/POLS 5800 Add Course (guest: Jane Gordon)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8663 |
| **Request Proposer** | Gordon |
| **Course Title** | Race in the Formation of the Human Sciences |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > Latino and Latin American Studies |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 3 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Subject Area #2** | LLAS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Latino and Latin American Studies |
| **Course Subject Area #3** | PHIL |
| **School / College #3** | College of Liberal Arts and Sciences |
| **Department #3** | Philosophy |
| **Reason for Cross Listing** | We hope that this graduate seminar can serve students in all four departments/programs. |
| **Course Title** | Race in the Formation of the Human Sciences |
| **Course Number** | 5800 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jane Gordon |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jag12021 |
| **Initiator Email** | [jane.gordon@uconn.edu](mailto:jane.gordon@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 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 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?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | Graduate-level courses in POLS, LLAS, ANTHR, and PHIL are rarely taught on campuses other than Storrs. At the same time, we are interested in the possibility of this graduate seminar being taught on the Hartford campus to facilitate attendance by working professionals. |
| **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/LLAS/PHIL/ANTH 5800 Race in the Formation of the Human Sciences Fall or Spring 3 Lecture and Discussion Explores how race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world |
| **Reason for the course action** | We plan to offer this graduate seminar every fall or every other fall as the proseminar for the proposed Race, Ethnicity, and Politics (REP) MA. This staffing plan will be facilitated by a teaching rotation of three faculty members based across four distinct units. |
| **Specify effect on other departments and overlap with existing courses** | We hope that this course will be useful to graduate students in a variety of disciplines. |
| **Please provide a brief description of course goals and learning objectives** | The concept of race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world. This course will explore their symbiotic relationship (if any) and the extent to which the question of race offers insight into the continued logic(s) of the human sciences. This approach challenges the presumption that race and racism in the disciplines are results of misapplication of otherwise race-free sciences. We hope that students will develop a historical and critical awareness of the centrality of race to the formation of the academic disciplines in which they work. |
| **Describe course assessments** | We will read a lot of material. The approach will be conversational. The instructor will offer introductory remarks and then different discussion leaders will introduce the readings for critical discussion. We will, in other words, be “reading together” as we critically assess this important historic and philosophical convergence of these seemingly opposed models of inquiry and thought. Each of the three faculty members in this course’s teaching rotation will select ten-twelve readings that combine the six core texts with another four-six from the comprehensive, rotating list. All students will be expected to prepare a weekly journal entry with notes and analysis of the relevant readings. For students pursuing the PhD, they will use these weekly writings to prepare a final, course paper. For MA students, they may draw on their weekly work to prepare a project in the service of their work and larger career aims. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [1-JG-Race in the Formation of Human Sciences-POLS-5800.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136659&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb1011c43f3ea4e9fdfa608d62af54c51%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743630368134497&sdata=uwONMaA9L9cobsSbWFPJtxqyaHG9K4xOItQN1jYUJDE%3D&reserved=0) | 1-JG-Race in the Formation of Human Sciences-POLS-5800.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 10/04/2018 - 16:17 | Submit |  | This course would also be cross-listed with Anthropology. | | Political Science | Stephen B Dyson | 10/05/2018 - 08:07 | Approve | ‎10‎/‎5‎/‎2018 | Approved. | |

**Race in the Formation of the Human Sciences**

**POLS 5800/PHIL XXXX/ANTH XXXX**

**Professor Lewis Gordon (Philosophy), Professor Samuel Martinez (Anthropology/El Instituto), Professor Jane Gordon (Political Science)**

[**lewis.gordon@uconn.edu**](mailto:lewis.gordon@uconn.edu)**,** [**samuel.martinez@uconn.edu**](mailto:samuel.martinez@uconn.edu)**,** [**jane.gordon@uconn.edu**](mailto:jane.gordon@uconn.edu)**,**

**University of Connecticut**

The concept of race and the human sciences emerged out of the theological, epistemological, and political upheavals the consequence of which is the Euromodern world.   This course will explore their symbiotic relationship (if any) and the extent to which the question of race offers insight into the continued logic(s) of the human sciences.  This approach challenges the presumption that race and racism in the disciplines are results of misapplication of otherwise race-free sciences.  We will read a lot of material.  The approach will be conversational. The instructor will offer introductory remarks and then different discussion leaders will introduce the readings for critical discussion.  We will, in other words, be “reading together” as we critically assess this important historic and philosophical convergence of these seemingly opposed models of inquiry and thought.

*Each of the three faculty members in this course’s teaching rotation will select ten-twelve readings that combine the six core texts with another four-six from the comprehensive, rotating list below.*

All students will be expected to prepare a weekly journal entry with notes and analysis of the relevant readings. For students pursuing the PhD, they will use these weekly writings to prepare a final, course paper. For MA students, they may draw on their weekly work to prepare a project in the service of their work and larger career aims.

We hope that students will develop a historical and critical awareness of the centrality of race to the formation of the academic disciplines in which they work.

**Core Texts:**

Robert Bernasconi and Tommy Lott (eds.). 2000. *The Idea of Race*.  Indianapolis: Hackett Publishers. 

Bartolome Las Casas. 1992. *In Defense of the Indians: The Defense of the Most Reverend Lord, Don Fray Bartolome De Las Casas, of the Order of Preachers, Late Bishop of Chiapa*.  Northern Illinois University Press.

Anténor Firmin. 2002. *The Equality of Human Races: A Nineteenth Century Haitian Scholar's Response to European Racialism*, trans. Asselin Charles.  University of Illinois Press.

Stephen J. Gould.  1980. *The Mismeasure of Man*.  New York: W.W. Norton.

Lisa Lowe. 2015. *The Intimacies of Four Continents*.  Durham: Duke University Press.

Michel-Rolph Trouillot. 2003. *Global Transformations: Anthropology and the Modern World.*   New York: Palgrave-Macmillan.

**Rotating Texts:**

Alex Anievas and Kerem Nisancioglu. 2015. *How the West Came to Rule: The Geopolitcal Origins of Capitalism.* London: Pluto Press.

Lee Baker. “Rethinking Race at the Turn of the Century: W. E. B. Du Bois and Franz Boas.” In *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954*. Berkeley,

CA: University of California Press, 1998, pp. 99-126.

Franz Boas. 1913. “Changes in Bodily Form of Descendants of Immigrants.” In *Race, Language and Culture*. Chicago, IL: University of Chicago Press, 1995, pp. 60-75.

Raewyn Connell.  2007. *Southern Theory*.   Cambridge, UK: Polity.  

Drucilla Cornel and Kenneth Panfilio.  2010. *Symbolic Forms for a New Humanity: Cultural and Racial Reconfigurations of Critical Theory.*  New York: Fordham University Press.

Sara Daynes and Orville Lee.  2008. *Desire for Race*.  New York: Cambridge University Press.

Troy Duster, “Buried Alive: The Concept of Race in Science.” In *Genetic Nature/Culture: Anthropology and Science Beyond the Two-Culture Divide*. Edited by Alan H. Goodman, Deborah Heath, and M. Susan Lindee. Berkeley, CA: University of California Press, 2003, pp, 258-277.

Johannes Fabian. 2014. *Time and the Other: How Anthropology Makes its Object, 2nd Edition.* New York: Columbia University Press.

Ellen K. Feder. 2007.*Family Bonds: Genealogies of Race and Gender.*  New York: Oxford University Press.

Lewis R. Gordon. 2006. *Disciplinary Decadence*.  New York: Routledge.

Robert V. Guthrie.  2004. *Even the Rat Was White:  Historical View of Psychology*.  2nd Ed.  Boston: Allyn & Bacon.

Matthew Frye Jacobson. 1998. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, UK: Harvard University Press.

Jonathan Marks. “Racial and Racist Anthropology.” In *Human Biodiversity: Genes, Race, and History*. Piscataway, NJ: Aldine Transaction, 1995, pp. 99-116.

Anthony Pagden. 1982. *The Fall of Natural Man: The American Indian and the Origins of Comparative Ethnology*. Cambridge: Cambridge University Press.

Dorothy Roberts. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century.*  New York: New Press.

Hortense Spillers. 2003. *Black, White, and in Color: Essays on American Literature and Culture*.  Chicago: University of Chicago Press.

George Stocking, Jr. “The Turn-of-the-Century Concept of Race.” *Modernism/Modernity* 1, no. 1(1994): 4-16.

Robert Vitalis. 2015. *White World Order, Black Power Politics: The Birth of American International Relations.* Ithaca: Cornell University Press.

Carl Zimmer. 2018. *She Has Her Mother’s Laugh: The Powers, Perversions, and Potential of Heredity*.  New York: Dutton.

**2018-229 MA in Race, Ethnicity, and Politics Add Degree (guest: Jane Gordon)**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program: Masters in Race, Ethnicity, and Politics (REP)

Name of sponsoring Department: Political Science

Name of sponsoring College: CLAS

Campuses (Storrs and/or regional[s]) proposed to offer this degree program: Storrs

Contact person and contact details: Jane Gordon (jane.gordon@uconn.edu)

Type of Proposal: New

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC): Entrepreneurial M.A.

Anticipated Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2021

CIP Code: **05.0299** DHE Code (if available):

**Submittal Information**

Name of Department Head: David Yalof

Department: Political Science

Signature of Department Head: Date:

Name of Dean: Davita Silfen Glasberg

School/College: CLAS

Signature of Dean: Date:

Name of Document Recipient in Provost’s Office: Date:

**Program Proposal Instructions**

**Background & Description**

As the events of Charlottesville and continued prominence of white nationalists in political life make clear, we are living in a period of heightened and divisive public debate over questions of race and ethnicity. Whether in polarizing conflicts over immigration and border control, the rights and proper treatment of refugees, or violent encounters between law enforcement and racialized and colonized communities, countries throughout the globe are riven with opposed opinions of how to respond to dramatic social and economic changes that are rapidly transforming them. Although what scholars termed a “liberal consensus” view suggested that divisions along ethnic and racial lines would diminish over time through increasingly inclusive policies and sheer good will, recent political events suggest otherwise. As has been true in previous similar periods, many are responding to radical global restructuring by seeking a supposed return to their countries’ pasts. This position often entails the celebration of laws and customs forthright in their commitment to fundamental inequalities along racial, ethnic, and gender lines. By contrast, those who think that we need new approaches to the challenges of new times argue that this will require innovative ways of relating across lines of difference that can only come through better understanding their past and present. *In either direction, the centrality of race and ethnicity to contemporary politics is affirmed.*

Historically, it has been under the framework of Race, Ethnicity, and Politics (REP) that scholars in

Political Science have explored the relationship among salient social identities, persistent, structuring inequalities, and the nature of domestic and international politics. UCONN’s faculty includes a critical mass of such scholars among the (American, Comparative Politics, International Relations, Political Theory, and Public Law) subfields of Political Science and beyond the department in and outside of CLAS.

This MA seeks to offer interested students, especially working public sector professionals, opportunities to learn how critically to explore the relationships among race, ethnicity, and politics in ways that can inform their work and practice.

**Reasons for the Proposed Program**

The REP MA aims to address a few new economic, political, and social currents creatively and simultaneously.

First, the Master’s degree is the fastest growing post-high school credential sought in the United States, with as many as 8% of the national population having earned one in 2015 and many calling the MA “the new BA.”[[1]](#footnote-1) According to the Georgetown Center on Education and the Workforce, regardless of one’s undergraduate major, an MA translates into an immediate boost in earning power. Second, the changing demographics of the United States is increasingly reflected not only in the composition of students at every level of the education system,[[2]](#footnote-2) including those pursuing graduate degrees, but also in the workplace.[[3]](#footnote-3) This rapid shift has translated not only into the exponential demand for Diversity and Inclusion Officers, often with graduate-level training, but also for an increasingly diverse faculty and curriculum and programming that addresses racial and ethnic questions explicitly from elementary school onwards. (Indeed, ads recruiting international students to pursue Political Science in the United States often stress that it offers opportunities to study the relationship of race (and gender) to politics.[[4]](#footnote-4)) Third, in the last two years, the number of graduate programs in and beyond Political Science that have emphasized their addition of race, ethnicity, and politics as research areas, concentrations, or graduate certificates suggests a growing effort to respond to these trends.[[5]](#footnote-5)

When POLS surveyed a combination of 389 current students and alumnae/i in spring 2018, those who had not already earned an MA expressed overwhelming interest in pursuing a graduate degree for both career and intellectual reasons.[[6]](#footnote-6) Most suggested that the relative cost of the program, combined with the content and nature of the offerings, would determine where they would choose. The overwhelming majority also stated that they would prefer hybrid course offering models that would combine in-person with online delivery.

Graduates of our program could certainly use their coursework to prepare them to apply for a PhD in the social sciences or the humanities. Their methods training would enable them to move at an accelerated pace through Political Science programs. Many university faculty from historically underrepresented groups describe the impact that their presence has on students of color. More specifically, such students say that they want to do what the faculty do.[[7]](#footnote-7) In other words, access to faculty of color as well as course content focused on questions of race, ethnicity, and politics is likely to contribute to the diversification of those teaching and what is taught in the university of the future. In addition, as previously mentioned, the demand for Officers of Diversity and Inclusion has not only skyrocketed in the United States, but also abroad.[[8]](#footnote-8) While some positions will hire candidates with only a BA, most prefer, if they don’t require, graduate-level work that has exposed eligible candidates to questions of race and inequality, ethnic relations, disability, studies, and concerns with social justice. The REP MA is also especially interested in targeting public sector employees, prioritizing working with Neag to enroll public school teachers. This is because we can offer a course sequence of particular value to public schools teachers who must now pursue MA degrees not in the field of Education but in research areas directly relevant to what they teach. While the REP MA would be of most direct benefit to Social Studies and History teachers, course material could also inform English and Human Rights classes. Our hope is that some enrolled students might devote their Master’s Project to the crafting and certifying of new middle and high school courses that could better equip current CT students to grapple with and positively intervene in the challenges that characterize race, ethnicity, and politics. Finally, we envision that the skills and content of the REP MA would equip students working in or hoping to enter careers in public policy, community development, non-profit work, lobbying and advocacy, law, think tanks, social work, and counseling, with a degree that could increase their competitiveness, potential earnings, and likelihood for leadership at their jobs.

Given the strong core of faculty doing REP work both within and beyond Political Science at UCONN, we are well-equipped to encourage and mentor students seeking to pursue REP questions. Enabling them to be part of a coherent community of interlocutors, including peers and faculty, would nurture the meaningful cross-pollination of ideas and the networks necessary to support the completion and advancement of this kind of inquiry.

In order to solidify and strengthen what had been a latent community of scholars within UCONN, we created and launched the Race, Ethnicity, and Politics Graduate Certificate in spring 2019. Our first group of applicants included nine graduate students from Political Science, Philosophy, Language, Culture, and Literatures, Neag, the School of Business, and Sports Management. Recent inquiries with our Certificate Director suggest that the second year will be equally successful and diverse in disciplinary terms.

**Curriculum & Program Outline**

The MA REP Plan of Study requires a minimum of 30 credits. Our aim is for all students in the program to develop strong research and critical analysis skills so that they will know *how* they can approach questions regarding the relationship among race, ethnicity, and politics. As such, the skeleton of the program includes a methods sequence of five three-credit 5000-level courses: POLS 5600: Nature of Political Inquiry, POLS 5605: Quantitative Methods, POLS 5610: Qualitative Methods, and a two-semester POLS 5620: Master’s Project course. In addition, all students are required to take the three-credit Proseminar POLS/ANTH/PHIL/LLAS 5800: Race in the Formation of the Human Sciences and four elective three-credit 5000/6000-level courses with significant REP content. At least two, but no more than three, of the REP electives must be taken in POLS. At least one of the four elective courses must have a U.S. focus while at least one must be global in scope.[[9]](#footnote-9)

We envision students who are enrolled full-time completing the program over four semesters or two years in a Plan of Study resembling this one, however, we are currently investigating forms of course delivery that are more amenable to the schedules of working professionals and that might alter the currently envisioned sequence.

**Semester 1**

1. POLS 5600: Nature of Political Inquiry (to be offered by POLS faculty in a rotation of three)
2. POLS/PHIL/ANTH/LLAS 5800: Proseminar on Race and Human Sciences (to be offered by either PHIL or POLS faculty in a three-person rotation)

**Semester 2**

1. POLS 5605: Quantitative Methods (to be offered by POLS faculty in a rotation of two)
2. First REP Elective (for instance, POLS 5515: Critical Race Theory, Fred Lee or POLS 5410: Black Feminist Thought, Evelyn Simien)
3. Second REP Elective (for instance, POLS 5409: American Race, Gender, and Ethnic Politics, Shayla Nunnally or POLS 5117: Settler Colonialism and Indigenous Thought and Practice, Jane Gordon)

**Semester 3**

1. POLS 5615: Qualitative methods (to be offered by POLS faculty in a rotation of two)
2. Third REP Elective (for instance, GERM 6480, Germany-African: Dialogic Constructions of Self and Other in German Literature, Katharina Von Hammerstein or LLAS 5610, Comparative Transnational Latin@ American History or PSYCH 5170, Cross-Cultural Psychology, Narian Ramirez-Esparza)
3. POLS 5620: Master’s Project I (to be offered by POLS faculty in a four-person rotation)

**Semester 4**

1. Fourth REP Elective (for instance, POLS 5407, Politics of Inequality, Thomas Hayes or POLS 5505, Race and the Critical Traditions of U.S. Law in Latin America, Charles Venator)
2. POLS 5620: Master’s Project II (to be offered by POLS faculty in a four-person rotation)

The MA program director may approve additional classes, however, the following 3-credit courses have been pre-approved for the REP MA: AMST 6000, ANTH 5035, EDCI 5875, EDCI 5830, ENGL 5530, ENGL 6400, ENGL 6450, ENGL 6540, GEO 5840, GERM 6480, HIST 5235, HIST 5525, HIST 5543, HIST 5565, HIST 5610, HIST 5622, HIST 5630, LAW 7529, LAW 7655, LAW 7703, LAW 7810, LLAS 5105, LLAS 5610, PHIL 5310, POLS 5105, POLS 5409, POLS 5410, PSYCH 6750, PSYCH 5170, PSYC 5370, SOC 5501, SWEL 5377, SWEL 5385.

Students are required to maintain an overall GPA of B or higher.

Finally, in each year that they are enrolled (in most cases this will be two years) all students enrolled in the REP MA must participate in one reading group session in which all core POLS faculty, REP Graduate Certificate and enrolled MA students read and discuss one non-course book of relevance to REP. This would take place in the evening or over a weekend so as to accommodate everyone’s schedules.

REP MA students must also participate in one UConn-based graduate student conference, sharing research undertaken in their Master’s Project I and II courses. Although MA students can elect to undertake a traditional research paper in Master’s Project I and II, we are hoping that most will instead elect to do projects. In the case of public school teachers, we hope that this would include the development and certification of new middle school and high school courses.

**Learning Outcomes**

Assessment of students would be based on their ten course grades, participation in the reading group meetings, and presentation of their Master’s Project research.

Program assessment would be based on placement writ large and in-job promotion of program graduates. We would collect information on their whereabouts 6 months, 1 year, and 3 years after their graduation, relying heavily on major advisors to help the DGS and MA program director facilitate this communication.

In addition, upon successful completion of the REP MA, recipients will be better prepared to think, write, teach, and engage in ways that center and critically illuminate the relationships among race, ethnicity, and politics.

More generally, the capacity to undertake independent research is increasingly a requirement of all skilled, professional work and of productive citizens. This broad-based skill set honed by thematically REP-driven concerns is one that they may not have developed fully as undergraduates.

**Enrollment & Graduation Projections**

We anticipate a class size of 3-10 and aim to accept our first round of applications in late spring 2019. Since we plan to recruit heavily from the CT public schools as well as with CT NGO’s, social work and counseling associations, and lobbyists, we are currently investigating the possibility of offering courses that meet in a variety of formats (such as over weekends or in a series of long days between semesters and during summer) in addition to evening courses and those that meet in Hartford during the fall and spring semester. The availability of these will make a difference to how quickly working professionals can complete this 30-credit MA. For students who could take two to three classes a semester, they could graduate in four semesters or, if admitted in fall 2019 by spring 2021.

Applicants would be required to submit (1) an official transcript, (2) two letters of recommendation that speak specifically to the applicant’s research potential and interest in/commitment to REP, and (3) a personal statement outlining the applicant’s aims for seeking admission in the program. Potential applications would be urged to meet with the MA Program Director to assure that their interests can be well met by the program.

Students would not be required to take the GRE.

**Financial Resources**

As this is an entrepreneurial MA program, the department of political science will receive 79% of tuition and fees from enrolled students. Once established, therefore, the program will be self-sustaining in financial terms.

However, there are initial, front-loaded costs in establishing a successful entrepreneurial program that are beyond the department’s ability to fund. Consultation with experts in establishing and marketing new MAs has revealed that the early years are crucial, and that some initial “seed money” is necessary. Successful programs repay this money many times over. To establish the program, therefore, we request the following support:

|  |  |
| --- | --- |
| **Task** | **Ask** |
| Develop new classes and program infrastructure, including innovative programming (speakers, workshops, professionalization sessions, panels, screenings, outreach, training)  AND  Assist in administration of program to include bureaucratic tasks involved in admissions, responses to inquiries, processing of credits, plans of study and other administrative tasks. | $5,000 per year for three years, total $15,000 from CLAS.  AND  1 X 100% Level 2 Graduate Assistantship from CLAS, total $24, 712 per year for three years. |
| Production and placement of advertising and recruitment materials, including paid advertisements in online sites such as findamasters.com, facebook.com and assist in other advertising and recruitment activities. such as class visits, other recruitment activities. | $5,000 per year for three years, total $15,000 from CETL. |

**Facilities//Equipment/Library/Special Resources**

No additional or unique resources are necessary for program success.

**Program Administration**

Administration will be the responsibility of the REP MA program director, with support from Christine Lounsbury, the Graduate Coordinator in Political Science and the Director of Graduate Studies. Staffing for all courses is provided by faculty in departments.

An REP committee of the POLS Graduate Admissions Committee would evaluate all applications submitted before May 1.

The POLS Graduate Affairs Committee will read admissions files and determine who is admitted. The logistics of preparing files and corresponding with interested and accepted students will be handled by the POLS Graduate Coordinator, Christine Lounsbury, with the assistance of the department’s Director of Graduate Studies.

**Faculty**

The core faculty for the REP MA are Alexander Anievas, Jane Gordon, Thomas Hayes, Fred Lee, Shayla Nunnally, Evelyn Simien, and Charles Venator from POLS, Lewis Gordon from Philosophy, Bhakti Shringarpure from English, and David Embrick from Sociology.

The affiliate faculty include Mohamad Alkadry (Public Policy), Edith Barrett (Public Policy), Bethany Berger (Law), S. Megan Berthold (Social Work), Lloyd Blanchard (Public Policy), Katharine Capshaw (English), Kristen Cooksey Stowers (Public Policy), Kenneth Couch (Economics), Thomas Craemer (Public Policy), Martha Cutter (English/ASI), Manisha Desai (Sociology), Anna Mae Duane (English), Erica Fernandez (Neag), Davita Silfen Glasberg (Sociology), Preston Green III (Neag), Linda Halgunseth (HDFS), Mark Healey (History), Erik Hines (Neag), Matthew Hughey (Sociology), Mark Kohan (Neag), Kathry Libal (Social Work/HRI), Glenn Mitoma (Dodd/Neag), Kenny Neinhusser (Neag), Mark Overmyer-Velazquez (History/ELIN), Sachin Pandya (Law), Grace Player (Neag), [Nairán Ramírez-Esparza (Psychological Sciences), Shawn](http://psych.uconn.edu/faculty/nairan-ramirez-esparza-2/) Salvant (English/ASI), Cathy Schlund-Vials (English/AASI), Peter Siegelman (Law), Louise Simmons (Social Work), Christopher Vials (English), Katharina von Hammerstein (LCL), Sarah Willen (Anthropology/HRI), Monnica Williams (Psychological Sciences), Robert Wilson (Public Policy).

**Similar Programs in Connecticut or Region**

This would be the first Master’s degree specifically focused on Race, Ethnicity, and Politics in the United States. There are currently no graduate-level degrees nor certificates on this topic in Connecticut. While there are a few graduate degree programs and opportunities to concentrate on Race, Ethnicity, and Politics in other graduate degree programs, our program would hold a unique place in the country.

There are graduate certificates in Gender, Race, and Identity at the University of Nevada, Reno, the Ethnic Studies Graduate Certificate at Northern Arizona University (NAU), and the Ethnic Studies Graduate Certificate at Bowling Green State University, with the program at Reno potentially culminating in a Master of Arts degree more like the one being proposed here. In addition to being offered in different regions of the country, these are different kinds of programs. Reno’s program includes an explicit focus on gender, is more focused on the Humanities, and is not connected with a Political Science program. In addition, at present it is granting more certificates than MA degrees. As such, it and the certificate at NAU and Bowling State are more comparable to the existing UCONN REP Graduate Certificate, each requiring 15 credits. Unlike ours, however, they require a mandatory Ethnic Studies course. Like this proposal, NAU’s certificate requires a U.S. and a global component in students’ course work.

The University of Chicago’s Center for the Study of Race, Politics, and Culture allows students enrolled in the Master of Arts Program in the Humanities can select it as a potential research area. Additionally, UCLA, Duke University, Northwestern University, the University of Massachusetts-Amherst, and the University of Washington offer Race, Ethnicity, and Politics as either a Political Science PhD field (UCLA), a secondary PhD field (Duke), or PhD Research Cluster (UMASS). Over the last three years, there has been a marked increase in Political Science Departments highlighting Race, Ethnicity, and Politics as an area of interest and strength. For instance, since the UCONN REP Graduate Certificate was approved, Brown University, Northwestern, University of California at Santa Cruz, and University of Washington have all added this emphasis to their online information.

**Please attach all relevant Course and Curriculum Committee Minutes and, for interdisciplinary programs, indications of support from participating departments are needed (in the form of a documented faculty vote or department head approval)**

**2018-230 MA in Politics and Popular Culture Add Degree**

**Request for New/Modified UConn Academic Degree Program or Name Change**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names): Master’s in Politics and Popular Culture

Name of sponsoring Department(s): Political Science

Name of sponsoring School(s) and/or College(s): CLAS

Campuses (Storrs and/or regional[s]) proposed to offer this degree program: Storrs

Contact person and contact details: Stephen Dyson, stephen.dyson@uconn.edu

Type of Proposal (New/Modified/Name Change/Discontinuation):New

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC): MA

Anticipated Initiation Date: 8/2019 Anticipated Date of First Graduation: 5/2021

CIP Code: DHE Code (if available):

**Submittal Information**

Name of Department Head(s): David Yalof

Department(s): Political Science

Signature of Department Head(s): Date:

Name of Dean: Davita Silfen Glasberg

School/College: CLAS

Signature of Dean: Date:

Name of Document Recipient in Provost’s Office: Date:

**Please include the following applicable documents upon delivery to Provost’s Office:**

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost’s website)

The Provost’s Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

**Program Proposal Instructions**

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost’s Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

**Background & Description**

Popular culture influences and reflects how societies think about themselves, especially their politics. 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.

The new Master’s in Politics and Popular Culture (MPPC) gives students the skills, concepts, and the vocabulary to move fluidly between in-depth study of political science, with all of the rigor and specialist knowledge that entails, and popular culture, with all the creative and communicative possibilities that come with a mass medium. Students who graduate the MPPC program will be able to read a regression table, and read the latest Marvel movie. They will be able to write an academic research paper, and write an 800 word newspaper op-ed. They will be able to communicate, with equal facility, with a professor, a high-school freshman, a general audience, and their friends and family about the political meanings encoded into popular culture.

As a unique combination of social science rigor and pop culture analysis, this career-enhancing advanced degree gives students a competitive edge in the contemporary job market. The wide range of skills delivered, the innovative approach to the subject matter, the multiple student populations served, and the use of multi-modal instructional methodologies identifies this as an entrepreneurial degree program.

Students will take the political science core seminar sequence to acquire competency in the academic interpretation of politics. They will take the new Proseminar in Politics and Popular Culture to acquire competency at the intersection of social science and cultural studies. They will complete their coursework by choosing from a suite of courses that build understanding of the intersection of academic and popular cultural interpretations of politics.

Beyond a common core of the Proseminar in PPC and the central political science graduate sequence, students will take classes in POLS and one class in a related discipline. Students will produce a master’s project uniquely tailored to their interests. This will be either a portfolio of writings on politics and popular culture, intended to develop and showcase their creative and communicative skills, or a more traditional work of academic research.

**Reasons for the Proposed Program/Modification/Discontinuation**

1. *Department Strength in Politics and Popular Culture*. The department of political science is well-placed, perhaps uniquely so, to successfully develop and promote this MA. The core faculty have records of research and teaching in politics and popular culture that establish a deep and wide coverage of the topic. DUDAS authored the recent *Raised Right,* a book-length interpretation of modern American conservativism via psychoanalytically informed close reads of popular culture texts such as William F. Buckley, Jr’s spy-novel thrillers. LEE has authored articles on the political ideas in the movies *Snowpiercer* and *The Motel,* and is working on a book-length treatment of Asian science fiction as a locus of cross-cultural political theory. SYLVESTER is an authority on public culture and international relations, most prominently art and museums (see *Art/Museums: International Relations Where We Least Expect*). Prof. SYLVESYER is the author of a forthcoming book on the curation of war exhibits. STERLING-FOLKER has conducted research on the Harry Potter franchise as an international relations text. DYSON is the author of *Otherworldly Politics,* on the international relations of Star Trek, Game of Thrones, and Battlestar Galactica, and is completing a book on the genre of televised political fictions. He regularly writes about politics and popular culture for The Monkey Cage, a political science site hosted by the *Washington Post.* MORRELL has engaged POLS honors students in research projects examining the relationship between Modern Political Theory and contemporary popular music.

Each of the core faculty has taught classes based around politics and popular culture. Further, the political science department has carefully preserved an open intellectual culture, ensuring that our core graduate classes are taught with reference to notions of politics as amenable to scientific, cause-and-effect study *and* with reference to questions of cultural meaning and interpretation. Whilst this intellectual ecumenicalism has made it difficult for POLS to attract the top graduate students who hope for an orthodox political science education, it makes us uniquely placed to attract those talented students with a heterodox bent.

1. *Department need for graduate program innovation.* More broadly, our department has agreed upon the creation of innovative master’s programs as a response to the radically reduced budget for graduate stipends over the past decade and a consequent pattern of unsustainably small enrollments, including a hard zero last year, that threaten the viability of graduate education in political science at UCONN. The Master’s in Politics and Popular Culture, passed by a unanimous department motion in May 2018, is a key part of our plan to remake, and thereby secure, our department’s future as a center for advanced study.
2. *Response to workplace trends.* The new workplace requires that employees think creatively and across traditional boundaries of knowledge and skills. They must communicate clearly and with multi-cultural competence, in ways that translate specialized ideas into quickly cognizable forms. They must be conversant with rapidly changing themes and memes in popular culture and in power dynamics. The MPPC program foregrounds the development of these skills and so opens up significant areas of career advancement.

Research undertaken on our behalf by Kay GRUDER, Assistant Director of Graduate Student Career Programs and Services in the Center for Career Development at UConn, has identified the following professional areas as key career connections for the proposed MA:[[10]](#endnote-1)

* Communications professions, including journalism, public relations, science writers.
* Teachers
* Market researchers
* Public culture workers (e.g. museum workers).

Labor market analysis shows these areas are growing faster or as fast as average.

Interviews with communications professionals at UCONN reveal significant interest in the unique combination of skills and education provided by the PPC MA.[[11]](#endnote-2) Tom BREEN, a former journalist for the Associated Press and a writer and editor for UCONN’s University Communications, commented that the program was “definitely interesting,” noting that lots of current and prospective journalists would find it appealing. Breen said he will enroll in the program once it is established. It would offer, in his judgement, an extremely valuable certification in career terms, and would “make a resume stand out,” give a distinctive edge, and signify several different types of valuable expertise.

Kim KRIEGER, a research writer for UCONN’s University Communications and freelance writer for popular science magazines, stated that most scientists find it difficult to communicate their ideas beyond their internal community, and that most of her job implicates the ways of thinking and communicating at the core of the MPPC. The proposed degree would be highly desirable for professionals in her line of work, and would attract significant publicity, raising the profile of both the department of political science and UCONN more broadly.

To understand the career enhancement potential of the MPPC program for teachers, we engaged Brian BOECHERER, UCONN’s Executive Director, Office of Early College Programs and Director of Research and Development.[[12]](#endnote-3) Brian tells us that high school teachers would be very interested in the program, as it goes to their core competency of transmitting complex ideas to non-specialists. CT law now requires teachers to have a substantive MA, and political science can increase the value of its MAs by attaching ECE-certification to them. A graduate of MPPC would be “super-credentialed” in a way that responds to current market demands, as evidenced by job advertisements. The MPPC program offers, in Brian’s judgment, “a very dynamic option.”

1. *Student Interest.* Enrollment in traditional political science degrees is significantly down in recent years, a phenomenon we have experienced here at UConn. Yet political engagement is at fever pitch. Americans feel disconnected from traditional ways of thinking about politics, yet more motivated than ever to become politically aware and involved. There is vast untapped potential for an approach that recognizes how politics has become a mass cultural phenomenon, and provides the tools to navigate this new political reality. In creating this program, we are serving the need for a new way to do politics.

A survey of current and former students of UCONN political science (responses = 381) shows that 75% are either actively planning for, intend to plan for, or have already completed, graduate education.[[13]](#endnote-4) Contemporary undergraduates with career ambitions overwhelmingly seek graduate qualifications. These students rank “pursuing intellectual interests” and “getting a job” as equally important rationales for pursuing an MA: they want to simultaneously develop their careers and have a challenging and stimulating intellectual experience. New career-enhancing programs in political science must offer a mix of “training” – skills that are directly and immediately transferable into the workplace – and “education” – a broader and deeper way of thinking that allows for continued learning as the worker continually renews their skills and knowledge base. By combining rigorous social science training with a toolbox for the analysis of the ever-changing interplay of politics and popular culture, MPPC offers this combination.

**Curriculum & Program Outline**

Sample four semester course sequence:

Fall One:

POLS 5700 Proseminar in Politics and Popular Culture

POLS 5600 Nature of Political Inquiry

POLS 5615 Seminar in Qualitative Methods in Political Science

Spring One:

POLS 5710: Political Science Fiction

POLS 5100 Proseminar in Political Theory

POLS 5010 Arts, Literature, and War

Fall Two:

POLS 5300 Proseminar in International Relations

POLS 5010 Film as Contemporary Political Theory

POLS 5620 Master’s Project I

Spring Two:

POLS 5620 Master’s Project II

The above is a sample.

The MA requires 30 credits. All MPPC students take the core “Proseminar in Politics and Popular Culture.” (3 credits.) All students will take at least one other POLS Prosem (3 credits). All students take the core POLS sequence: Nature of Political Inquiry, Qualitative OR Quantitative methods. (6 credits) All students take Master’s Project I and II (6 credits).

MPPC students will then take the remaining credits from POLS classes with substantial PPC content. Preapproved classes are Political Science Fiction, Law and Popular Culture, Politics and Literature, Politics, Propaganda, and Cinema, Arts, Literature, and War, Political Theory and Popular Music, Heroes and Villains in 21st Century Politics. Students are encouraged to take at least one class with PPC content in a department other than POLS, with MA coordinator advice and consent.

**Learning Outcomes**

As a career-enhancing master’s degree, MPPC offers skills in the following areas:

* Substantive knowledge of major trends in politics and popular culture.
* Quantitative and qualitative data analysis.
* The ability to identify, analyze, and deconstruct social narratives.
* A range of skills and tools for reading political and cultural texts.
* Multi-stage research skills from problem identification through presentation of findings.

**Enrollment & Graduation Projections**

We seek a cohort of 10+ MA students per year. Consultation with Rachel BEN-ELI, the marketing coordinator for graduate programs at University of Haifa, indicates that this is a realistic goal, although Ms. Ben-Eli tells us recruitment requires multi-modal strategies, is a lot of trial-and-error, and that the first years of a new program are often the weakest.[[14]](#endnote-5)

The MPPC will improve recruitment prospects through careful scheduling and the use of innovative teaching modalities. The above-referenced survey of UCONN political science majors and alumni shows an overwhelming preference for evening classes (6:30pm start time): these are preferred to daytime classes by 57% to 13%. Respondents desire instead a mix of purely in-person classes (29%) with those that combine in-person and online modes (44%). The MPPC will schedule in-person classes no earlier than 4pm and with 6:30pm as preferred start time. Several MPPC classes will be mixed-modality.

The program will be high-profile, as the opportunities for linking its curriculum to attention-grabbing op-eds and events, as well as more traditional academic publications, is clear. DYSON publishes regular essays on politics and popular culture in venues such as The Monkey Cage (hosted by the *Washington Post*) and *The Conversation*. Statistics from *The Conversation* show that these pieces have been read by 154,129 people over the past four years. A single essay, on the 50th anniversary of *Star Trek*, was read by 51,319 people. The *Washington Post,* of course, offers a national, highly educated audience and substantial page views for every op-ed. By continuing to place PPC pieces in these venues, we will attract interest from applicants across the country.

Thinking locally, we will continue to exploit the inherent public fascination with the interplay of politics and popular culture with public events that promote the program. These will be similar to the UConn Science Salon on “Science Fiction Meets Reality,” held on 9/17/2015 at the bar NIXS in downtown Hartford. This event attracted over 100 paying guests. Similarly, an event on “Star Trek at 50” at Simsbury Public Library on September 8th 2016 attracted a sizeable audience and led to follow-up requests for the creation of an academic program along the lines proposed herein.

The program coordinators met with assistant vice provost / director of the Center for Excellence in Teaching and Learning Peter DIPLOCK on July 25th to consult on questions of program flexibility and student interest. Mr. Diplock found the proposal to be “the best he has ever reviewed” in terms of outlining an intellectual rationale for a new program. Mr. Diplock offered us valuable counseling on marketing and multi-modality instruction. We look forward to continuing to work with he and his staff.

We intend to respond to Mr. Diplock’s helpful input by maximizing the flexibility of our class offerings via hybrid modalities and creative scheduling (evening classes).

**Financial Resources**

As this is an entrepreneurial MA program, the department of political science will receive 79% of tuition and fees from enrolled students. Once established, therefore, the program will be self-sustaining in financial terms.

However, there are initial, front-loaded costs in establishing a successful entrepreneurial program that are beyond the department’s ability to fund. Consultation with experts in establishing and marketing new MAs has revealed that the early years are crucial, and that some initial “seed money” is necessary. Successful programs repay this money many times over. To establish the program, therefore, we request the following support:

|  |  |
| --- | --- |
| **Task** | **Ask** |
| Develop new classes and program infrastructure, including complementary programming (speakers, workshops, professionalization sessions, panels, screenings).  AND  Assist in administration of program to include bureaucratic tasks involved in admissions, responses to inquiries, processing of credits, plans of study and other administrative tasks.  AND  Production and placement of advertising and recruitment materials, including paid advertisements in online sites such as findamasters.com, facebook.com and assist in other advertising and recruitment activities. such as class visits, other recruitment activities. | $5,000 per year for three years, total $15,000 from CLAS or CETL.  AND  1 X 100% Level 2 Graduate Assistantship from CLAS, total $24, 712 per year for three years. |

**Facilities//Equipment/Library/Special Resources**

We do not require special facilities, equipment, or other resources.

**Program Administration**

The major academic administration will be done by Profs. Dyson and Dudas, the coordinators. Administration of applications and other matters will be done through the department of political science.

As a graduate program, the MPPC falls within the ambit of the department’s director of graduate studies and graduate coordinator.

Due to the increased administrative burdens of this new program we are requesting short-term support as described above under “financial resources.”

**Faculty**

Prof. Stephen Dyson, Co-coordinator

Prof. Jeff Dudas, Co-coordinator

Prof. Fred Lee

Prof. Michael Morrell

Prof. Jennifer Sterling-Folker

Prof. Christine Sylvester

**Similar Programs in Connecticut or Region**

1. An online search reveals many classes at the undergraduate level on politics and popular culture, yet very few programs at the graduate level. 87 syllabi for undergraduate classes were recovered using the search term “politics and popular culture,” while only two MA programs were found – one in the United Kingdom and the other focused on popular culture without the political component. We read this as indicating that there is a large, untapped market of students with interest and familiarity with politics and popular culture, yet no venue in which to pursue further study.
   1. **MA Program one:** *World Politics and Popular Culture*, University of Newcastle, UK. A recently created master’s degree that “examines the changing dynamics of contemporary international relations in the context of the politics of the forces shaping and being shaped by popular culture. It focuses on key theories, policies, and events in world politics, in relation to both traditional and new media.” This is an exciting MA degree, and we are familiar with the interesting scholarship of its faculty members. We do not consider the program a rival, for several reasons: Geography – it is a UK program; Breadth of coverage – it is purely focused on international politics, whereas we treat politics domestically, comparatively, international, in theory and practice; Depth of coursework: this MA offers just one dedicated politics and popular culture class, our proposed curriculum has more content at this intersection.
   2. **MA Program two:** *Popular Culture*, Bowling Green State University. A well-established program. BGSU is the only institution in the nation with a department of popular culture. The UCONN MPPC program compares favorably, nonetheless. First, BGSU’s MA is in “popular culture” whereas our proposal more specifically targets “Politics and Popular Culture.” We thus offer more focused social science training to go with the mass culture referents. Second, while BGSU is a fine institution, UCONN is a top public research university. Our MA can be expected to carry more weight, and therefore we do not believe we would lose substantial applicants to the BGSU program.

**2018-231 POLS 3720 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8668 |
| **Request Proposer** | Dudas |
| **Course Title** | Heroes and Villains in 21st Century Politics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | POLS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Political Science |
| **Course Title** | Heroes and Villains in 21st Century Politics |
| **Course Number** | 3720 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey R Dudas |
| **Initiator Department** | Political Science |
| **Initiator NetId** | jrd04003 |
| **Initiator Email** | [jeffrey.dudas@uconn.edu](mailto:jeffrey.dudas@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 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** | 45 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | Political Science 3720: Heroes and Villains in 21st-Century Politics Three credits. Prerequisite: Open to juniors and above. Exploration of how conventional understandings of heroism and villainy influence contemporary politics. |
| **Reason for the course action** | The study of how politics and popular culture intersect is a burgeoning field of study in Political Science. The Department currently offers very few courses in this area. The course features high-level required readings and discussions that make it appropriate for Junior and Senior-level students. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This course pays particular attention to: 1) how in the American tradition heroism and villainy depend upon one another; 2) how the categories of heroism and villainy give rise to stock characters who both recur in our popular entertainment and influence the trajectory of our politics; and 3) how we employ these stock heroes and villains to understand both ourselves as citizens and those who are considered “other” to the American nation. |
| **Describe course assessments** | 3 take-home essay exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Heroes Villains.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136686&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ccf489f707743493f67ea08d62ada6d5f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743514964004854&sdata=A6hHTzq0HpdVm5C2O3alhC%2FK6EMgqdwJrUS7P%2F8BQuk%3D&reserved=0) | Heroes Villains.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jeffrey R Dudas | 10/05/2018 - 09:28 | Submit |  | None | | Political Science | Stephen B Dyson | 10/05/2018 - 09:46 | Approve | ‎10‎/‎5‎/‎2018 | Signing off. | |

**Political Science 3720: Heroes and Villains in 21st Century Politics**

Tuesday & Thursday: 11am-12:15pm Professor Dudas

Oak 239 Oak 421

Fall 2018 [jeffrey.dudas@uconn.edu](mailto:jeffrey.dudas@uconn.edu)

University of Connecticut Office Hours: T, TH, 1-2:15pm

Please read this syllabus carefully. You are responsible for all of the information that it contains.

*Course Themes*

Both American politics and American popular culture are obsessed with stories of heroism and villainy. In this writing-intensive course we will explore the structure and content of these stories, paying particular attention to: 1) how in the American tradition heroism and villainy depend upon one another; 2) how the categories of heroism and villainy give rise to stock characters who both recur in our popular entertainment and influence the trajectory of our politics; and 3) how we employ these stock heroes and villains to understand both ourselves as citizens **and** those who are considered “other” to the American nation.

*Expectations*

I expect that you will come to class having completed **all** of the assigned readings for the day. Because my lectures, and the discussions that we will have, assume that you have thoroughly and thoughtfully done the readings, it is imperative for **your** progress that you make a good faith effort to complete the assignments on time. It is not essential that you have understood every argument, set of facts, etc. that are in the readings before coming to class. It is, though, important that you have tried your best to come to terms with the content of the course materials prior to our meetings.

I will excuse students at the end of each day. Please do not pack up your things before I excuse you. This kind of activity is distracting, disrespectful, and damaging to the classroom environment.

If you carry a cell phone, please remember to either silence or set the ringer to “vibrate” during class. Please do not answer phone calls during class time. Repeated disruptions of this policy will annoy your peers and cause you significant embarrassment.

Finally, please remember that the classroom environment is a respectful one. Disagreements are welcome and often productive for our overall goals; personal attacks, name calling, use of derogatory stereotypes, etc. are neither welcome nor productive. Avoid them at all costs.

*Academic Integrity*

Academic misconduct will not be tolerated. In all cases of suspected misconduct, I will follow the University of Connecticut’s Student Code, accessible at <http://www.community.uconn.edu/academic_integrity.html>.

*Course Policies – Frequently Asked Questions*

Q: What happens if I miss a quiz or exam without prior notice and I do not have verifiable

evidence of a medical or family emergency?

A: You receive a zero on the assignment.

Q: I missed lecture. Did I miss anything important?

A: Yes.

Q: Will you provide me with your lecture notes if I miss a lecture?

A: No.

Q: Are the notes available on Husky CT?

A: No.

Q: May I read and/or answer my text messages during lecture?

A: No. After a first warning, continued violations of this policy will result in taking a 0 on your course participation grade.

Q: May I do work for extra credit?

A: No.

Q: When I send you an email should I write “IMPORTANT” or “URGENT” or “PLEASE

READ” in the subject line?

A: No. Please use the subject line to identify the actual subject of the message.

Q: How should I address you when I send an email?

A: Please address me as “Professor Dudas,” or “Professor.”

*Course Assignments & Grading*

Final grades will be based upon your performance on **three written essays** and **class participation**. The grade breaks down in this way:

3 Essays @ 25% each= 75%

Class Participation = 25%

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

100%

Final grades will be assigned according to the following scale:

94-100 = A

90-93 = A-

87-89 = B+

82-86 = B

78-81 = B-

74-77 = C+

70-73 = C

67-69 = C-

63-66 = D+

60-62- = D

58-61 = D-

58↓ = F

*Reading Schedule*:

**\***= **To be distributed by the Professor**

Week 1:

Tuesday, August 28: Introduction to Course (No Reading)

1. **Foundations**

Thursday, August 30: Joseph Campbell, “The Hero’s Adventure”**\***

Week 2:

Tuesday, September 4: David Engel, “The Oven-Bird’s Song”**\***

Thursday, September 6: Thomas Jefferson, “The Declaration of Independence”**\***; *Notes on Virginia* (selections)**\***

Week 3:

Tuesday, September 11: Abraham Lincoln, “Address to the Young Men’s Lyceum”**\***; “The Gettysburg Address”**\***

Thursday, September 13: Richard Slotkin, *Gunfighter Nation* (pp. 1-26; 441-473)**\***

Week 4:

Tuesday, September 18: Michael Kazin, *The Populist Persuasion* (pp. 1-25; 269-290)**\***

Thursday, September 20: Michael Rogin, “Political Repression in the United States”**\***

Week 5:

Tuesday, September 25: *The Searchers* (movie)

Thursday, September 27: *The Searchers* (movie); Edward Buscome, *The Searchers* (BFI Film Classics) (purchase online)

1. **Articulations I: Sci-Fi/Fantasy**

Week 6:

Tuesday, October 2: Stephen Dyson, *Otherworldly Politics* (purchase online)

*Thursday, October 4:* **Essay #1 Due***;* Dyson*,* *Otherworldly Politics* (continued)

Week 7:

Tuesday, October 9: Raymond Schuck, “The anti-racist-white-hero premise”: Whiteness and the Harry Potter Series”**\***; Julie Alexander, “The Filmic Heroine”**\***

Thursday, October 11: Bethany Barratt, “Death Eaters and Dark Wizards: Terror and Counter-Terror”**\***; Julie Beck, “The Psychology of Voldemort”**\***; Julie Beck, “The Grisly, All-American Appeal of Serial Killers”**\***

Week 8:

Tuesday, October 16:*The Hunger Games* (movie)

Thursday, October 18: *The Hunger Games* (movie); Kelly Oliver, “Ambiguity, Ambivalence, and Extravagance in *The Hunger Games*”**\***

Week 9:

Tuesday, October 23: Oliver, continued; Shonni Enelow, “The Great Recession”**\***

1. **Articulations II: Detectives/Crime/Super Heroes**

Thursday, October 25: **Essay #2 Due**; Edgar Allan Poe, “The Purloined Letter”**\***

Week 10:

Tuesday, October 30: Gary Potter, “The History of Policing in the United States”**\***

Tuesday, November 1: Jonathon Simon, *Governing Through Crime* (selections)

Week 11:

Tuesday, November 6: Alyssa Rosenberg, “Dragnets, Dirty Harrys and Dying Hard: 100 Years of the Police in Pop Culture” (parts I-V)**\***

Thursday, November 8: *The Big Lebowski* (movie)

Week 12:

Tuesday, November 13: *The Big Lebowski* (movie); J.M. Tyree and Ben Walters, *The Big Lebowski* (BFI Film Classics)**\***

Thursday, November 15: Tyree and Walters, continued

Week 13:

Tuesday, November 20: **Thanksgiving Holiday – No Class**

Thursday, November 22: **Thanksgiving Holiday – No Class**

Week 14:

Tuesday, November 27: *The Lego Batman Movie* (movie)

Thursday, November 29: *The Lego Batman Movie* (movie); Jeffrey R. Dudas, “‘You Had Me at ‘Shut Up’: Batman, Joker, and the Authoritarian Passions of American Politics”**\***

Week 15:

Tuesday, December 4: No Class (Writing Day)

Thursday, December 6: No Class (Writing Day)

Week 16 (Finals Week):

TBA: **Essay #3 Due**

The required books for this course (as marked) are available for purchase online at any of the major booksellers. All readings marked with an asterisk will be distributed electronically by the Professor.

**2018-232 POLS 3710 Add Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8665 |
| **Request Proposer** | Dyson |
| **Course Title** | Political Science Fiction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Political Science > College of Liberal Arts and Sciences > Return > 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** | Political Science Fiction |
| **Course Number** | 3710 |
| **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 |

|  |  |
| --- | --- |
| **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 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?** | 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** | POLS 3710. Political Science Fiction. Three credits. International relations theory and speculative fiction as competing and complementary interpretations of war, peace, and politics. |
| **Reason for the course action** | Creation of new course to support undergraduate program |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students taking this class will explore the fundamental similarity between the created realities of international relations theory and of speculative fiction. They will gain understanding of a) the nature of theory and story; b) the most prominent theories and stories circulating at the intersection of international relations and speculative fiction; c) the fluency to think and speak across fictional / social scientific boundaries. |
| **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%) • Final Examination (40%) • Contribution to discussion (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Political Science Fiction syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136684&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C45bddcf37f294740120008d62adca727%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743524519931530&sdata=WEScYP5G%2BRq4vHV1HKGgTKKThMAiitLd0h9F50MwwO4%3D&reserved=0) | I:\Political Science Fiction syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen B Dyson | 10/05/2018 - 08:17 | Submit |  | I am submitting this form. | | Political Science | Stephen B Dyson | 10/05/2018 - 08:34 | Approve | ‎10‎/‎5‎/‎2018 | Signing off. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/05/2018 - 10:57 | Return | 10/5/2018 | Returning to proposer to click "yes" on "Is this a gen ed course" in order to get W questions. PB. | | Return | Stephen B Dyson | 10/05/2018 - 11:00 | Resubmit |  | Signing off. | | Political Science | Stephen B Dyson | 10/05/2018 - 11:18 | Approve | ‎10‎/‎5‎/‎2018 | Signing off. | |

Political Science 3710 / 5710: Political Science Fiction

This class explores the homologous functions of speculative fiction and theories of international relations. Created worlds of speculative fiction are read as representations of political life, revealing cultural assumptions about international conflict. Further, science fiction texts circulate ideas about politics and so contribute to the construction of political worlds.

The class takes the perspective that politics is not knowable directly but must instead be represented by acts of meaning making such as political speeches, academic theories, and popular culture. Popular culture representations are consequential in that they are a) widely consumed and b) drawn from common cultural resources. Popular culture in some senses *is* the real world, then, or it is at least as real as the representations of the world offered by politicians and by academics. “Synthetic experiences” gained via popular culture can thus reinforce or change views of reality.

Students taking this class will explore the fundamental similarity between the created realities of international relations theory and of speculative fiction. They will gain understanding of a) the nature of theory and story; b) the most prominent theories and stories circulating at the intersection of international relations and speculative fiction; c) the fluency to think and speak across fictional / social scientific boundaries.

(**bold** denotes additional readings / assignments for 5710 enrollees);.

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 professional skills in SF/IR analysis. This will take a form agreed between the professor and the student. Examples include: 3 lesson plans addressing an SF/IR topic (for students with a teaching interest or background); 3 publishable blog posts / newspaper articles on SF/IR topics (for students with a journalism interest or background); 1 podcast with 3 segments on SF/IF topics (for students with an electronic media interest of background); one academic conference-style paper. (40%)**
* Final Examination (40%)
* Contribution to discussion (30%)

Schedule

Week One: World-Building In IR and SF.

Readings: Waltz, *Theory of International Politics* (selection)

Dyson, *Otherworldly Politics*, chapter one.

**Jackson, *Conduct of Inquiry in International Relations*, selections.**

Week Two: Identifying the IR-SF Intertext.

Readings: Grayson, Davies and Philpott, ‘Pop Goes IR’

Weldes, ‘Going Cultural’

**Daniel and Musgrave, ‘Synthetic Experiences.’**

**Carpenter, ‘Rethinking the political/-science-fiction/nexus’**

Week Three: Counter-Factuals and Speculative Worlds

Readings: Tetlock and Belkin, *Counterfactual Thought Experiments in World Politics*

Listen: N.K. Jemison on Worldbuilding, *The Ezra Klein Show*.

Week Four: Realism

Readings: John J. Mearsheimer, *The Tragedy of Great Power Politics*, selections.

**Kenneth N. Waltz, *Theory of International Politics*, selections,**

**Dyson, *Otherworldly Politics*, chapter two, chapter three.**

Dyson, ‘Here’s why you should be reading Liu Cixin.’

Liu Cixin, *The Dark Forest*, selections.

Week Five: Constructivism

Readings: Alexander Wendt, ‘Anarchy is What States Make of It’

**Ruggie, ‘What Makes the World Hang Together?’**

**Dyson, Chapter four.**

Screening: *Arrival*.

Week Six: Liberalism

Readings: Michael Doyle, *Ways of War and Peace*, selection.

Iver B. Neumann, ‘Grab a Phaser, Ambassador!’

**Sarantakes, ‘Cold War Pop Culture and the Image of U.S. Foreign**

**Policy.’**

**Weldes, ‘Globalization is Science Fiction.’**

Week Seven: Marxism

Readings: Michael Doyle, *Ways of War and Peace,* selection

**Lee and Manicastri, ‘Not All are Aboard’**

Screening: *Snowpiercer*

Week Eight: Technologies of International Relations

Readings: Dyson, Chapter seven

Carpenter, ‘Beware the Killer Robots.’

**H.G. Wells, *The World Set Free***

Screening: *Sunshine.*

Week Nine: Human Rights.

**Finnemore, ‘Constructing Norms of Humanitarian Intervention.’**

Dixit, ‘Relating to Difference: Aliens and Alienness in Doctor Who and

International Relations.’

Fukuyama, ‘Second Thoughts: The Last Man in a Bottle.’

Screening: *Blade Runner*.

Week Ten: Utopias and Dystopias

Readings: Paik, ‘From Utopia to Apocalypse’

**Moylan, *Scraps of the Untainted Sky*, selection.**

**Curtis, *Postapocalyptic Fiction*, selection.**

Week Eleven: Militarization, Security, and Terrorism

Readings: Davies and Philpott, ‘Militarization and Popular Culture.’

Pears: ‘Ask the Audience: Television, Security, and Homeland.’

**Fey, Poppe, and Rauch, ‘The Nuclear Taboo: Battlestar Galactica and**

**the Real World.’**

**Brooks, Amble, Cavanaugh, and Gates, *Strategy Strikes Back: How Star***

***Wars Explains Modern Military Conflict,* selections.**

Week Twelve: Gender and Feminism

Readings: Clapton and Shepherd, ‘Lessons from Westeros: Gender and Power in

Game of Thrones.’

**Enloe, *Bananas, Beaches, and Bases*, selections.**

Week Thirteen: Production and Audience: SF as Business.

Readings: **Morley, *Television, Audiences, and Cultural Studies,* selections.**

**Folch, ‘Why the West Loves Sci-Fi and Fantasy.’**

Taylor, *How Star Wars Conquered the Universe.*

**2018-233 POLS 5710 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8666 |
| **Request Proposer** | Dyson |
| **Course Title** | Political Science Fiction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Political Science Fiction |
| **Course Number** | 5710 |
| **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 |

|  |  |
| --- | --- |
| **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** |  |

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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** |  |
| **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 5710. Political Science Fiction Three credits. International Relations Theory and Speculative Fiction as interpretations and interrogations of war, peace, politics, knowledge, and imagination. |
| **Reason for the course action** | New course to support new MA program. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students taking this class will explore the fundamental similarity between the created realities of international relations theory and of speculative fiction. They will gain understanding of a) the nature of theory and story; b) the most prominent theories and stories circulating at the intersection of international relations and speculative fiction; c) the fluency to think and speak across fictional / social scientific boundaries. |
| **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 professional skills in SF/IR analysis. This will take a form agreed between the professor and the student. Examples include: 3 lesson plans addressing an SF/IR topic (for students with a teaching interest or background); 3 publishable blog posts / newspaper articles on SF/IR topics (for students with a journalism interest or background); 1 podcast with 3 segments on SF/IF topics (for students with an electronic media interest of background); one academic conference-style paper. (40%) • Contribution to discussion (30%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Political Science Fiction syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136685&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce98f789d36914042c60508d62ad4d751%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636743490967975672&sdata=VNTHFxv2Rho0mpipb8WoCA%2BfPKF1%2BIH%2FGvy3EzePOQ0%3D&reserved=0) | I:\Political Science Fiction syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Stephen B Dyson | 10/05/2018 - 08:26 | Submit |  | I am submitting this form. | | Political Science | Stephen B Dyson | 10/05/2018 - 08:35 | Approve | ‎10‎/‎5‎/‎2018 | Signing off. | |

Political Science 3710 / 5710: Political Science Fiction

This class explores the homologous functions of speculative fiction and theories of international relations. Created worlds of speculative fiction are read as representations of political life, revealing cultural assumptions about international conflict. Further, science fiction texts circulate ideas about politics and so contribute to the construction of political worlds.

The class takes the perspective that politics is not knowable directly but must instead be represented by acts of meaning making such as political speeches, academic theories, and popular culture. Popular culture representations are consequential in that they are a) widely consumed and b) drawn from common cultural resources. Popular culture in some senses *is* the real world, then, or it is at least as real as the representations of the world offered by politicians and by academics. “Synthetic experiences” gained via popular culture can thus reinforce or change views of reality.

Students taking this class will explore the fundamental similarity between the created realities of international relations theory and of speculative fiction. They will gain understanding of a) the nature of theory and story; b) the most prominent theories and stories circulating at the intersection of international relations and speculative fiction; c) the fluency to think and speak across fictional / social scientific boundaries.

(**bold** denotes additional readings / assignments for 5710 enrollees);.

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 professional skills in SF/IR analysis. This will take a form agreed between the professor and the student. Examples include: 3 lesson plans addressing an SF/IR topic (for students with a teaching interest or background); 3 publishable blog posts / newspaper articles on SF/IR topics (for students with a journalism interest or background); 1 podcast with 3 segments on SF/IF topics (for students with an electronic media interest of background); one academic conference-style paper. (40%)**
* Final Examination (40%)
* Contribution to discussion (30%)

Schedule

Week One: World-Building In IR and SF.

Readings: Waltz, *Theory of International Politics* (selection)

Dyson, *Otherworldly Politics*, chapter one.

**Jackson, *Conduct of Inquiry in International Relations*, selections.**

Week Two: Identifying the IR-SF Intertext.

Readings: Grayson, Davies and Philpott, ‘Pop Goes IR’

Weldes, ‘Going Cultural’

**Daniel and Musgrave, ‘Synthetic Experiences.’**

**Carpenter, ‘Rethinking the political/-science-fiction/nexus’**

Week Three: Counter-Factuals and Speculative Worlds

Readings: Tetlock and Belkin, *Counterfactual Thought Experiments in World Politics*

Listen: N.K. Jemison on Worldbuilding, *The Ezra Klein Show*.

Week Four: Realism

Readings: John J. Mearsheimer, *The Tragedy of Great Power Politics*, selections.

**Kenneth N. Waltz, *Theory of International Politics*, selections,**

**Dyson, *Otherworldly Politics*, chapter two, chapter three.**

Dyson, ‘Here’s why you should be reading Liu Cixin.’

Liu Cixin, *The Dark Forest*, selections.

Week Five: Constructivism

Readings: Alexander Wendt, ‘Anarchy is What States Make of It’

**Ruggie, ‘What Makes the World Hang Together?’**

**Dyson, Chapter four.**

Screening: *Arrival*.

Week Six: Liberalism

Readings: Michael Doyle, *Ways of War and Peace*, selection.

Iver B. Neumann, ‘Grab a Phaser, Ambassador!’

**Sarantakes, ‘Cold War Pop Culture and the Image of U.S. Foreign**

**Policy.’**

**Weldes, ‘Globalization is Science Fiction.’**

Week Seven: Marxism

Readings: Michael Doyle, *Ways of War and Peace,* selection

**Lee and Manicastri, ‘Not All are Aboard’**

Screening: *Snowpiercer*

Week Eight: Technologies of International Relations

Readings: Dyson, Chapter seven

Carpenter, ‘Beware the Killer Robots.’

**H.G. Wells, *The World Set Free***

Screening: *Sunshine.*

Week Nine: Human Rights.

**Finnemore, ‘Constructing Norms of Humanitarian Intervention.’**

Dixit, ‘Relating to Difference: Aliens and Alienness in Doctor Who and

International Relations.’

Fukuyama, ‘Second Thoughts: The Last Man in a Bottle.’

Screening: *Blade Runner*.

Week Ten: Utopias and Dystopias

Readings: Paik, ‘From Utopia to Apocalypse’

**Moylan, *Scraps of the Untainted Sky*, selection.**

**Curtis, *Postapocalyptic Fiction*, selection.**

Week Eleven: Militarization, Security, and Terrorism

Readings: Davies and Philpott, ‘Militarization and Popular Culture.’

Pears: ‘Ask the Audience: Television, Security, and Homeland.’

**Fey, Poppe, and Rauch, ‘The Nuclear Taboo: Battlestar Galactica and**

**the Real World.’**

**Brooks, Amble, Cavanaugh, and Gates, *Strategy Strikes Back: How Star***

***Wars Explains Modern Military Conflict,* selections.**

Week Twelve: Gender and Feminism

Readings: Clapton and Shepherd, ‘Lessons from Westeros: Gender and Power in

Game of Thrones.’

**Enloe, *Bananas, Beaches, and Bases*, selections.**

Week Thirteen: Production and Audience: SF as Business.

Readings: **Morley, *Television, Audiences, and Cultural Studies,* selections.**

**Folch, ‘Why the West Loves Sci-Fi and Fantasy.’**

Taylor, *How Star Wars Conquered the Universe.*

**2018-234 MATH 3710 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8537 |
| **Request Proposer** | Rogers |
| **Course Title** | Mathematical Modeling |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > 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** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Mathematical Modeling |
| **Course Number** | 3710 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a revision of catalog copy for an existing course, and the addition of a W version of the course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Luke Rogers |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | lur07001 |
| **Initiator Email** | [luke.rogers@uconn.edu](mailto:luke.rogers@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** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and writing workshops |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MATH 2144Q or 2420Q, or MATH 2210Q and 2410Q; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed PHYS 5350. |
| **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?** | Yes |
| **Other restrictions** | All seats would be reserved for math majors. |
| **Is Consent Required for course?** | No Consent Required |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is an upper level course which requires the instructional resources available at Storrs and would not draw sufficient enrollment at other campuses. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3710. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350. Construction of mathematical models in the social, physical, life and management sciences. Linear programming, simplex algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling. |
| **Provide proposed title and complete course catalog copy** | 3710. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210Q and 2410Q. Not open for credit to students who have passed PHYS 5350. Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines. 3710W. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q, or 2420Q; or MATH 2210Q and 2410Q; and ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed PHYS 5350. Only open to mathematics majors. |
| **Reason for the course action** | The "not open for credit" items have changed because the courses they refer to no longer exist. The course description has been updated to allow the possibility of a broader range of topics, as we hope to incorporate some more modern material in future. We wish to introduce a W version of the course. This would be our first W course in applied mathematics, and is being created partly in response to dramatic enrollment growth in the applied mathematics major. It is a natural place for teaching writing appropriate to applied mathematics for reasons explained in the "Skill code W" section below. |
| **Specify effect on other departments and overlap with existing courses** | No significant effect on other departments is anticipated. While we anticipate that other departments may teach courses on or involving mathematical models in their discipline, the emphasis of this course is on the mathematics that underlies modeling in many disciplines, so overlap with such courses should be small and minimized by the different emphasis of this course. We intend that this course can be used to meet the W course requirement in all math majors except Math-Phys which has a prescribed W course. When this change is made it will affect the Math-Statistics major; the statistics department has been consulted about this and agreed to this planned change. |
| **Please provide a brief description of course goals and learning objectives** | Learning goals: To successfully complete this course, students should demonstrate (1) an understanding of how mathematical models can be implemented in the social, physical, life, and management sciences. (2) the ability to apply various mathematical techniques from calculus, differential equations, linear algebra and discrete mathematics to create and analyze models related to real-world phenomena. In 3710W students should, in addition, demonstrate (3) the capacity for written communication of assumptions, limitations and solutions to mathematical modeling problems. |
| **Describe course assessments** | The non-W version of the course will be assessed using: - weekly quizzes, 25% - Two midterm exams, 20% each - A cumulative final, 35% The W version will be assessed using - writing portfolio 15% - weekly quizzes, 20% - Two midterm exams, 20% each - A cumulative final, 25% |
| **General Education Goals** | The W version of this course is intended to increase students' ability to articulate (in writing) the implications of mathematical ideas and analysis in other disciplines. By providing an emphasis on communication regarding mathematical models it should also contribute to the breadth and versatility of the intellectual development of mathematics majors. |
| **Skill Code W** | The construction and use of mathematical models is an area in which mathematics is closely connected other disciplines. A crucial part of successful mathematical modeling is the communication, usually in written form, of the assumptions underlying a model, the model's limitations, and the results the model provides. Student's in-depth written exposition of two mathematical models will help them develop knowledge of the conceptual basis for the model and the ways in which the theoretical assumptions may or may not be applicable in practice, as well as attaining experience in expressing the results of mathematical models in a manner that makes clear the relevance and limitations of these to the motivating problem. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MATH3710W Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136243&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0abc70f14d6140d2e43808d62a40cbc1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742855123839410&sdata=NHdSIWIjWc5ClUBv24fzkarrIYP0rnTQHAcySvGTb6c%3D&reserved=0) | MATH3710W Syllabus.pdf | Syllabus | | [MATH3710 Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136362&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0abc70f14d6140d2e43808d62a40cbc1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742855123839410&sdata=a%2FeMepNSaV9MKpI6VBkG3vJkhCFDEpk%2F8Byvt5kyfuU%3D&reserved=0) | MATH3710 Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Luke Rogers | 09/26/2018 - 14:40 | Submit |  | Department UPC approval: 3/8/18 Department approval: 4/4/18 | | Mathematics | Luke Rogers | 10/03/2018 - 04:03 | Approve |  | Dept UPC approval 3/8/18 Dept approval 4/4/18 | |

**MATH3710**

Mathematical Modeling

University of Connecticut

Fall 2018

# General Information

**Instructor:**

**Email:**

**Office/ Office Hours:**

**Prerequisites:** MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed PHYS 5350.

**Textbook:** Topics in Mathematical Modeling, K. K. Tung.

# Course Description & Goals

Mathematical modeling is a course that relates mathematical fields such as calculus, differential equations, linear algebra and discrete mathematics to real life mathematical models in the social, physical, life and management sciences. Some specific topics that are considered include fractals, rabbit growth, mammal circulatory systems, compounding interest, carbon dating, the age of the universe, HIV reproduction, motion of planets and gravitational laws, logistic growth of fish, and other various interactions (prey-predator models, marriage models, weather models etc.). Specific goals for MATH3710 are listed below:

After this course, we will be able to:

1. demonstrate an understanding of how mathematical models can be implemented in the social, physical, life, and management sciences.
2. apply various mathematical techniques from calculus, differential equations, and discrete mathematics to create and analyze models related to real-world phenomena.

# Grading

Final grades in the course will be computed via the following grading breakdown:

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Graded Component** | | | | **Weight** | | |
| Weekly Quizzes | | | | 25% | | |
| Exam 1 | | | | 20% | | |
| Exam 2 | | | | 20% | | |
| Final Exam | | | | 35% | | |
| **A** | [93, 100] | | **B** | [83, 87) | **C** | | [73, 77) | **D** | | [63, 67) |
| **A-** | [90, 93) | | **B-** | [80, 83) | **C-** | | [70, 73) | **D-** | | [60, 63) |
| **B+** | [87, 90) | | **C+** | [77, 80) | **D+** | | [67, 70) | **F** | | *<* 60 |

## Weekly Quizzes

There are approximately 12 weekly quizzes held on Fridays throughout the semester (each week that there is not an examination). The quizzes are based on the suggested homework problems. Suggested homework problems are not collected, but completing the assignments is highly recommended and is a great way to study for the quizzes.

## Exams

There are 2 unit exams and a *cumulative* final exam. The content for each of the first two exams will be announced in class and the tentative dates of these assessments can be seen below:

**Exam 1:** October 5th

**Exam 2:** November 9nd

**Final Exam:** TBA

## Course Policies

### Attendance

You are required to attend all class meetings and are responsible for what we discuss. If you miss a class meeting, you should talk with a classmate to figure out what you missed, get any handouts/materials you missed from the HuskyCT site, and get caught up as soon as possible.

### Make-Up/Late Policy

There will be no make-ups and no extensions for any form of assessment (exams, quizzes, etc.). Only extreme situations with an officially documented excuse will allow you to make up an assessment.

### Academic Integrity

It is in your best interest to maintain your academic integrity. Any form of academic dishonesty undermines the goals of our course and devalues the learning process. Academic dishonesty is a serious offense at UConn and can result in a zero grade on an assessment and/or failure in the course.

### University Writing Center

All UConn students are invited to visit the University Writing Center for free 45-minute individualized tutorials. You can drop in or make an appointment. For hours, locations, and more information, please go to [https://writingcenter.uconn.edu/.](https://writingcenter.uconn.edu/)

### Accommodations for Students with Disabilities

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Center for Students with Disability: [http://www.csd. uconn.edu/.](http://www.csd.uconn.edu/) They will determine with you what accommodations are necessary and appropriate. Students who think that they may need accommodations are encouraged to meet with me privately early in the semester.

## Tentative Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Sections** | **Assignments** | **HW** |
| 1 | Fibonacci sequence, Second order linear difference equations, Law of Quarter Powers | §1.1, 1.2, 1.3,  2.2, 2.3 |  | TBA |
| 2 | Law of Quarter Powers, Citation Networks, Review of linear differential equations | §2.2, 2.3, 2.4,  2.9, A.1, A.2 | Quiz 1 | TBA |
| 3 | Compound interest and mortgage payments, Rule of 72, chaotic bank balances, radioactive decay/ half-life | §3.2, 3.3, 3.4,  3.5, 3.6, 4.2 | Quiz 2 | TBA |
| 4 | Age of solar system/ universe, 2nd order linear differential equations, carbon dating, HIV modeling, Kepler’s Laws | §4.3, 4.4, 4.5,  4.6, A.1, 5.1 | Quiz 3 | TBA |
| 5 | Vector calculus and Kepler’s 1st, 2nd, and 3rd Law, Newton’s Gravity Law | §5.3, 5.4, 5.5 | Quiz 4 | TBA |
| 6 | Review for exam, Exam 1, elliptical orbits, logistic growth models | §5.5, 6.2 | Exam 1 | TBA |
| 7 | Qualitative analysis and harvesting model, depensation growth model, discrete time models | §6.3, 6.4, 6.5,  6.6, 7.1 | Quiz 5 | TBA |
| 8 | Discrete time logistic equation, interactions between species, linearization techniques | §7.2, 7.3, 9.1,  9.2 | Quiz 6 | TBA |
| 9 | Lotka-Volterra Predator-Prey Model, harvesting, predator-prey with logistic growth, romeo-juliet model | §9.3, 9.4, 9.5,  9.7 | Quiz 7 | TBA |
| 10 | CONCOM Model, review for exam,  Exam 2 | §9.7 | Exam 2 | TBA |
| 11 | Self-interaction, marital interaction, general equilibrium solutions | §10.2, 10.4,  10.5, 10.6 | Quiz 8 | TBA |
| 12 | General equilibrium solutions, chaos | §10.7, 10.9,  11.1, 11.2,  11.3, 11.4 | Quiz 9 | TBA |
| 13 | Equilibria and stability for Lorenz  Equations, non-linear stability | §11.4, 11.5 | Quiz 10 | TBA |
| 14 | Chaotic waterwheel and food-chain model, review for final | §11.6 | Quiz 11 | TBA |

**2018-235 MATH 3710W Add Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8537 |
| **Request Proposer** | Rogers |
| **Course Title** | Mathematical Modeling |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > 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** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Mathematical Modeling |
| **Course Number** | 3710 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a revision of catalog copy for an existing course, and the addition of a W version of the course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Luke Rogers |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | lur07001 |
| **Initiator Email** | [luke.rogers@uconn.edu](mailto:luke.rogers@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** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** | Fall |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and writing workshops |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MATH 2144Q or 2420Q, or MATH 2210Q and 2410Q; ENGL 1010 or 1011 or 2011. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | Not open for credit to students who have passed PHYS 5350. |
| **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?** | Yes |
| **Other restrictions** | All seats would be reserved for math majors. |
| **Is Consent Required for course?** | No Consent Required |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | This is an upper level course which requires the instructional resources available at Storrs and would not draw sufficient enrollment at other campuses. |
| **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** | 3710. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210 and 2410Q. Not open for credit to students who have passed MATH 5530 or 5540, CHEM 305, or PHYS 5350. Construction of mathematical models in the social, physical, life and management sciences. Linear programming, simplex algorithm, duality. Graphical and probabilistic modeling. Stochastic processes, Markov chains and matrices. Basic differential equations and modeling. |
| **Provide proposed title and complete course catalog copy** | 3710. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q or 2420Q; or MATH 2210Q and 2410Q. Not open for credit to students who have passed PHYS 5350. Theoretical and numerical analysis, using concepts from calculus, differential equations, linear algebra and discrete mathematics, applied to derive and analyze various mathematical models used in other disciplines. 3710W. Introduction to Mathematical Modeling Three credits. Prerequisite: MATH 2144Q, or 2420Q; or MATH 2210Q and 2410Q; and ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed PHYS 5350. Only open to mathematics majors. |
| **Reason for the course action** | The "not open for credit" items have changed because the courses they refer to no longer exist. The course description has been updated to allow the possibility of a broader range of topics, as we hope to incorporate some more modern material in future. We wish to introduce a W version of the course. This would be our first W course in applied mathematics, and is being created partly in response to dramatic enrollment growth in the applied mathematics major. It is a natural place for teaching writing appropriate to applied mathematics for reasons explained in the "Skill code W" section below. |
| **Specify effect on other departments and overlap with existing courses** | No significant effect on other departments is anticipated. While we anticipate that other departments may teach courses on or involving mathematical models in their discipline, the emphasis of this course is on the mathematics that underlies modeling in many disciplines, so overlap with such courses should be small and minimized by the different emphasis of this course. We intend that this course can be used to meet the W course requirement in all math majors except Math-Phys which has a prescribed W course. When this change is made it will affect the Math-Statistics major; the statistics department has been consulted about this and agreed to this planned change. |
| **Please provide a brief description of course goals and learning objectives** | Learning goals: To successfully complete this course, students should demonstrate (1) an understanding of how mathematical models can be implemented in the social, physical, life, and management sciences. (2) the ability to apply various mathematical techniques from calculus, differential equations, linear algebra and discrete mathematics to create and analyze models related to real-world phenomena. In 3710W students should, in addition, demonstrate (3) the capacity for written communication of assumptions, limitations and solutions to mathematical modeling problems. |
| **Describe course assessments** | The non-W version of the course will be assessed using: - weekly quizzes, 25% - Two midterm exams, 20% each - A cumulative final, 35% The W version will be assessed using - writing portfolio 15% - weekly quizzes, 20% - Two midterm exams, 20% each - A cumulative final, 25% |
| **General Education Goals** | The W version of this course is intended to increase students' ability to articulate (in writing) the implications of mathematical ideas and analysis in other disciplines. By providing an emphasis on communication regarding mathematical models it should also contribute to the breadth and versatility of the intellectual development of mathematics majors. |
| **Skill Code W** | The construction and use of mathematical models is an area in which mathematics is closely connected other disciplines. A crucial part of successful mathematical modeling is the communication, usually in written form, of the assumptions underlying a model, the model's limitations, and the results the model provides. Student's in-depth written exposition of two mathematical models will help them develop knowledge of the conceptual basis for the model and the ways in which the theoretical assumptions may or may not be applicable in practice, as well as attaining experience in expressing the results of mathematical models in a manner that makes clear the relevance and limitations of these to the motivating problem. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MATH3710W Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136243&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0abc70f14d6140d2e43808d62a40cbc1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742855123839410&sdata=NHdSIWIjWc5ClUBv24fzkarrIYP0rnTQHAcySvGTb6c%3D&reserved=0) | MATH3710W Syllabus.pdf | Syllabus | | [MATH3710 Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136362&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C0abc70f14d6140d2e43808d62a40cbc1%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742855123839410&sdata=a%2FeMepNSaV9MKpI6VBkG3vJkhCFDEpk%2F8Byvt5kyfuU%3D&reserved=0) | MATH3710 Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Luke Rogers | 09/26/2018 - 14:40 | Submit |  | Department UPC approval: 3/8/18 Department approval: 4/4/18 | | Mathematics | Luke Rogers | 10/03/2018 - 04:03 | Approve |  | Dept UPC approval 3/8/18 Dept approval 4/4/18 | |

**MATH3710W**

Mathematical Modeling

University of Connecticut

Fall 2019

# General Information

**Instructor:** TBD

**Email:** TBD

**Office/ Office Hours:** TBD

**Prerequisites:** MATH 2144Q or 2420Q; or MATH 2210 and 2410Q; and ENGL 1010 or 1011 or 2011.

**Textbook:** Topics in Mathematical Modeling, K. K. Tung. ISBN-13: 978-0-69111642-6

## Course Description & Goals

Mathematical modeling translates problems from various and diverse areas into tractable mathematical formulations whose theoretical and numerical analysis provides insight for the originating application. The goal of the course is to elaborate how concepts from calculus, differential equations, linear algebra, and discrete mathematics can be used in order to derive and analyze various mathematical models implemented in social, physical, life, and management sciences. Specific goals for MATH3710W are listed below:

After this course, students will be able to:

1. demonstrate an understanding of how mathematical models can be implemented in the social, physical, life, and management sciences.
2. apply various mathematical techniques from calculus, differential equations, linear algebra and discrete mathematics to create and analyze models related to real-world phenomena.
3. communicate theoretical background, limitations and solutions to mathematical modeling problems through the use of expository writing.

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## Grading

Final grades in the course will be computed via the following grading breakdown:

|  |  |
| --- | --- |
| **Graded Component** | **Weight** |
| Writing Portfolio | 15% |
| Weekly Quizzes | 20% |
| Exam 1 | 20% |
| Exam 2 | 20% |
| Final Exam | 25% |

### Weekly Quizzes

There will be approximately 12 weekly quizzes held throughout the semester (each week that there is not an examination). Quizzes will be announced in class and will be held on the last teaching day of each week. The quizzes will cover the material taught in class the previous week and will be based on the suggested homework problems. Suggested homework problems will not be collected, but completing the assignments is highly recommended and is a great way to study for the quizzes.

### Exams

There will be 2 unit exams and a *cumulative* final exam. The content for each of the first two exams will be announced in class and the tentative dates of these assessments can be seen below:

**Exam 1:** Week 6

**Exam 2:** Week 10

**Final Exam:** TBA

### The Writing Portfolio

To successfully complete a “W” course at the University of Connecticut, you will need to complete a writing portfolio, which will count towards 15% of your final grade. More information can be found in the proceeding section.

## The Writing Portfolio

### The Purpose of a “W” Course

In a writing-intensive course (W Course), writing should be integral to the learning goals and subject matter of the course. In the language of the General Education Guidelines at UConn, “students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition then to general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression and discipline specific, evidentiary, and stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.”

### The Portfolio Assignment

Throughout the semester, you will construct a “Mathematical Modeling Portfolio”. This portfolio will consist of two chapters for a total of no less than 15 pages. Each chapter will be submitted as a draft so that you can receive feedback on your exposition and make necessary revisions.

Each chapter (Chapters #1 and #2) of the portfolio will consist of a thorough and detailed solution to a specific mathematical modeling problem. You will choose these problems from a list of suggested problems. The problems will be similar to homework problems but will be more involved to solve. The chapters should each include:

* A description of the context/statement of the problem.
* A written solution of the problem (including all mathematical steps). The solution should address all questions posed in the problem and should be thorough and easy for the reader to follow. The intended audience is a mathematics major at UConn.
* A discussion of the implications of the solution to the problem. What does the result mean and why is it a useful problem for us to have solved?

The portfolio is required to be typeset in LATEX using the provided template and you should follow all appropriate conventions (displaying equations, referencing equations/definitions, chapter headings, bibliography, etc.). The portfolio will be graded in accordance with the provided rubric and your final portfolio grade will be computed as an average of the grades received for first and final drafts. The due dates for the first and final drafts of each chapter are:

|  |  |  |
| --- | --- | --- |
| **Chapter #** | **First Draft DUE** | **Final Draft DUE** |
| Chapter 1 | Week 5 | At Final Exam |
| Chapter 2 | Week 11 | At Final Exam |

# Course Policies

## “W” Course Grading and Revision Policy

According to university-wide policies for W courses:

1. an overall passing grade on the writing components of the course (the portfolio described above) is required to pass the course, and
2. all writing components of the course (the portfolio described below) must go through a feedback and revision process.

## Attendance

You are strongly encouraged to attend all class meetings and be responsible for what we discuss. If you miss a class meeting, you should talk with a classmate to figure out what you missed, get any handouts/materials you missed from the HuskyCT site, and get caught up as soon as possible.

## Make-Up/Late Policy

There will be NO make-ups and NO extensions for any form of assessment (exams, quizzes, portfolio submissions, etc.). Only extreme situations with an officially documented excuse will allow you to make up an assessment.

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It is in your best interest to maintain your academic integrity. Any form of academic dishonesty undermines the goals of our course and devalues the learning process. Academic dishonesty is a serious offense at UConn and can result in a zero grade on an assessment and/or failure in the course.

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If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Center for Students with Disabilities: [http://www.csd. uconn.edu/.](http://www.csd.uconn.edu/) They will determine with you what accommodations are necessary and appropriate. Students who think that they may need accommodations are encouraged to meet with the instructor privately early in the semester.

# Tentative Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Sections** | **Assignments** | **HW** |
| 1 | Fibonacci sequence, Second order linear difference equations, Law of Quarter Powers | §1.1, 1.2, 1.3,  2.2, 2.3 |  | TBA |
| 2 | Law of Quarter Powers, Citation Networks, Review of linear differential equations, Intro to scientific writing  and LaTeX I | §2.2, 2.3, 2.4,  2.9, A.1, A.2 | Quiz 1 | TBA |
| 3 | Compound interest and mortgage payments, Rule of 72, chaotic bank bal-  ances, radioactive decay/half-life | §3.2, 3.3, 3.4,  3.5, 3.6, 4.2 | Quiz 2 | TBA |
| 4 | Age of solar system/universe, 2nd order linear differential equations, carbon dating, Intro to scientific writing and  LaTeX II | §4.3, 4.4, 4.5,  4.6, A.1, 5.1 | Quiz 3 | TBA |
| 5 | Vector calculus and Kepler’s 1st, 2nd, and 3rd Law, Newton’s Gravity Law | §5.3, 5.4, 5.5 | Quiz 4, Portfolio  I | TBA |
| 6 | Review for exam, Exam 1, elliptical orbits, logistic growth models, HIV modeling, Kepler’s Laws | §5.5, 6.2 | Exam 1 | TBA |
| 7 | Qualitative analysis and harvesting model, depensation growth model, discrete time models, Discussion and  Feedback on Portfolio I | §6.3, 6.4, 6.5,  6.6, 7.1 | Quiz 5 | TBA |
| 8 | Discrete time logistic equation, interactions between species, linearization techniques | §7.2, 7.3, 9.1,  9.2 | Quiz 6 | TBA |
| 9 | Lotka-Volterra Predator-Prey Model, harvesting, predator-prey with logistic growth | §9.3, 9.4, 9.5,  9.7 | Quiz 7 | TBA |
| 10 | Review for exam, Exam 2 | §9.7 | Exam 2 | TBA |
| 11 | Self-interaction, marital interaction, general equilibrium solutions | §10.2, 10.4,  10.5, 10.6 | Quiz 8, Portfolio | TBA |
| 12 | General equilibrium solutions, chaos | §10.7, 10.9,  11.1 | Quiz 9 | TBA |
| 13 | Equilibria and stability for Lorenz Equations Discussion and Feedback on  Portfolio II | §11.2, 11.3,  11.4, 11.5 | Quiz 10 | TBA |
| 14 | Chaotic waterwheel and food-chain model, review for final | §11.6 | Quiz 11 | TBA |

**2018-236 MARN 3003Q Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8639 |
| **Request Proposer** | Skoog |
| **Course Title** | Environmental Reaction and Transport |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Environmental Reaction and Transport |
| **Course Number** | 3003Q |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are requesting a pre-req change, but no change in course content. |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Annelie Skoog |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | ans02015 |
| **Initiator Email** | [annelie.skoog@uconn.edu](mailto:annelie.skoog@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | Q |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q). |
| **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?** | Avery Point |
| **If not generally available at all campuses, please explain why** | The course is part of the Marine Sciences Major. Junior and Senior year courses require shore fieldwork and are therefore taught at Avery Point. |
| **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** | 3003Q. Environmental Reaction and Transport Four credits. Prerequisite: CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q). Vlahos An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems. |
| **Provide proposed title and complete course catalog copy** | 3003Q. Environmental Reaction and Transport Four credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Vlahos An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems. |
| **Reason for the course action** | We want to simplify the course flow for students in our Major. Changes approved at the CLAS CCC April meeting trigger further necessary changes. This proposal is part of a three-part proposal set requesting pre req changes in MARN3003Q, 4001, and 4002. 3001, 3002, and 3003Q are companion courses that can be taken in any order. We propose the same pre reqs for the three courses, which means revision of pre reqs for MARN3003Q. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Course goal is introduce internal and external processes controlling the response and operation of environmental systems. After the course, the students will be able to: (1) express quantitative results in language that conveys information; (2) connect mental analysis and assessment to the need to perform mathematical calculations; (3) think creatively about problems to analyze information |
| **Describe course assessments** | Weekly homework problems account for 40% of the grade. Final and midterm exams consist of in-class and take-home sections, worth 15% each for a total of 60%. |
| **General Education Goals** | Not applicable as a content area. As a Q-course, entry-level expectations are understanding of calculus as provided in one basic calculus course. Exit-level expectations are provided by the learning objectives: (1) express quantitative results in language that conveys information; (2) connect mental analysis and assessment to the need to perform mathematical calculations; (3) think creatively about problems to analyze information |
| **Skill Code Q** | The course is based on quantitative calculations and modeling as tools to find knowledge, It requires knowledge and use of mathematics and/or statistics at or above the basic algebra level and includes comprehensive analysis and data interpretation of marine-related quantitative problems. It includes use of formulas and functions, linear and quadratic equations and their graphs, systems of equations, polynomials, fractional expressions, exponents, powers and roots, problem solving and word problems. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus MARN3003Q 2018.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136524&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9ff6d79f9f9e4a9bab9e08d62a2006b8%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742714380005652&sdata=1LQL49Nf%2Bzl%2BykuaTGzirCXg9ifB4aaoXtaYXlez%2Bng%3D&reserved=0) | Syllabus MARN3003Q 2018.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Annelie Skoog | 10/02/2018 - 12:20 | Submit |  | DMS CCC approved changes on May 1 2018 and faculty on May 3 2018. | |



COURSE NUMBER: MARN3003Q

Course Title: Reaction & Transport

Department of Marine Sciences

MARN3003Q Syllabus – Spring 2018

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

Course and Instructor Information

**Course Title: MARN3003Q: Reaction & Transport**

**Credits:** 4

**Format: MARN3003Q**

**Prerequisites:**  Four credits. Prerequisite: CHEM 1127Q and one additional semester of CHEM, BIOL or PHYS; one semester of calculus (MATH 1110Q, 1131Q or MATH 1151Q) or concurrent enrollment in Calculus (1110Q, 1131Q, 1151Q).

**Professor:** Dr. Samantha Siedlecki

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

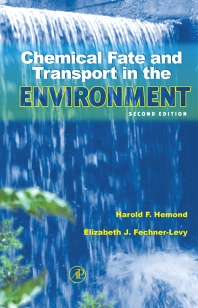
**Telephone:** office (860) 405-9031 (email is the most efficient way to reach me)

**Office Hours/Availability: By Appointment**

Course Materials

**Recommended course materials**

Recommended Reading:



Chemical Fate and Transport in the Environment

2nd Edition

Authors: Harold Hemond, Elizabeth Fechner

Hardcover ISBN: 9780123402752

eBook ISBN: 9780080501031

Texts are available through a local or online bookstore. 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. *Additional course materials are available within HuskyCT, through either an Internet link or Library Resources*

Course Description

An introduction to the chemical/biological reactions and transport dynamics of environmental systems. Mass balances, elementary fluid mechanics and the coupled dynamics of lakes, rivers, oceans, groundwater and the atmosphere as biogeochemical systems.

The course will consist of a mix of lecture and problems. You can expect weekly homework. Exams will have two parts: in class and take-home exams. You are bound by the policies of Academic Integrity as outlined in the Student Code.

|  |  |  |
| --- | --- | --- |
| Date | | Topic |
| January | 17 | Introduction and Course Overview |
|  | 22 | Control Volumes, Mass Balance, and Advective/Dispersive Transport |
|  | 24 | Problems |
|  | 29 | Chemical Equilibria, Mass Action, Electroneutrality, and Mass Conservation |
|  | 31 | Problems |
| February | 5 | Chemical Kinetics and Partitioning |
|  | 7 | Problems |
|  | 12 | River Transport, Lakes and Wetlands and Estuaries |
|  | 14 | Problems |
|  | 19 | Groundwater and Aquifers, Darcy's Law, Sediment Transport |
|  | 21 | Problems |
|  | 26 | Air-Water Exchange |
|  | 28 | Review, Problems |
| March | 5 | IN CLASS MIDTERM, TAKE HOME MIDTERM HANDED OUT |
|  | 7 | TAKE HOME MIDTERM DUE |
|  | 12-14 | Spring Break |
|  | 19 | Buffer and Alkalinity |
|  | 21 | Problems |
|  | 26 | Ecosystem Characteristics and Redox Chemistry |
|  | 28 | Problems |
| April | 2 | Ocean acidification |
|  | 4 | Problems |
|  | 9 | BOD/DO Modeling and Microbial Kinetics |
|  | 11 | Problems |
|  | 16 | Bottom Sediments |
|  | 18 | Problems |
|  | 23 | Photochemistry and Hydrolysis |
|  | 25 | Problems |
|  | 30 | Review |
| May | 2 | IN CLASS FINAL, TAKE HOME FINAL HANDED OUT |
| May | 7 | TAKE HOME FINAL DUE 12:30 PM |
|  |  |  |

Course Objectives

An introduction to the processes that govern the response and operation of environmental systems …to internal and external processes.

Emphasis:

* mass balances, chemical reaction, advection, diffusion, steady state, transients state, boundary conditions, dynamic steady state
* HOW and HOW FAST change can and should occur in environmental systems...
* formalized process analysis including specific unit analysis
* process description mathematically
* first order quantification of processes
* You should develop: (1) an ability to express quantitative results in language that conveys information; (2) an ability to connect mental analysis and assessment to the need to perform mathematical calculations; (3) an ability to think creatively about problems to analyze information
* General Topics to be Covered:
* Units and Conversions, Chem Review,Thermodynamics – Lite,Transport Parameters
* Conservative vs. Non Conservative Transport, Mixing,Reaction Rate Estimation and Calculation
* Mass Balancing (Steady and Non Steady State), Residence Times, Gas Transfer,Tracers – Natural and Introduced, Mixing Curves, Graphical Representations and Interpretation, Assessment of Error, Simple Spreadsheet Modeling, and EXAMPLES, EXAMPLES, EXAMPLES!

**GRADING**

| Course Components | Weight |
| --- | --- |
| homework | 40% |
| midterm | 15% in class  15% take home |
| final | 15% in class  15% take home |

Grading Scale:

Undergrad

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

Due Dates and Late Policy

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

Feedback and Grades

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

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

<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://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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

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

Software Requirements and Technical Help

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

(add additional items as needed)

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

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.

(add additional skills as needed)

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.

**2018-237 MARN 4001 Revise Course**



**Proposal to Change an Existing Course**

Last revised: September 24, 2013

1. Date: Oct 4, 2018

2. Department requesting this course: Marine Sciences

3. Nature of Proposed Change: Change of prerequired courses in course description (and removal of faculty names, which can be approved by Registrar)

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

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

# Current Catalog Copy

4001. Measurement and Analysis in Coastal Ecosystems

First semester (Avery Point). Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisite: Both MARN 2002 and 3001, or instructor consent. Granger, Koerting

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

# Proposed Catalog Copy

4001. Measurement and Analysis in Coastal Ecosystems

First semester Avery Point. Four credits. Two 1-hour lectures and two 3-hour laboratories. Required field trips. Prerequisite: MARN3001 and 3002.

Examination of oceanographic processes in local coastal systems; collection and analyses of samples from field trips and lab experiments; data analysis using computers.

# Justification

1. [Reasons for changing this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): We want to simplify the course flow for students in our Major. Changes approved at the CLAS CCC April meeting trigger further necessary changes. This proposal is part of a three-part proposal set requesting pre req changes in 3003Q, 4001, and 4002.

4001 and 4002 are companion courses that can be taken in any order. We have changed the prereqs for 3001 and 3002, making these courses appropriate as prereqs for MARN4001 and 4002.

2. Effect on Department’s curriculum: None

3. Other departments consulted: None

4. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): None

5. Effects on regional campuses: None

6. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Koerting, Granger

# General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E:

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult [CLAS guidelines](http://ccc.clas.uconn.edu/form-instructions/#CLASGE) for areas A-E.)

# Proposer Information

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

    Department Curriculum Committee: May 1 2018

    Department Faculty: May 4 2018

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

MARN 4001: Measurement and Analysis in Coastal Ecosystems

Instructor: Dr. Jamie Vaudrey ([jamie.vaudrey@uconn.edu](mailto:jamie.vaudrey@uconn.edu))

Co-instructor: Dr. Claudia Koerting ([claudia.koerting@uconn.edu](mailto:claudia.koerting@uconn.edu))

Co-instructor: Dr. Rob Mason ([robert.mason@uconn.edu](mailto:robert.mason@uconn.edu))

Teaching assistant: Quinne Murphy ([quinne.murphy@uconn.edu](mailto:quinne.murphy@uconn.edu))

Tu Th, 1-5pm, Room 105

*Pre-requisites*

Intro chemistry, biology, physics, and calculus, MARN 2002, MARN 3001

*Course Description*

The course this year is focused principally on the benthos and assessing the role of the benthos in water quality impairment in Little Narragansett Bay, Wequetequock Cove near the town of Stonington, and in the nearby lower Pawcatuck River. One of the largest symptoms of water quality issues in the Little Narragansett Bay area is the massive blooms of wiry and hair-like green seaweed. The non-profit organization *CUSH* (Clean Up Sound and Harbor) has conducted an inter-annual survey of the water quality of coves and small estuaries in and around Mystic and Stonington, providing valuable data on the water column. Vaudrey’s lab completed modeling and monitoring assessments of the area over a four-year period and identified the Pawcatuck River as a major source of nutrients fueling the seaweed blooms. Dr. Julie Granger’s lab is currently engaged in using stable isotopes to corroborate the source of these nutrients. In order to help *CUSH* and the residents of the Little Narragansett Bay area in identifying the potential causes and mechanisms of watershed impairment, we will conduct research in and around Little Narragansett Bay to investigate the benthic processes and their response to the nutrient loading.

*Course Objectives*

* + Gain familiarity with:
    - Basic laboratory techniques
    - Field sample collection
    - Measurement protocols
    - Adequate standardization of measurements
  + Develop competency in data acquisition, archiving, treatment and analysis
  + Become adept at graphical presentation of data
  + Get experience in hypothesis testing and data interpretation
  + Construct a scientific poster to present scientific findings to a broad audience

*Grading*

10% Participation

50% Homework and in-class assignments (see HuskyCT assignment links)

25% Mid-term test

15% Poster project

*Due Dates and Late Policy*

* Attendance and participation to all classes is mandatory; missed classes must be justified with a formal excuse.
* **5% will be deducted daily** for missed assignment deadlines, up until graded assignments are handed back (could be the next day!), **after which late assignments will no longer be considered**. Assignments will be graded and returned to you within a week of their due date.

*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 |

*Student Code*  
Discussion of the assignments among students is encouraged, but assignments are to be completed individually; **Plagiarism will not be tolerated.**

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

<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://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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

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

**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 schedule available as a PDF upon request]

**2018-238 MARN 4002 Revise Course**



**Proposal to Change an Existing Course**

Last revised: September 24, 2013

1. Date: Oct 4, 2018

2. Department requesting this course: Marine Sciences

3. Nature of Proposed Change: Change of prerequired courses in course description (and removal of faculty names, which can be approved by Registrar)

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

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

# Current Catalog Copy

4002. Science and the Coastal Environment

Second semester Avery Point. Three credits. Prerequisite: MARN 2002, 3001, and 4001; or at least two (2) of the following: MARN 4030W, 4050, and 4060. Tobias, Trumbull

Specific cases of multiple impacts on environmental resources and coastal habitats. Current scientific understanding as a basis for sociopolitical decision-making (e.g., land-use impacts on coastal processes in relation to zoning regulation and water-quality criteria).

# Proposed Catalog Copy

4002. Science and the Coastal Environment

Second semester (Avery Point). Three credits. Prerequisite: MARN 4001 or instructor consent.

Specific cases of multiple impacts on environmental resources and coastal habitats. Current scientific understanding as a basis for sociopolitical decision-making (e.g., land-use impacts on coastal processes in relation to zoning regulation and water-quality criteria).

# Justification

1. [Reasons for changing this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): We want to simplify the course flow for students in our Major. Changes approved at the CLAS CCC April meeting trigger further necessary changes. This proposal is part of a three-part proposal set requesting pre req changes in 3003Q, 4001, and 4002.

4001 and 4002 are companion courses that can be taken in any order. We have changed the prereqs for 3001 and 3002, making these courses appropriate as prereqs for MARN4001 and 4002.

2. Effect on Department’s curriculum: None

3. Other departments consulted: None

4. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): None

5. Effects on regional campuses: None

6. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Trumbull, Craig

# General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E:

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult [CLAS guidelines](http://ccc.clas.uconn.edu/form-instructions/#CLASGE) for areas A-E.)

# Proposer Information

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

    Department Curriculum Committee: May 1 2018

    Department Faculty: May 4 2018

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

Annelie Skoog

860-405-9220

annelie.skoog@uconn.edu

**Science and the Coastal Environment - Spring 2018 MARN 4002- Syllabus**

**Faculty:**

Craig Tobias MAR 195 405-9140 [craig.tobias@uconn.edu](mailto:craig.tobias@uconn.edu)

Nat Trumbull ACD 101 405-9792 [trumbull@uconn.edu](mailto:trumbull@uconn.edu)

**Philosophy:** This is a senior level class to help you synthesize and transfer your knowledge of natural and social sciences in practical coastal topics. We view this as a practical, experiential course where the students study, discuss, and master the topics largely on their own, under the guidance of faculty. In the “outside world” you may often be presented with large amounts of technical material from various sources and be expected to peruse, assimilate, and develop an understanding of the key issues in a short period of time, typically less than a couple of days. This requires focus and an ability to discern governing issues. It may also require you to use that information towards practical and cost effective ends. We would like you develop and/or refine such abilities in this class. Your professional careers will be marked by balancing deadlines, some long-term, some short-term, and this course will be a preview.

**Class Plan:** We will study a series of *Cases* . For each you will receive a Case Book containing handouts of relevant material-you will not have to dig up all the primary source material on your own. Typically, for each class day you will have study questions or another form of written assignment to guide your preparation. Since these are intended to assist you in your preparation for class they must be completed before each class day. We will also give you pointers to additional information (reserve readings, web sites etc.) It is your job to read, assimilate, and interpret these materials as a basis for subsequent class discussion. In class, the reviewed material will be discussed and you will be expected to contribute constructively to these discussions and in some cases to lead the discussion. The faculty will participate in the discussion but our goal is for you to have meaningful discussion based on your own preparation. We recognize that this is a challenge but it is little different than that facing you on graduation. Time spent now on the development of your analytical and presentation skills will be of direct benefit in the working world. To achieve success you must spend substantial time outside of class working on the Case Book and supplementary materials. Your ability to synthesize information will be challenged with two long-term requirements: 1) A consulting project; 2) Production of your own Casebook (Case 7). Both of these tasks require a written product and oral presentation.

**Assignments:** In addition to the consulting project and creation of a Casebook., each Case Study will involve written assignments that will be due prior to class.These assignments are intended to benefit you in class and must be turned in on time. In addition, it’s likely that Case content will be divided up among you with a subset of the class being responsible for leading each day’s discussion. This division does not relieve the entire class of the responsibility to be prepared for discussion. It’s only the leadership that’s rotated.

**Consulting Project:** The class will bedivided into two groups representing competing consulting firms. You will respond to a specific Request for Proposals (RFP) with a written proposal and an oral presentation due in the middle of the term. The instructors for this class will serve as the “client”.

**Case 7:** The last case or series of cases will be chosen by the class and worked on throughout the semester. Working in teams, you will produce written casebooks and provide a formal personal presentation of selected case(s). This presentation will represent the final exam for this course.

**Grading:** You must come to class prepared . The bulk of your time will be devoted to the studyquestions, to questions that arise in class, and to your general discussion. **EACH CLASS DAY** we will assess your preparation and participation including consideration of your written assignments and assign you a grade. The consulting project and Case 7 will be similarly graded.

**MARN 4002 First Class** **Spring 2018**

I. Syllabus - take time to read now. READ THE HANDOUTS! please.

II. Time allocation

· 3 credit class

* 2.5 h class x 2 = 5 hr/wk outside
* Partition Reading & thought prep, — not the same!!

III. Skill development, as well as factual content (as usual)

· Scan and assimilate documents — technical & large amounts!

* Discern critical arguments; see underlying assumptions
* Relationships of science and policy to decisions in society
* See themes & patterns AMONG cases, not a focus on case-specific facts

IV. Each class day

· Reading Assignment — review then focus

* Written assignment due
* Specified discussion leaders

V. Case materials

· Don't mark on Casebooks; copy anything you need/want, but return at end of case

* There may be Reserve reading - also part of the assignment
* Additional resources — your own initiative, various sources

VI. Consulting Project – RFP handed-out first class.

VI. Case 7. Formulate ideas and structure early!

VII. GRADING:

-Daily assessments (grades) based on participation, quality and quantity. Includes your turn as designated Discussion Leader (50%)

-Consulting Project (20%)

-Case 7 (30%)

**2018-239 EEB 2208E Revise Course (guest: Christopher Elphick) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8517 |
| **Request Proposer** | Elphick |
| **Course Title** | Introduction to Conservation Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > 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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Introduction to Conservation Biology |
| **Course Number** | 2208 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a revision. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christopher Elphick |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cse02003 |
| **Initiator Email** | [chris.elphick@uconn.edu](mailto:chris.elphick@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | Yes |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 148 |
| **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?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | BIOL 1102 or BIOL 1108 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2208. Introduction to Conservation Biology Three credits. Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change. |
| **Provide proposed title and complete course catalog copy** | 2208E. Introduction to Conservation Biology Three credits. Recommended preparation: BIOL 1102 or 1108. Patterns of biodiversity and extinction; causes of extinction and population declines; ecological restoration; conservation planning; protection of ecosystem services; implementing conservation actions; conservation economics; conservation law; effects of global change. CA 3. |
| **Reason for the course action** | To identify this class as being suitable for both Content Area 3 Science and Technology (non-lab) and Environmental Literacy GenEd requirements. |
| **Specify effect on other departments and overlap with existing courses** | None - course already exists and no changes are proposed. |
| **Please provide a brief description of course goals and learning objectives** | This course provides an introduction to the discipline of conservation biology. The first two-thirds of the course will focus on the biological aspects of the discipline. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, and the role of conservation in protecting ecosystem services. The final third will cover the practical aspects of implementing conservation actions and will include lectures on conservation economics and conservation law. |
| **Describe course assessments** | In-class writing: 10% - students re required to answer simple questions about assigned readings from the peer-reviewed literature Homework assignments: 10% - students are required to answer example exam questions on the week's material Group poster project: 30% - students work in small groups to research a topic within the field of conservation biology, and then present their findings at poster sessions. Mid-term: 20% - scantron/short answer Final: 50% - scantron/short answer Full details here: <https://elphick.lab.uconn.edu/intro-to-conservation-biology/> |
| **General Education Goals** | The course addresses the general education goals in the following ways: 1. become articulate: The course requires that students answer questions in class and present their work at a poster session 2. acquire intellectual breadth and versatility: The course is grounded in ecology and evolutionary biology but shows how the discipline of conservation biology intersects with many other disciplines, including economics, public policy, land management, environmental law, etc. 3. acquire critical judgment: The course requires students to critically evaluate papers from the peer-reviewed literature, both in writing and through class discussion, on a weekly basis. The course includes poster sessions in which students are (a) required to evaluate and summarize the research literature on their chosen topic and (b) required to read, evaluate, and provide constructive feedback about the posters of other students. The course routinely requires students to consider the interpretation of data, graphs, and statistics, and includes a lecture on this topic. 4. acquire moral sensitivity: The primary focus of the course is the patterns, causes, and remedies to, widespread extinction of species across the planet. In addition to theory, students are presented with dozens of examples, and are expected to confront the effects of human activities on other species. The role of values is explicitly addressed in both the introductory lecture and later in the course. Moral sensitivity with respect the effects of humans on other species is regularly brought up in weekly class discussions. Moral issues relating to the actions of humans in different circumstances are also discussed throughout the class. 5. acquire awareness of their era and society: The course addresses multiple aspects of global change (climate change, biodiversity loss, increased movement, land conversion, etc.) and their effects on the planet’s biota. Links between conservation biology and economics and policy are the focus of two lectures, and these and other societal issues are referenced throughout the course material. 6. acquire consciousness of the diversity of human culture and experience: The course addresses biological diversity worldwide and conservation issues from the perspective of people living in various different cultures. E.g., the role of hunting as a source of food and for use in cultural rituals; the aesthetic value of nature in different societies and its consequences for conservation; the diverse ecological services received by humans; etc. 7. acquire a working understanding of the processes by which they can continue to acquire and use knowledge. The course focuses explicitly on the acquisition of skills as well as facts. Weekly readings, and associated discussions, are designed to teach students how to read the primary literature. Poster projects are designed to help students learn to research and synthesize information on their own; poster sessions are designed to give students the experience of presenting and reading information in a setting widely used by professionals within the field. Poster projects and other class activities are designed to help students link class material to topics being discussed in the news. Etc. |
| **Content Area: Science and Technology (non-Lab)** | The courses addresses the content area requirements as follows: 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods: the course provides a broad overview of the science of conservation biology as an introduction to the field, and is annually updated to address the rapid pace of development within the field. 2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge: The course uses weekly readings and discussions of peer-reviewed papers to teach students how science is done, how data and graphs are interpreted, and how current research is advancing the core body of knowledge discussed in the lectures. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions: a major focus of the class is how we resolve conservation problems. Through weekly readings we address the most recent research and in lectures we constantly cover the limits of current knowledge. A major theme throughout the course is to assess uncertainties in current knowledge and (a) how practical decisions can be made in spite of imperfect knowledge, and (b) how uncertainty can be reduced to better inform conservation actions. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society. The course includes poster sessions specifically designed to engage students with topics of their own choosing, so that they can explore the course topic in a manner of interest to them. While focusing on broad global themes, the course makes constant connections between course material and (a) issues that are in the news, and (b) issues that relate directly to the state of Connecticut |
| **Environmental Literacy** | EEB 2208 is focused explicitly on the ways in which human interactions with the natural world affect other species. It addresses how human actions contribute to biodiversity loss and increased extinction risk, and how humans can act to remedy those issues. Specifically it meets the criteria for Environmental Literacy as follows: 1. theories, observations, or models of how humans impact the health and well-being of the natural world: the course describes patterns of species endangerment and biodiversity loss, identifies the human causes, and examines the methods used to provide remedies. Lectures cover theory, broad-scale empirical patterns, experimental studies, and provides numerous examples and case studies. 2. theories, observations, or models of how the natural world affects human health and well-being: the course describes the human consequences of biodiversity loss by addressing changes in the ecosystem services provided to humans as a result of biodiversity loss and the ways in which conservation goals affects human well-being via our value systems. 3. public policies, legal frameworks, and/or other social systems that affect the environment; although not the primary focus, the course includes lectures on endangered species laws, and the economics of conservation. These topics are also addressed less directly throughout the course material. 4. moral and/or ethical dimensions regarding the environment; The course includes introductory material on human values and explicit treatment of the diverse ways in which biodiversity can be valued during a lecture on the economics of conservation. Ethical aspects of conservation arise in many examples and are dicsussed throughout the course. 5. cultural, creative, or artistic representations of human-environment interactions. This topic is a minor component of the course, but cultural aspects of human interactions with other species are addressed in several lectures. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [EEB\_2208\_syllabus\_2019.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136531&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cca5ba038308d4e9323aa08d62a24e9ee%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636742735362696887&sdata=sS5jf0lWOVRxLutU9YSvLaYdIMhWrgGeokHwqp7wJt4%3D&reserved=0) | EEB\_2208\_syllabus\_2019.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher Elphick | 09/26/2018 - 08:02 | Submit |  | This request is designed only to make this an EL course. No other changes have been made. | | Ecology and Evolutionary Biology | Paul O Lewis | 10/03/2018 - 13:59 | Return |  | EEB faculty voted to approve 3-Oct-2018. Returning so that CA3 can be checked in the Course Features section and justification can be added to Course Details section. | | Return | Christopher Elphick | 10/03/2018 - 14:53 | Resubmit |  | Revisions made as requested. Syllabus text modified per Eric Schultz's suggestion. | | Ecology and Evolutionary Biology | Paul O Lewis | 10/03/2018 - 15:54 | Approve | 10/3/2018 | EEB faculty approved 3-Oct-2018 | |

**EEB 2208: Introduction to Conservation Biology**

Taken from: <https://elphick.lab.uconn.edu/intro-to-conservation-biology/>

This course will provide an introduction to the discipline of conservation biology. The first two-thirds of the course will focus on the biological aspects of the discipline. Topics covered will include patterns of biodiversity and extinction, causes of extinction and population declines, techniques used to restore populations, landscape level conservation planning, and the role of conservation in protecting ecosystem services. The final third will cover the practical aspects of implementing conservation actions and will include lectures on conservation economics and conservation law. The course addresses general education goals by focusing not only on scientific facts but also the process by which science is conducted, how data are interpreted, and how the resulting knowledge is used to guide human actions. A secondary theme is to consider uncertainties in current knowledge and (a) how practical decisions can be made in spite of imperfect knowledge, and (b) how uncertainty can be reduced to better inform conservation actions.

**Basic course information**

**Credits:** 3

**Instructor:** [Chris Elphick](http://elphick.lab.uconn.edu/) (office: TLS 372/4, down the hall from the EEB office; office hours – at lecture hall 15 mins before or after class, and/or by appointment) *Email: chris.elphick [AT] uconn.edu*

**Teaching assistant:** [Manette Sandor](http://mesandor.weebly.com/) (office hours: 12:45-1:45 on Mondays in TLS 368, or by appointment; extra sessions from 3:30-4:30 on 13th and 27th Feb) *Email: manette.sandor [AT] uconn.edu*

**Lecture:** M, W 2-3:15 PM

**Location:** BPB 131

**Pre-requisites:** There are currently no prerequisites for the course, but it is aimed at students who are at least sophomores.

**Text book:** [*Essentials of Conservation Biology* (R.B. Primack, 6th Edition, Sinauer)](https://global.oup.com/academic/product/essentials-of-conservation-biology-9781605352893?cc=us&lang=en&) is recommended reading. I lecture primarily from my own notes, but this textbook provides a good overview of the topics I will discuss.  On exams I will assume that you are familiar with the material that this book covers and may ask questions (though not many) about topics that are not covered in lectures. Reading beyond the lecture material will be helpful as I will expect you to know a range of examples for each phenomenon I describe. This [New York Times article](http://bucks.blogs.nytimes.com/2011/01/14/finding-cheaper-textbooks-2nd-edition/?hp) is a bit old now, but has suggestions for finding cheap text books that might be useful. Another book that might be helpful is available as a free download [here](http://www.mongabay.com/conservation-biology-for-all.html). The free textbook covers many of the topics I’ll cover in class, but is not as comprehensive as Primack’s book. The 5th edition of Primack is also probably OK, but will not be as up-to-date as it could be (the author of this book treats revisions seriously).

**Web site:** This site will serve as the primary web site for information about the class. We will, however, also have a [huskyct site](https://lms.uconn.edu/) where grades will be posted, where homework can be turned in, and where you can post questions for me, the TA, or your classmates.

**Research paper readings:** In some lectures, I will provide supplemental readings from the primary research literature to augment the text book readings. These readings will be the subject of class discussions and graded in-class questions; material from them may also appear on exams. See the syllabus below for more information on when these discussions will occur and what is expected of you.

**Optional reading that might be helpful:** If you are really interested in this topic, then you will be well served if you check out recent issues of the journal [*Conservation Biology*](http://www.blackwellpublishing.com/journal.asp?ref=0888-8892&site=1) (note that to read articles you will need to be connected to the UConn system).

**Questions:** Please ask lots of them! Class is much more interesting (for me and you) when people ask questions. If you send me questions over email, I will post them (anonymously) along with the answers on this web site (see below), so that everyone can read the responses.

**Office hours:** I do not have fixed office hours because they inevitably do not work for many students. But, I will generally be present in the lecture hall for at least 15 minutes before and after each lecture to answer questions. Please come up and introduce yourself – the class is big and it is hard for me to get to know people unless they come and talk to me. I am also happy to meet at other times by appointment. If you would like to meet, then email me, telling me (a) what you want to discuss, and (b) when would be good times to meet (Mon, Tues, or Wed will usually be best). The TA is also available to answer questions by email, during office hours, and/or by appointment (see above for details).

**Course objectives and expectations:** My goal is to provide you with a basic understanding of the scientific field of conservation biology and the application of science to solving conservation problems. My primary goal is for you to learn and understand basic concepts and general ideas, although to get an A or a high B, you will need to know plenty of details too. I will expect you to know examples relating to each major concept, so that you can relate theory to practical, real-world situations. I won’t expect you to memorize all of the minutia in my notes; for example, I wouldn’t ask you *exactly* how many species have gone extinct in the last 500 years. But, I will expect you to have a solid understanding of the core information that would be required of you in a job in this field; for example, I would expect you to know whether the number of extinctions this decade is likely to be closer to 6 or 20,000. The text book readings are intended to complement the lectures. My lectures will not repeat verbatim what is in those readings, and I will often use different examples or cover somewhat different topics. Both the lecture material and the readings, however, are important and could appear on exams.

Specific things that I hope you will learn are:

* to understand the basic issues that define the field of conservation biology;
* specific factual information about major issues in conservation biology;
* specific examples of all important concepts, problems, and solutions;
* to use general principles to think about ways to solve specific conservation problems;
* to extrapolate from examples I provide in class to other cases with similar characteristics (e.g., that I may ask about in exams!);
* to acknowledge scientific uncertainty when it exists, and to recognize when it hampers understanding and when it does not;
* to read scientific papers and understand the main points that they make;
* to interpret graphs, tables, and simple statistics presented in the scientific literature;
* to present scientific information to your peers in a format commonly used by scientists;
* to think about the work of others and provide constructive feedback.

If you are just taking this course out of general interest, then hopefully it will provide you with a sense of how the biological sciences can be applied to protection of the natural world, and will give you a better understanding of the main issues in conservation biology. For those of you wishing to pursue a career in conservation biology, I hope that this course will give you a solid foundation on which to build with future courses (e.g., EEB 5310, EEB 5370). If this is your goal, I’d also encourage you to check out [EEB’s joint BS/MS program in Biodiversity and Conservation Biology](http://eeb.uconn.edu/joint-bsms/). There are also links to good sites for finding internships and jobs (short-term and permanent) in conservation biology below.

**General student help**

[Counseling and Mental Health Services: (860) 486-4705 (24 hours).](http://www.cmhs.uconn.edu)

[Alcohol and Other Drug Office: (860) 486-9431.](http://www.aod.uconn.edu)

[Dean of Students Office: (860) 486-3425.](http://www.dos.uconn.edu)

[UConn Police Department.](http://www.police.uconn.edu/)

**Important course documents**

[Grading policies.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_Grading_Policies_2016.pdf)

[Plagiarism statement.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/Plagiarism_statement.pdf)

[Homework overview.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/01/EEB2208_Homework_overview.pdf)

[Discussion papers.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_class_discussions_2016.pdf)

[Exam format information.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_exam_format_info_2016.pdf)

[Poster project guidelines.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/01/EEB2208_poster_projects.pdf)

[Link to some poster design tips](https://pbs.twimg.com/media/C4EdnshWYAI29HV?format=jpg&name=large)

[Citation guidelines (for poster project).pdf](http://hydrodictyon.eeb.uconn.edu/courses/introconsbio/unrestricted/EEB2208_citation_guidelines.pdf)

[Study guide.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/01/EEB_2208_Study_Guide.pdf)

**Academic rules and conduct**

All students should be aware of the guidelines on academic integrity contained in the Student Code, which is available [here](http://community.uconn.edu/the-student-code-preamble/).

**Conservation biology in the news**

Recent news articles that relate to the topics covered in this course will be posted on twitter and can be viewed [here](https://twitter.com/search?f=tweets&vertical=default&q=%23eeb2208&src=typd). You do not need a twitter account to view them. If you use twitter and want to contribute please do so using #eeb2208. If you want to get the class-related tweets that I post, follow [@ssts](https://twitter.com/ssts).

**Schedule of lectures and examinations (subject to change)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lecture** | **Date** | **Topic** | **Reading** | **Homework (due 8 pm, Sundays)** | **Supplemental information** |
| 1 | 18 Jan | [What is conservation biology?.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_01_intro.pdf) | Chapters 1 & 6 |  | A summary of what the course is about: [Part 1](http://www.cnn.com/interactive/2016/12/specials/vanishing/) and [Part 2](https://www.youtube.com/watch?v=NNmTLLmhxFQ) |
| 2 | 23 Jan | [Interpreting statistics (when there’s an agenda).pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_02_stats.pdf) | [Sutherland et al. 2013](http://www.nature.com/news/policy-twenty-tips-for-interpreting-scientific-claims-1.14183) |  | [Theory of the Stork.pdf](http://web.stanford.edu/class/hrp259/2007/regression/storke.pdf) |
| 3 | 25 Jan | [Forms of biological diversity.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_03_biodiversity.pdf) | Chapter 2 | Hwk #1 (due 29 Jan) | [International Year of Biodiversity](http://www.youtube.com/watch?v=V1VYmpTikgw) [Ecosystem services](https://www.youtube.com/watch?v=ysa5OBhXz-Q) |
| 4 | 30 Jan | [Patterns of biodiversity.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_04_biodiversity_patterns.pdf) | Chapter 3 |  | [New species discoveries](http://www.youtube.com/watch?v=NxxbQVKM1Xw) |
| 5 | 1 Feb | [Extinction rates.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_05_extinction.pdf) | Chapter 7 | Hwk #2 (due 5 Feb) | [Thylacine video – all that’s left](http://www.youtube.com/watch?v=odswge5onwY) |
|  | 2 Feb | TEALE LECTURE: The Sixth Extinction (Elizabeth Kolbert) |  |  | 4:00PM, Konover Auditorium, Dodd Center |
| 6 | 6 Feb | [Patterns of extinction.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/02/EEB2208_06_extinction_patterns.pdf) | Chapter 8 |  | [A short extinction overview](http://www.bbc.co.uk/news/magazine-21351017) |
| 7 | 8 Feb | [Causes of population decline.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/02/EEB2208_07_threats.pdf) | Chapter 8  [**\*\*.pdf**Ceballos et al. 2015.pdf](http://advances.sciencemag.org/content/advances/1/5/e1400253.full.pdf) | Hwk #3 (due 12 Feb) | **1ST DISCUSSION TODAY!!!** [The last passenger pigeon](http://www.mnh.si.edu/onehundredyears/featured_objects/martha2.html) [IUCN Red List](http://www.iucnredlist.org/) |
| 8 | 13 Feb | [Habitat loss & degradation.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/02/EEB2208_08_habitat_loss.pdf) | Chapter 9: 175-196 |  | [Another victim of habitat loss](http://zapatopi.net/treeoctopus/) |
| 9 | 15 Feb | [Over-exploitation.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/02/EEB2208_09_over-exploitation.pdf) | Chapter 10: 215-227  [\*\*Webb & Mindel 2015](http://www.sciencedirect.com/science/article/pii/S0960982214016248) | Hwk #4 (due 19 Feb) | [Bushmeat](http://www.youtube.com/watch?v=HOe_4lTRhU0) |
| 10 | 20 Feb | [Invasive species.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/02/EEB2208_10_invasives.pdf) | Chapter 10: 227-238  Watch [Cane Toads](https://www.youtube.com/watch?v=6SBLf1tsoaw) |  | [IPANE](http://www.eddmaps.org/ipane/)  [Another invasive amphibian gets to Australia](http://en.wikipedia.org/wiki/Bart_vs._Australia) |
| 11 | 22 Feb | [Disease.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/02/EEB2208_11_disease.pdf) | Chapter 10: 238-245  [**\*\***Rosa et al. 2016.pdf](http://www.cell.com/current-biology/pdf/S0960-9822(16)30625-X.pdf) | Hwk #5 (due 26 Feb) | [Salamander disease](http://www.amphibians.org/news/watching-extinction-happen-origins-of-the-salamander-eate) |
|  | 24 Feb | **Poster info due via email before 4 pm today** |  |  |  |
| 12 | 27 Feb | [Global change.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/02/EEB2208_12_global_change.pdf) | Chapter 9: 197-216 |  | [National Academies video, part 1](https://www.youtube.com/watch?v=gIUN5ziSfNc) [USFS climate change atlases for trees and birds](http://www.nrs.fs.fed.us/atlas/) [Climate Change Time Machine](http://climate.nasa.gov/ClimateTimeMachine/climateTimeMachine.cfm) |
| 13 | 1 Mar | [Ecosystem services.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/02/EEB2208_13_ecosystem_services.pdf) | [pp. 1-24 MEA Summary for decision makers  .pdf](http://www.millenniumassessment.org/documents/document.356.aspx.pdf)  [\*\*Bellard et al. 2016.pdf](http://rsbl.royalsocietypublishing.org/content/roybiolett/12/2/20150623.full.pdf) | Hwk #6 (due 5 Mar) | [Millennium Ecosystem Assessment (MEA)](http://www.millenniumassessment.org/en/index.html) |
|  | 6 Mar | **Mid-term Exam** | Study lectures 1-13 |  | [Key.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208-2017-Midterm-key.pdf) |
| 14 | 8 Mar | [Small population conservation.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208_14_small_populations.pdf) | Chapter 11  [**\*\***Stephens et al. 2016](http://science.sciencemag.org/content/352/6281/84) | Hwk #7 (due 12 Mar) |  |
|  | 13 Mar | No Class: SPRING BREAK | Reading for … |  |  |
|  | 15 Mar | No Class: SPRING BREAK | … poster projects |  |  |
| 15 | 20 Mar | [Population viability analysis.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208_15_pva.pdf) | Chapter 12 |  | Demos of PVA simulations in class today and/or Wednesday |
| 16 | 22 Mar | [Conservation genetics.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208_16_cons_genetics.pdf) | Chapter 13  [\*\*Chen et al. 2015.pdf](http://www.cell.com/current-biology/pdf/S0960-9822(16)31007-7.pdf) | Hwk #8 (due 26 Mar) | [Frozen Ark Project](http://www.youtube.com/watch?v=A7gtPAYZUt4) **POSTER PROJECTUS DUE TODAY** |
| 17 | 27 Mar | [Ex situ conservation, release programs.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2016/01/EEB2208_17_ex-situ.pdf) | Chapter 14 |  | Info on UConn’s [endangered](http://florawww.eeb.uconn.edu/keyword_endangered.html) and [extinct in the wild](http://florawww.eeb.uconn.edu/keyword_endangered-extinct-in-wild.html) plants |
| 18 | 29 Mar | [Conservation reserves.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208_18_reserves.pdf) | Chapter 15  [\*\*Barnes et al. 2016](http://www.nature.com/articles/ncomms12747) | Hwk #9 (due 2 Apr) | [US Protected Areas](http://gapanalysis.usgs.gov/padus/) |
|  | 30 Mar | TEALE LECTURE: Building capacity for adapting to climate change (Maria Carmen Lemos) |  |  | 4:00PM, Konover Auditorium, Dodd Center |
| 19 | 3 Apr | [Reserve networks.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/03/EEB2208_19_reserve_networks.pdf) | Chapter 16 |  | [Poster design tips](https://pbs.twimg.com/media/C4EdnshWYAI29HV?format=jpg&name=large) |
| 20 | 5 Apr | [Conservation in the matrix.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_20_matrix.pdf) | Chapter 18  [\*\*Butchart et al. 2015](http://onlinelibrary.wiley.com/doi/10.1111/conl.12158/abstract;jsessionid=B229626F180BF9584EAE94FC8B41CCF9.f02t04) | Hwk #10 (due 9 Apr) | [Flooding rice](https://www.youtube.com/watch?v=9m4Ur-_250g) |
| 21 | 10 Apr | [Management.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_21_management.pdf) | Chapter 17 |  | [Read about re-wilding](http://www.nature.com/news/2009/091104/full/462030a.html) |
| 22 | 12 Apr | [Habitat restoration.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_22_restoration.pdf) | Chapters 19  [\*\*Runting et al. 2016.pdf](http://onlinelibrary.wiley.com/doi/10.1111/conl.12239/pdf) | Hwk #11 (due 16 Apr) |  |
|  | 17 Apr | **Poster presentations: session A** | Start studying |  | Grading forms: [Yours.pdf](http://hydrodictyon.eeb.uconn.edu/courses/introconsbio/unrestricted/Poster_student_grade_form.pdf) // [mine.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/Poster-instructor_grade_form.pdf) |
|  | 19 Apr | **Poster presentations: session B** | Chapter 20 | [Hwk #12 (due 23 Apr).pdf](http://hydrodictyon.eeb.uconn.edu/courses/introconsbio/unrestricted/EEB2208_Homework_12.pdf) |  |
|  | 19/20 Apr | TEALE LECTURE: The Nile Project (Mina Girg1s) |  |  |  |
| 23 | 24 Apr | [Economics of conservation.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_23_economics.pdf) | Chapters 4 and 5 |  | Instructor evaluations today |
| 24 | 26 Apr | [Conservation law.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_24_ESA.pdf) and [International legislation.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/04/EEB2208_22b_International_laws.pdf) | Chapters 21 and 22 [**\*\***Piaggio et al. 2017](http://www.cell.com/trends/ecology-evolution/fulltext/S0169-5347(16)30197-5) | Hwk #13 (due 30 Apr) | [Short video on wildlife trade](http://www.theatlantic.com/video/index/374819/wildlife-warehouse/)  [Valuing ecosystems](http://www.ecosystemvaluation.org/dollar_based.htm) |
|  |  |  |  |  | [Study Guide.pdf](http://elphick.lab.uconn.edu/wp-content/uploads/sites/73/2017/01/EEB_2208_Study_Guide.pdf) |
|  | TBD | **Final exam: confirm time and date** [**here**](http://registrar.uconn.edu/exams/) | Cumulative |  | Exam will cover material from entire course |

**Honors conversion projects**

Occasionally honors students conduct additional projects to get honors credit for this class.  Recently, those projects have involved developing web sites that provide information about conservation biology that relates to UConn or the state of Connecticut.  I will post examples of those projects here as the information may be of interest to other students:

* [Wetland plants of Connecticut](https://uconnelphicklmjeeb2208.wordpress.com/)
* [Diseases that threaten Connecticut wildlife](https://kaylahardesty0.wixsite.com/wildlifediseasesofct)

**Other information**

For information about EEB’s Joint B.S./M.S. degree program in Biodiversity and Conservation Biology [click here](http://eeb.uconn.edu/joint-bsms/)

For information about the Society for Conservation Biology [click here](http://www.conbio.org/?CFID=6617594&CFTOKEN=86148795)

For information on jobs in conservation biology [click here](http://www.conbio.org/professional-development/scb-job-board)

For information on jobs in wildlife biology [click here](http://wfscjobs.tamu.edu/job-board/)

**D. Announcements and Discussion**

**Overlapping Courses (Bedore)**

Strategies for Addressing Course Overlap

1. **Cross-list the course.** If two departments are offering the same course, cross-listing the two courses ensures that students cannot take both courses, but that students from different majors and even colleges can take the course in the subject area most attractive to them.
2. **Add a course restriction.** If the departments agree that a student should not take both courses, add language to catalog copy for both courses precluding students from doing so. Sample language: “Students who have passed XXX 1111 may not take YYY 1111 for credit.”
3. **Minimize course overlap**. Members from the two departments (C&C reps or entire C&C committees) may exchange emails or set up a meeting to examine course syllabi and catalog copy to ensure course overlap is minimized. C&C chairs are happy to attend and/or chair such meetings if that would be helpful. Courses could be offered at different levels, could have different prerequisites, and could address similar material from well-articulated difference disciplinary lenses.

Proposers typically wish to base overlap statements entirely on course titles and descriptions—in many cases that’s fine because the course differences are clear, but when there is some degree of overlap it is best practice to contact instructors of the overlapping course, exchange syllabi, and come to some agreement on how to proceed.

**Double Majors across Colleges**

**Possible Impact on CLAS**

Under current university requirements, a student can only earn a dual degree across colleges. To do so, a student must meet all requirements for each degree’s school/college. The two degrees also require at least 30 credits more than the degree with the highest minimum credit requirement. The minimum total of credits earned must be 150.

Under the new Senate Resolution, students will have the option to complete a primary major from one school and a second from another. That is, students may opt to declare a primary major at another school while completing a second major in CLAS or vice versa.

This prospect will certainly require changes at the university level (e.g., registrar processes, revisions/re-wording of by-laws) before implementation. It will also impact CLAS curriculum, enrollment, degree conferrals and existing governing policies.

Therefore, the CLAS CC&C committee needs to anticipate, discuss and approve needed curricular changes prior to the effective date of this senate resolution.

Below are areas where CLAS will specifically be impacted by this new policy.

**Curriculum**

1. A student with a second major in CLAS may graduate without all CLAS general education requirements if less general education is required in the primary School/College (e.g. ENGR). In CLAS, there is an expectation of a broad liberal arts education (five Content Areas I courses – A through E), language through the intermediate level of language, and a third Q course.
2. Students who elect to earn BS degrees in CLAS as second majors may not be expected to meet our current BS requirements without significant updates to CLAS major requirements.

Several examples are provided below to better illustrate why these curriculum changes will be necessary.

* 1. If the primary degree program is a BS degree at another school (e.g., Business), and the second major is a BS major in CLAS, the student could leave the University with a BS degree in Marketing and Biological Sciences without completing the CLAS required BS curriculum (e.g., CHEM, BIOL, PHYS or MATH course sequences).
  2. The past couple of years, the Department of Economics has worked to create a quantitative Economics curriculum that leads to a Bachelor of Science. Students are expected to take a particular major program of studies that provide students with a more quantitative undergraduate experience.

By allowing double majors across colleges, students whose primary major is in CAHNR or Business could earn a Bachelor of Science in Economics by only taking courses designed for students pursuing a BA in Economics. There would not be a way to differentiate which students followed the BS Economics curriculum program approved for CLAS students, and which students by default earned a BS in Economics as a second major from another college.

A similar situation could happen across all of our BS programs such as Chemistry, Physics, Mathematics related majors, Actuarial Sciences, and Psychological Sciences etc.

* 1. Another example, CAHNR only confers BS degrees. A student could leave the University with a BS in Resource Economics and a second major in PNB without the required course sequences in Mathematics, Chemistry, and Physics. Similarly, a student in Chemistry could earn a BS in Chemistry by only taking 28 credits in Chemistry (35 is required for BS students in CLAS) and never taking a course in Biology.
  2. Students may also elect to double major as a mechanism to evade the depth and breadth attributed to a Liberal Arts education (i.e., five CA -1 classes, an additional Q class and language through the intermediate level) and potentially leave the institution with a BS degree without these key courses.

For example, it would become more appealing for a student to seek a primary major in Art History with a second major in American Studies (or English or Journalism or AFRA - or any major in CLAS) to either avoid the completion of additional CLAS requirement or benefit from the perceived marketability of a double major versus a single major.

That is, students who elect to double major would not have to take the additional Q, three courses in CA1 and two semesters of language. In total, these are 6 classes that a student could be taking but could instead elect to meet the requirements of another major. As a result, students who complete through the School of Fine Arts (or any other school) would essentially fulfill fewer required courses than other CLAS students.

1. Without changes to existing curriculum and governing policies, many of the current CLAS academic expectations may no longer hold if the primary major resides in another school.
2. The current proposal will likely create a “turf-war” among schools and colleges as each will prefer to have students who opt for the double major designate their particular school/college academic plan (major) as the primary major.
3. The School of Business does not allow double majors. It is uncertain how the Senate Resolution will impact their academic plans.
4. Students in programs such as HRTS or in other interdisciplinary programs may find it attractive to potentially earn a “double major” with Business or Engineering as a primary and Human Rights as the second. This option will, however, have a negative impact on the HRTS number of degree conferrals.

**Policy & Curriculum Exceptions**

1. Policy exceptions such as late withdrawals or dismissal decisions, and curriculum exceptions such graduation exceptions or substitutions will be impacted in many cases because they currently all fall under the purview of the primary major School/College
   1. For example, curriculum decisions may be made by a student’s primary major School/College that may conflict with certain CLAS programs’ accreditation or requirements.

**Conferrals & Enrollment**

1. Dual degrees under existing by-laws would likely become obsolete since earning a double major across colleges within the 120 credit-requirement will become a more attractive option for students. In the last four years, the university had an average of approximately 500 dual degree students at Storrs, and roughly 60% of these students had one of their majors in CLAS. Within the same timeframe, the university had an average of close to 800 double major on average and more than 92% of these double majors were in CLAS.
2. This new option will lower the number of CLAS graduates since many of these double-major degrees will no longer be conferred by the College of Liberal Arts and Sciences. The school where the primary major resides will confer the degree.
3. Programs like English or LCL are among CLAS disciplines with a significant number of dual degree students. These programs will likely experience a significant decrease in their number of conferred degrees.
4. From a course enrollment perspective, an increase in the number of students who elect to double-major will primarily and exclusively put pressures on CLAS course offerings and seat availability. For example, most Engineering majors already require a significant number of Mathematics courses prior to graduation. Adding a double major in Mathematics will certainly become very appealing to engineering students. However, if 10% of students in the School of Engineering elect to pursue double majors with one or any of the major areas in the Mathematics Department, significant instructional support will need to be provided to Mathematics in order to ensure degree completion.

Thanks to Mansour Ndiaye and Rebecca Bacher for preparation of this document.

Senate By-Law Language

Additional Majors  
A student may concurrently complete majors in one or more school or college. To do so, a student must meet all degree requirements for both majors as stipulated by the relevant schools and colleges. One major must be designated as the primary major. If the majors result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.

*Additional Degree*

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree.. To do so, all requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor’s degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees.

1. https://www.vox.com/2014/5/20/5734816/masters-degrees-are-as-common-now-as-bachelors-degrees-were-in-the-60s [↑](#footnote-ref-1)
2. See, for instance, <https://www.npr.org/sections/codeswitch/2017/05/24/467199006/why-colleges-already-face-race-related-challenges-in-serving-future-students> [↑](#footnote-ref-2)
3. While there is a decline in the enrollment of international students in U.S. graduate schools, there has been an increase in enrollment among African Aermcain, Latino, Native American, and Alaskan Native students, who together now make up 23.4% of first year graduate students who are U.S. citizens or permanent residents. See: <https://www.insidehighered.com/news/2017/09/28/graduate-school-enrollment-grows-again-slower-rate>. There is some important internal variation among these figures. For instance, between 2010-2016, “White and American Indian/Alaska Native enrollment decreased by 11 percent (from 1.8 million to 1.6 million students) and 20 percent (from 17,100 to 13,700 students), respectively, while Hispanic and Asian/Pacific Islander enrollment increased by 31 percent (from 198,00 to 260,000 students) and 6 percent (from 194,000 to 206,000 students), respectively. Black enrollment remained relatively unchanged during this period (at 362,000 in 2010 and 363,000 in 2016). Overall, postbaccalaureate enrollment for each racial/ethnic group was higher in 2016 than in 2010. For example, between 2000 and 2016, enrollment doubled for Black students (from 181,000 to 363,000, an increase of 100 percent), and more than doubled for Hispanic students (from 111,000 to 260,000, an increase of 134 percent).” See <https://nces.ed.gov/programs/coe/indicator_chb.asp> [↑](#footnote-ref-3)
4. See, for instance, <https://www.internationalstudent.com/study-political-science/> [↑](#footnote-ref-4)
5. See, for instance, the highlighting of this inter-university initiative tied to UCLA: <https://newsroom.ucla.edu/stories/ucla-political-science-team-leading-the-way-in-the-study-of-race-and-ethnicity-politics> [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. See, for instance, this account of an Asian professor of Italian Studies: <https://www.insidehighered.com/views/2018/06/21/paucity-asians-and-other-minorities-teaching-and-studying-italian-and-other-foreign> [↑](#footnote-ref-7)
8. See, for instance, “The diversity and inclusion officer post is increasingly seen as a career”: <https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_06.pdf> and these three instances of job ads:

   <https://study.com/articles/Diversity_Officer_Job_Description_Duties_and_Requirements.html>

   <https://www.pcc.edu/hr/employment/management-jobs/chiefdiversityofficer/>

   and <https://targetjobs.co.uk/careers-advice/job-descriptions/278257-equality-and-diversity-officer-job-description>

   [↑](#footnote-ref-8)
9. By "U.S.-focused," we mean that at least three-quarters of course readings and discussion will deal with questions of race, ethnicity, and politics as explored in the U.S. context. By “international” or “global,” we mean that at least three-quarters of course readings and discussion will deal with questions of race, ethnicity, and politics as explored in an international or global context. To determine whether a particular course satisfies these requirements, students selecting classes should consult with the REP MA program director. [↑](#footnote-ref-9)
10. Meeting with Kay Gruder, 5/29/2018. [↑](#endnote-ref-1)
11. Meeting with Kim Krieger and Tom Breen, 5/16/2018. [↑](#endnote-ref-2)
12. Meeting with Brian Boecherer, 6/4/2018 [↑](#endnote-ref-3)
13. See ‘New MA Programs in Political Science,’ a survey run by POLS in June and July 2018. The survey was sent to all current POLS Majors and POLS Alumni via the UCONN foundations Alumni database. [↑](#endnote-ref-4)
14. Meeting with Rachel Ben-Eli, 9/25/2018. [↑](#endnote-ref-5)