CLAS C&C

Agenda

Chair: Pamela Bedore

10.30.2018

**A. Approvals by the Chair**

2018-240 ECON 2495 Add Special Topic: Honors Core: Rights and Harms (S)

2018-241 ECON 3495 Add Special Topic: Fed Challenge

2018-242 EEB 5895 Add Special Topic: Coevolution and Ecology of Host and Parasites

**B. Old Business**

2018-231 POLS 3720 Add Course (guest: Jeffrey Dudas)

**C. New Business**

2018-243 EEB 2100E Add Course (guest: Robi Bagchi) (G) (S)

2018-244 HIST 3412/W Revise Course (guest: Charles Lansing) (G) (S)

2018-245 HIST 3413W Revise Course (guest: Charles Lansing) (G) (S)

2018-246 SLHS 4123 Add Course (guest: Adrian Garcia-Sierra)

2018-247 SLHS 6123 Revise Course (guest: Adrian Garcia-Sierra)

2018-248 POLS 5620 Add Course (guest: Jennifer Sterling-Folker)

2018-249 SOCI/WGSS 5614 Add Course

2018-250 WGSS 5365 Revise Course

2018-251 AMST/ENGL 2200 Add Course (G) (S)

2018-252 COMM 5630 Add Course

2018-253 ECON 2103 Add Course (S)

2018-254 ECON 2120 Add Course (G) (S)

2018-255 ECON 2311Q Revise Course (G) (S)

2018-256 ECON 2312Q Revise Course (G) (S)

2018-257 ECON 2447W Add Course (G) (S)

2018-258 ECON 3103 Add Course

2018-259 EEB 5348 Revise Course

2018-260 ENGL 2001 Add Course (S)

2018-261 HDFS Revise Subject Area

2018-262 HDFS Revise Major

2018-263 HDFS Revise Minor

2018-264 HIST 3540E/W Revise Course (G) (S)

2018-265 HIST/MAST 2210E Revise Course (G) (S)

2018-266 JOUR 1002 Revise Course (G) (S)

2018-267 JOUR 2010 Revise Course (G) (S)

2018-269 PHIL 5380 Add Course

2018-270 POLS 3019W Add Course (G) (S)

2018-271 PHYS 2502 Drop Course (S)

2018-272 EEB 3205E Revise Course (guest: Chris Simon) (G) (S)

**D. Announcements and Discussion**

Subcommittee on Course Overlap (Bedore)

**CATALOG COPY:**

**2018-231 POLS 3720 Add Course (guest: Jeffrey Dudas)**

*Proposed Copy:*

POLS 3720: Heroes and Villains in American Politics

Three credits. Prerequisite: Open to juniors or higher.

An exploration of how conventional understandings of heroism and villainy influence American politics and, reciprocally, how reigning trends in American politics influence widely shared conceptions of heroism and villainy.

**2018-243 EEB 2100E Add Course (guest: Robi Bagchi) (G) (S)**

*Proposed Copy:*

EEB 2100E. Global Change Ecology

Three credits.

Causes and ecological consequences of anthropogenic environmental change. Topics include: ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining future ecosystems functions. CA 3.

**2018-244 HIST 3412/W Revise Course (guest: Charles Lansing) (G) (S)**

*Current Copy:*

HIST 3412. Intellectual and Social History of Europe in the Nineteenth Century

Three credits. Lansing

The thought and feeling of Europeans in their social context.

*Proposed Copy:*

HIST 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe

Three credits. Lansing

The thought and feeling of Europeans in their social context. (CA1-C)

HIST 2412W. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

**2018-245 HIST 3413W Revise Course (guest: Charles Lansing) (G) (S)**

*Current Copy:*

HIST 3413W. Intellectual and Social History of Europe in the Twentieth Century

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

The thought and feeling of Europeans in their social context.

*Proposed Copy:*

HIST 2413W. From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

The thought and feeling of Europeans in their social context.

**2018-246 SLHS 4123 Add Course (guest: Adrian Garcia-Sierra)**

*Proposed Copy:*

SLHS 4123. Bilingualism in Typical and Atypical populations: Language and Cognition

Three credits. Recommended Preparation: basic phonetic principles or phonology courses, language development and language disorders. Instructor consent required. Open to juniors or higher.

Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and differences in reading opaque vs. transparent languages.

**2018-247 SLHS 6123 Revise Course (guest: Adrian Garcia-Sierra)**

*Current Copy:*

SLHS 6123. Bilingualism in Typical and Atypical Populations: Language and Cognition

Three credits. Prerequisite: Instructor consent. Recommended preparation: a course in phonetics, language development and disorders.

Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and biliteracy in opaque vs. transparent languages.

*Proposed Copy:*

SLHS 5123. Bilingualism in Typical and Atypical populations: Language and Cognition

Three credits. Prerequisite: Instructor consent. Recommended preparation: a course in phonetics, language development and disorders. Not open for credit to students who have passed SLHS 4123.

Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and biliteracy in opaque vs. transparent languages.

**2018-248 POLS 5620 Add Course (guest: Jennifer Sterling-Folker)**

*Proposed Copy:*

POLS 5620. Master's Project

Three credits. All master's students in Political Science must take this course in each of their last two semesters. Course may be repeated once for credit.

**2018-249 SOCI/WGSS 5614 Add Course**

*Proposed Copy:*

SOCI/WGSS 5614. Sexual Citizenship.

Three credits. Instructor consent required.

Sexuality as an axis of citizenship in diverse national and international contexts. Analysis of access to citizenship, relationship recognition, marriage rights, heteronormativity and compulsory heterosexuality, trans citizenship claims, immigration, asylum, sex work, reproductive rights, sex education, racism and racialization, colonialism and social justice.

**2018-250 WGSS 5365 Revise Course**

*Current Copy:*

WGSS 5365. Feminist Methodologies.

Three credits.

Theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship.

*Proposed Copy:*

WGSS 5365. Feminist Epistemologies and Methodologies.

Three credits.

Theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship.

**2018-251 AMST/ENGL 2200 Add Course (G) (S)**

*Proposed Copy:*

AMST/ENGL 2200. Literature and Culture of North America before 1800.

Three credits.

An examination of the early written and oral culture of the area that eventually became the United States. CA 1 (B).

**2018-252 COMM 5630 Add Course**

*Proposed Copy:*

COMM 5630. Communicating Presence

Three credits.

An examination of the conceptualization, measurement, and theoretical application of presence within a range of communication related research disciplines.

**2018-253 ECON 2103 Add Course (S)**

*Proposed Copy:*

ECON 2103. Honors Core: Deep Roots of Modern Societies

Three Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who are currently enrolled in or who have passed ECON 3103

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

**2018-254 ECON 2120 Add Course (G) (S)**

*Proposed Copy:*

ECON 2120. Honors Core: Rights and Harms

Three credits. Prerequisite or Corequisite: Any 1000-level course in Economics.

Basic concepts in the economics and philosophy of law as a framework for discussing controversial social issues. Topics may include intellectual property rights, eminent domain, freedom of speech, and "repugnant" transactions like the sale of human organs.

**2018-255 ECON 2311Q Revise Course (G) (S)**

*Current Copy:*

ECON 2311. Empirical Methods in Economics I

Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; and MATH 1071Q or 1110Q or 1131Q; and STAT 1000Q or 1100Q. A course recommended for all students majoring in economics.

Introduction to the empirical testing of economic theories. Student projects testing simple economic models.

*Proposed Copy:*

ECON 2311Q. Econometrics I

Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q; and STAT 1000Q or 1100Q. A course recommended for all students majoring in Economics.

Introduction to the application of statistical methods for the estimation, testing, and prediction of economic relationships. Emphasizes ordinary least squares regression.

**2018-256 ECON 2312Q Revise Course (G) (S)**

*Current Copy:*

ECON 2312. Empirical Methods in Economics II

Three credits. Prerequisite: ECON 2311.

Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

*Proposed Copy:*

ECON 2312Q. Econometrics II

Three credits. Prerequisite: ECON 2311Q.

Development of techniques beyond those covered in ECON 2311Q. Topics may include endogeneity problems and instrumental variables; panel-data models; binary-choice models including probit and logit; and time-series econometrics.

**2018-257 ECON 2447W Add Course (G) (S)**

*Proposed Copy:*

ECON 2447 W. Economics of Sports

Three credits. Prerequisite: ECON 1200 or 1201. ENGL 1010 or 1011 or 2011.

Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies.

**2018-258 ECON 3103 Add Course**

*Proposed Copy:*

ECON 3103. Global Economic History: Deep Roots of Modern Societies

Three Credits. Prerequisites: ECON 2201, 2202, 2211Q, or 2212Q. Not open for credit to students who are currently enrolled in or who have passed ECON 2103.

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

**2018-259 EEB 5348 Revise Course**

*Current Copy:*

EEB 5348. Population Genetics

Three credits.

Provides a theoretical background for studies in evolution. Emphasis is placed on understanding the conceptual foundations of the field and on the application of these concepts to an understanding of the roles of mutation, evolution of populations.

*Proposed Copy:*

EEB 5348. Population Genetics

Four credits. Recommended preparation: EEB 2245 or equivalent, MCB 2400 or MCB 2410 or equivalent.

Provides a theoretical background for studies in evolution. Emphasis is placed on understanding the conceptual foundations of the field and on the application of these concepts to an understanding of the roles of mutation and evolution of populations.

**2018-260 ENGL 2001 Add Course (S)**

*Proposed Copy:*

ENGL 2001. Introduction to Grant Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

An introduction to the basics of grants and grant writing, including the purpose of writing grants, grant opportunities available to undergraduates, and features of successful grant proposals. Requires submission of a grant.

**2018-261 HDFS Revise Subject Area**

*Current Subject Area Acronym and Title:*

Human Development and Family Studies, HDFS

*Proposed Subject Area Acronym and Title:*

Human Development and Family Sciences, HDFS

**2018-262 HDFS Revise Major**

*Current Copy:*

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.)

Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Studies requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550) if not applied to satisfaction of the foregoing requirement.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

### **Minors**

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*Proposed Copy:*

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This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

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This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or 4007W if not applied to satisfaction of the foregoing requirements.

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\*\* No more than 3 credits can be counted toward the 12 selected credits.

### **Minors**

Minors in [Gerontology](https://catalog.uconn.edu/minors/gerontology/) and [Human Development and Family Sciences](https://catalog.uconn.edu/minors/human-development-family-studies/) are offered. Please refer to their descriptions in the Minors section of this Catalog.

### **Honors Program**

The Human Development and Family Sciences Honors Program offers motivated students a way of enhancing their studies while providing distinction to their academic records through more in-depth study and the opportunity for independent projects or research. Human Development and Family Sciences majors with an overall GPA of 3.4 or higher and a GPA in the major of 3.5 or higher are eligible to apply to the Honors Program in Human Development and Family Sciences. Students should apply as early as possible, and applications will not be accepted after the first semester of a student’s junior year. Honors Scholars who complete the required honors course work and an approved honors thesis project, as well as maintain the required GPA, will graduate with a degree with Honors. For more information on this program, contact the Human Development and Family Sciences Honors Advisor.

**2018-263 HDFS Revise Minor**

*Current Copy:*

Specialized training in Human Development and Family Studies is available through this minor.

The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3090](https://catalog.uconn.edu/HDFS/#3090), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-University of Connecticut source

The minor is administered by the Department of Human Development and Family Studies.

*Proposed Copy:*

Specialized training in Human Development and Family Sciences is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3090](https://catalog.uconn.edu/HDFS/#3090), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-University of Connecticut source

The minor is administered by the Department of Human Development and Family Sciences.

**2018-264 HIST 3540E/W Revise Course (G) (S)**

*Current Copy:*

HIST 3540. American Environmental History

Three credits. Rozwadowski, Shoemaker, Woodward

Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements.

HIST 3540W. American Environmental History Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

*Proposed Copy:*

HIST 3540E. Environmental History of the Americas

Three credits. May be repeated for credit once with a change of topic.

Transformations of one region within the Americas, such as the United States, Caribbean, or South America since 1450: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements. (CA1(C), CA4, E)

HIST 3540EW. American Environmental History

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

**2018-265 HIST/MAST 2210E Revise Course (G) (S)**

*Current Copy:*

HIST/MAST 2210

Three credits.

Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans. CA 1.

*Proposed Copy:*

HIST/MAST 2210E.

Three credits.

Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans. CA 1.

**2018-266 JOUR 1002 Revise Course (G) (S)**

*Current Copy:*

JOUR 1002. The Press in America

Three credits.

The development of American print journalism from 18th century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life.

*Proposed Copy:*

JOUR 1002. The Press in America

Three credits.

The development of American print journalism from 18th century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life. CA 1-C.

**2018-267 JOUR 2010 Revise Course (G) (S)**

*Current Copy:*

JOUR 2010. Journalism in the Movies

Three credits.

Viewing and analysis of motion pictures featuring journalistic themes; journalistic history, ethics, legal issues, contrasting forms of media, and other issues.

*Proposed Copy:*

JOUR 2010. Journalism in the Movies

Three credits.

Viewing and analysis of motion pictures featuring journalistic themes; journalistic history, ethics, legal issues, contrasting forms of media, and other issues. CA 1-C.

**2018-269 PHIL 5380 Add Course**

*Proposed Copy:*

PHIL 5380. Race in the Formation of the Human Sciences.

Three credits. Not open for credit for students who have passed ANTH/LLAS/POLS 5800.

The relationship between the concept of race and the concept of the human sciences. Topics will include implications of the question of race for the continued logic(s) of the human sciences and challenges to the presumption that race and racism in the disciplines are results of otherwise race-free sciences.

**2018-270 POLS 3019W Add Course (G) (S)**

*Proposed Copy:*

POLS 3019W. Black Political Thought.

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. 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.

**2018-271 PHYS 2502 Drop Course (S)**

*Current Copy:*

### 2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics

Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, [PHYS 1201Q](https://catalog.uconn.edu/phys/#1201Q) or [1401Q](https://catalog.uconn.edu/phys/#1401Q) or [1501Q](https://catalog.uconn.edu/phys/#1501Q) or [1601Q](https://catalog.uconn.edu/phys/#1601Q); Second semester, [PHYS 1202Q](https://catalog.uconn.edu/phys/#1202Q) or [1402Q](https://catalog.uconn.edu/phys/#1402Q) or [1502Q](https://catalog.uconn.edu/phys/#1502Q) or [1602Q](https://catalog.uconn.edu/phys/#1602Q). Both semesters, prerequisite: [ENGL 1010](https://catalog.uconn.edu/ENGL/#1010) or [1011](https://catalog.uconn.edu/ENGL/#1011) or [2011](https://catalog.uconn.edu/ENGL/#2011).

Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics.

**2018-272 EEB 3205E Revise Course (guest: Chris Simon) (G) (S)**

*Current Copy:*

EEB 3205. Current Issues in Environmental Science

Three credits. Prerequisite: Open to honors students, others with instructor consent. Recommended preparation: 8 credits of college level science.

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures.

*Proposed Copy:*

EEB 3205E. Current Issues in Environmental Science

Three credits. Prerequisite: Open to honors students; others with instructor consent. Recommended preparation: six credits of college level science.

Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: earth processes, climate change; human population; food resources; genetically-engineered organisms; soil/water/air resources; alternative energy; biodiversity; deforestation/restoration; urban planning; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3 (non-lab).

**ADDITIONAL MATERIALS**

**2018-240 ECON 2495 Add Special Topic: Honors Core: Rights and Harms (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8960 |
| **Request Proposer** | Langlois |
| **Course Title** | Honors Core:Rights and Harms |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Honors Core:Rights and Harms |
| **Course Number** | 2495 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is an instance of a special topics course. ECON will be submitting a CAR for a permanent number |

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| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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

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

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2495. Special Topics Credits and hours by arrangement. With a change in topic, this course may be repeated for credit. Prerequisites and recommended preparation vary. |
| **Provide proposed title and complete course catalog copy** | 2495. Honors Core: Rights and Harms Three credits. Any 1000-level course in ECON (may be taken concurrently). |
| **Reason for the course action** | This Special Topics section will act as a placeholder until the course receives a permanent number (ECON 2120). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | See attached syllabus |
| **Describe course assessments** | See attached syllabus |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON2120syl.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137632&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cca8e90250e974d0a01a308d6362e48a0%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755969746181978&sdata=kEmfhNpz455nDh7VUzj2siusgFDd54qICh5KEYi7rqI%3D&reserved=0) | ECON2120syl.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 10/19/2018 - 15:21 | Submit |  | A more detailed CAR to offer this course under a permanent course number will follow soon. | | Economics | Richard N Langlois | 10/19/2018 - 15:44 | Approve | 10/17/2018 | Approved by the ECON Department at its 10/17/18 meeting. Approved by the Honors Board at its 9/24/18 meeting. | |



**ECON 2120**

**Honors Core: Rights and Harms**

Syllabus

Spring 2019

**Excluding materials for purchase, syllabus information may be subject to change.**

Course and Instructor Information

**Course Title:** ECON 2120. Honors Core: Rights and Harms

**Credits:** Three

**Format:** Seminar

**Prerequisites:** Any 1000-level course in Economics (may be taken concurrently)

**Professor:** Richard N. Langlois

**Email:** [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

**Website**: <http://langlois.uconn.edu/>

**Office Hours/Availability:** TBD

Course Materials

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

Required Materials:

* Richard Adelstein, *The Exchange Order: Property and Liability as an Economic System*. New York: Oxford University Press, 2017.

Course Description

This course will expose students to a conceptual framework at the intersection of law, economics, and philosophy – what we can call the paradigm of **rights and harms**. Working within this framework, you will analyze and debate a large set of controversial social issues. The goal of the course is to encourage you to think critically and rigorously about such issues and to hone your skills in argument and persuasion.

Consider a famous legal case analyzed by the Nobel Laureate Ronald Coase. A physician sets up an examination room with a wall that is shared by a candy factory. Noise from the candy machinery makes it impossible for the doctor to examine patients with a stethoscope. If the candy factory has the right to make noise, the doctor is harmed; if the doctor has a right to quiet, the factory is harmed. Economists and philosophers have developed ways of thinking about who should get the right – and thus who should bear the harm – in cases like these. Most if not all controversial social issues take exactly this form: who has the right? Who is harmed, and in what way? As we will see, in many of these cases, the harms are *immaterial*: there is no tangible emission like noise. I may harm you (make you angry or unhappy) by giving a speech in favor of Marxism or by selling my kidney to the highest bidder – even if you are nowhere in the vicinity and learn of my behavior only through a third party. Should I have the right to engage in these behaviors? Or should you have the right to stop me?

This course will be based around discussion. It goes without saying that you will not be expected to come to any predetermined conclusion (or, indeed, any conclusion at all) about the issues we discuss. You will be graded entirely on the rigor of your reasoning and the clarity of your argument. It also goes without saying that class discussion must always be mature, collegial, and open-minded. One controversial social issue that – somewhat self-referentially – we may touch on is the idea that instructors (or other students) in university classes can harm others by discussing distressing subjects and that therefore instructors must warn students of any potential distress. Consider yourself warned. All ideas are fair game, even as we strive for an open, friendly – and fun – classroom environment.

Course Objectives

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

* Understand and manipulate fundamental concepts in the economics and philosophy of law, including:
  + The basic economics of rights, including “artificial” rights.
  + Rights *in rem* and as a “bundle of sticks.”
  + The Coase Theorem.
  + Deontological versus consequentialist accounts of rights and rights assignment.
  + The differences among technological externalities, pecuniary externalities, and moralisms.
  + Property rules, liability rules, and inalienability as enforcement mechanisms.
  + Eminent domain.
* Think critically and clearly about controversial social issues.
* Reason more rigorously and argue more lucidly in oral presentations and writing.

Course Outline

**Part 1: Rights and Harms.**

1.1 Rights.

Adelstein, chapter 1.

Armen Alchian, “[Some Economics of Property Rights](https://www.jstor.org/stable/43206327),” *Il Politico* **30**(4): 816-829 (1965).

Podcast: [Henry E. Smith on Property](https://econjwatch.org/podcast/henry-e-smith-on-property), September 9, 2011.

1.2 Harms.

Adelstein, chapter 2.

Ronald H. Coase, “[The Problem of Social Cost](https://www.jstor.org/stable/724810),” *Journal of Law and Economics* **3**: 1-44 (1960).

Guido Calabresi and A. Douglas Melamed, “[Property Rules, Liability Rules, and Inalienability: One View of the Cathedral](https://www.jstor.org/stable/1340059),” *Harvard Law Review* **85**(6): 1089-1128 (1972).

Video: [Three ways to control externalities](http://mediasite.dl.uconn.edu/Mediasite/Play/82b6ad8ec5e545e19ff9b93f9abedfb41d).

1.3 Eminent Domain: Locke v. Bentham.

Adelstein, chapter 3.

John Stuart Mill, [*On Liberty*](https://www.gutenberg.org/files/34901/34901-h/34901-h.htm). London: J. W. Parker and Son, 1859, chapter 1.

Robert Nozick, *Anarchy, State, and Utopia*. New York: Basic Books, 1974, chapter 3.

Amartya Sen, “[The Impossibility of a Paretian Liberal](https://www.jstor.org/stable/1829633),” *Journal of Political Economy* **78**(1): 152-157 (1970). N.B. Do not try to follow all of the formalism in this paper (unless you really want to). Just try to understand the question Sen is posing and the implications of the result he comes to.

Film: [*Little Pink House*](https://www.amazon.com/Little-Pink-House-Catherine-Keener/dp/B07FTTXM5Q/).

**Part 2: “Artificial” property rights.**

2.1. Emission permits.

Adelstein, pp. 109-158.

Robert N. Stavins, “[Cap and Trade Is the Only Feasible Way of Cutting Emissions](https://www.nytimes.com/roomfordebate/2014/06/01/can-the-market-stave-off-global-warming/cap-and-trade-is-the-only-feasible-way-of-cutting-emissions),” *The New York Times*, June 2, 2014.

Video: [A Deeper Look at Tradable Allowances](https://www.mruniversity.com/courses/principles-economics-microeconomics/deeper-look-tradable-allowances).

2.2. Intellectual property rights.

Adelstein, chapter 4.

2.3 Electromagnetic spectrum.

Ronald H. Coase, “[The Federal Communications Commission](https://www.jstor.org/stable/724927),” *The Journal of Law & Economics* **2**: 1-40 (1959).

2.4 The Reserve Clause and free agency.

Simon Rottenberg, “[The Baseball Players' Labor Market](https://www.jstor.org/stable/1825886),” *Journal of Political Economy* **64**(3): 242-258 (1956).

2.5 Taxi medallions.

Winnie Hu, “[Taxi Medallions, Once a Safe Investment, Now Drag Owners into Debt](https://www.nytimes.com/2017/09/10/nyregion/new-york-taxi-medallions-uber.html),” *The New York Times*, September 10, 2017.

Gordon Tullock, “[The Transitional Gains Trap](https://www.jstor.org/stable/3003249),” *The Bell Journal of Economics* **6**(2): 671-678 (1975).

**Part 3: Who should get the right?**

3.1 Pecuniary harms: antitrust.

Adelstein, pp. 97-107.

Robert Bork, *The Antitrust Paradox*. New York: The Free Press, 1978, chapter 2.

3.2 Immaterial harms: “moralisms.”

3.2.1 Speech.

John Stuart Mill, [*On Liberty*](https://www.gutenberg.org/files/34901/34901-h/34901-h.htm). London: J. W. Parker and Son, 1859, chapter 2.

Brian Eule, “[Watch Your Words, Professor](https://alumni-gsb.stanford.edu/get/page/magazine/article/?article_id=75857),” *Stanford Magazine*, January-February 2015.

Rebecca Lurye, “[UConn Tackling Debate of Free Speech on Campus in Wake of ‘OK to Be White’ Event](http://www.courant.com/education/hc-news-free-speech-on-campus-20171207-story.html),” *The Hartford Courant*, December 10, 2017.

Video: [Why Social Media Shouldn’t Censor Hate Speech](https://www.theatlantic.com/video/index/568498/nadine-strossen/).

3.2.2 Commercial transactions and speech.

Robert P. George and Sherif Girgis, “[A Baker’s First Amendment Rights](https://www.nytimes.com/2017/12/04/opinion/first-amendment-wedding-cake.html),” *The New York Times*, December 4, 2017.

Emily Cochrane, “[Sarah Huckabee Sanders Was Asked to Leave Restaurant over White House Work](https://www.nytimes.com/2018/06/23/us/politics/sarah-huckabee-sanders-restaurant.html),” *The New York Times*, June 23, 2018.

3.2.3 “Repugnant” transactions.

3.2.3.1 “Price gouging.”

David W. Meyer, “[The Virtues of ‘Price Gouging](https://web.archive.org/web/20080513084038/http:/www.ftc.gov/be/meyergouging.pdf),’” Federal Trade Commission.

James Surowiecki, “[In Praise of Efficient Price Gouging](https://www.technologyreview.com/s/529961/in-praise-of-efficient-price-gouging/),” *MIT Technology Review*, August 19, 2014.

3.2.3.2 Selling organs.

Philip J. Cook and Kimberly D. Krawiec, “[If We Pay Football Players, Why Not Kidney Donors](https://object.cato.org/sites/cato.org/files/serials/files/regulation/2018/3/regulation-v41n1-4.pdf),” *Regulation*, Spring 2018, pp. 12-17.

3.2.3.3 Surrogate motherhood.

Ross Douthat, “[The Handmaids of Capitalism](https://www.nytimes.com/2018/06/20/opinion/feminism-capitalism.html),” *The New York Times*, June 20, 2018.

3.3 Self-harms: paternalism and “internalities.”

“[The New Paternalism: the Avuncular State](https://www.economist.com/special-report/2006/04/06/the-avuncular-state),” *The Economist*, April 6, 2006.

Course Requirements and Grading

We will have an in-class exam after part 1 of the course, just to make sure everyone is on the same page with the conceptual framework we will be using. That will count 25 per cent of the grade. Most of the grade will be based on active participation. For parts 2 and 3 of the course, I will set up a schedule of presentations, probably on ten topics from the course outline above. I will then assign teams to each topic. (In keeping with the spirit of the course, if you would prefer a different topic, you can try to trade with someone.) Each topic will consume one full class period. You will be graded on the quality of the presentation (rigor, depth, background research, and ability to generate discussion), but nice visuals won’t hurt. All members of the team will receive the same grade for the presentation (30 per cent of the grade). In addition, you individually will also submit an 8-10 page paper on a topic other than the one of your group presentation (30 per cent of the grade). Consult with me if you want to write your paper on a topic not on the list for presentations or even not on the syllabus at all. The paper will be due at the end of the semester. Class participation beyond your own presentation is essential in this class, so the final 15 per cent of the grade will be general class participation. Everyone will start with 100 points for participation, but if I see you systematically missing class or not contributing, I will begin to deduct points. There will be no final exam.

Summary of Course Grading:

|  |  |
| --- | --- |
| In-class exam on Part 1 | 25% |
| Team presentation | 30% |
| Individual paper (8-10 pages) | 30% |
| Class participation | 15% |

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 Responsibilities and Resources

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

Student Code

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

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

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

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the [Undergraduate Catalog](http://catalog.uconn.edu/).

Academic Calendar

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

Students with Disabilities

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

**Absences from Class because of Religious Observances and Extra-Curricular Activities**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University’s legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

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

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**2018-241 ECON 3495 Add Special Topic: Fed Challenge**



**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: October 18, 2018

2. Semester and year this 3495 course will be offered:  Spring 2019

3. Department:  Economics

4. Course number and title proposed:  Econ 3495 Fed Challenge

5. Number of Credits:  2

6. Instructor:  Oskar Harmon

7. Instructor's position: Associate Professor

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

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

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

10. Short description:

This course will expose selected students to a rigorous exploration of macroeconomic and monetary economics concepts with a special emphasis on the conduct of monetary policy by the Federal Reserve. The course will prepare students to participate in the Fed Challenge competition. The Fed Challenge is a prestigious competition sponsored by the Federal Reserve System. Teams from area colleges make presentations to a panel of judges made up of economists from the Federal Reserve.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 18 October 2017

Department Faculty:  18 October 2017

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

Oskar Harmon, 518-859-8099, oskar.harmon@uconn.edu

**Supporting Documents**

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.

 ECON 3495

FED Challenge

Syllabus – Spring 2018

Course and Instructor Information

**Course Title:** Fed Challenge ECON 3495

**Credits:** 2  
**Location:** Enrollment from Stamford and Storrs Campus, Distance Learning classroom on each campus

**Prerequisites:**  ECON 1200 and 1201

**Instructors:** Oskar Harmon, Owen Svalestad, Kanda Naknoi, Steven Lanza, Derek Johnson

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

**Office Hours/Availability:** TBA

Course Materials

Required Textbook:  Croushore, Dean, *Money and Banking*, 3rd edition. Croushore will act as a basic reference text. However, the vast majority of readings will be from other sources, such as recent policy papers and financial news articles.

Course Description

This course will expose selected students to a rigorous exploration of macroeconomic and monetary economics concepts with a special emphasis on the conduct of monetary policy by the Federal Reserve. The course will prepare students to participate in the FED Challenge competition. The FED Challenge is a prestigious competition sponsored by the Federal Reserve System. Teams from area colleges make presentations to a panel of judges made up of economists from the Federal Reserve.

Course Objectives

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

* Explain the mechanisms for the transmission of monetary
* Explain the pros and cons of monetary ease
* Explain the pros and cons monetary tightening
* Create charts relevant for analysis of economic conditions

Course Requirements and Grading

Written Monetary Policy Briefs (20%)

Students will write several 5 page policy briefs that analyze economic conditions, and discuss the pros and cons of alternative monetary policy recommendations.

The intent of the written briefings is to have students research, analyze, and write up policy

recommendations on a variety of monetary policy issues. Written briefings are limited to

five pages in length. Tables, figures, and references are not counted against this limit.

Subjects of briefings will be determined during the semester as dictated by current

economic events relevant to monetary policy. For example, possible topics related to

current policy issues may include:

●  Now that the federal funds rate is approximately 1 percent, how can the Fed influence

the economy?

●  Should the Fed adopt an explicit inflation target?

●  What risks does the Fed face because of the changes in the size and composition of its

balance sheet?

●  How can the Fed improve communication of its policy objectives?

●  How should the Fed respond to the possibility of deflation?

●  Under what circumstances should the Fed begin to scale back use of its newly developed

policy tools?

●  What factors are affecting long term interest rates? How do these limit the Fed’ s ability

to impact the economy?

●  Is the Fed’ s independence being compromised given it is now working arm in arm with

the Treasury?

●  Has the Fed’ s credibility been damaged in any way?

●  How have other central banks responded to the current economic and financial

problems?

●  What are the major factors affecting GDP and inflation?

●  How have the new tools worked?

●  How are the transmission channels working? Or not working, as the case may be?

All briefings are graded on content and presentation, so proper grammar and

professional looking work is expected.

Oral Monetary Policy Presentations (25%)

Students will make policy presentations that analyze economic conditions, and explain the pros and cons of alternative monetary policy recommendations.

The intent of the oral briefings is to prepare students to discuss and defend their recommendations in front of a knowledgeable audience. On the basis of the written briefing, students will make 10 minute presentations that summarize their findings. Students will be graded based on the quality of the presentation as well as how they respond to unscripted questions from the instructors and classmates.

Class Participation (25%)  
Given the nature of the course, class participation is expected and mandatory. Absences other than

for valid reasons (illness, college sponsored event, for example) will be penalized. Additional time for research and team preparation outside of the formal class meetings is expected.

Team FED Challenge Presentation (25%)

As the intent of the course is to prepare students for participation in the FED Challenge Competition. Students at each campus will work as a team to make and present the slides the FED Challenge Competition. Students will choose a presentation theme, do research on current economic and financial market issues, become “ experts”  in several areas relevant to current policy issues, prepare a PowerPoint presentation, conduct rehearsals, and answer practice questions. Presentations are limited to a maximum of 15 minutes, during which time the team is expected to:

●  analyze current economic conditions as of the day of the competition;

●  provide a near-term forecast for economic and financial conditions (e.g., inflation,

unemployment, real GDP, and other variables.) critical to the development of monetary

policy;

●  explain timely issues and risks that should receive special attention in formulating

monetary policy; and

●  make a real-time policy recommendation for the target fed funds rate. Include

recommendations for other monetary policy tools and temporary liquidity measures, as

warranted. Judges will expect the team to justify its recommendations.

The end of the semester presentation will be scored by judges. The score is the score for the team as determined by the judges at the using the rubric that judges use in the actual competition.

Final Reflection Paper (25%)

The intent of the Final Reflection Paper is to have the team members summarize as a group

their experience in Econ 3495. The paper should be no more than 15 pages in length and

answer the following questions:

● What have you learned from Econ 3495 and from participating in preparing for the 2018 FED Challenge?

● What areas of your preparations and presentation went well?

● What recommendations do you have for next year’s team members in terms of

preparation and presentation?

● What would you have done differently as far as your preparations and presentation are

concerned?

● Did you face any particular challenges as a team? How were these overcome?

● What do you think it takes to win the CFC?

● Is there anything else that you wish to convey to your successors?

The paper will be graded based on content and presentation, so proper grammar and

professional looking work is expected.

Grading Scale:

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Due Dates and Late Policy

*You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.*

***Late assignments***

The penalty for late submission of an assignments is 15% of the total possible points for the assignment

***Missed Deadlines***

Assignments must be submitted on time, except in case of documented emergency or scheduling conflict. If you have a scheduling conflict, please inform me ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented you from timely submission of these activities the deadline may be extended. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://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 [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

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

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

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

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

**2018-242 EEB 5895 Add Special Topic: Coevolution and Ecology of Host and Parasites**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8748 |
| **Request Proposer** | Bolnick |
| **Course Title** | Coevolution and ecology of hosts and parasites |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > UICC > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | BIO |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Coevolution and ecology of hosts and parasites |
| **Course Number** | 5895 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a graduate seminar class |

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| **CONTACT INFO** | |
| **Initiator Name** | Daniel i Bolnick |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | dab18005 |
| **Initiator Email** | [daniel.bolnick@uconn.edu](mailto:daniel.bolnick@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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 2 |
| **Instructional Pattern** | 1 hour and 40 minutes once per week, the initial half of each course as lecture the latter half as discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | As instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | Previous coursework in the fields of ecology or evolution or immunology or parasitology are encouraged but not required |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 5895 (section 31). Coevolution and ecology of hosts and parasites Two credits. Prerequisite: instructor consent. Bolnick Conflict between parasites and their hosts and its effect on ecology and evolution. Epidemiological models, co-evolutionary theory, genomics, immunology, behavior, food webs, with emphasis on connections between these topics. |
| **Reason for the course action** | Bolnick is a new faculty member seeking to teach a graduate course to become familiar with the graduate students in the EEB program and beyond, by teaching a subject that is in substantial demand. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Students will read intensively about theory and data concerning the ecological and evolutionary interactions between hosts and parasites. Students will learn how to integrate general principles of ecology, and evolution, and genetics, and immunology, into a interdisciplinary framework. Students will also gain skills in mathematical modeling, and familiarity with the current scientific literature on this topic. |
| **Describe course assessments** | Weekly brief essays based on readings to reinforce key concepts and identify open questions in need of further research. An end-of-term research paper in the form of a grant proposal or review paper (students may choose which). Three problem sets involving a mixture of R programming and mathematics concerning coevolution and epidemiology |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136968&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4a975820eddf4e590a1508d62ed3872c%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636747883378371412&sdata=sC%2FDjJ1gCogF153kAhhYY6E6955U20PSvL%2BeaK8orb8%3D&reserved=0) | Syllabus.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Graduate School |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Daniel i Bolnick | 10/10/2018 - 00:31 | Submit |  | This is a new graduate seminar course using an existing course number, by a new faculty member. | | Ecology and Evolutionary Biology | Paul O Lewis | 10/10/2018 - 10:02 | Approve | 10/10/2018 | Straightforward special topics seminar course, anticipated to be taught only once | | UICC | Eric Donkor | 10/10/2018 - 10:52 | Return |  | This proposal should be routed to EEB department by selecting "Neither" (rather than "UNIV") under course info tap | | Return | Daniel i Bolnick | 10/10/2018 - 11:04 | Resubmit |  | Resubmitting with "Neither" checked to route to EEB | | Ecology and Evolutionary Biology | Paul O Lewis | 10/10/2018 - 11:14 | Approve | 10/10/2018 | Straightforward special topics seminar course, anticipated to be taught only once | |

**Syllabus for: Co-evolution and ecology of hosts and parasites**

**EEB 5895** **Section 31**

**INSTRUCTOR**

Daniel Bolnick

[daniel.bolnick@uconn.edu](mailto:Danbolnick@utexas.edu)

Office: PBB 305C

Office hours by appointment; you are encouraged to ask for meetings. Making them by appointment maximizes our flexibility to find a mutually feasible time.

**TIME**

TBD

**LOCATION**

TBD

**GOALS**

Students should become familiar with core concepts in evolution and ecology and immunology as they related to host-parasite interactions, and the pertinent scientific literature. With these concepts in hand, students will practice the process of framing new research questions.

**COURSE PHILOSOPHY**

There is no substitute for extensive and dedicated reading and regular writing, to gain mastery of a subject. The readings are the heart of the course; the in-class discussion is just a chance to digest that material. Students will be expected to read the assigned chapters and papers and regularly contribute well-thought-through brief essays.

**REQUIRED READING:**

Evolutionary Parasitology: The Integrated Study of Infections, Immunology, Ecology, and Genetics by Paul Schmid-Hempel

Introduction to Coevolutionary Theory, by Scott Nuismer

Two additional scientific journal articles per week: one empirical and one theoretical, to be chosen via conversations between the instructor and students.

**SCHEDULE**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading**  **(before class)** | **Assignment due by class time** |
| **Jan 22** | **Introduction** | **Schmid-Hempel Chapters 1&2; Nuismer Chapter 1** | **NA** |
| **January 28** | **Parasite diversity** | **S-H Chapter 3** | **Reading reflection** |
| **February 4** | **Immunology** | **S-H Chapter 4; Nuismer Chapters 2&3** | **Reading reflection** |
| **February 11** | **Immunology in the wild** | **S-H Chapter 5; Nuismer Chapter 4** | **Reading reflection** |
| **February 18** | **Sexual selection** | **S-H Chapter 6** | **Reading reflection** |
| **February 25** | **Specificity** | **S-H Chapter 7** | **Reading reflection** |
| **March 4** | **Manipulation** | **S-H Chapter 8** | **Reading reflection** |
| **March 11** | **Illness** | **S-H Chapter 9** | **Reading reflection** |
| **March 25** | **Genetics** | **S-H Chapter 10; Nuismer Chapters 5&6** | **Reading reflection** |
| **April 1** | **Epidemiology** | **S-H Chapters 11&12** | **Reading reflection** |
| **April 8** | **Coevolution** | **S-H Chapter 13; Nuismer Chapter 7;** | **Reading reflection** |
| **April 15** | **Ecology** | **S-H Chapter 14; Nuismer Chapter 8** | **Reading reflection** |
| **April 22** | **Local adaptation** | **Nuismer Chapter 9** | **Model program 1** |
| **April 29** | **Wrap-up** | **Nuismer Chapter 10** | **Model program 2** |
| **Exam week** | **No final exam** |  | **Grant proposal OR review paper due** |

**ASSIGNMENTS**

**Reading reflections.** There are 11 Reading Reflection assignments, you may choose to do any 8 of these (e.g., you may skip three). For the reflection, carefully read the assigned material PLUS one related scientific article of your choice, preferably one that relates to your own work. Write a clearly framed essay between 200 and 400 words long. In this essay you should:

1. identify one key concept from the assigned reading
2. explain how that concept is expanded on by your chosen extra reading
3. pose one testable hypothesis or question arising from the week’s reading.

**Model programs.** You will be given two assignments in early April, to implement discrete-time simulations of key models that we discuss from Scott Nuismer’s book. You will turn in R code that allows you to answer a question posed in the assignment.

**Final assignment, Option 1**

Write a 4 page research proposal (single-spaced, 12 point font), styled after the now-defunct NSF pre-proposals. Start by summarizing our state of knowledge in a topic, with extensive references to the existing literature. Identify a gap in this knowledge, leading to a well-defined hypothesis or question. Explain why answering this question is interesting: this is the core goal of this assignment. This set-up should take at least two pages. In the remainder of the proposal, clearly explain a practical strategy for addressing the problem you have identified. You may be vague about the specific methods, I am mostly interested in seeing that you can frame a strategy. Articulate what the results might be, and what that would tell us. Citations and up to 4 figures are not counted towards the 4-page limit. You are encouraged to discuss this with your instructor in advance.

**Final assignment, Option 2**

If you prefer, write a review paper on a topic of interest to you that is relevant to this course. The paper should clearly summarize major themes and lessons learned on a focused topic, illustrated with empirical examples and underlain by theory if available, with extensive citations. The review should also include clearly articulated remaining open questions, and future directions you deem especially valuable. You are encouraged to discuss this with your instructor in advance.

**GRADING**

Each written assignment contributes 5% to the final grade (40% total).

The programming / modeling assignments each contribute 10% (20% total)

The final assignment is worth 30% of the final grade

Active participation in class conversations is worth 10% of the final grade. Each 1% is gained by attending AND being vocal in a given class, up to a maximum of 10%.

The course will be graded on a letter grade scale (A-F) for registered students. If you sign up pass/fail, you must complete at least half the assignments to pass.

**POLICIES**

*The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*  More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

Students are expected to conduct themselves in accordance with UConn’s [Student Conduct Code](http://www.community.uconn.edu/the-student-code).

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy.  If you have questions about academic integrity or intellectual property, you should consult with your instructor.  Additionally, consult UConn’s[*guidelines for academic integrity*](http://community.uconn.edu/the-student-code-appendix-a/).

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

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

* UConn [Mental Health Services](http://www.counseling.uconn.edu/)
* UConn [Sexual Harassment and Relationship Violence](http://sexualviolence.uconn.edu/)
* UConn [Equity, Diversity, Equal Employment Opportunity, and Affirmative Action](http://ode.uconn.edu/)

**2018-231 POLS 3720 Add Course (guest: Jeffrey Dudas)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8668 |
| **Request Proposer** | Dudas |
| **Course Title** | Heroes and Villains in American Politics |
| **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** | Heroes and Villains in American Politics |
| **Course Number** | 3720 |
| **Will this use an existing course number?** | No |

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| **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 |

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| **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** |  |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | Political Science 3720: Heroes and Villains in American Politics Three credits. Prerequisite: Open to juniors or higher. An exploration of how conventional understandings of heroism and villainy influence American politics and, reciprocally, how reigning trends in American politics influence widely shared conceptions of heroism and villainy. |
| **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 of heroism and villainy depend upon one another; 2) how the categories of heroism and villainy give rise to stock characters who recur in our popular entertainment, influence the trajectory of our politics, and are themselves transformed by political trends; 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** | | [HeroesVillains.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F138060&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C4c47db2dcb164be1c58308d63aa5846f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636760879903465316&sdata=gscEfSyf%2Fz%2FTINH7OU%2FsGmlyILJj6%2B58o8HXOI7WV%2Bk%3D&reserved=0) | HeroesVillains.docx | Syllabus | |

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| **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. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/10/2018 - 13:19 | Return | 10/9/2018 | CLAS C&C reviewed the course and returned to proposer for clarification of two issues: 1) level of American content, and 2) consideration of influence between representations of villains and heroes and political science. PB | | Return | Jeffrey R Dudas | 10/25/2018 - 13:24 | Resubmit |  | Resubmitting for 10/30 meeting. | | Political Science | Stephen B Dyson | 10/25/2018 - 13:39 | Approve | 10/25/2018 | 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.

**2018-243 EEB 2100E Add Course (guest: Robi Bagchi) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8196 |
| **Request Proposer** | Bagchi |
| **Course Title** | Global Change Ecology |
| **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** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | Global Change Ecology |
| **Course Number** | 2100E |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Robert Bagchi |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | rob14005 |
| **Initiator Email** | [robert.bagchi@uconn.edu](mailto:robert.bagchi@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)** | 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** | 2 (1 at Storrs, 1 at Avery Point) |
| **Number of Students per Section** | 60-100 Storrs, 30-40 Avery Point |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, T/Th, 1h 15m |

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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?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | Instructors are available at Storrs (Bagchi) and Avery Point (Finiguerra) to teach this course. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | EEB 2100E. Global Change Ecology Three credits. Causes and ecological consequences of anthropogenic environmental change. Topics include: ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining future ecosystems functions. CA 3. |
| **Reason for the course action** | Meeting the challenges posed by environmental change requires greater awareness of how human actions are altering the earth’s systems (Lee et al. 2015). Misunderstandings about the science of environmental change are prevalent and act as a barrier to finding practical and policy solutions to important problems (Lee et al. 2015). There is evidence that students’ awareness and understanding of environmental issues are effectively enhanced by taking even a single college-level course related to environmental change (Fisher and McAdams 2015). There have been repeated calls for courses on environmental change to be integrated into University core curricula to combat widespread misunderstanding of the core issues (Hess and Collins 2018). UConn has responded to these calls by instituting a new Environmental Literacy requirement. This intermediate level class is designed to give UConn students an understanding of the mechanisms of how and why our global ecosystem is changing and thus better prepare them to contribute to mitigation strategies. As a result this course will directly address the goals of the EL requirement. References cited: Fisher, P. B., and E. McAdams. 2015. Gaps in sustainability education: The impact of higher education coursework on perceptions of sustainability. International Journal of Sustainability in Higher Education 16:407–423. Hess, D. J., and B. M. Collins. 2018. Climate change and higher education: Assessing factors that affect curriculum requirements. Journal of cleaner production 170:1451–1458. Lee, T. M., E. M. Markowitz, P. D. Howe, C.-Y. Ko, and A. A. Leiserowitz. 2015. Predictors of public climate change awareness and risk perception around the world. Nature climate change 5:1014 |
| **Specify effect on other departments and overlap with existing courses** | The following have overlap in course name and slightly in content; however, the proposed course differs clearly from these courses in its focus on the ecological consequences of environmental change (not simply climate change). We expect our course will be complementary to the offerings below: ANTH 1010 - Global Climate Change: this course focuses on climate change from a human anthropological perspective. There is some overlap with our proposed course with the mechanisms of climate change. EEB 2208 - Introduction to Conservation Biology: This course shares many topics with the current course, but from the viewpoint of species extinction. In contrast, the proposed course will consider biodiversity loss as one component of anthropogenic environmental change. Where content overlaps, different examples will be used so that students taking both courses will encounter complementary material. ENVS/EVST 3100 - Climate Resilience and adaptation: Municipal Policy Planning: This course focuses on the consequences of climate change on coastal communities, not the ecological and evolutionary consequences that our course does. NRE 4170 - Climate-Human-Ecosystem Interactions: Focuses on linkages between the three systems and how they have changed over time. While NRE 4170 does investigate ecological processes, that does not appear to be the focus. Ecological processes and consequences are the focus of our proposed course. GEOG/GSCI 1070 - Natural Disasters and Environmental Change: this course focuses on the effects of these changes on human populations. GEOG 3410 - Human Modifications of Natural Environments: Covers many of the same topics but from a geographical perspective. Whereas GEOG 3410 describes human modifications of the environment, the proposed course will consider the ecological implications of those changes. GSCI 3010 - Earth History and Global Change: Focused on the formation of Earth, unrelated to our definition of ‘global change’. We anticipate minimal effects on other departments (ANTH, GSCI, GEOG, NRE) as the proposed course much wider in scope than any current offerings. We have conferred with the potentially affected departments to minimize conflicts.The other courses listed above focus almost exclusively on climate change. |
| **Please provide a brief description of course goals and learning objectives** | Students will appreciate the extent of human domination of the planet’s resources and the consequences for ecological processes; understand the evidence behind the scientific consensus that climate change is occurring and is primarily due to human activity; appreciate the effect of climate change on ecological populations and communities; understand how modification of the Earth’s major biogeochemical cycles affects ecological systems; understand the evidence for, and key drivers of, biodiversity loss; understand the impacts of invasive species, land use change, and emerging diseases on ecological communities; analyze the effects of biodiversity on ecosystem functions and services; be aware of the strain put on natural systems by human activities and how the resultant environmental change can impact the capacity for the biosphere to continue providing ecosystem services. |
| **Describe course assessments** | Student course grades will be assessed by a variety of mechanisms and are broken down accordingly: Three Exams, 100 pts ea. 300 10 Weekly Reflections, 10 pts ea. 100 Group Written Project 50 Group Oral Project 50 Total 500 Grades will be determined as percentage (%) of the total: >93:A; 90-93:A-; 87-90: B+; 83-87: B; 8-83: B-; 77-80: C+; 73-77: C; 70-73: C-; 67-70: D+; 63-67: D; 60-63: D-; <60: F Exams: The course consists of three modules and there will be an in-class exam for each. Exams will consist of multiple choice, fill-in-the blank, matching and/or short answers. Exams will focus on understanding of content, not memorization. As such, students will be expected to synthesize and apply content in a novel fashion from each module. Weekly Reflections: Online quizzes administered through HuskyCT encourage synthesis and comparison of the information received from lectures and different types of reading (e.g. peer reviewed literature, policy documents and popular press articles). These reflections will be available at the end of each week and due by the start of the following week. The quizzes will be 3-5 questions that assess critical thinking of the content. There are ten quizzes to accommodate introductory lectures, exam periods, and offer flexibility to learning speed. Group Work: A critical skill in science is dissemination of information. These two projects will focus on this goal using two communication formats: written and oral. Students will have to summarize an original research article from the primary literature for a general audience. Students will work in groups of five. For the written assignment students will use the common ‘scientific blog’ model (similar to: <https://carlzimmer.com/category/articles/> ). For the oral assignment, students will will give a 5-7 minute presentation to the class using the media of their choice. Each group only does one written and one oral project. |
| **General Education Goals** | become articulate, Students will work with peers to produce both a written and oral presentation on topics within one module of the course. acquire intellectual breadth and versatility, Environmental change is a broad topic of great current relevance. Students will be exposed to a wide range of topics within the area, including competing viewpoints. Much of the course will involve synthesizing information across sub-topics, for example, how climate change might contribute to biodiversity loss or how biodiversity loss might contribute to degradation of ecosystem services. acquire critical judgment Alternative explanations for observed phenomena will be presented on topics that are often contentious. Students will be encouraged to use scientific evidence to distinguish among alternative and opposing explanations. acquire moral sensitivity, N/A acquire awareness of their era and society Students will become aware that the extent to which humankind has modified the planet is so extensive that there is a scientific debate about whether the current geological epoch should be named for that impact. Students will learn that human society has co-opted an unprecedented proportion of the Earth’s resources. Students will consider the implications of such over-exploitation for the future viability of human society. |
| **Content Area: Science and Technology (non-Lab)** | 1. Explore an area of science or technology by introducing students to a broad, coherent body of knowledge and contemporary scientific or technical methods; This course will explicitly introduce students to the mechanisms and consequences of environmental change. This course is interdisciplinary, covering multiple facets of biology, ecology, chemistry, and physics but represents a coherent scientific discipline. Furthermore, topics and examples will be drawn from all parts of the global ecosystem including both terrestrial and aquatic environments. Global Change Ecology also requires students understand the methods used to measure environmental change, such as current and historic atmospheric gas concentrations, nutrient sampling, water flow dynamics, species abundance and diversity, and ecosystem functioning. 2. Promote an understanding of the nature of modern scientific inquiry, the process of investigation, and the interplay of data, hypotheses, and principles in the development and application of scientific knowledge; This course emphasizes the scientific method and critical thinking in analyzing data to evaluate claims and trends of environmental change. Students will be exposed to observations of changes across various environments and challenged to come up with plausible hypotheses to explain these phenomena. The instructors will guide students in developing these hypotheses and assist them in analyzing the available data to defend or refute their hypotheses. 3. Introduce students to unresolved questions in some area of science or technology and discuss how progress might be made in answering these questions; The complete impacts of environmental change are still uncertain. The lectures and reading for the course will consider both areas where there is scientific consensus (e.g. humans are contributing to climate change) and areas that are currently being debated (e.g. role of climate change in disease spread). This proposed course will emphasize how to best predict the consequences based upon historical and current evidence. For example, we will go over the numerous climate change scenarios based upon different projections of CO2 emissions. Students will also be ch allenged to identify what other information can help improve the predictions, as well as mechanisms to mitigate the negative effects of global change. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society. The problems resulting from environmental change are ongoing and pervasive. Environmental change will affect their lives and those of their future generations. As stated earlier, in order to mitigate the damages of environmental change people must be aware and have a basic understanding of the mechanisms that contribute to it (Lee et al. 2015). Thus, if we expect our students to be stewards of the global environment they must possess an understanding of how and why it is changing. |
| **Environmental Literacy** | 1. Theories, observations, or models of the effects of human activity on the natural world How human activity affects the natural world is a central component of this proposed course. We focus on how human activities contribute to a host of environmental changes across the natural world. This course analyzes models of future climate effects based upon current observations of human activity. Further, this course tests theories of what are the underlying causes of environmental change- natural or anthropogenic. 2. how humans impact the health and well-being of the natural world Again, this concept is embedded in the central theme of this course. Following on EL requirement #1 (above) students will analyze the effect of climate change, coastal pollution, and land-use changes on ecosystem functions. These include metrics such as biodiversity, life-history and evolutionary change of populations. 3. how the natural world affects human health and well-being This course will consider how environmental change will affect humans. Module III of the course specifically examines the services to human society provided by natural systems and how human activity might degrade those systems. The course will also consider the consequence of environmental change for food security in the future (sourced from both the agricultural and fisheries sectors) and the potential for environmental change to exacerbate emergence of new diseases. 4. public policies, legal frameworks, and/or other social systems that affect the environment; In module I, the course will address the potential for regulation of CO2 emissions and nutrient pollution to mitigate the problems posed by climate change and eutrophication. 5. the moral and/or ethical dimensions regarding the environment; The instructors will facilitate discussions on cost-benefit analyses regarding protecting the environment while protecting humans safety and economic well-being. For example, enacting a complete moratorium on a commercial fisheries may benefit that species; however, the fishermen and all associated workers will lose their economic livelihood. 6. cultural, creative, or artistic representations of humans and the environment. N/A |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_GlobalChangeEcology-3rd.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136993&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ca589544ccd934a3f36ad08d62f10fb7e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636748147318059962&sdata=qJvvKXC4FYwbE7bgZcutVmkAsNyF%2Fc0FBxyXE2%2FUBIo%3D&reserved=0) | Syllabus\_GlobalChangeEcology-3rd.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Robert Bagchi | 09/06/2018 - 11:19 | Submit |  | The course has been designed to fulfill the Environmental Literacy requirements. These requirements have not yet been officially ratified, however, we have addressed the requirements from the most recent draft we have available to us and are including that justification here: Env lit requirements (provisional) 1. Theories, observations, or models of the effects of human activity on the natural world How human activity affects the natural world is a central component of this proposed course. We focus on how human activities contribute to a host of environmental changes across the natural world. This course analyzes models of future climate effects based upon current observations of human activity. Further, this course tests theories of what are the underlying causes of environmental change- natural or anthropogenic. 2. how humans impact the health and well-being of the natural world Again, this concept is embedded in the central theme of this course. Following on EL requirement #1 (above) students will analyze the effect of climate change, coastal pollution, and land-use changes on ecosystem functions. These include metrics such as biodiversity, life-history and evolutionary change of populations. 3. how the natural world affects human health and well-being This course will consider how environmental change will affect humans. Module III of the course specifically examines the services to human society provided by natural systems and how human activity might degrade those systems. The course will also consider the consequence of environmental change for food security in the future (sourced from both the agricultural and fisheries sectors) and the potential for environmental change to exacerbate emergence of new diseases. 4. public policies, legal frameworks, and/or other social systems that affect the environment; In module I the course will address the potential for regulation of CO2 emissions and nutrient pollution to mitigate the problems posed by climate change and eutrophication. 5. the moral and/or ethical dimensions regarding the environment; The instructors will facilitate discussions on cost-benefit analyses regarding protecting the environment while protecting humans safety and economic well-being. For example, enacting a complete moratorium on a commercial fisheries may benefit that species; however, the fishermen and all associated workers will lose their economic livelihood. 6. cultural, creative, or artistic representations of humans and the environment. N/A | | Ecology and Evolutionary Biology | Paul O Lewis | 09/21/2018 - 20:03 | Return |  | Sending back to revise based on comments made by EEB C&C committee in an email dated 21-Sep-2018 | | Return | Robert Bagchi | 10/01/2018 - 23:53 | Resubmit |  | Made changes requested by EEB C&C committee and department faculty meeting | | Ecology and Evolutionary Biology | Paul O Lewis | 10/10/2018 - 14:08 | Approve | 10/10/2018 | Syllabus has been modified and changes made to section on course overlap after meeting with Carol Atkinson-Palombo and Andrew Jolly-Ballantine from GEOG, and communicating with Jocelyn Linnekin (ANTH), Robert Thorson (GSCI), and Jason Vokoun (ENVI). | |

# Syllabus

EEB 2100 - Global Change Ecology

Fall 2019

### Course and Instructor Information

Course Title: EEB 2100 Global Change Ecology

Credits: Three

Class Time T/Th

Location: TBD

Prerequisites: none

Instructors: Dr. Robert Bagchi (Storrs Campus)

Dr. Michael Finiguerra (Avery Point)

Office Hours: Dr. Bagchi will have office hours at 3 - 4 pm on Tuesdays and Thursdays.

### Course Description:

EEB 2100E. Causes and ecological consequences of anthropogenic environmental change. Topics include: ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining Future Ecosystems Functions. CA3.

### Course Goals:

The global environment is changing, largely as a result of human activity. Environmental change is rapidly degrading natural ecosystems and the services they provide. The consequences for human society are myriad and potentially catastrophic but the political response to environmental change is hampered by a limited understanding of the causes and effects of environmental change. This course will analyze the ecological consequences of human-induced global environmental change. Ultimately, if humans are to mitigate the negative environmental consequences of our actions we must first understand our impacts. Or, more elegantly:

***"In the end we will conserve only what we love;***

***we will love only what we understand;***

***and we will understand only what we are taught."***

***(Baba Dioum, 1968.)***

### General Education requirements

This course satisfies the Science and Technology (CA3) and Environmental Literacy (EL) General Education requirements. Specifically, students will understand that human modification of the global environment is a defining feature of the present day, with far-reaching implications for the earth’s biosphere. We will consider evidence of the consequences of human activity for ecological processes from multiple scientific perspectives and students will be encouraged to critically evaluate that evidence.

### Complementary courses:

Global change is a subject that is far too large and multifaceted for any single course. This course covers the ecology of global change. Students seeking to further understand this topic should consider the following courses:

**EEB 2208:** Introduction to Conservation Biology focuses on biodiversity loss, which is one important component of global change. Many topics discussed in EEB 2100E are relevant to conservation and are therefore covered from a different perspective in EEB 2208.

**GEOG 3410**: Human Modifications of Natural Environments considers the trends and causes of global environmental change in greater detail than EEB 2100E.

**ANTH 1010:** Global Climate Change and Human Societies addresses the cultural drivers of climate change within human society.

### How to be Successful in the course:

While we will cover a large diversity of topics, we will emphasize the primary components of global environmental change and their ecological impacts. We understand students in this class are not experts and the wide range of topics may be intimidating. We will break down the complex interactions into manageable units and always relate the content to the course goals. **The readings represent the level of detail we are looking for.** We are more concerned with your ability to understand and apply the knowledge you learn than your ability memorizing details. We hope to inspire you to pursue future learning on topics you find exciting!

### Lecture Style:

Lectures will include various forms of communication. The bulk of lectures will be given through traditional PowerPoint or Prezi presentations. In addition, we will highlight short videos, audio posts, as well as interviews by UConn faculty who are leading experts in the field. Even with large class sizes we will still do group work, including “Think, Pair, Share” and “Jigsaw” activities. We will also use inaccurate viewpoints and arguments (for example: climate change denial) as mechanisms to learn complex scientific issues.

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### Course Assessment

Student course grades will be assessed by a variety of mechanisms and are broken down accordingly:

Three Exams, 100 pts ea. 300

10 Weekly Reflections, 10 pts ea. 100

Group Written Project 50

Group Oral Project 50

**Total** 500

Grades will be determined as percentage (%) of the total:

>93:A; 90-93:A-; 87-90: B+; 83-87: B; 8-83: B-; 77-80: C+; 73-77: C; 70-73: C-; 67-70: D+; 63-67: D; 60-63: D-; <60: F

Exams:

The course consists of three modules and there will be an in-class exam for each. Exams will consist of multiple choice, fill-in-the blank, matching and/or short answers. Exams will focus on understanding of content, not memorization. As such, students will be expected to synthesize and apply content in a novel fashion from each module.

Weekly Reflections:

Online quizzes administered through HuskyCT encourage synthesis and comparison of the information received from lectures and different types of reading (e.g. peer reviewed literature, policy documents and popular press articles). These reflections will be available at the end of each week and due by the start of the following week. The quizzes will be 3-5 questions that assess critical thinking of the content. There are ten quizzes to accommodate introductory lectures, exam periods, and offer flexibility to learning speed.

Group Work:

A critical skill in science is dissemination of information. These two projects will focus on this goal using two communication formats: written and oral. Students will have to summarize an original research article from the primary literature for a general audience. Students will work in groups of five. For the written assignment students will use the common ‘scientific blog’ model (similar to: <https://www.sciencenews.org/> ). For the oral assignment, students will will give a 5-7 minute presentation to the class using the media of their choice. Each group only does one written and one oral project.

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### Course materials

There is no *required* textbook. Readings for each module will consist of a variety of sources: review articles from the scientific literature; scientific media (National Geographic, New Scientist, federal agencies (NOAA, EPA, CDC, etc.), and general media (Newspaper, journalistic sources). Links to podcasts, videos and other media will provide additional learning opportunities.

We will explicitly go over how to read and interpret a scientific paper. Students should not be intimidated. We will help break down the complexity of scientific literature and teach you how to draw your own conclusions for the data presented. It is not necessary for students to understand every aspect of each scientific paper. Instead, we will teach you how to focus on the questions being asked and whether they were adequately addressed in the study.

In addition, the following textbook provides background on several (but not all) topics:

Jonathan A. Newman, Madhur Anand, Hugh AL Henry, Shelley Hunt, 2011. *Climate Change Biology*. 1st Ed. CABI. Oxford, UK and Boston, USA.

### 

### Course Outline:

The course is organized into three main modules. The weekly topics and examples of specific material are outlined.

**Introduction: A human dominated planet**

*Learning objectives:* Students will understand the extent of human domination of the planet’s resources and describe the major trends in human-driven environmental change.

Week 1: a) An overview of environmental change; b) The Anthropocene; c) How to read a scientific paper

*Reading*

Lewis & Maslin, 2015. Defining the Anthropocene, *Nature*, **519**:171 - 180.

**Module I: Land, Sea, and Air**

*Learning objectives:* Pollution of our terrestrial, aquatic, and atmospheric biomes is affecting how organisms interact with their environment and each other. In this module, students will analyze the different types of environmental change through the lens of the four potential ways organisms and populations can respond: move to a more hospitable environment, acclimate (plasticity), adapt (evolution) or go extinct.

Week 2: Air I- CO2 emissions and climate change- evidence that humans are the main drivers

Historical & geological climate trends, greenhouse effects, climate predictions.

Week 3: Air II-Response of populations and communities to climate change

CO2 fertilization effects on plant physiology and forests; species range expansions & contractions, phenological mismatch, micro-adaptation, ocean acidification effects on marine organisms, sea-level rise and coastal estuaries

Week 4: Land- Acid rain and nitrogen deposition

Causes of acid rain and effects on lake, stream and forest ecosystems; effects of N deposition and erosion on plant physiology and plant communities.

Week 5: Sea- Nutrient pollution of our coastal ecosystems.

Eutrophication, hypoxia and dead zones; Contaminant accumulation in food webs (eg. methylmercury, PCBs).

*Module I examination.*

*Reading*

IPCC. 2013. Summary for policymakers. In: Stocker *et al*. (Eds.), *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge University Press, Cambridge, UK and New York, USA.

National Research Council of the National Academies & The Royal Society. 2012. *Climate Change: Evidence, Impacts and Choices.* National Academies Press, USA.   
URL: <http://nas-sites.org/americasclimatechoices/files/2012/06/19014_cvtx_R1.pdf>

Scheffers *et al.* 2016. The broad footprint of climate change from genes to biomes to people. Science 354:aaf7671.

Both. 2010. Food availability, mistiming, and climatic change. In: Møller et al. (Eds.), Effects of Climate Change on Birds. Oxford University Press, Oxford UK and New York, USA.

Erisman *et al*. 2008. How a century of ammonia synthesis changed the world. *Nature Geoscience.* **1**: 636 - 639.

Pecl *et al.* 2017. Biodiversity redistribution under climate change: Impacts on ecosystems and human well-being. Science 355:eaai9214.

Podcast: Climate forensics: how scientists reconstruct the past to understand change today. <https://soundcloud.com/warmregardspodcast/climate-forensics-how-scientists-reconstruct-the-past-to-understand-todays-climate>

**Module II: Biotic change**

*Learning objectives:* Module II follows directly upon the story started in Module I. Students will learn how humans are directly modifying ecological communities and ecosystems and the ramifications of those modifications for ecological patterns and processes. Specifically, students will identify the key drivers for biodiversity loss; understand the ecological impacts of land use changes; evaluate the consequences of food-production on natural ecosystems.

Week 6: Biodiversity loss.

The ecology of past and current mass extinctions, species co-extinctions, trophic cascades, non-random extinction and ecosystem degradation.

Week 7: Ecological Effects of land use change

Patterns and scale of land-use change; effect of habitat loss, fragmentation, and increased edge effects on population structure and stability and meta-population dynamics and species-species interactions; altered resource availability in modified landscapes: changes in competition.

Week 8: The ecological impact of food production.

case study on palm oil; ecological importance of pollinators and how they are affected by farming practices- monocrops, pesticide use; genetically modified organisms; impacts of livestock on soils and nutrients.

Week 9: Emerging diseases of wildlife, agricultural, and human populations

Disease spread (eg, Ebola, Malaria, Sin Nombre) under environmental change; ecological consequences of pest eradication.

*Module II examination*

*Reading*

Urban. 2015. Accelerating extinction risk from climate change. *Science*,  **348**: 571-573.

Lovejoy. 2013. A tsunami of extinction. *Scientific American*, **308:** 33 - 36

Barnosky *et al*. 2012. Approaching a state shift in Earth’s biosphere. Nature 486:52–58.

Haddad *et al*. 2015. Habitat fragmentation and its lasting impact on Earth’s ecosystems. *Science Advances*. **1**: e1500052.

Alitzer *et al*. 2013. Climate change and infectious diseases: from evidence to a predictive framework. *Science*, **341**: 514 - 519.

Watts *et al.* 2017. Executive summary In: *The* *Lancet* countdown on health and climate change: from 25 years of inaction to a global transformation for public health. *The Lancet*, **391**: 581 - 583. (accompanying podcast at <https://www.thelancet.com/podcasts/countdown2017>)

**Module III**: **Sustaining Future Ecosystems Functions**

*Learning objectives:* Students willanalyze how human society depends on natural ecosystems for resources and other services; analyze the effects of biodiversity on ecosystem functions and services; be aware of the strain put on natural systems by human societies and understand the strain is likely to grow; appreciate that the capacity of the biosphere to provide ecosystem services may be compromised by environmental change.

Week 10: Effects of biodiversity on ecosystem functions and services

What is an ecosystem service; biodiversity - ecosystem function relationships; biodiversity-ecosystem stability relationships.

Week 11: Human population growth.

Exponential vs. logistic growth, carrying capacity, resource limitation

Week 12: Ecological effects of overexploitation of resources.

Fisheries collapse, niche replacement theory, and effect of fishing down the food web; Evolutionary consequences of harvesting protein from wild populations; the bushmeat trade and empty forests

Week 13: Food sustainability and environmental change.

Ecological limits to primary productivity, environmental costs of technological innovation in food production; food production in degraded ecosystems.

*Module III examination*

*Reading*

Cardinale *et. al*. 2012. Biodiversity loss and its impact on humanity. *Nature*, **486**: 59 - 67.

Godfray *et al*. 2010. Food security: the challenge of feeding 9 billion people. *Science*, **327**: 812 - 818.

Staudinger, *et al.* 2012. Impacts of Climate Change on Biodiversity, Ecosystems, and Ecosystem Services: Technical Input to the 2013 National Climate Assessment. Cooperative Report to the 2013 National Climate Assessment. http://assessment.globalchange.gov.

Harvey & McVeigh. Global hunger levels rising due to extreme weather, UN warns. *The Guardian*, September 11, 2018. <https://www.theguardian.com/environment/2018/sep/11/global-hunger-levels-rising-due-to-extreme-weather-un-warns>

Podcast: Thanksgiving thoughts: Do you waste more or less food than most people? <https://soundcloud.com/warmregardspodcast/thanksgiving-thoughts-do-you-waste-more-or-less-food-than-most-people>

**2018-244 HIST 3412/W Revise Course (guest: Charles Lansing) (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8799 |
| **Request Proposer** | Lansing |
| **Course Title** | Intellectual and Social History of Europe in the Nineteenth Century |
| **CAR Status** | In Progress |
| **Workflow History** | Start > History > 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** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Intellectual and Social History of Europe in the Nineteenth Century |
| **Course Number** | 3412 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Charles B Lansing |
| **Initiator Department** | History |
| **Initiator NetId** | chl04007 |
| **Initiator Email** | [charles.lansing@uconn.edu](mailto:charles.lansing@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **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** | Tues Thurs 75 min |

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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** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **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** |  |
| **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** | 3412. Intellectual and Social History of Europe in the Nineteenth Century Three credits. Lansing The thought and feeling of Europeans in their social context. |
| **Provide proposed title and complete course catalog copy** | 2412. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe Three credits. Lansing The thought and feeling of Europeans in their social context. (CA1-C) 2412W. From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. |
| **Reason for the course action** | Given recent pedagogical and curricular changes I have made in how I teach the course, the class is best suited to the 2000 level and the new title reflects this. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At its heart, this course critically examines the common notion that the nineteenth century witnessed the death of the ‘Old Order’ and the birth of the modern era. In order to do so, we will investigate the multifaceted impacts of the French Revolution on European society and thought, paying particular attention to the Revolution’s supposed successes and failures. From this perspective, students will analyze some of the most important intellectual, social, and cultural developments of the ‘long’ nineteenth century—including topics such as Romanticism, liberalism, the Industrial Revolution, nationalism, racialism, Darwinism, and cultural pessimism. Students will have the opportunity to read and discuss works by Chateaubriand, Mill, Marx, Fontane, Gauguin, Nietzsche, and others. The aims of the course are 1) to introduce students to the fundamental issues in nineteenth-century intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills. |
| **Describe course assessments** | The course’s written assignments consist of a map exercise, seven weekly reading responses, a small document assignment (3-5 pages), a large document assignment (5-7 pages), and a take-home exam. Small document assignment: 15% Large document assignment: 25% Take home final exam: 25% Class participation: 15% Reading responses and map exercise: 20% In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments. The map exercise is a take-home, open-book exercise designed to familiarize you with European geography relevant to the study of nineteenth-century Europe. Information regarding the document assignments will be handed out at least ten days before the paper’s due date; students are expected to hand in a hard copy of their papers in class! Finally, the material on the exam will be taken from the primary and secondary source readings and the lectures. |
| **General Education Goals** | Both the readings and assignments (written as well as oral (in-class participation)) help students become articulate, acquire and develop their intellectual breadth and versatility and develop their critical judgment skills. The content of the course provides students with the opportunity to hone their moral sensitivities and to deepen their awareness of both Europe in the 19th-century and also contemporary America. Upon completion of the course, students should have a more developed sense of the diversity of human culture and experience and a better working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Content Area: Arts and Humanities** | At the heart of this course is the investigation and analysis (historical and critical) of the human experience, in particular, men and women in nineteenth-century Europe. This class also introduces students to both philosophical and political theories and, given that students will work with visual sources, students will also investigate cultural productions and appreciate visual art forms. |
| **Skill Code W** | In the W version of this course, students have to write and revise the three written assignments (two document analysis assignments) and the take home final becomes a paper (that is written and rewritten) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus--Revolution to Nihilism--Fall 2019 (STUDENT).doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137050&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C26ad5830df6945f19cbe08d63aeadebc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636761177779129904&sdata=80Dz8gBrMe7CyM%2BX2Ktwg3xBRB66IQriNpWskmXPeQY%3D&reserved=0) | Syllabus--Revolution to Nihilism--Fall 2019 (STUDENT).doc | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Charles B Lansing | 10/11/2018 - 15:10 | Submit |  | Please review and approve my request to change the numbering and title of a course I have offered at UConn for years. | | History | Melina A Pappademos | 10/25/2018 - 14:24 | Approve | 10/25/2018 | Given recent pedagogical and curricular changes in this course, instructor has changed the course title to better reflect its content and to signal that the is well-suited for the 2000 level and the new title reflects this. | |

Prof. Charles Lansing History 2412

Department of History XXXXXX

[charles.lansing@uconn.edu](mailto:charles.lansing@uconn.edu) TTH 12:30-1:45

Office Hours: Tues 11 am-12 pm & Thurs 2 pm-3 pm, or by appointment LH 111

Office: Wood Hall 323 Tel: 64553

From Revolution to Nihilism: Ideas and Ideologies in Nineteenth-Century Europe

At its heart, this course critically examines the common notion that the nineteenth century witnessed the death of the ‘Old Order’ and the birth of the modern era. In order to do so, we will investigate the multifaceted impacts of the French Revolution on European society and thought, paying particular attention to the Revolution’s supposed successes and failures. From this perspective, students will analyze some of the most important intellectual, social, and cultural developments of the ‘long’ nineteenth century—including topics such as Romanticism, liberalism, the Industrial Revolution, nationalism, racialism, Darwinism, and cultural pessimism. Students will have the opportunity to read and discuss works by Chateaubriand, Mill, Marx, Fontane, Gauguin, Nietzsche, and others.

The aims of the course are 1) to introduce students to the fundamental issues in nineteenth-century intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings constitute the heart of the class; consisting of an array of different texts, they introduce and/or embellish themes or issues that will be explored in discussions and lecture. It is therefore essential that students keep up with the readings. Since an important component of the class is developing students’ abilities to read critically and to evaluate historical sources, primary sources such as memoirs, diaries, novels, and documents will make up an integral part of the course reading.

Please note that class discussions are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussions allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come every meeting prepared to discuss the readings. To facilitate discussion, each student is required SEVEN (7) of the designated ten weeks to post an one-page (approximately 300 words) reading response to the selected discussion questions on the course discussion forum on HuskyCT by the preceding Monday evening by 9:00 pm. Please note that you will receive a grade for your reading response – you should thus take care in formulating your response in terms of both content and style. The secret to a good grade for classroom participation is contributing regularly and actively to the discussions! Participation is a willingness to ask and/or answer questions, to make or respond to a comment – in short, to be engaged in an active way in the lectures and discussion. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the fascinating subject of nineteenth-century Europe; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions!

### Course Requirements:

The course’s written assignments consist of a map exercise, seven weekly reading responses, a small document assignment (3-5 pages), a large document assignment (5-7 pages), and a take-home exam.

Small document assignment: 15%

Large document assignment: 25%

Take home final exam: 25%

Class participation: 15%

Reading responses and map exercise: 20%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments. The map exercise is a take-home, open-book exercise designed to familiarize you with European geography relevant to the study of nineteenth-century Europe. Information regarding the document assignments will be handed out at least ten days before the paper’s due date; students are expected to hand in a hard copy of their papers in class! Finally, the material on the exam will be taken from the primary and secondary source readings and the lectures. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation.

**Plagiarism**: Plagiarism in any form is a serious breach of academic standards. It is your responsibility to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University’s policies at <http://www.dosa.uconn.edu> or make an appointment to see me. Please note that anyone caught plagiarizing will receive an automatic F in this course; I also reserve the right to refer cases of misconduct to the appropriate University body for further action.

**Students with Disabilities**: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

**Assigned Texts**:

Course Packet [**CP**]

Chateubriand, *Memoirs from Beyond the Tomb*

Arthur Conan Doyle *The Sign of Four*

Theodor Fontane, *Effi Briest*

Paul Gauguin, *Noa Noa. The Tahitian Journal*

John Stuart Mill, *The Spirit of the Age, On Liberty, The Subjection of Women*

Friedrich Nietzsche, *The Genealogy of Morals*

Copies of the assigned texts can be purchased at the UConn Co-op. A copy of each of the above assigned texts—excluding the Course Packet—has also been placed on non-electronic reserve in the Homer Babbidge Library.

**September 1** Course Introduction

**September 3** *Ancien Regime* Europe

Reading: **CP**: p. 1-4, 32-51

Chateuabriand *A Memoir*, p. 5-53 (recommended 54-93)

**September 8** French Revolution I

Reading: **CP**: p. 4-31, 52-100

Chateuabriand *A Memoir*, p. 94-113

**September 10** French Revolution II

Reading: **CP**: p. 101-142

Chateuabriand *A Memoir*, p. 257-324

**September 15** A New Europe in 1815? **MAP EXERCISE DUE**

Reading: **CP**: p. 143-154

**September 17** Conservatism

Reading:Chateuabriand *A Memoir*, p. 327-378

**September 22** Romanticism

Reading: **CP**: p. 154-194

**September 24**  Discussion **SMALL DOCUMENT ASSIGNMENT DUE**

**September 29** Liberalism

Reading: **CP**: p. 195-200; Mill “Spirit of the Age” p. 3-16

**October 1**  Liberalism II

Reading: Mill “Spirit of the Age” p. 16-41

**October 6** Nationalism

Reading: **CP**: p. 201-218

**October 8** The Middle Classes and Their Culture

Reading: **CP**: p. 231-6, 241, 243-9, 321-32; Mill “On the Subjection” p. 133-172

**October 13**  Work in the Shop, Home, and Field

Reading: Finish Mill “On the Subjection” p. 172-215

**October 15**  Industrialization

Reading: **CP**: p. 273-319

**October 20** Early Socialist Thought

Reading: Marx *The Communist Manifesto* (first half) (**ECR**)

**October 22**  Karl Marx and ‘Scientific Socialism’

Reading: Marx *The Communist Manifesto* (second half) (**ECR**)

**October 27**  Discussion

**October 29** Revolutions of 1848 **LARGE DOCUMENT ASSIGNMENT DUE**

Reading: **CP**: p. 371-617

**November 3** Realism, Naturalism, and Impressionism

Reading: **TBD**

**November 5** Urbanization

Reading: **CP**: p. 219-21, 335-43

**November 10**  Women in the Family, Workplace, and Society

Reading: Fontane *Effi Briest* Chapters 1-10

**November 12** Nineteenth-century Feminism

Reading: Fontane *Effi Briest* Chapters 11-17

**November 17**  Secularization?: Religion in Nineteenth-century Europe

Reading: Fontane *Effi Briest* Chapters 18-25, **CP**: 345-370

**November 19** Darwin and the Revolutions in Science?

Reading: Fontane *Effi Briest* Chapters 26-36

**THANKSGIVING BREAK**

**December 1** The New Imperialism

Reading: Gauguin *Noa Noa* p. 1-31;Arthur Conan Doyle *Sign of Four*

**December 3** Racialism and Anti-Semitism

Reading: Gauguin *Noa Noa* p. 31-65

**December 8**  Nietzsche’s Cultural Pessimism

Reading: Essay One in *Genealogy* p. 9-33

**December 10** Europe’s Decadent Fin-de-Siècle

Reading: **TBD**

##### TAKE HOME FINAL PAPER DUE – TBD

Prof. Charles Lansing History 2412W

Department of History Fall 2019

[charles.lansing@uconn.edu](mailto:charles.lansing@uconn.edu) XXXXX

Office Hours: Tue 1:30-2:30, Wed 11:00-12:00 XXXXX

Office: Wood Hall 323 Tel: 64553

From Revolution to Nietzsche: Ideas and Ideologies in Nineteenth-Century Europe

This course examines the major intellectual, social, and cultural developments in nineteenth-century European history. Topics to be discussed include the Enlightenment, romanticism, liberalism, the status of European women, the Industrial Revolution, urbanization, socialism, realism and impressionism, Darwinism, anti-Semitism, nationalism, imperialism, and cultural pessimism. Students will have the opportunity to read and discuss works by Hegel, Mill, Marx, Darwin, Nietzsche, and others.

The aims of the course are 1) to introduce students to the fundamental issues in nineteenth-century intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and, most importantly, their writing skills.

An important component of the class is developing students’ abilities to read critically and to evaluate historical sources; primary sources such as memoirs, novels, art, architecture, and documents will therefore make up an integral part of the course reading. The format of the class is a mixture of lecture and discussion. The discussions are an important component of the course because they provide students with an opportunity to delve more deeply into the subjects and to exercise their analytical and interpretative skills. Students are expected to come to class prepared to discuss the readings. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of nineteenth-century European intellectual and social history; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions!

### Course Requirements:

The course’s written assignments consist of a pass-fail map quiz, a short (5-7 pages) paper, a longer paper (10-12 pages), and a final examination.

Short Paper: 20%

Term Paper: 30%

Final exam: 30%

Class Participation: 20%

Map Quiz: Although your performance on the map quiz will not be factored into the final grade, you must receive a passing grade on it in order to pass the course. Please note that you can take it MORE THAN ONCE. Despite this, should you fail to pass the map quiz by the end of the semester, you cannot pass the course, no matter what grade you receive on the other assignments!

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments. Since this is a ‘W’ course, it is also a course requirement that students turn in both first submissions and also revised versions of the two papers; failure to do so will prevent you from passing the class. Students are expected to hand in a hard copy of each paper (first and final submissions) in class! Similarly, passing the course will also require that you demonstrate satisfactory writing skills. Finally, the material on the exam will be taken from the primary and secondary source readings and from the lectures. Requests for extensions or excused absences will be considered on an individual basis, in accordance with University and department guidelines, and only with the appropriate written documentation.

**Plagiarism**: Plagiarism in any form is a serious breach of academic standards. It is your responsibility to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University’s policies at <http://www.dosa.uconn.edu> or make an appointment to see me. Please note that anyone caught plagiarizing will receive an automatic F in this course; I also reserve the right to refer cases of misconduct to the appropriate University body for further action.

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**Assigned Texts**:

Course Packet [**CP**]

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Theodor Fontane, *Effi Briest*

Paul Gauguin, *Noa Noa. The Tahitian Journal*

John Stuart Mill, *The Spirit of the Age, On Liberty, The Subjection of Women*

Friedrich Nietzsche, *The Genealogy of Morals*

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**August 27** Course Introduction

**August 29** *Ancien Regime* Europe

Reading: **CP**: p. 1-4, 32-51

Chateuabriand *A Memoir*, p. 5-53 (recommended 54-93)

**September 3** French Revolution I

Reading: **CP**: p. 4-31, 52-100

Chateuabriand *A Memoir*, p. 94-113

**September 5** French Revolution II

Reading: **CP**: p. 101-142

Chateuabriand *A Memoir*, p. 257-324

**September 10** A New Europe in 1815? **MAP EXERCISE DUE**

Reading: **CP**: p. 143-154

**September 12** Conservatism

Reading:Chateuabriand *A Memoir*, p. 327-378

**September 17** Romanticism

Reading: **CP**: p. 154-194

**September 19**  Discussion **PAPER ONE DUE**

**September 24** Liberalism

Reading: **CP**: p. 195-200; Mill “Spirit of the Age” p. 3-16

**September 26**  Liberalism II

Reading: Mill “Spirit of the Age” p. 16-41

**October 1** Nationalism

Reading: **CP**: p. 201-218

**October 3** The Middle Classes and Their Culture

Reading: **CP**: p. 231-6, 241, 243-9, 321-32; Mill “On the Subjection” p. 133-172

**October 8**  Work in the Shop, Home, and Field

Reading: Finish Mill “On the Subjection” **REVISED PAPER ONE DUE**

**October 10**  Industrialization

Reading: **CP**: p. 273-319

**October 15** Early Socialist Thought

Reading: Marx *The Communist Manifesto* (first half) (**ECR**)

**October 17**  Karl Marx and ‘Scientific Socialism’

Reading: Marx *The Communist Manifesto* (second half) (**ECR**)

**October 22**  Discussion

**October 24** Revolutions of 1848

Reading: **CP**: p. 371-617

**October 29** Realism, Naturalism, and Impressionism **PAPER TWO DUE**

**October 31** Urbanization

Reading: **CP**: p. 219-21, 335-43

**November 5**  Women in the Family, Workplace, and Society

Reading: Fontane *Effi Briest* Chapters 1-10

**November 7** Nineteenth-century Feminism

Reading: Fontane *Effi Briest* Chapters 11-17

**November 12**  Secularization?: Religion in Nineteenth-century Europe

Reading: Fontane *Effi Briest* Chapters 18-25, **CP**: 345-370

**November 14** Darwin and the Revolutions in Science?

Reading: Fontane *Effi Briest* Chapters 26-36

**THANKSGIVING BREAK**

**November 26** The New Imperialism **REVISED PAPER TWO DUE**

Reading: Gauguin *Noa Noa* p. 1-31;Arthur Conan Doyle *Sign of Four*

**November 28** Racialism and Anti-Semitism

Reading: Gauguin *Noa Noa* p. 31-65

**December 3**  Nietzsche’s Cultural Pessimism

Reading: Essay One in *Genealogy* p. 9-33

**December 5** Europe’s Decadent Fin-de-Siècle

**TAKE HOME FINAL PAPER DUE – TBD**

**2018-245 HIST 3413W Revise Course (guest: Charles Lansing) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8800 |
| **Request Proposer** | Lansing |
| **Course Title** | Intellectual and Social History of Europe in the Twentieth Century |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | Intellectual and Social History of Europe in the Twentieth Century |
| **Course Number** | 3413W |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Charles B Lansing |
| **Initiator Department** | History |
| **Initiator NetId** | chl04007 |
| **Initiator Email** | [charles.lansing@uconn.edu](mailto:charles.lansing@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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | No |
| **Environmental Literacy** |  |
| **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** |  |

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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** | None |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | 3413W. Intellectual and Social History of Europe in the Twentieth Century Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. The thought and feeling of Europeans in their social context. |
| **Provide proposed title and complete course catalog copy** | 2413W. From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. The thought and feeling of Europeans in their social context. |
| **Reason for the course action** | Given recent pedagogical and curricular changes I have made in how I teach the course, the class is best suited to the 2000 level and the new title reflects this. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This course examines the major intellectual, social, and cultural developments in twentieth-century European history. Topics to be discussed include the writings of Friedrich Nietzsche, fin-de-siècle art and culture, the ideas of Sigmund Freud, the experience and legacies of World War One, fascism, interwar feminism, existentialism, postwar confrontations with the Holocaust, decolonization, the ‘New Left’ of the 1960s and 1970s, and late twentieth-century triumphalism and early twenty-first-century nihilism. The aims of the course are 1) to introduce students to the fundamental issues in twentieth-century European intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills. |
| **Describe course assessments** | Class Participation: 15% Worksheets: 10% Paper One (first draft (10%) and revised submission (15%)): 25% Paper Two (first draft (10%) and revised submission (15%)): 25% Paper Three (first draft (10%) and revised submission (15%)): 25% In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments and that you actively participate in the class discussions. Since this is a ‘W’ course, it is also a course requirement that students turn in both first submissions and also revised versions of the two papers; failure to do so will prevent you from passing the class. Students are expected to hand in a hard copy of each paper (first and final submissions) in class! Similarly, passing the course will also require that you demonstrate satisfactory writing skills. Paper grades will be determined from both the first and final versions of the papers. |
| **General Education Goals** | Both the readings and assignments (written as well as oral (in-class participation)) help students become articulate, acquire and develop their intellectual breadth and versatility and develop their critical judgment skills. The content of the course provides students with the opportunity to hone their moral sensitivities and to deepen their awareness of both Europe in the 20th-century and also contemporary America. Upon completion of the course, students should have a more developed sense of the diversity of human culture and experience and a better working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Content Area: Arts and Humanities** | At the heart of this course is the investigation and analysis (historical and critical) of the human experience, in particular, men and women in twentieth-century Europe. This class also introduces students to both philosophical and political theories and, given that students will work with visual sources, students will also investigate cultural productions and appreciate visual art forms. |
| **Skill Code W** | As this is a W course, students have to write and revise the three papers (5-7 pages in length) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus--From Nietzsche to Neoliberalism--FALL 2019(STUDENT).docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137055&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc0affc82890847da1fdb08d638ed2d14%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636758988649738689&sdata=VPk5WPITkTi16adiPmg8xzbapaMZL2rnQNh7GLbZlqw%3D&reserved=0) | Syllabus--From Nietzsche to Neoliberalism--FALL 2019(STUDENT).docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Charles B Lansing | 10/11/2018 - 15:55 | Submit |  | I am submitting this proposal to change the course number and course title. | | History | Melina A Pappademos | 10/11/2018 - 16:37 | Approve | 10/11/2018 | This facilitates accurate student understanding of the course's scope. | |

Prof. Charles Lansing History 2413W

Department of History Fall 2019

[charles.lansing@uconn.edu](mailto:charles.lansing@uconn.edu) Tu-Th 11:00-12:15

Office Hours: Tues 10-10:45, Wed 11:15-12:15, or by appointment Wood 228

Office: Wood Hall 323 Tel: 64553

From Nietzsche to Neo-liberalism: Ideas and Ideologies in Twentieth-Century Europe

This course examines the major intellectual, social, and cultural developments in twentieth-century European history. Topics to be discussed include the writings of Friedrich Nietzsche, fin-de-siècle art and culture, the ideas of Sigmund Freud, the experience and legacies of World War One, fascism, interwar feminism, existentialism, postwar confrontations with the Holocaust, decolonization, the ‘New Left’ of the 1960s and 1970s, and late twentieth-century triumphalism and early twenty-first-century nihilism.

The aims of the course are 1) to introduce students to the fundamental issues in twentieth-century European intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and writing skills.

Course readings constitute the heart of the class; consisting of an array of different texts, they introduce and/or embellish themes or issues that will be explored in discussions and lecture. It is therefore essential that students keep up with the reading. Since an important component of the class is developing students’ abilities to read critically and to evaluate historical sources, primary sources such as documents, memoirs, and novels will make up an integral part of the course reading. We will also spend time analyzing and discussing ‘visual’ primary sources such as paintings, sculptures, photographs, films, illustrations, and advertisements as well as ‘auditory’ primary sources like operas, political ‘fighting-songs’, and rock-n-roll hits. The format of the class is twice-weekly meetings (every Tuesday and Thursday); the Tuesday meeting will consist of a lecture and Thursday’s meeting will be a discussion. Given the difficulty and/or amount of the reading, you should not wait until Wednesday night to do the reading as you will not be able to complete the assignment with the requisite degree of care if you do. I suggest you instead divide up the reading over the course of the week; this should enable you to devote sufficient time to reading carefully the texts.

Please note that the discussions are a fundamental aspect of this course. They provide you with an opportunity to delve more deeply into the subjects and to exercise your analytical and interpretative skills. More importantly, the discussions allow you to debate and question ideas raised in the lecture and to develop and share your own ideas and opinions. Students are expected to come every meeting prepared to discuss the readings. To help facilitate this, each student will regularly introduce the work to be discussed that day; the student will very briefly review the assigned reading, introduce important themes and relevant points, and start the discussion with some questions. It is my hope that we can create an intellectual community this semester, one in which everyone respects the opinion of the other as we explore together the subject of twentieth-century European intellectual and social history; every contribution adds to our collective understanding of the material, so don’t hesitate to ask or answer questions! You will receive a grade for your participation in the discussions; in order to do well on this course assignment, you need to contribute regularly and actively to the discussions! Participation is a willingness to ask and/or answer questions, to make or respond to a comment – in short, to be engaged in an active way in the lectures and discussion.

### Course Requirements:

The course’s written assignments consist of regular take-home worksheets on the assigned readings and three revised papers (5-7 pages each).

Class Participation: 15%

Worksheets: 10%

Paper One (first draft (10%) and revised submission (15%)): 25%

Paper Two (first draft (10%) and revised submission (15%)): 25%

Paper Three (first draft (10%) and revised submission (15%)): 25%

In order to do well in this course, you will need to fulfill all the requirements. More specifically, you will need to attain a passing grade in at least 60% of the course requirements. This will require that you regularly do the reading assignments and that you actively participate in the class discussions. Since this is a ‘W’ course, it is also a course requirement that students turn in both first submissions and also revised versions of the two papers; failure to do so will prevent you from passing the class. Students are expected to hand in a hard copy of each paper (first and final submissions) in class! Similarly, passing the course will also require that you demonstrate satisfactory writing skills. Paper grades will be determined from both the first and final versions of the papers. Requests for extensions or excused absences will be considered on an individual basis, in accordance with College and department guidelines, and only with the appropriate written documentation; such requests should be discussed with me before the assignment is due.

**Student Conduct**: In both discussion sections and lectures, students are expected to conduct themselves in a respectful and considerate manner. To this end, students are asked to turn off their cell phones (and thus students should not send or receive text messages) and to refrain from eating while in class, though I realize some may wish to bring coffee with them. It is expected that students using laptops will not surf the Internet or visit social media sites during class. Violating these simple conduct guidelines will adversely affect a student’s participation grade. Finally, I ask that students arrive promptly by 11:00 am.

**Academic Misconduct**: According to *The Student Code*, academic misconduct consists of the following:

Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.[[1]](#footnote-1)

Plagiarism – “presenting, as one's own, the ideas or words of another for academic evaluation” – is a serious act of academic misconduct. Students caught plagiarizing will receive an automatic F in this course; I also reserve the right to refer cases of misconduct to the appropriate University body for further action. I therefore strongly encourage you to familiarize yourselves with University rules and regulations regarding plagiarism and other forms of academic misconduct. Should you have specific questions about academic integrity, please read the University’s policies at <http://www.dosa.uconn.edu> or make an appointment to see me.

**Students with Disabilities**: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Center for Student Disabilities to arrange for approved accommodations. However, if you would like to speak with me about other matters, please make an appointment to see me as soon as possible.

**Assigned Texts**:

Albert Camus *The Stranger*

Hans Fallada *A Stranger in My Own Country*

Herbert Marcuse *One-Dimensional Man*

Mark Mazower *Dark Continent*

Robert Musil *Young Torless*

Victor Serge *Memoirs of a Revolutionary*

Virginia Woolf *A* *Room of One’s Own*

Copies of the assigned texts can be purchased at the UConn Co-op. A copy of each of the above assigned texts has also been placed on non-electronic reserve in the Homer Babbidge Library. Please note that some course readings can be accessed only by means of the university’s electronic course reserve at the course HuskyCT page (such readings are indicated below by the acronym **ECR**). These works are NOT optional, but are in fact required. You should therefore print out the readings and bring them with you to the appropriate class meeting.

**August 28** Course and Student Introductions

# August 30 Europe as of 1900

# Readings: Stefan Zweig *The World of Yesterday*, p. 23-27, 74-86 (ECR)

Serge, *Memoirs of a Revolutionary*, p. 3-12, 16-19, 30-37, & 51-52

# September 4 Nietzsche’s Cultural Pessimism and Europe’s Decadent Fin-de-Siècle

**Readings:** Stefan Zweig *The World of Yesterday*, p. 89-98 **(ECR)**

# September 6 Discussion of Nietzsche

# Readings: Nietzsche *Genealogy of Morals* excerpts (ECR)

# September 11 Sigmund Freud and the Unconscious

**Readings:** Musil *Young Torless*, first ¼

**September 13** Discussion of *Young Torless*

**Readings:** Musil *Young Torless*, second ¼

**September 18** Max Weber: Rationalism Run Amok

**Readings:** Musil *Young Torless*, third ¼

**September 20** Discussion of *Young Torless*

**Readings:** Musil *Young Torless*, finish the novel!

**September 25** World War One – Experiences of War

**Readings:** Henri Barbusse *Under Fire*, Chapters “Fire” and “Dawn” (**ECR**)

Excerpts Ernst Jünger, *Storm of Steel* (**ECR**)

Serge, *Memoirs of a Revolutionary*, p. 58-60

**September 27** Discussion **PAPER ONE DUE**

# October 2 Women in Postwar Europe: Liberated, New or Something Else?

**Readings:** Woolf *A* *Room of One’s Own*, p. 3-114

**October 4** Discussion

**Readings:** Watch “Pandora’s Box”

Mazower *Dark Continent*, p. 3-41 (recommended)

# October 9 Postwar Revolutions and Uncertainties

# Readings: Serge, *Memoirs of a Revolutionary*, p. 82-118, 131-140, 187-189 & 196-204

# October 11 Discussion REVISED PAPER ONE DUE

# Mazower *Dark Continent*, p. 76-103 (recommended)

# October 16 The Siren Calls of the Soviet and Fascist systems

# Readings: Serge, *Memoirs of a Revolutionary*, p. 155-157, 173-176, 194-205, 233-

# 236, 261-262, 269-309, 314-316

**October 18** Discussion

**Readings:** Excerpt from *Intimacy and Terror. Soviet Diaries of the 1930s*, p. 167-194 (**ECR**)

Fallada *A Stranger in My Own Country*, p. 2-53, 64-67, 124-139

Mazower *Dark Continent*, p. 104-138 (recommended)

**October 23** World War Two: Experiences of War

**Readings:** Fallada *A Stranger in My Own Country*, p. 169-218

**October 25** Discussion **PAPER TWO DUE**

Mazower *Dark Continent*, p. 138-181 (recommended)

**October 30** Legacies of War: Existentialism and the Absurd

**Readings:** Camus *The Stranger*

**November 1** Discussion

**Readings:** Camus *The Stranger*

Mazower *Dark Continent*, p. 212-249 (recommended)

**November 6** Hannah Arendt, The Frankfurt School, and Confronting the Holocaust

**Readings:** Mazower *Dark Continent*, p. 250-286

**November 8** Discusssion **REVISED PAPER TWO DUE**

**November 13** Students, Radicals, and the ‘New Left’

**Readings:** Mazower *Dark Continent*, p. 286-326

**November 15** Discussion

**Readings:** Herbert Marcuse *One-Dimensional Man*, p. 1-83

**THANKSGIVING BREAK**

**November 27** End of the Eastern Empire and of History **PAPER THREE DUE**

**Readings:** Mazower *Dark Continent*, p. 327-394

**November 29** Discussion

**Readings:** Slavenka Drakulic *How We Survived Communism*… excerpt (**ECR**)

Svetlana Alexievich *Secondhand Time* excerpts (**ECR**)

**December 4** No Survivors – A New Nihilism of 21st Century

**Readings:** “Thomas Piketty and Millenial Marxists…” *The Nation* April 2014 **(ECR)**

Interview with Joan Scott re: *The Politics of the Veil* **(ECR)**

**December 6** Discussion

**Readings:** Articles on the ‘Alternative for Germany’ party **(ECR)**

“Scare Tactics: Michel Houellebecq Defends His Controversial New Book” **(ECR)**

### Revised Paper Three Assignment due at noon, DECEMBER 13th, 2016, in Wood Hall 323

**2018-246 SLHS 4123 Add Course (guest: Adrian Garcia-Sierra)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8744 |
| **Request Proposer** | Garcia-Sierra |
| **Course Title** | Bilingualism in Typical and Atypical populations: Language & Cognition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Speech Language and Hearing Services > 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** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Bilingualism in Typical and Atypical populations: Language & Cognition |
| **Course Number** | 4123 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Adrian Garcia-Sierra |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | adg12007 |
| **Initiator Email** | [adrian.garcia-sierra@uconn.edu](mailto:adrian.garcia-sierra@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture, discussion, and students presentations. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | n/a |
| **Corequisites** | n/a |
| **Recommended Preparation** | recommended courses. principles in phonetics, phonology, language development, or language disorders |
| **Is Consent Required?** | Instructor 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 |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | The laboratory equipment that is used in some of the classes is located at Storrs |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | SLHS 4123. Bilingualism in Typical and Atypical populations: Language and Cognition  Three credits. Recommended Preparation: basic phonetic principles or phonology courses, language development and language disorders. Instructor consent required. Open to juniors or higher.  Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and differences in reading opaque vs. transparent languages. |
| **Reason for the course action** | This course has been thought multiple times. It was taught 4 times as SLHS 6368 and 2 as 6123. The course action request (SLHS 4123) will be offered in conjunction with SLHS 5123 (Formerly listed as 6123). Undergraduate students have shown interest in taking 5123 so I am offering it to them with a new course number (SLHS 413) so it shows in their catalog. The “graduate section 5123” and the “undergraduate section 4123” will meet at the same time and days, but undergraduates will have a lower workload compared to graduate students (see describe course assessments). |
| **Specify effect on other departments and overlap with existing courses** | This class has been taught multiple times and hence other departments are aware of it. Therefore, there is no negative effect with other classes offered in other departments (NEAG, Psychological Sciences, Cognitive Science, and Linguistics) |
| **Please provide a brief description of course goals and learning objectives** | In this seminar, we will study the broad concept of bilingualism in 5 sections. The course will start by exploring the biological (sensitive periods) and cognitive factors associated with language acquisition. We will explore how basic perceptual abilities differ between bilingual and monolingual infants and the brain changes associated with learning more than one language. We’ll explore the formation of memory traces for the second language and for how long they last if the second language is no longer used. In line with development, we will consider research on the development of receptive and expressive vocabulary in bilingual and monolingual children. In the second section of the course, we’ll discuss research concerned with language disorders in bilinguals; specifically, Developmental Language Disorders (DLD) with emphasis in diagnosis. In the third section we will explore the concept of language mode. Language mode is defined as the psychological process of shifting speech perception and other linguistic constructs based on the language context. Accordingly, bilinguals’ activation of both of their languages varies along a continuum, such that at a given time one language will be more active than other (monolingual mode) or both languages can be active at the same time (bilingual mode). In the fourth section we’ll learn the concept of executive control and the role of the basal ganglia over speech production and the role of it in selecting a language in bilinguals. We’ll explore how executive control affects structure and function in the brain and how these changes yield to an enhanced cognitive state referred as cognitive reserve. For this purpose, we will explore the role of the cognitive reserve in bilinguals diagnosed with Alzheimer disease and dementia as well as bilingual patients with aphasia and brain injury. The fifth section will be devoted to reading. In this section we’ll review literature concerning the lexical and non-lexical route of reading and the brain structures associated with these paths. We will discuss differences in brain activation when bilinguals reading opaque vs. transparent languages |
| **Describe course assessments** | Weekly readings, writing assignments and, discussion Goals: Students will be able to understand the broad concept of bilingualism by exploring, sensitive periods, key differences between language disorders and bilingualism, language mode, and biliteracy. Undergraduate: 2-3 papers presentation: 40% Participation: 25% Final paper presentation: 5% Final paper: 30% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS -5123-undergraduate-Bilingualism in typical and atypical populations\_Syllabus Spring\_2019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137547&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9796a1f8e9ed435fb92f08d635f88e7d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755738998810819&sdata=%2B73XNPLhyYl84zoH7N2y3M%2B6KUf54TyoyWDrMrWzQO4%3D&reserved=0) | SLHS -5123-undergraduate-Bilingualism in typical and atypical populations\_Syllabus Spring\_2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Adrian Garcia-Sierra | 10/09/2018 - 13:19 | Submit |  | Dr. Bedore Pamela and me have been in communication regarding this course. Please direct this Course Action Request to Dr. Bedore Pamela. | | Speech Language and Hearing Services | Lendra Friesen | 10/19/2018 - 12:01 | Approve |  | Approved | |

**Bilingualism in Typical and Atypical populations: Language & Cognition SLHS 5123**

**Open for Junior and Senior Undergraduate Students**

**(Formerly offered as SLHS 6123)**

**Spring 2018**

**Wednesdays: 5:00 – 8:00pm**

Instructor: Adrian Garcia-Sierra, Ph.D.

Office: PCSB 206

Email: adrian.garcia-sierra@uconn.edu

Office hours: by appointment

ALL STUDENTS NEED A PERMISSION NUMBER TO REGISTER TO THE CALSS. PLEASE EMAIL ME

The course is open to graduate students and undergraduate students

Maximum enrollment 10

Course Description: In this seminar, we will study the broad concept of bilingualism in 5 sections. The course will start by exploring the biological (sensitive periods) and cognitive factors associated with language acquisition. We will explore how basic perceptual abilities differ between bilingual and monolingual infants and the brain changes associated with learning more than one language. We’ll explore the formation of memory traces for the second language and for how long they last if the second language is no longer used. In line with development, we will consider research on the development of receptive and expressive vocabulary in bilingual and monolingual children. In the second section of the course, we’ll discuss research concerned with language disorders in bilinguals; specifically, Developmental Language Disorders (DLD) with emphasis in diagnosis. In the third section we will explore the concept of language mode. Language mode is defined as the psychological process of shifting speech perception and other linguistic constructs based on the language context. Accordingly, bilinguals’ activation of both of their languages varies along a continuum, such that at a given time one language will be more active than other (monolingual mode) or both languages can be active at the same time (bilingual mode). In the fourth section we’ll learn the concept of executive control and the role of the basal ganglia over speech production and the role of it in selecting a language in bilinguals. We’ll explore how executive control affects structure and function in the brain and how these changes yield to an enhanced cognitive state referred as cognitive reserve. For this purpose, we will explore the role of the cognitive reserve in bilinguals diagnosed with Alzheimer disease and dementia as well as bilingual patients with aphasia and brain injury. The fifth section will be devoted to reading. In this section we’ll review literature concerning the lexical and non-lexical route of reading and the brain structures associated with these paths. We will discuss differences in brain activation when bilinguals reading opaque vs. transparent languages.

**Students with Disabilities**

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

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

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

More information is available at http://policy.uconn.edu/?p=2884

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at http://sexualviolence.uconn.edu/

**Academic Integrity**

A fundamental principle of all educational institutions is academic honesty. Academic work depends on respect for and acknowledgement of the research and ideas of others. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, examinations, etc.); any attempt to influence improperly (e.g. threats, bribery, etc.) any member of the University faculty, staff, or administration in any matter pertaining to academics or research; presenting as one’s own the ideas or words of another for academic evaluation; doing unauthorized work for which another will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Any student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other actions described in the Student Code. Please be familiar with the nature and repercussions of Academic Misconduct as laid out by the UConn Student Code.

**HuskyCT**

In order to access HuskyCT, you must have a NetID and password. Please become familiar with HuskyCT functions, as HuskyCT will be a major resource for class notes, slides, and QUIZZES. If you have technical difficulty with HuskyCT, you may contact the Learning Resource Center (LRC) for assistance at 486-1187 or at http://lrc.uconn.edu.

**Additional Resources**

Counseling and Mental Health Services: 486-4705 (24 Hours) www.cmhs.uconn.edu

Alcohol and Other Drugs Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

University Writing Center: 486-4387 www.writingcenter.uconn.edu

**WHAT WILL DO?**

This is a graduate seminar that will require lots of reading. The class structure would mainly require students’ participation. Therefore, participation is 50% of your final grade and the rest of your grade will based on a final paper and paper presentations.

**Undergraduate Participation (65%)**.

**Presenter (40%)**: At the beginning of each class, I will do a short presentation and discussion for about 40 minutes. After that, students will present scientific papers. The presenter is responsible of starting the discussion as well as organize and go over the questions posted in BlackBoard. Depending on the size of the class, students will present about 2-3 times during the semester. Each presentation will be evaluated in a scale from 0 to 10.

* Undergraduate students are encouraged to seek assistance in how to do presentations that promote discussion. Keep in mind:
  + An organized presentation promotes questions
  + Do explain how the data was collected in detail (use diagrams or figures)
  + Show the most relevant figures or do your own figures
  + Avoid excessive bullet points
  + Create slides for “take home message”

**Presenter:**  The presentation should include:

1. Brief description of the first author of the paper
   1. Who is the author
   2. Degree obtained
   3. What kind of research the author does
   4. Institution where she/he works
   5. What position she/he has (Professor, Chair, Director, Co-director, etc.)
2. **Background**. What do we need to know to better understand the main goal of the paper
3. **Main goal**: Explain the main question(s). If the paper is a research paper, then which is the main question.
4. **What was tested**: How the main question was tested and what were the findings (PLEASE USE FIGURES). If the paper is a review paper then present the ideas (rely on FIGURES)
5. What are the Discussion and Conclusions
6. **The presentation should not be longer than 30min. However, students are encouraged to ask their questions during the presentation.**

**Audience participation (25%)**: Participation is the most important aspect of a seminar. It is expected from students to actively participate. In order to promote participation, students will be required to post 1 - 2 questions (depending on the size of the class) from the readings before or during class presentation. In order to receive credit for the questions, the questions must be posted in BlackBoard before the end of the class.

**Final Paper Presentation (5%).** Students will be asked to write a final paper using the concepts learned in class. The final paper will be presented to the class before the due date with the purpose of obtaining feedback from the class. I encourage students to use this presentation as a way to clarify ideas and, improve the organization and the structure of the final paper. This presentation must be short (15 min max).

**Final Paper (30%).** The final paper (10-12 pages) can be a review paper based on contemporary literature in bilingualism relating the topic we discussed or new topics. It can be a small research paper using previously data collected or a project that you are interested in doing (research proposal). Regardless of students’ preference, all final papers must have:

**Abstract: 200 words**

**Rational: why are you in interested in your topic? (One paragraph)**

**Background or Introduction (5-7 pages)**

**Discussion (4-3 pages)**

**Conclusion (1-2 pages)**

**References (10 references minimum)**

**BE AWARE OF PLAGIARIMS!**

**LEARN THE FACTS @** http://web.uconn.edu/irc/PlagiarismModule/intro\_m.htm

The final paper should be 10-12 pages long (no references or figures included) following the APA style guidelines (6th ed. of the APA Manual).

**This applies only to SLHS graduate students**

**In accordance with SLHS graduate guidelines the lower grade necessary to pass this class is B-.**

**Class Schedule and Readings**

|  |  |  |
| --- | --- | --- |
| **Class No & Date** | **Presenter’s Name** | **Reading** |
| Class 1 -  **Section1:**  **Sensitive periods** | Presenter: | Syllabus overview  Class presentation organization  Final paper organization  ***Werker, J. F., & Hensch, T. K. (2015). Critical Periods in Speech Perception: New Directions. Annual Review of Psychology, 66(1), (14)*** |
| Class 2 –  **Sensitive Periods** | Presenter: | Pallier, C., Dehaene, S., Poline, J. B., LeBihan, D., Argenti, A. M., Dupoux, E., & Mehler, J. (2003). Brain imaging of language plasticity in adopted adults: can a second language replace the first? Cereb Cortex, 13(2), 155-161.  Pierce, L. J., Klein, D., Chen, J.-K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. Proceedings of the National Academy of Sciences, 1-6. |

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| Class 3 -  **Sensitive Periods** | | Presenter: | ***Friederici, A. D., Steinhauer, K., & Pfeifer, E. (2002). Brain signatures of artificial language processing: Evidence challenging the critical period hypothesis. Proceedings of the National Academy of Sciences of the United States of America, 99(1), 529-534.***  Goldin-Meadow, S., & Yang, C. Statistical evidence that a child can create a combinatorial linguistic system without external linguistic input: Implications for language evolution. Neuroscience & Biobehavioral Reviews. doi:http://dx.doi.org/10.1016/j.neubiorev.2016.12.016 |
| Class 4 - | |  | ***WRITING DAY*** |
| Class 5 -  **Section 2: Language/communication**  **disorders in bilingual** | Presenter: | | Genesee, F., Paradis, J., & Crago, M. B. (2004). Dual language development & disorders: A handbook on bilingualism & second language learning, Vol. 11. Baltimore, MD, US: Paul H Brookes Publishing. *Chapter 9.* 199-234.  Marinis, T., & Saddy, D. (2013). Parsing the Passive: Comparing Children With Specific Language Impairment to Sequential Bilingual Children. Language Acquisition, 20(2), 155-179. (24) |

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| Class 6 -  **Language/communication**  **disorders in bilingual** | Presenter: | | Paradis, J. (2010). The interface between bilingual development and specific language impairment. Applied Psycholinguistics, 31(02), 227-252. doi:doi:10.1017/S0142716409990373  Kohnert, K. (2010). Bilingual Children with Primary Language Impairment: Issues, Evidence and Implications for Clinical Actions. Journal of Communication Disorders, 43(6), 456-473. doi:10.1016/j.jcomdis.2010.02.002  ***WRITING DAY*** |
| Class 7 -  **Section 3: Language mode** | Presenter: | | Antoniou, M., Tyler, M. D., & Best, C. T. (2012). Two ways to listen: Do L2-dominant bilinguals perceive stop voicing according to language mode? Journal of Phonetics, 40(4), 582-594.  Antoniou, M., Best, C. T., Tyler, M. D., & Kroos, C. (2010). Language context elicits native-like stop voicing in early bilinguals' productions in both L1 and L2. *Journal of Phonetics, 38,* 640–653 |
| Class 8 -  Language mode | Presenter: | | Gonzales, K., & Lotto, A. J. (2013). A bafri, un pafri: Bilinguals’ Pseudoword Identifications Support Language-Specific Phonetic Systems. Psychological Science.  ***Quam, C., & Creel, S. C. (2017). Mandarin-English Bilinguals Process Lexical Tones in Newly Learned Words in Accordance with the Language Context. Plos One, 12(1). 1-27.***  ***WRITING DAY*** |
| Class 9 - | |  | **B R E A K** |

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| Class 10 -  **Section 4**: **Bilingualism and Executive Control** | | Presenter: | Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 65(4), 229-235.  Carlson, S. M., & Meltzoff, A. N. (2008). Bilingual experience and executive functioning in young children. Developmental Science, 11(2), 282-298. doi:10.1111/j.1467-7687.2008.00675.x |
| Class 11 -  **Bilingualism and Executive Control** | | Presenter: | Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., Devlin, J. T., . . . Price, C. J. (2006). Language control in the bilingual brain. Science, 312(5779), 1537-1540  Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? Bilingualism: Language and Cognition, 14(04), 588-595. |
| Class 12 -  **Bilingualism and Executive Control** | Presenter: | | Bialystok, E., Luk, G., Peets, K. F., & Yang, S. (2010). Receptive vocabulary differences in monolingual and bilingual children. Bilingualism: Language and Cognition, 13(04), 525-531. doi:doi:10.1017/S1366728909990423  Bialystok, E., & Luk, G. (2012). Receptive vocabulary differences in monolingual and bilingual adults. Bilingualism: Language and Cognition, 15(02), 397-401.  ***WRITING DAY*** |

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| Class 13 –  **Section 5: Reading in Bilinguals** | Presenter: | Lesaux, N. K. and L. S. Siegel (2003). The Development of Reading in Children Who Speak English as a Second Language. Developmental Psychology 39(6): 1005-1019.  Deacon, H., & Cain, K. (2011). What we have learned from 'learning to read in more than one language'. Journal of Research in Reading, 34(1), 1-5. |
| Class 14 –  Reading in Bilinguals | Presenter: | Miller, J. F., et al. (2006). Oral Language and Reading in Bilingual Children. Learning Disabilities Research & Practice 21(1): 30-43  ***WRITING DAY*** |
| **Class 15** |  | **Final Paper Presentations** |

**Section 1: Sensitive periods**

**Werker, J. F., & Hensch, T. K. (2015). Critical Periods in Speech Perception: New Directions. *Annual Review of Psychology, 66*(1), null. doi: doi:10.1146/annurev-psych-010814-015104**

**Pierce, L. J., Klein, D., Chen, J.-K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences*. doi: 10.1073/pnas.1409411111**

**Pallier, C., Dehaene, S., Poline, J. B., LeBihan, D., Argenti, A. M., Dupoux, E., & Mehler, J. (2003). Brain imaging of language plasticity in adopted adults: can a second language replace the first? Cereb Cortex, 13(2), 155-161.**

**Friederici, A. D., Steinhauer, K., & Pfeifer, E. (2002). Brain signatures of artificial language processing: Evidence challenging the critical period hypothesis. *Proceedings of the National Academy of Sciences of the United States of America, 99*(1), 529-534. doi: 10.1073/pnas.012611199**

**Goldin-Meadow, S., & Yang, C. Statistical evidence that a child can create a combinatorial linguistic system without external linguistic input: Implications for language evolution. Neuroscience & Biobehavioral Reviews. doi:http://dx.doi.org/10.1016/j.neubiorev.2016.12.016**

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Garcia-Sierra, A., Rivera-Gaxiola, M., Percaccio, C. R., Conboy, B. T., Romo, H., Klarman, L., . . . Kuhl, P. K. (2011). Bilingual language learning: An ERP study relating early brain responses to speech, language input, and later word production. *Journal of Phonetics, 39*, 546-557.

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Skoe, E., & Kraus, N. (2013). Musical training heightens auditory brainstem function during sensitive periods in development. *Frontiers in Psychology, 4*. doi: 10.3389/fpsyg.2013.00622

Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tetreault, K., & Ferraro, V. (2001). Bilingual signed and spoken language acquisition from birth: implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language, 28*(2), 453-496.

**Section 2: Language/communications disorders in bilinguals**

**Genesee, F., Paradis, J., & Crago, M. B. (2004). Dual language development & disorders: A handbook on bilingualism & second language learning, Vol. 11. *Language Impairment in Dual Language Learners; Chapter 9.*Baltimore, MD, US: Paul H Brookes Publishing.**

**Bialystok, E., & Luk, G. (2012). Receptive vocabulary differences in monolingual and bilingual adults. Bilingualism: Language and Cognition, 15(02), 397-401. doi:doi:10.1017/S136672891100040X**

**Marinis, T., & Saddy, D. (2013). Parsing the Passive: Comparing Children With Specific Language Impairment to Sequential Bilingual Children. *Language Acquisition, 20*(2), 155-179. doi: 10.1080/10489223.2013.766743**

Siyambalapitiya, S., Chenery, H. J., & Copland, D. A. (2013). Lexical-semantic representation in bilingual aphasia: Findings from semantic priming and cognate repetition priming. *Aphasiology, 27*(11), 1302-1321. doi: 10.1080/02687038.2013.817521

Green, D. W., & Price, C. J. (2001). Functional imaging in the study of recovery patterns in bilingual aphasia. *Bilingualism: Language and Cognition, 4*(02), 191-201. doi: doi:10.1017/S1366728901000281

Friederici, A. D. (2006a). The neural basis of language development and its impairment. *Neuron, 52*(6), 941-952. doi: 10.1016/j.neuron.2006.12.002

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Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The Impact of Early Social Interactions on Later Language Development in Spanish–English Bilingual Infants. Child Development, 88(4), 1216-1234. doi:10.1111/cdev.12648

Paradis, J. (2010). The interface between bilingual development and specific language impairment. *Applied Psycholinguistics, 31*(02), 227-252. doi: doi:10.1017/S0142716409990373

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O'Toole, C., & Hickey, T. M. (2013). Diagnosing language impairment in bilinguals: Professional experience and perception. *Child Language Teaching & Therapy, 29*(1), 91-109. doi: 10.1177/0265659012459859

**Section 3: Language Mode**

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**Antoniou, M., Best, C. T., Tyler, M. D., & Kroos, C. (2010). Language context elicits native-like stop voicing in early bilinguals' productions in both L1 and L2. Journal of Phonetics, 38, 640–653**

**Gonzales, K., & Lotto, A. J. (2013). A bafri, un pafri: Bilinguals’ Pseudoword Identifications Support Language-Specific Phonetic Systems. *Psychological Science*. doi: 10.1177/0956797613486485**

**Quam, C., & Creel, S. C. (2017). Mandarin-English Bilinguals Process Lexical Tones in Newly Learned Words in Accordance with the Language Context. Plos One, 12(1), e0169001. doi:10.1371/journal.pone.0169001**

**Dijkstra, T., & van Heuven, W. J. B. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition, 5*(03), 175-197. doi: doi:10.1017/S1366728902003012**

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Garcia-Sierra, A., Ramírez-Esparza, N., Silva-Pereyra, J., Siard, J., & Champlin, C. A. (2012). Assessing the double phonemic representation in bilingual speakers of Spanish and English: An electrophysiological study. Brain and Language, 121(3), 194-205. doi:10.1016/j.bandl.2012.03.008

Weber-Fox, C. M., & Neville, H. J. (1996). Maturational Constraints on Functional Specializations for Language Processing: ERP and Behavioral Evidence in Bilingual Speakers. *Journal of Cognitive Neuroscience, 8*(3), 231-256. doi: 10.1162/jocn.1996.8.3.231

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**Section 4: Executive Control**

**Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 65(4), 229-235. doi:10.1037/a0025406**

**Friederici, A. D. (2006b). What's in control of language? *Nature Neuroscience, 9*(8), 991-992. doi: 10.1038/nn0806-991**

**Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., Devlin, J. T., . . . Price, C. J. (2006). Language control in the bilingual brain. *Science, 312*(5779), 1537-1540**

**Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? *Bilingualism: Language and Cognition, 14*(04), 588-595. doi: doi:10.1017/S1366728911000010**

**Carlson, S. M., & Meltzoff, A. N. (2008). Bilingual experience and executive functioning in young children. Developmental Science, 11(2), 282-298. doi:10.1111/j.1467-7687.2008.00675.x**

Paap, K. R., Johnson, H. A., & Sawi, O. (2015). Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances. Cortex, 69, 265-278. doi:10.1016/j.cortex.2015.04.014

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Macoir, J., Fossard, M., Merette, C., Langlois, M., Chantal, S., & Auclair-Ouellet, N. (2013). The Role of Basal Ganglia in Language Production: Evidence from Parkinson's Disease. *Journal of Parkinsons Disease, 3*(3), 393-397. doi: 10.3233/jpd-130182

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Craik, F. I. M. P., Bialystok, E. P., & Freedman, M. M. D. (2010). Delaying the onset of Alzheimer disease: Bilingualism as a form of cognitive reserve. *Neurology, 75*(19), 1726-1729.

Toppelberg, C. O., Medrano, L., Morgens, L. P., & Nieto-CastaÑOn, A. (2002). Bilingual Children Referred for Psychiatric Services: Associations of Language Disorders, Language Skills, and Psychopathology. *J Am Acad Child Adolesc Psychiatry, 41*(6), 712-722.

Nicolay, A. C., & Poncelet, M. (2013). Cognitive abilities underlying second-language vocabulary acquisition in an early second-language immersion education context: A longitudinal study. *Journal of Experimental Child Psychology, 115*(4), 655-671.

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**Section 5: Reading**

**Lesaux, N. K. and L. S. Siegel (2003). "The Development of Reading in Children Who Speak English as a Second Language." Developmental Psychology 39(6): 1005-1019.**

**Deacon, H., & Cain, K. (2011). What we have learned from 'learning to read in more than one language'. *Journal of Research in Reading, 34*(1), 1-5. doi: 10.1111/j.1467-9817.2010.01487.x**

**Miller, J. F., et al. (2006). "Oral Language and Reading in Bilingual Children." Learning Disabilities Research & Practice 21(1): 30-43.**

**Das, T., Padakannaya, P., Pugh, K. R., & Singh, N. C. (2011). Neuroimaging reveals dual routes to reading in simultaneous proficient readers of two orthographies. *Neuroimage, 54*(2), 1476-1487. doi:** [**http://dx.doi.org/10.1016/j.neuroimage.2010.09.022**](http://dx.doi.org/10.1016/j.neuroimage.2010.09.022)

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**Other aspect in bilingualism:**

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**2018-247 SLHS 6123 Revise Course (guest: Adrian Garcia-Sierra)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8804 |
| **Request Proposer** | Garcia-Sierra |
| **Course Title** | Bilingualism in Typical and Atypical populations: Language & Cognition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > College of Liberal Arts and Sciences > Return > Speech Language and Hearing Services > 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** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Bilingualism in Typical and Atypical populations: Language & Cognition |
| **Course Number** | 6123 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Adrian Garcia-Sierra |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | adg12007 |
| **Initiator Email** | [adrian.garcia-sierra@uconn.edu](mailto:adrian.garcia-sierra@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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lectures, discussion ans students' presentations |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | NA |
| **Corequisites** | NA |
| **Recommended Preparation** | courses related to basic phonetic principles, language development and language disorders |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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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** | Some classes require the use of lab equipment that is not transportable |
| **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** | SLHS 6123. Bilingualism in Typical and Atypical Populations: Language and Cognition Three credits. Prerequisite: Instructor consent. Recommended preparation: a course in phonetics, language development and disorders. Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and biliteracy in opaque vs. transparent languages. |
| **Provide proposed title and complete course catalog copy** | SLHS 5123. Bilingualism in Typical and Atypical populations: Language and Cognition Three credits. Prerequisite: Instructor consent. Recommended preparation: a course in phonetics, language development and disorders. Not open for credit to students who have passed SLHS 4123. Biological and cognitive factors associated with language acquisition, cognitive reserve, Developmental Language Disorders in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and biliteracy in opaque vs. transparent languages. |
| **Reason for the course action** | This course has been thought multiple times. It was taught 4 times as SLHS 6368 and 2 as 6123. Unfortunately, many Master students do not sign to it because it is listed as a Ph. D. class. However, if the class was relisted as 5123 then it would have more appeal to a broader pool of Master students while at the same time attractive to PhD. Students. |
| **Specify effect on other departments and overlap with existing courses** | This class has been taught multiple times and hence other departments are aware of it. Therefore, there is no negative effect with other classes offered in other departments (NEAG, Psychological Sciences, Cognitive Science, and Linguistics) |
| **Please provide a brief description of course goals and learning objectives** | Biological and cognitive factors associated with language acquisition, cognitive reserve, Specific Language Impairment in bilinguals. Emphasis on diagnosis, cognitive factors in language selection, and differences in reading opaque vs. transparent languages. Course Description: In this seminar, we will study the broad concept of bilingualism in 5 sections. The course will start by exploring the biological (sensitive periods) and cognitive factors associated with language acquisition. We will explore how basic perceptual abilities differ between bilingual and monolingual infants and the brain changes associated with learning more than one language. We’ll explore the formation of memory traces for the second language and for how long they last if the second language is no longer used. In line with development, we will consider research on the development of receptive and expressive vocabulary in bilingual and monolingual children. In the second section of the course, we’ll discuss research concerned with language disorders in bilinguals; specifically, Developmental Language Disorders (DLD) with emphasis in diagnosis. In the third section we will explore the concept of language mode. Language mode is defined as the psychological process of shifting speech perception and other linguistic constructs based on the language context. Accordingly, bilinguals’ activation of both of their languages varies along a continuum, such that at a given time one language will be more active than other (monolingual mode) or both languages can be active at the same time (bilingual mode). In the fourth section we’ll learn the concept of executive control and the role of the basal ganglia over speech production and the role of it in selecting a language in bilinguals. We’ll explore how executive control affects structure and function in the brain and how these changes yield to an enhanced cognitive state referred as cognitive reserve. For this purpose, we will explore the role of the cognitive reserve in bilinguals diagnosed with Alzheimer disease and dementia as well as bilingual patients with aphasia and brain injury. The fifth section will be devoted to reading. In this section we’ll review literature concerning the lexical and non-lexical route of reading and the brain structures associated with these paths. We will discuss differences in brain activation when bilinguals reading opaque vs. transparent languages. |
| **Describe course assessments** | Weekly readings, writing assignments and, discussion Goals: Students will be able to understand the broad concept of bilingualism by exploring, sensitive periods, key differences between language disorders and bilingualism, language mode, and reading. Graduate students will be evaluated as follow: 2-3 papers presentation: 50% Participation: 10% Final paper presentation: 0% Final paper: 40% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS -5123-graduate-Bilingualism in typical and atypical populations\_Syllabus Spring\_2019.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137114&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cbbc862e1aeaa42f72e2308d635f90256%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755740937611983&sdata=JZvnfeGrKDDZyJhCKxA18UcjHFPFzlvGuIHHZUnXMpo%3D&reserved=0) | SLHS -5123-graduate-Bilingualism in typical and atypical populations\_Syllabus Spring\_2019.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Adrian Garcia-Sierra | 10/12/2018 - 12:00 | Submit |  | To whom it may concern, I teach a bilingual seminar SLHS 6123 to graduate students, but due to junior and senior undergraduate students being interested in it I want my course to be listed in their catalog. I have talked to my Head Department Dr. Kathleen Ciencowsky and Associate Department Head Dr. Bernard Grela and they recommended to change my class number to be 5000 level so that it can be cross listed as a 4000 level class for undergraduates. My department has already done a vote on this issue and all agreed that undergraduate students will benefit tremendously in my class. Thank you for your help | | Speech Language and Hearing Services | Lendra Friesen | 10/15/2018 - 13:33 | Approve |  | approved | | College of Liberal Arts and Sciences | Pamela Bedore | 10/18/2018 - 09:40 | Return | 10/18/2018 | Returning to proposer as per email request, 10.18.2018. PB. | | Return | Adrian Garcia-Sierra | 10/18/2018 - 14:54 | Resubmit |  | Hi Pam. I have changed the course action request to apply only for graduate students. I will be adding a new course action request for undergraduate. Thanks for you help! Adrian | | Speech Language and Hearing Services | Lendra Friesen | 10/19/2018 - 12:00 | Approve |  | Approved | |

**Bilingualism in Typical and Atypical populations: Language & Cognition SLHS 5123**

**Spring 2018**

**Wednesdays: 5:00 – 8:00pm**

Instructor: Adrian Garcia-Sierra, Ph.D.

Office: PCSB 206

Email: adrian.garcia-sierra@uconn.edu

Office hours: by appointment

ALL STUDENTS NEED A PERMISSION NUMBER TO REGISTER TO THE CALSS. PLEASE EMAIL ME

The course is open to graduate students and undergraduate students

Maximum enrollment 10

Course Description: In this seminar, we will study the broad concept of bilingualism in 5 sections. The course will start by exploring the biological (sensitive periods) and cognitive factors associated with language acquisition. We will explore how basic perceptual abilities differ between bilingual and monolingual infants and the brain changes associated with learning more than one language. We’ll explore the formation of memory traces for the second language and for how long they last if the second language is no longer used. In line with development, we will consider research on the development of receptive and expressive vocabulary in bilingual and monolingual children. In the second section of the course, we’ll discuss research concerned with language disorders in bilinguals; specifically, Developmental Language Disorders (DLD) with emphasis in diagnosis. In the third section we will explore the concept of language mode. Language mode is defined as the psychological process of shifting speech perception and other linguistic constructs based on the language context. Accordingly, bilinguals’ activation of both of their languages varies along a continuum, such that at a given time one language will be more active than other (monolingual mode) or both languages can be active at the same time (bilingual mode). In the fourth section we’ll learn the concept of executive control and the role of the basal ganglia over speech production and the role of it in selecting a language in bilinguals. We’ll explore how executive control affects structure and function in the brain and how these changes yield to an enhanced cognitive state referred as cognitive reserve. For this purpose, we will explore the role of the cognitive reserve in bilinguals diagnosed with Alzheimer disease and dementia as well as bilingual patients with aphasia and brain injury. The fifth section will be devoted to reading. In this section we’ll review literature concerning the lexical and non-lexical route of reading and the brain structures associated with these paths. We will discuss differences in brain activation when bilinguals reading opaque vs. transparent languages.

**Students with Disabilities**

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

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

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

More information is available at http://policy.uconn.edu/?p=2884

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at http://sexualviolence.uconn.edu/

**Academic Integrity**

A fundamental principle of all educational institutions is academic honesty. Academic work depends on respect for and acknowledgement of the research and ideas of others. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, examinations, etc.); any attempt to influence improperly (e.g. threats, bribery, etc.) any member of the University faculty, staff, or administration in any matter pertaining to academics or research; presenting as one’s own the ideas or words of another for academic evaluation; doing unauthorized work for which another will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Any student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other actions described in the Student Code. Please be familiar with the nature and repercussions of Academic Misconduct as laid out by the UConn Student Code.

**HuskyCT**

In order to access HuskyCT, you must have a NetID and password. Please become familiar with HuskyCT functions, as HuskyCT will be a major resource for class notes, slides, and QUIZZES. If you have technical difficulty with HuskyCT, you may contact the Learning Resource Center (LRC) for assistance at 486-1187 or at http://lrc.uconn.edu.

**Additional Resources**

Counseling and Mental Health Services: 486-4705 (24 Hours) www.cmhs.uconn.edu

Alcohol and Other Drugs Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

University Writing Center: 486-4387 www.writingcenter.uconn.edu

**WHAT WILL DO?**

This is a graduate seminar that will require lots of reading. The class structure would mainly require students’ participation. Therefore, participation is 50% of your final grade and the rest of your grade will based on a final paper and paper presentations.

**Graduate Students Participation (60%)**.

**Presenter (50%)**: At the beginning of each class, I will do a short presentation and discussion for about 40 minutes. After that, students will present scientific papers. The presenter is responsible of starting the discussion as well as organize and go over the questions posted in BlackBoard. Depending on the size of the class, students will present about 2-3 times during the semester. Each presentation will be evaluated in a scale from 0 to 10.

* Undergraduate students are encouraged to seek assistance in how to do presentations that promote discussion. Keep in mind:
  + An organized presentation promotes questions
  + Do explain how the data was collected in detail (use diagrams or figures)
  + Show the most relevant figures or do your own figures
  + Avoid excessive bullet points
  + Create slides for “take home message”

**Presenter:**  The presentation should include:

1. Brief description of the first author of the paper
   1. Who is the author
   2. Degree obtained
   3. What kind of research the author does
   4. Institution where she/he works
   5. What position she/he has (Professor, Chair, Director, Co-director, etc.)
2. **Background**. What do we need to know to better understand the main goal of the paper
3. **Main goal**: Explain the main question(s). If the paper is a research paper, then which is the main question.
4. **What was tested**: How the main question was tested and what were the findings (PLEASE USE FIGURES). If the paper is a review paper then present the ideas (rely on FIGURES)
5. What are the Discussion and Conclusions
6. **The presentation should not be longer than 30min. However, students are encouraged to ask their questions during the presentation.**

**Audience participation (10%)**: Participation is the most important aspect of a seminar. It is expected from students to actively participate. In order to promote participation, students will be required to post 1 - 2 questions (depending on the size of the class) from the readings before or during class presentation. In order to receive credit for the questions, the questions must be posted in BlackBoard before the end of the class.

**Final Paper Presentation (0%).** Students will be asked to write a final paper using the concepts learned in class. The final paper will be presented to the class before the due date with the purpose of obtaining feedback from the class. I encourage students to use this presentation as a way to clarify ideas and, improve the organization and the structure of the final paper. This presentation must be short (15 min max). THIS OPTION IS ENCOURAGED FOR ALL STUDENTS.

**Final Paper (40%).** The final paper (10-12 pages) can be a review paper based on contemporary literature in bilingualism relating the topic we discussed or new topics. It can be a small research paper using previously data collected or a project that you are interested in doing (research proposal). Regardless of students’ preference, all final papers must have:

**Abstract: 200 words**

**Rational: why are you in interested in your topic? (One paragraph)**

**Background or Introduction (5-7 pages)**

**Discussion (4-3 pages)**

**Conclusion (1-2 pages)**

**References (10 references minimum)**

**BE AWARE OF PLAGIARIMS!**

**LEARN THE FACTS @** http://web.uconn.edu/irc/PlagiarismModule/intro\_m.htm

The final paper should be 10-12 pages long (no references or figures included) following the APA style guidelines (6th ed. of the APA Manual).

**This applies only to SLHS graduate students**

**In accordance with SLHS graduate guidelines the lower grade necessary to pass this class is B-.**

**Class Schedule and Readings**

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| **Class No & Date** | **Presenter’s Name** | **Reading** |
| Class 1 -  **Section1:**  **Sensitive periods** | Presenter: | Syllabus overview  Class presentation organization  Final paper organization  ***Werker, J. F., & Hensch, T. K. (2015). Critical Periods in Speech Perception: New Directions. Annual Review of Psychology, 66(1), (14)*** |
| Class 2 –  **Sensitive Periods** | Presenter: | Pallier, C., Dehaene, S., Poline, J. B., LeBihan, D., Argenti, A. M., Dupoux, E., & Mehler, J. (2003). Brain imaging of language plasticity in adopted adults: can a second language replace the first? Cereb Cortex, 13(2), 155-161.  Pierce, L. J., Klein, D., Chen, J.-K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. Proceedings of the National Academy of Sciences, 1-6. |

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| Class 3 -  **Sensitive Periods** | | Presenter: | ***Friederici, A. D., Steinhauer, K., & Pfeifer, E. (2002). Brain signatures of artificial language processing: Evidence challenging the critical period hypothesis. Proceedings of the National Academy of Sciences of the United States of America, 99(1), 529-534.***  Goldin-Meadow, S., & Yang, C. Statistical evidence that a child can create a combinatorial linguistic system without external linguistic input: Implications for language evolution. Neuroscience & Biobehavioral Reviews. doi:http://dx.doi.org/10.1016/j.neubiorev.2016.12.016 |
| Class 4 - | |  | ***WRITING DAY*** |
| Class 5 -  **Section 2: Language/communication**  **disorders in bilingual** | Presenter: | | Genesee, F., Paradis, J., & Crago, M. B. (2004). Dual language development & disorders: A handbook on bilingualism & second language learning, Vol. 11. Baltimore, MD, US: Paul H Brookes Publishing. *Chapter 9.* 199-234.  Marinis, T., & Saddy, D. (2013). Parsing the Passive: Comparing Children With Specific Language Impairment to Sequential Bilingual Children. Language Acquisition, 20(2), 155-179. (24) |

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| Class 6 -  **Language/communication**  **disorders in bilingual** | Presenter: | | Paradis, J. (2010). The interface between bilingual development and specific language impairment. Applied Psycholinguistics, 31(02), 227-252. doi:doi:10.1017/S0142716409990373  Kohnert, K. (2010). Bilingual Children with Primary Language Impairment: Issues, Evidence and Implications for Clinical Actions. Journal of Communication Disorders, 43(6), 456-473. doi:10.1016/j.jcomdis.2010.02.002  ***WRITING DAY*** |
| Class 7 -  **Section 3: Language mode** | Presenter: | | Antoniou, M., Tyler, M. D., & Best, C. T. (2012). Two ways to listen: Do L2-dominant bilinguals perceive stop voicing according to language mode? Journal of Phonetics, 40(4), 582-594.  Antoniou, M., Best, C. T., Tyler, M. D., & Kroos, C. (2010). Language context elicits native-like stop voicing in early bilinguals' productions in both L1 and L2. *Journal of Phonetics, 38,* 640–653 |
| Class 8 -  Language mode | Presenter: | | Gonzales, K., & Lotto, A. J. (2013). A bafri, un pafri: Bilinguals’ Pseudoword Identifications Support Language-Specific Phonetic Systems. Psychological Science.  ***Quam, C., & Creel, S. C. (2017). Mandarin-English Bilinguals Process Lexical Tones in Newly Learned Words in Accordance with the Language Context. Plos One, 12(1). 1-27.***  ***WRITING DAY*** |
| Class 9 - | |  | **B R E A K** |

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| Class 10 -  **Section 4**: **Bilingualism and Executive Control** | | Presenter: | Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 65(4), 229-235.  Carlson, S. M., & Meltzoff, A. N. (2008). Bilingual experience and executive functioning in young children. Developmental Science, 11(2), 282-298. doi:10.1111/j.1467-7687.2008.00675.x |
| Class 11 -  **Bilingualism and Executive Control** | | Presenter: | Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., Devlin, J. T., . . . Price, C. J. (2006). Language control in the bilingual brain. Science, 312(5779), 1537-1540  Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? Bilingualism: Language and Cognition, 14(04), 588-595. |
| Class 12 -  **Bilingualism and Executive Control** | Presenter: | | Bialystok, E., Luk, G., Peets, K. F., & Yang, S. (2010). Receptive vocabulary differences in monolingual and bilingual children. Bilingualism: Language and Cognition, 13(04), 525-531. doi:doi:10.1017/S1366728909990423  Bialystok, E., & Luk, G. (2012). Receptive vocabulary differences in monolingual and bilingual adults. Bilingualism: Language and Cognition, 15(02), 397-401.  ***WRITING DAY*** |

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| Class 13 –  **Section 5: Reading in Bilinguals** | Presenter: | Lesaux, N. K. and L. S. Siegel (2003). The Development of Reading in Children Who Speak English as a Second Language. Developmental Psychology 39(6): 1005-1019.  Deacon, H., & Cain, K. (2011). What we have learned from 'learning to read in more than one language'. Journal of Research in Reading, 34(1), 1-5. |
| Class 14 –  Reading in Bilinguals | Presenter: | Miller, J. F., et al. (2006). Oral Language and Reading in Bilingual Children. Learning Disabilities Research & Practice 21(1): 30-43  ***WRITING DAY*** |
| **Class 15** |  | **Final Paper Presentations** |

**Section 1: Sensitive periods**

**Werker, J. F., & Hensch, T. K. (2015). Critical Periods in Speech Perception: New Directions. *Annual Review of Psychology, 66*(1), null. doi: doi:10.1146/annurev-psych-010814-015104**

**Pierce, L. J., Klein, D., Chen, J.-K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences*. doi: 10.1073/pnas.1409411111**

**Pallier, C., Dehaene, S., Poline, J. B., LeBihan, D., Argenti, A. M., Dupoux, E., & Mehler, J. (2003). Brain imaging of language plasticity in adopted adults: can a second language replace the first? Cereb Cortex, 13(2), 155-161.**

**Friederici, A. D., Steinhauer, K., & Pfeifer, E. (2002). Brain signatures of artificial language processing: Evidence challenging the critical period hypothesis. *Proceedings of the National Academy of Sciences of the United States of America, 99*(1), 529-534. doi: 10.1073/pnas.012611199**

**Goldin-Meadow, S., & Yang, C. Statistical evidence that a child can create a combinatorial linguistic system without external linguistic input: Implications for language evolution. Neuroscience & Biobehavioral Reviews. doi:http://dx.doi.org/10.1016/j.neubiorev.2016.12.016**

Conway, C. M., Pisoni, D. B., & Kronenberger, W. G. (2009). The Importance of Sound for Cognitive Sequencing Abilities: The Auditory Scaffolding Hypothesis. Current Directions in Psychological Science, 18(5), 275-279. doi:10.1111/j.1467-8721.2009.01651.x

Garcia-Sierra, A., Rivera-Gaxiola, M., Percaccio, C. R., Conboy, B. T., Romo, H., Klarman, L., . . . Kuhl, P. K. (2011). Bilingual language learning: An ERP study relating early brain responses to speech, language input, and later word production. *Journal of Phonetics, 39*, 546-557.

Garcia-Sierra, A., Ramírez-Esparza, N., & Kuhl, P. K. (2016). Relationships between quantity of language input and brain responses in bilingual and monolingual infants. International Journal of Psychophysiology, 110, 1-17. doi:http://dx.doi.org/10.1016/j.ijpsycho.2016.10.004

Skoe, E., & Kraus, N. (2013). Musical training heightens auditory brainstem function during sensitive periods in development. *Frontiers in Psychology, 4*. doi: 10.3389/fpsyg.2013.00622

Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tetreault, K., & Ferraro, V. (2001). Bilingual signed and spoken language acquisition from birth: implications for the mechanisms underlying early bilingual language acquisition. *Journal of Child Language, 28*(2), 453-496.

**Section 2: Language/communications disorders in bilinguals**

**Genesee, F., Paradis, J., & Crago, M. B. (2004). Dual language development & disorders: A handbook on bilingualism & second language learning, Vol. 11. *Language Impairment in Dual Language Learners; Chapter 9.*Baltimore, MD, US: Paul H Brookes Publishing.**

**Bialystok, E., & Luk, G. (2012). Receptive vocabulary differences in monolingual and bilingual adults. Bilingualism: Language and Cognition, 15(02), 397-401. doi:doi:10.1017/S136672891100040X**

**Marinis, T., & Saddy, D. (2013). Parsing the Passive: Comparing Children With Specific Language Impairment to Sequential Bilingual Children. *Language Acquisition, 20*(2), 155-179. doi: 10.1080/10489223.2013.766743**

Siyambalapitiya, S., Chenery, H. J., & Copland, D. A. (2013). Lexical-semantic representation in bilingual aphasia: Findings from semantic priming and cognate repetition priming. *Aphasiology, 27*(11), 1302-1321. doi: 10.1080/02687038.2013.817521

Green, D. W., & Price, C. J. (2001). Functional imaging in the study of recovery patterns in bilingual aphasia. *Bilingualism: Language and Cognition, 4*(02), 191-201. doi: doi:10.1017/S1366728901000281

Friederici, A. D. (2006a). The neural basis of language development and its impairment. *Neuron, 52*(6), 941-952. doi: 10.1016/j.neuron.2006.12.002

Bedore, L. M., Peña, E. D., Summers, C. L., Boerger, K. M., Resendiz, M. D., Greene, K., . . . Gillam, R. B. (2012). The measure matters: Language dominance profiles across measures in Spanish–English bilingual children. *Bilingualism: Language and Cognition, 15*(03), 616-629. doi: doi:10.1017/S1366728912000090

Goldstein, B. A., & Bunta, F. (2012). Positive and negative transfer in the phonological systems of bilingual speakers. *International Journal of Bilingualism, 16*(4), 388-401. doi: 10.1177/1367006911425817

Ramírez-Esparza, N., García-Sierra, A., & Kuhl, P. K. (2017). The Impact of Early Social Interactions on Later Language Development in Spanish–English Bilingual Infants. Child Development, 88(4), 1216-1234. doi:10.1111/cdev.12648

Paradis, J. (2010). The interface between bilingual development and specific language impairment. *Applied Psycholinguistics, 31*(02), 227-252. doi: doi:10.1017/S0142716409990373

Waldron, E. J., & Hernandez, A. E. (2013). The role of age of acquisition on past tense generation in Spanish-English bilinguals: An fMRI study. *Brain and Language, 125*(1), 28-37. doi: 10.1016/j.bandl.2013.01.002

O'Toole, C., & Hickey, T. M. (2013). Diagnosing language impairment in bilinguals: Professional experience and perception. *Child Language Teaching & Therapy, 29*(1), 91-109. doi: 10.1177/0265659012459859

**Section 3: Language Mode**

**Antoniou, M., Tyler, M. D., & Best, C. T. (2012). Two ways to listen: Do L2-dominant bilinguals perceive stop voicing according to language mode? *Journal of Phonetics, 40*(4), 582-594. doi: 10.1016/j.wocn.2012.05.005**

**Antoniou, M., Best, C. T., Tyler, M. D., & Kroos, C. (2010). Language context elicits native-like stop voicing in early bilinguals' productions in both L1 and L2. Journal of Phonetics, 38, 640–653**

**Gonzales, K., & Lotto, A. J. (2013). A bafri, un pafri: Bilinguals’ Pseudoword Identifications Support Language-Specific Phonetic Systems. *Psychological Science*. doi: 10.1177/0956797613486485**

**Quam, C., & Creel, S. C. (2017). Mandarin-English Bilinguals Process Lexical Tones in Newly Learned Words in Accordance with the Language Context. Plos One, 12(1), e0169001. doi:10.1371/journal.pone.0169001**

**Dijkstra, T., & van Heuven, W. J. B. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition, 5*(03), 175-197. doi: doi:10.1017/S1366728902003012**

de Bruijn, E. R. A., Dijkstra, T., Chwilla, D. J., & Schriefers, H. J. (2001). Language context effects on interlingual homograph recognition: evidence from event-related potentials and response times in semantic priming. *Bilingualism: Language and Cognition, 4*(02), 155-168. doi: doi:10.1017/S1366728901000256

Garcia-Sierra, A., Ramírez-Esparza, N., Silva-Pereyra, J., Siard, J., & Champlin, C. A. (2012). Assessing the double phonemic representation in bilingual speakers of Spanish and English: An electrophysiological study. Brain and Language, 121(3), 194-205. doi:10.1016/j.bandl.2012.03.008

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Jackson, G. M., Swainson, R., Cunnington, R., & Jackson, S. R. (2001). ERP correlates of executive control during repeated language switching. *Bilingualism: Language and Cognition, 4*(02), 169-178. doi: doi:10.1017/S1366728901000268

Kotz, S. A. (2001). Neurolinguistic evidence for bilingual language representation: a comparison of reaction times and event-related brain potentials. *Bilingualism: Language and Cognition, 4*(02), 143-154. doi: doi:10.1017/S1366728901000244

**Section 4: Executive Control**

**Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 65(4), 229-235. doi:10.1037/a0025406**

**Friederici, A. D. (2006b). What's in control of language? *Nature Neuroscience, 9*(8), 991-992. doi: 10.1038/nn0806-991**

**Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., Devlin, J. T., . . . Price, C. J. (2006). Language control in the bilingual brain. *Science, 312*(5779), 1537-1540**

**Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? *Bilingualism: Language and Cognition, 14*(04), 588-595. doi: doi:10.1017/S1366728911000010**

**Carlson, S. M., & Meltzoff, A. N. (2008). Bilingual experience and executive functioning in young children. Developmental Science, 11(2), 282-298. doi:10.1111/j.1467-7687.2008.00675.x**

Paap, K. R., Johnson, H. A., & Sawi, O. (2015). Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances. Cortex, 69, 265-278. doi:10.1016/j.cortex.2015.04.014

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Macoir, J., Fossard, M., Merette, C., Langlois, M., Chantal, S., & Auclair-Ouellet, N. (2013). The Role of Basal Ganglia in Language Production: Evidence from Parkinson's Disease. *Journal of Parkinsons Disease, 3*(3), 393-397. doi: 10.3233/jpd-130182

Schweizer, T. A., Ware, J., Fischer, C. E., Craik, F. I. M., & Bialystok, E. (2012). Bilingualism as a contributor to cognitive reserve: Evidence from brain atrophy in Alzheimer’s disease. *Cortex, 48*(8), 991-996. doi: http://dx.doi.org/10.1016/j.cortex.2011.04.009

Craik, F. I. M. P., Bialystok, E. P., & Freedman, M. M. D. (2010). Delaying the onset of Alzheimer disease: Bilingualism as a form of cognitive reserve. *Neurology, 75*(19), 1726-1729.

Toppelberg, C. O., Medrano, L., Morgens, L. P., & Nieto-CastaÑOn, A. (2002). Bilingual Children Referred for Psychiatric Services: Associations of Language Disorders, Language Skills, and Psychopathology. *J Am Acad Child Adolesc Psychiatry, 41*(6), 712-722.

Nicolay, A. C., & Poncelet, M. (2013). Cognitive abilities underlying second-language vocabulary acquisition in an early second-language immersion education context: A longitudinal study. *Journal of Experimental Child Psychology, 115*(4), 655-671.

Morton, J. B., & Harper, S. N. (2007). What did Simon say? Revisiting the bilingual advantage. *Developmental Science, 10*(6), 719-726. doi: 10.1111/j.1467-7687.2007.00623.x

**Section 5: Reading**

**Lesaux, N. K. and L. S. Siegel (2003). "The Development of Reading in Children Who Speak English as a Second Language." Developmental Psychology 39(6): 1005-1019.**

**Deacon, H., & Cain, K. (2011). What we have learned from 'learning to read in more than one language'. *Journal of Research in Reading, 34*(1), 1-5. doi: 10.1111/j.1467-9817.2010.01487.x**

**Miller, J. F., et al. (2006). "Oral Language and Reading in Bilingual Children." Learning Disabilities Research & Practice 21(1): 30-43.**

**Das, T., Padakannaya, P., Pugh, K. R., & Singh, N. C. (2011). Neuroimaging reveals dual routes to reading in simultaneous proficient readers of two orthographies. *Neuroimage, 54*(2), 1476-1487. doi:** [**http://dx.doi.org/10.1016/j.neuroimage.2010.09.022**](http://dx.doi.org/10.1016/j.neuroimage.2010.09.022)

Jobard, G., Crivello, F., & Tzourio-Mazoyer, N. (2003). Evaluation of the dual route theory of reading: a metanalysis of 35 neuroimaging studies. *Neuroimage, 20*(2), 693-712. doi: http://dx.doi.org/10.1016/S1053-8119(03)00343-4

Meschyan, G., & Hernandez, A. E. (2006). Impact of language proficiency and orthographic transparency on bilingual word reading: An fMRI investigation. *Neuroimage, 29*(4), 1135-1140. doi: <http://dx.doi.org/10.1016/j.neuroimage.2005.08.055>

Kumar, U., Das, T., Bapi, R., Padakannaya, P., Joshi, R. M., & Singh, N. (2010). Reading different orthographies: an fMRI study of phrase reading in Hindi–English bilinguals. *Reading and Writing, 23*(2), 239-255. doi: 10.1007/s11145-009-9176-8

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Paulesu, E., Démonet, J.-F., Fazio, F., McCrory, E., Chanoine, V., Brunswick, N., . . . Frith, U. (2001). Dyslexia: Cultural Diversity and Biological Unity. *Science, 291*(5511), 2165-2167. doi: 10.1126/science.1057179

**Other aspect in bilingualism:**

Derwing, Tracy, and Murray Munro. 2015. “Key concepts”, in Tracy Derwing and Murray Munro, Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research.

Guion, S. G., Harada, T., & Clark, J. J. (2004). Early and late Spanish–English bilinguals' acquisition of English word stress patterns. Bilingualism: Language and Cognition, 7(03), 207-226.

Moyer (2013), Chapter 1, “the scope and relevance of accent”. Foreign Accent: The phenomenon of non-native speech. Cambridge University Press.

Moyer (2014). The nature of accent. John Levis and Alene Moyer (eds.), Social dynamics in second language accent. De Gruyter Mouton.

Piske, T., MacKay, I. R., & Flege, J. E. (2001). Factors affecting degree of foreign accent in an L2: A review. Journal of phonetics, 29(2), 191-215.

http://liceu.uab.es/~joaquim/applied\_linguistics/L2\_phonetics/Fonetica\_L2\_Bib.html#Acquisition\_of\_the\_phonetic\_system\_of\_a\_second\_language

**2018-248 POLS 5620 Add Course (guest: Jennifer Sterling-Folker)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8979 |
| **Request Proposer** | Sterling-Folker |
| **Course Title** | Master's Project |
| **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** | Master's Project |
| **Course Number** | 5620 |
| **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?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | Yes |
| **Multi-Semester Credits Term 1** | 3 |
| **Multi-Semester Credits Term 2** | 3 |
| **Instructional Pattern** | Seminar 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?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | POLS 5620. Master's Project Three credits. All master's students in Political Science must take this course in each of their last two semesters. Course may be repeated once for credit. |
| **Reason for the course action** | This course has been designed to allow students to successfully complete their Master’s project during their final academic year in our Master's programs. The department does not currently have a course which would teach the techniques and support the development of Master's projects. This course has been designed to fill that lacuna. |
| **Specify effect on other departments and overlap with existing courses** | This course has no effect on other departments or overlap with existing courses |
| **Please provide a brief description of course goals and learning objectives** | Students are expected to produce an intellectually-informed and academically rigorous Master's project. Students will learn advanced research techniques for both peer-reviewed and primary data materials, how to develop an intellectually rigorous and socially-meaningful research question or creative project/topic, techniques for utilizing academic and other literature to support a research or creative project, how to design a project in light of alternative ideas about what constitutes knowledge and appropriate evidence (ie: epistemological & methodological choices) as well as considerations of the audience to which the project is directed, and how to develop a prospectus which describes, outlines and justifies the project’s parameters, scope, and methods as well as its final implementation. |
| **Describe course assessments** | Course assignments, deadlines & expectations are designed to accommodate a variety of project types while providing the necessary instructional support and incentive for students to stay on track throughout this process. Fall semester class readings and activities are designed to acquaint students with the expectations of advanced social scientific and scholarly research, analysis, writing, publication and communication. Class time is devoted to learning about and practicing the research, writing, and analytical skills necessary to produce a good Master’s project of any type. Students write portions of their prospectus draft (annotated bibliographies, literature review, research design) and receive grades and feedback on their work (percentages are specified in the attached syllabus). Students revise these elements and produce a full project prospectus by the end of the fall semester which is graded in consultation with the MA adviser. During the spring semester the student completes the project itself and is required to publicaly present their project at a POLS Master’s Research Symposium held at the end of the semester. This presentation will constitute their Master’s Project defense. The final grade for their completed project is determined jointly with their MA committee. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Masters Project Course Syllabus Draft 3.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137905&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6b21f1be027b481db91608d63949527f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636759384413966202&sdata=3KXJM6p7cnNO5LT4YX5kuiFZ%2FzxYvU4Vallk9enIJJQ%3D&reserved=0) | Masters Project Course Syllabus Draft 3.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jennifer A Sterling-Folker | 10/23/2018 - 12:11 | Submit |  | I am submitting this proposal and hope it meets with your approval | | Political Science | Stephen B Dyson | 10/23/2018 - 14:21 | Approve | 10/23/2018 | Signing off | |

**Master's Project I and II**

**POLS 5620, Fall 2019 & Spring 2020**

Syllabus is available on HuskyCT (1 link for both courses)

Professor Jennifer Sterling-Folker Office Hours: ***T&Th 9:30-11:00***

[Jennifer.sterling-folker@uconn.edu](mailto:Jennifer.sterling-folker@uconn.edu) & by apt

Appt sign up: [http://advapp.uconn.edu](http://advapp.uconn.edu/) Oak 415

**Course Descriptions, Goals & Parameters**: These courses have been designed in combination to assist you in successfully completing your Master’s project during this academic year. The type of Master’s project you undertake varies depending on your particular MA program’s requirements, your specific interests, and the advice of your major adviser in consultation with your MA committee. It can take the form of a traditional academic research paper, a writing or teaching portfolio to showcase your creative and communicative skills relative to your research, a collection of archival summaries and analysis, a portfolio of newpaper or blog op-eds, or some other kind of advanced scholarly project deemed appropriate by your major adviser. Course assignments, deadlines & expectations are designed to accommodate a variety of project types while providing the necessary instructional support and incentive for you to stay on track throughout this process.

Because your goal in these courses is to produce an intellectually-informed and academically rigorous project, the fall semester’s class readings and activities are designed to acquaint you with the expectations of advanced social scientific and scholarly research, analysis, writing, publication and communication. Class time is devoted to learning about and practicing the research, writing, and analytical skills necessary to produce a good Master’s project of any type. Thus you will learn:

* advanced research techniques for both peer-reviewed and primary data materials.
* how to develop an intellectually rigorous and socially-meaningful research question or creative project/topic.
* techniques for utilizing academic and other literatures to support a research or creative project
* how to design your project in light of alternative ideas about what constitutes knowledge and appropriate evidence (ie: epistemological & methodological choices) as well as considerations of the audience to which the project is directed.
* how to develop a prospectus which describes, outlines and justifies your project’s parameters, scope, and methods as well as its final implementation

In the fall we meet every week and assignments are due throughout the semester as indicated by the course schedule below. By the end of the fall semester you will have produced a project prospectus (ie: a detailed implementation plan) which may constitute or include a rough first draft of your project (whether as a single research paper, a collection of writings, or some other creative project). During the spring semester the course is run more like an independent study. We will meet every other week to ensure you stay on track and implement/complete your project by the end of the spring semester. You will also be required to publically present your project at the Master’s Research Symposium held at the end of the semester. This presentation will constitute your Master’s Project defence.

While I serve as the instructor of record for your Master’s Project courses throughout the year and, in that capacity, also serve as the third member of your MA committee, it is your major advisor who will guide the scope and substance of your MA project. You will work closely with your major advisor to develop your project’s prospectus. I am in regular contact with your major advisor throughout the year to ensure your final MA project is appropriately tailored and evaluated. The form of your final project presentation should also be determined in consultation with your advisor and committee and could be a professional academic poster, a talk, a performance or some other exposition shaped by your larger research and career aims.

If you are not sure how your preferred project type would meet course expectations, or what project types would be appropriate to your career goals, please discuss it with your major adviser and me ASAP so that we can determine how it can be accommodated within assignment parameters and deadlines.

**Master’s Project I (fall semester) Course Requirements:**

* *Annotated Biblio & Initial Project Statement*, 15+ peer-reviewed sources (10% of final grade)
* *Peer-Review Literature Assignment* (2000-2500 words, 8-10 double spaced pages) (10%)
* *Project Design Assignment* (2000-2500 words, 8-10 double spaced pages) (10%)
* *Project Prospectus* (4000-5000; 16-20+ double spaced pages; this portion of the grade is determined jointly by myself and your major advisor) (50%)
* *First Research Presentation* (5% of final grade) – You will talk for 5 minutes about your project and then have 5 minutes to take questions from the class. For this first presentation, you can NOT use powerpoint, prezi or any other visual aid. We will go in alphabetical order.
* *Second Research Presentation* (10%) – You will talk for 10 minutes about your project and then have 5 minutes to take questions from the class. For this presentation you must consult with your major adviser on what form your spring presentation should take (and why). You may use visual aids if your major adviser deems them appropriate to your desired presentation form. We will go in reverse alphabetical order.
* *Class Preparation and Participation* (5%) – This is a seminar so do the readings and be prepared to talk, share, challenge, question, and think.

You will upload all fall assignments to HuskyCT which I use to send you comments and grades on assignments (though I do not use it for final grading). Remember to consult with your major advisor on these assignments and share all completed work with them for comments and feedback. For assignment deadlines, you must get permission from your thesis adviser to pass in a late assignment; I cannot give you permission. The project prospectus grade for this semester (worth 50% of your final grade) is determined jointly between myself and your major advisor. By the end of the fall semester you will have a solid plan for how to implement and complete your MA project in the spring semester. Your major adviser and MA committee will make clear our expectations for completion of your project during the spring semester.

**Master’s Project II (spring semester) Course Requirements:**

* *Review all prior comments* on your project prospectus with your major adviser & other committee members; establish a draft writing/production schedule with your major advisor at the beginning of the semester
* *Attend Class, prepare and participate*
* *Preliminary Draft* -- Submit a preliminary draft of your project to your MA Committee by March 1, 2020.
* *Completed Project* -- Submit your completed project to your MA Committee by April 1, 2020.
* *Public Presentation/Defense* -- Publically present your project at the Master’s Project Symposium, April 15, 2020
* *Final Draft with Revisions* -- Complete any final revisions and submit the final version to your MA Committee and Digital Commons, along with Degree Audit paperwork, by April 26, 2020 – final grade determined jointly with your MA committee.

As with the fall semester, you must get permission from your thesis adviser to pass in late assignments; I cannot give you permission unilaterally. Your final grade for the spring semester is determined jointly by your major advisor and other MA committee members.

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 94-96, A+ 97-100.

**Other Issues**: Students needing 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 about this or other issues, please go to <http://www.csd.uconn.edu/> and <http://provost.uconn.edu/syllabi-references/>

Do not attempt to pass in plagiarized written work. Plagiarism is always a serious matter, but it’s particularly egregious in a Master’s Project class. Please don’t do it! Plagiarism will be confronted and 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>

**Course Readings, Expectations, & Resources**: Our readings consist of book chapters, articles and webposts, all of which will be available on HuskyCT. The readings are meant to assist you in developing your critical analytical, research and writing skills. What we read and when may change or is yet to be determined as we work around faculty schedules, class exercises, and other opportunities. Due dates and presentation dates do not change unless under extraordinary circumstances. Instructions for assignments and presentations are posted to HuskyCT at least a week in advance. Along with reading materials posted on HuskyCT, there is a folder of “Course Materials” which has useful links to citation guides and the UConn Library Subject Guides.

You are responsible for checking HuskyCT and your UConn emails for my announcements on newly posted readings, class announcements, and activities each week (make sure your spam blocker is turned off). You are expected to do the readings, which typically consist of short pieces that inform class discussions and activities or faculty visits. You are also expected to attend class and come with questions and comments.

**Master’s Project I Course Schedule (Fall):**

**Aug 29** -- Introduction to the Course and Critical Analysis & Argument

**Sept. 5** – Critical Analysis, Argument & Library Research

Classroom visit with the Librarian Liaison to the History and Political Science Departments. If you encounter problems, they can provide research assistance.

Earl Babbie (2007) *The Practice of Social Research*, 11th edition. Thomson Wadworth (Belmont CA), Ch. 1 and pp. 44-59.

Scott Minkoff, pp. 3-6, 19-20 & the four short pieces in the “Critical Analysis & Thesis Statement” Folder, all in the HuskyCT Readings Folder.

Carolyn Forestier, *Beginning Research in Political Science*

T Gschwend and F. Schimmelfennig, eds, *Research Design in Political Science: How to Practice what They Preach*

**Sept. 12** – Critical Analysis, Argument & Research

**ASSIGNMENT DUE**: Annotated Bibliography of 15+ peer-reviewed sources with Initial Project statement; Review First Presentation Instructions

Gregory M. Scott and Stephen M. Garrison, *The Political Science Student Writer's Manual and Reader's Guide.*

Steve Van Evera, *Guide to Methods for Students of Political Science*, ch 4 (“Helpful Hints on Writing a Political Science Dissertation.”)

**Sept. 19** – **First Research Presentations**

**Sept. 26** – Using the Peer-Reviewed Literature

W. Lawrence Neuman (2011) *Social Research Methods: Qualitative and Quantitative Approaches*. 7th ed. Boston, MA: Pearson Education Inc. Ch. 4 & pp. 123-143 in Ch. 5.

Iain McMenamin. (2006) “Process and Text: Teaching Students to Review the Literature” *PS: Political Science & Politics*, 39(1): 133-135.

Read Scott Minkoff p. 6-8 & the four pieces in “Literature Review Material” Folder, all in the HuskyCT Readings Folder.

**Oct 3** – Using the Peer-Reviewed Literature

In-Class Literature Review Exercise

Knopf, Jeffrey W. (2006) “Doing a Literature Review” *PS: Political Science & Politics*, 39(1): 127-132.

Eileen Honan, and David Bright. "Writing a thesis differently." *International Journal of Qualitative Studies in Education* 29.5 (2016): 731-743.

**Oct. 10** -- Project Design Including Epistemology & Methodology

**ASSIGNMENT DUE**: A draft of your Peer-Review Literature Assignment (2000-2500 words) with a draft title page and abstract; Review Project Design Assignment Instructions.

Read Scott Minkoff, pp. 8-16 & Anol Bhattacherjee, p. 3-4, 10-13, 20-23, 26-27, and 38-40, both in the HuskyCT Readings Folder.

David E. McNabb (2010) *Research Methods for Political Science: Quantitative and Qualitative Approaches*. 2nd edition. M.E. Sharpe. Ch. 2 & 4

**Oct. 17*–*** Project Design Including Epistemology & Methodology

David E. McNabb (2010) *Research Methods for Political Science: Quantitative and Qualitative Approaches*. 2nd edition. M.E. Sharpe. Ch. 7 (Quantitative Methods) & Ch. 16 (Qualitative Methods)

Peter John (2018) “Quantitative Methods.” In *Theory and Methods in Political Science*, Vivien Lowndes, David Marsh, and Gerry Stoker, eds. 4th edition. Palgrave.

Ariadne Vromen. (2018) “Qualitative Methods.” In *Theory and Methods in Political Science*, Vivien Lowndes, David Marsh, and Gerry Stoker, eds. 4th edition. Palgrave.

Gary King, Robert O. Keohane, & Sidney Verba (1994) *Designing Social Inquiry Scientific Inference in Qualitative Research*

**Oct. 24** – Project Design Including Epistemology & Methodology Continued

In-Class Project Design Peer Review Session

Patti Lather (2013) "Methodology-21: What do we do in the afterward?." *International Journal of Qualitative Studies in Education* 26.6: 634-645.

Karen M. Staller (2013) "Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy." *Qualitative Social Work* 12.4: 395-413.

John Gerring (2011) *Social Science Methodology: A Unified Framework*, 2nd ed.

**Oct. 31** -- Project Design Including Epistemology & Methodology Continued

**ASSIGNMENT DUE**: A draft of your Project Design (2000-2500 words) with revised title page and abstract; Review Prospectus Draft Assignment Instructions

David E. McNabb (2010) Research Methods for Political Science: Quantitative and Qualitative Approaches. 2nd edition. M.E. Sharpe. Ch. 6 (Legal & Ethical Environment of Research)

W. Lawrence Neuman (2011) *Social Research Methods: Qualitative and Quantitative Approaches*. 7th ed. Boston, MA: Pearson Education Inc. pp. 143-160 (Ethics in Social Research).

Lincoln, Yvonna S., and William G. Tierney. 2004. “Qualitative Research and Institutional Review Boards.” *Qualitative Inquiry* 10 (2): 219-234.

Dvora Yanow and Peregrine Schwartz-Shea (2016) “Encountering Your IRB 2.0: What Political Scientists Need to Know” *PS: Political Science and Politics* Volume 49, Issue 2, April: 277-286

**Nov. 7** – Project Presentations, Poster Templates and Other Formats

Read Scott Minkoff pp. 17-19 & the Material in the “Table, Figure & Chart” Folder, all in the HuskyCT Readings Folder; Review Second Presentation Instructions

David E. McNabb (2010) Research Methods for Political Science: Quantitative and Qualitative Approaches. 2nd edition. M.E. Sharpe. Ch. 23 (Organizing Information in Tables, Charts and Graphs)

Material in the Folder “Orally Presenting Your Research” and in the Folder “Formatting Charts, Tables, Graphs”

**Nov. 14** – **Second Research Presentations**

**Nov. 21** –NO CLASS (Thanksgiving Break)

**Nov 28** – **Second Research Presentations**

**Dec. 5** – Final Questions & Draft Wrap Up

Final Wrap Up, Writing Session

**Dec. 8 – Final prospectus draft with revised title and abstract (and any additional major advisor requirements) (4000-5000; words) due to your major advisor & Prof. St-F by the last day of classes**

**Master’s Project II Course Schedule (Spring):**

**Jan 23 (Wednesday)** -- Welcome Back; Semester Review

Meet with your major adviser during the first week to review feedback on your project prospectus and your implementation plan for the semester; arrange a meeting and draft deadline schedule with them.

**Feb 6 (Wednesday)** – Prospectus Feedback Review

Come to class prepared to share and discuss feedback you received on your project prospectus, your draft deadline schedule and your progress to date on completing your project

**Feb 20 (Wednesday)** – Progress Report

Come to class prepared to share and discuss your progress to date on completing your project, as well as any unforeseen issues or concerns related to your research and writing.

**March 1 (Friday)** – **Submit a Preliminary Draft of Your Project to Your MA Committee**

**March 6 (Wednesday)** – Rough Drafts Discussed; Group Feedback

Come to class prepared to discuss the status of your preliminary draft and any feedback you have received on it to date.

**March 27 (Wednesday)** – Your Project Presentation

Come to class with some preliminary ideas on your project presentation. We will discuss the parameters and details of the Master’s Project Symposium, different ways in which you can present your project and the elements of a successful professional presentation

**April 1 (Monday)** – **Submit a Completed Draft of your Project to Your Entire MA Committee**

**April 10 (Wednesday)** – Addressing Revisions before the 26th

We will discuss what revisions must be undertaken before you submit your final project to your committee and the graduate school, along with any last minute issues related to presentations.

**April 15 (Monday)** -- **Present Your Project at the Master’s Project Symposium, times TBA**

Between now and the 26th, you must complete any final revisions to your project and submit the final version to your committee and to Digital Commons, along with related paperwork to Degree Audit in the Office of the Registrar for conferral of a Spring 2019 degree.

**April 26 (Friday)** -- **Last day to defend a master’s thesis, submit thesis final copies to Digital Commons and submit related paperwork to Degree Audit in the Office of the Registrar for conferral of a Spring 2019 degree.** Final grade determined jointly by your MA committee.

**2018-249 SOCI/WGSS 5614 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8983 |
| **Request Proposer** | Naples |
| **Course Title** | Sexual Citizenship |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Sociology > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | SOCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Sociology |
| **Course Subject Area #2** | WGSS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Women's Gender and Sexuality Studies |
| **Reason for Cross Listing** | This course has been taught as a Special Topics course in Sociology. However, it is also a very important topic in WGSS. In fact, WGSS already has an course by the same title. Both courses have been taught and proposed by a joint appointed faculty in sociolgy and WGSS [Nancy Naples] |
| **Course Title** | Sexual Citizenship |
| **Course Number** | 5614 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **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** | SOCI/WGSS 5614. Sexual Citizenship. Three credits. Instructor consent required. Sexuality as an axis of citizenship in diverse national and international contexts. Analysis of access to citizenship, relationship recognition, marriage rights, heteronormativity and compulsory heterosexuality, trans citizenship claims, immigration, asylum, sex work, reproductive rights, sex education, racism and racialization, colonialism and social justice. |
| **Reason for the course action** | The course has been taught as a special topics course by joint appointed faculty in WGSS. It relates to a topic that is key to both fields. |
| **Specify effect on other departments and overlap with existing courses** | none anticipated since topic is not covered in other departments. |
| **Please provide a brief description of course goals and learning objectives** | Knowledge of diverse conceptualizations and policies related to sexual citizenship, political and social history of the adoption of the term, and cross-national diversity of policies and activism related to sexual citizenship. |
| **Describe course assessments** | Course Requirements Class participation: The success of the course depends on your preparation for and participation in class discussion and activities. To be prepared for the class involves completing the assigned reading prior to the class, understanding the major themes in the reading and contributing questions and issues for discussion. It also includes at least one formal presentation related to assigned readings. Each student will be expected to choose at least one week=s readings and prepare an introduction to the readings for the class. Due to the size of the class, teams of two or three will be organized to “co-present.” (20% of grade) Memos: Students will be asked to generate questions to help guide discussion for at least four classes over the course of the semester. (20 % of grade). Course Project: You may choose one of the following four options (60% of grade). Proposals for your course project are subject to approval and are due on February 12th. Final project papers are due the last class session. I. Paper: You will may choose a topic on sexual citizenship and write a paper of at least 20 pages (including references). II. Research Proposal: If you are working on a MA or PhD that has a relationship to the topic of sexual citizenship, you are welcome to use the course as an opportunity to develop your proposal with the goal of producing a draft of your proposal and to submit a chapter of your thesis or dissertation. III. Revision of previous paper. If you choose this option, you must submit a copy of the original paper along with your paper proposal. IV.Annotated Bibliography: The purpose of this assignment is to acquaint you with current research in a specific area of interest related to sexual citizenship. For each item on your bibliography, you are expected to write a memo summarizing the main themes and linking to course content. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [sexual citizenship course outline july 2016 revised.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137933&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C45184c392e0f4fc057b608d63b42df4d%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636761555733852001&sdata=OwzxjEqCoiB2LJbUCG%2BiaZaQpeJBKS%2FFtxk3ysjVOxk%3D&reserved=0) | sexual citizenship course outline july 2016 revised.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Nancy A Naples | 10/23/2018 - 15:08 | Submit |  | Passed in faculty in sociology [Oct. 3] and WGSS [Oct. 10/18/18] | | Sociology | Ralph B McNeal | 10/25/2018 - 10:23 | Approve | 10/3/2018 | Good to go | | Women's Gender and Sexuality Studies | Sherry L Zane | 10/25/2018 - 16:36 | Approve | 10/17/2018 | approved by WGSS faculty | |

**Professor Nancy A. Naples University of Connecticut**

**SOCI 5895-001 Sexual Citizenship**

**Course Description:** This course will explore the diversity of ways sexuality serves as an axis of citizenship. It will place this discussion in the context of broader discussions of citizenship including analysis of relationship recognition and marriage rights, heteronormativity and compulsory heterosexuality, the sexual contract, immigration, asylum, sex work, and reproductive rights. Among the questions to be addressed are: How is sexual citizenship “gendered”? How is sexual citizenship “racialized” and, as a consequence, how do the lives of people of different racial backgrounds differ in relationship to the state and citizenship rights? How does sexual citizenship differ in different national contexts and change over time? What international policies are relevant for sexual citizenship? What is the role of social movements for expanding sexual citizenship rights? And what are the limits of constructions of sexual citizenship within contemporary processes of globalization and international migration?

**Required Texts:**

**[NOTE: In most cases we will be reading only a portion of each book but page numbers exceeds copyright rules.]**

Bell, David, and Jon Binnie. 2000. *The Sexual Citizen: Queer Politics and Beyond*. Polity.

Canaday, Margot. 2011. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton.

Cossman, Brenda. 2007. *Sexual Citizens: The Legal and Cultural regulation of Sex and Belonging*. Stanford: Stanford University Press.

Dewey, Susan, and Patty Kelly. 2011. *Policing Pleasure: Sex Work, Policy, and the State in Global Perspective*. NYU Press.

Evans, David T. 1993. *Sexual Citizenship: The Material Construction of Sexualities*. London and New York: Routledge. [Kindle only $12.77]

Foucault, Michel. 1990. *The History of Sexuality*. New York: Random House.

Kendall, Nancy. 2012. *The Sex Education Debates*. Chicago.

Luibheid, Eithne. 2002. *Entry Denied: Controlling Sexuality At The Border*. University of Minnesota Press.

# **Odem, Mary E. 1996. *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press.**

Pateman, Carol. 1988. *The Sexual Contract*. Stanford, CA: Stanford University Press.

Reddy, Chandan. 2011. *Freedom with Violence: Race, Sexuality, and the US State*. Duke.

Shildrick, Margrit. 2012. *Dangerous Discourses of Disability, Subjectivity and Sexuality*. New

York: Palgrave Macmillan.

**Course Requirements**

Class participation: The success of the course depends on your preparation for and participation in class discussion and activities. To be prepared for the class involves completing the assigned reading prior to the class, understanding the major themes in the reading and contributing questions and issues for discussion. (10% of grade)

Group presentation: Students will form small groups of no more than 5 students to identify a topic related to sexual citizenship not covered in class and prepare a 15 minute presentation. This can include a variety of media. Group proposals will be due week 3 of class. (25% of grade)

Questions for class: Students will be asked to generate questions to help guide discussion for at least three classes over the course of the semester. You questions should be submitted by 4pm of the day before the relevant class. (15 % of grade).

Course Project: Proposals for your course project are subject to approval and are due on February 12th. Final project papers are due the last class session when you will present a brief overview of your main contributions or interesting findings. You may choose one of the following four options (50% of grade).

I. Paper: You will may choose a topic on sexual citizenship and write a paper of at least 15 pages (including references).

II. Project: You can produce a visual project of some sort that addresses a theme or an important topic on sexual citizenship.

III.Annotated Bibliography: The purpose of this assignment is to acquaint you with current research in a specific area of interest related to sexual citizenship that was no assigned in class. This can include expanding on a topic already discussed in class or exploring a new theme or topic. For each item on your bibliography, you are expected to write a memo summarizing the main themes and linking to course content.

IV. Transgender Citizenship and Sexuality in International Perspective:

Read the following 2 books and identify a 3rd relevant book in the field of transgender studies and write a review essay on the topic of transgender citizenship and sexuality in international perspective. The 2 books are:

Swarr, Amanda Locks. 2012. *Sex in Transition: Race and Gender in South Africa*. Albany, NY: SUNY Press.

Najmabadi, Afsaneh. 2013. *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran.* Durham, NC: Duke University Press.

**Course Outline**

1. Introduction to the Course [January 22]

2. Material and Discursive Construction of Sexualities [January 29]

Foucault, Michel. 1990. Pp. 3-49, & 103-159 [Part One, Part Two, Part Four: Chapters 3 & 4,

and Part Five] in *The History of Sexuality*. New York: Random House.

3. The Sexual Contract [February 5] *180 pages*

Pateman, Carol. 1988. PP. 1-76, 116-188 in *The Sexual Contract*. Stanford, CA: Stanford

University Press.

4. Defining the Field I [February 12]

Evans, David T. 1993. Pp. 10-64 & 209-239 in *Sexual Citizenship: The Material Construction of Sexualities*. London and New York: Routledge.

Weeks, Jeffrey. 1998. “The Sexual Citizen.” *Theory, Culture and Society* 15(3/4):35-52.

5. Defining the Field II [February 19]

Bell, David, and Jon Binnie. 2000. *The Sexual Citizen: Queer Politics and Beyond*. Polity.

# **5.** **Historical Perspectives on Regulating Sexuality [February 26]**

# **Odem, Mary E. 1996*. Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920*. University of North Carolina Press.**

6. Sexuality, Race, and the State [March 5]

Nagel, Joane. 2003. Pp. 14-36, 63-139 in *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York, NY: Oxford University Press.

Reddy, Chandan. 2011. Pp. 143-246 in *Freedom with Violence: Race, Sexuality, and the US*

*State*. Duke.

7. Sexuality, Nation, and Colonialism [March 12]

Nagel, Joane. 2003. Pp. 140-199 in *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York, NY: Oxford University Press.

Alexander, M. Jacqui. 1994. “Not Just (Any) *Body* Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas.” *Feminist Review* 48:5-23.

Alexander, M. Jacqui. 1997. “Erotic Autonomy as a Politics of Decolonization: An Anatomy of Feminist and State Practice in the Bahamas Tourist Economy.” Pp. 63-100 in *Feminist Genealogies, Colonial Legacies, Democratic Futures,* eds. M. Jacqui Alexander and Chandra Talpade Mohanty. NY: Routledge.

Boellstorff, Tom. 2005. Pp. 187-214 in *The Gay Archipelago: Sexuality and Nation in Indonesia.* Princeton University Press.

SPRING BREAK [March 16-22]

8. The Straight State [March 26]

Canaday, Margot. 2011. Pp. 1-54, 137-173, & 214-264 in *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton.

9. Regulating Sexuality at the Border [April 2]

Luibheid, Eithne. 2002. Pp. 1-103 in *Entry Denied: Controlling Sexuality at the Border*. Minneapolis, MN: University of Minnesota Press.

Somerville, Siobhan B. 2005. “Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act.” Pp. 75-91 in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis, MN: University of Minnesota Press.

Stychin, Carl F. 2003. Pp. 7-24, 93-113 in *Governing Sexuality: The Changing Politics of Citizenship and Law Reform*. Oxford and Portland, Oregon: Hart Publishing.

10. Regulating Belonging [April 9]

Cossman, Brenda. 2007. Pp. 1-20, 69-114, 195-206 in *Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging*. Stanford: Stanford University Press.

11. Sex Education and the State [April 16]

Kendall, Nancy. 2012. *The Sex Education Debates*. Chicago, Il: University of Illinois Press.

12. Disability and Sexual Citizenship [April 23]

Shildrick, Margrit. 2012. *Dangerous Discourses of Disability, Subjectivity and Sexuality*. New

York: Palgrave Macmillan.

12. Sex Work and the State [April 30] *150 pages*

Dewey, Susan, and Patty Kelly. 2011. Introduction and Chapters 3, 5, 7, 8, and 14 (pp. 31-44, 59-72, 86-114, and 189-200) in *Policing Pleasure: Sex Work, Policy, and the State in Global Perspective*. NYU Press.

Cabezas, Amalia. 2002. “Globalization, Sex Tourism, and Women’s Rights in the Caribbean.” Pp. 44-59 in *Globalization and Human Rights: Transnational Problems, Transnational Solutions?*, edited by Alison Brysk. Berkeley: University of California Press.

Cabezas, Amalia. 2005. “Accidental Crossings: Tourism, Sex Work, and Women’s Rights in the Dominican Republic.” Pp. 201-230 in *Dialogue and Difference: Feminisms Challenge Globalization* edited by Marguerite R. Waller and Sylvia Marcos. New York: St. Martin’s/Palgrave.

Compres, Tiffany. 2009. “Labor of Love: Using International Labor Law to Achieve Human Rights for Women Sex Workers in the Dominican Republic.” *Georgetown Journal of International Law* 40(3):1027-1068.

**Recommended Texts:**

Altman, Dennis. 2001. Global Sex. Berkeley: University of California Press.

Bornstein, Kate. 1994. Gender Outlaw: On Men, Women and the Rest of Us. NY: Routledge.

Campbell, Nancy D. 2000. Using Women: Gender, Drug Policy, and Social Justice. NY: Routledge.

Carver, Terrell, and Veronique Mottier (eds.). 1999. Politics of Sexuality: Identity, Gender, Citizenship. NY: Routledge.

Cruz-Malave, Arnaldo, and Martin F. Manalanan IV, eds. 2002. Queer Globalizations: Citizenship and the After Life of Colonialism. NY: NYU Press.

Currah, Paisley, Richard M. Juang, and Shannon Price Minter, eds. 2006. *Transgender Rights*. Minneapolis,MN: University of Minnesota Press.

Delacoste, Frederique, and Priscilla Alexander, eds. 1998. Sex Work: Writings by Women in the Sex Industry. Cleis Press

Ehrenreich, Barbara, and Arlie Russell Hochschild, eds. 2002. Global Woman: Nannies, Maids, and Sex Workers in the New Economy. NY: OWL Books.

Eisenstein, Zillah. 2004. Against Empire : Feminisms, Racism and 'the' West. Zed Books.

Evans, David T. 1993. Sexual Citizenship: The Material Construction of Sexualities. London and New York: Routledge.

Ferguson, Ann. 1991. Sexual Democracy: Women, Oppression, and Revolution. Boulder: Westview Press.

Fineman, Martha Albertson. 1995. The Neutered Mother, the Sexual Family and Other Twentieth Century Tragedies. NY: Routledge.

Foucault, Michel. 1990. The History of Sexuality. New York: Random House.

Foucault, Michel. 1990. The History of Sexuality. New York: Random House.

Hennessy, Rosemary. 2000. Profit and Pleasure: Sexual Identities in Late Capitalism. NY: Routledge.

Kaplan, Morris B. 1997. Sexual Justice: Democratic Citizenship and the Politics of Desire. NY: Routledge.

Kempadoo, Kamala, and Jo Doezema, eds. 1998. Global Sex Workers: Rights, Resistance, and Redefinition. NY: Routledge.

Krouse, M., ed. 1995. The Invisible Ghetto: Lesbian and Gay Writing from South Africa edited by M. Krouse. London Gay Mens Press.

Luibheid, Eithne. 2002. Entry Denied: Controlling Sexuality at the Borders. Minneapolis: University of Minnesota Press.

Luibheid, Eithne, and Lionel Cantú, eds. 2005. Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossing. Minneapolis, MN: University of Minnesota Press.

Outshoorn, Joyce, ed. 2004. The Politics of Prostitution : Women's Movements, Democratic States and the Globalisation of Sex Commerce. Cambridge University Press.

Pateman, Carol. 1988. The Sexual Contract. Stanford, CA: Stanford University Press.

Paur, Jasbir K. 2007. “Intimate Control, Infinite Detention: Rereading the Lawrence Case.” Pp. 114-65 in *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press.

Phelan, Shane. 2001. Sexual Strangers: Gays, Lesbians, and Dilemmas of Citizenship. Philadelphia, PA: Temple University Press.

Roberts, Dorothy. 1997. Killing the Black Body: Race, Reproduction, and the Meaning of Liberty. NY: Vintage.

Rodriguez, Juana Maria. 2003. Queer *Latinidad*: Identity Practices, Discursive Spaces. NY: NYU Press.

Smart, Carole. 1995. Law, Crime and Sexuality. Thousand Oaks: Sage.

Silliman, Jael, Marlene Gerger Fried, Loretta Ross, and Elena R. Gutierrez.2004. Undivided Rights: Women of Color Organize for Reproductive Justice. Cambridge, MA: South End Press.

Smart, Carole. 1995. Law, Crime and Sexuality. Thousand Oaks: Sage.

Smith, Anna Marie. 1995. *New Right Discourse on Race and Sexuality: Britain, 1968-1990*. Cambridge.

Solinger, Rickie, 2005. Pregnancy and Power: A Short History of Reproductive Politics in America. New York, New York: New York University Press.

Stetson, Dorothy McBride, ed. 2001. Abortion Politics, Womens Movements, and the Democratic State: A Comparative Study of State Feminism. NY: Oxford University Press.

Stychin, Carl F. 2003. Governing Sexuality: The Changing Politics of Citizenship and Law Reform.Oxford and Portland, Oregon: Hart Publishing.

Stychin, Carl & Didi Herman, eds. 2000. Law and Sexuality in the Global Arena. Minnesota.

Stychin, Carl F. 2003. Governing Sexuality: The Changing Politics of Citizenship and Law Reform.Oxford and Portland, Oregon: Hart Publishing.

Wood, Sharon. 2005. The Freedom Of The Streets: Work, Citizenship, And Sexuality In A Gilded Age City . University of North Carolina Press.

Yuval-Davis, Nira, and Pnina Werbner, eds. 1999. Women, Citizenship and Difference. NY: Zed Books

Young, Iris Marion. 2005 On Female Body Experience: Throwing Like a Girl and Other Essays. Oxford University Press.

**2018-250 WGSS 5365 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8985 |
| **Request Proposer** | Naples |
| **Course Title** | Feminist Methodoloiges |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Feminist Methodoloiges |
| **Course Number** | 5365 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This request for the revision of title of an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Nancy A Naples |
| **Initiator Department** | Sociology |
| **Initiator NetId** | nan02005 |
| **Initiator Email** | [nancy.naples@uconn.edu](mailto:nancy.naples@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** | 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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Seminar |

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

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | It is a graduate course and the other campuses do not offer WGSS graduate coursse |
| **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** | Feminist Methodologies. Three credits. Theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship. |
| **Provide proposed title and complete course catalog copy** | Feminist Epistemologies and Methodologies. Three credits. Theoretical underpinnings of diverse feminist methodologies and interdisciplinary scholarship. Contemporary debates in the field and ethical dilemmas faced by researchers using feminist, interdisciplinary and intersectional epistemologies. Relationship to critical race, indigenous, and queer methodologies. Guided experience in designing and producing feminist scholarship. |
| **Reason for the course action** | The title better reflects the course description in the catalog and how the course is taught. |
| **Specify effect on other departments and overlap with existing courses** | no overlap with other departments given that if focuses primarily on feminist epistemologies and methodologies. |
| **Please provide a brief description of course goals and learning objectives** | This course has four primary goals: (1) to provide a broad introduction to feminist epistemologies and their relationship to the practice of feminist methodologies, (2) to improve your ability to identify the appropriate feminist methods for particular research questions; (3) to give you experience in the design and implementation of feminist research; and (4) to produce an original research paper informed by feminist epistemologies. |
| **Describe course assessments** | COURSE REQUIREMENTS Participation: You are expected to attend each class, present weekly progress reports on your research (once research has begun), and meet regularly with your research project team both inside and outside of class (as necessary). You are also expected to complete the assigned readings each week and be ready to discuss the main points raised by the authors. [15% of grade]. Research Articles: Each student is also expected to identify at least 3 articles from major feminist journals that are relevant to the research project and write a short annotation on each one. [15% of grade]. Research Notes: All students are expected to keep a research diary of your experiences in conducting the research and your reflections on the assigned readings. You are required to hand in a copy of your diary at two times over the course of the semester [10% of grade]. Class Project and Final Report: All students will be expected to participate in the design and implementation of a group research study. A major assignment of the course is the writing of a research report (approximately 15 pages) that describes and analyzes the research process and reports on the specific findings from the aspect of the study you conducted. This final report should also include a discussion of relevant literature selected from assigned reading and other articles identified during the course of the research. You will be working on this throughout the semester and your research diary will be used as a basis for the final research report. You are also expected to present regular oral reports on the progress that you make on your research throughout the semester. You will hand in and present a final report on their research during the last class session [60% of grade]. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Feminist Epistemologies and Methdologies Course CCC.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137966&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C077544e18b5f4c16a2f008d63a1405f2%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636760255007065343&sdata=t2dXxsAdBTeVqKTPjVUVIEXZbrXI%2FEfVWr%2FGd7S1ytQ%3D&reserved=0) | Feminist Epistemologies and Methdologies Course CCC.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Nancy A Naples | 10/23/2018 - 20:45 | Submit |  | This title change was approved by WGSS 10/18/18 | | Women's Gender and Sexuality Studies | Sherry L Zane | 10/23/2018 - 21:31 | Approve | 10/17/2018 | approve per WGSS faculty | |

**Professor Nancy A. Naples University of Connecticut**

## Feminist Epistemologies and Methodologies

**Overview of the Course:** This course is designed to explore the theoretical underpinnings of diverse feminist methodologies, contemporary debates in the field, and ethical dilemmas faced by researchers using feminist research approaches as well as give you a guided experience in designing and conducting a feminist research project. This course has four primary goals: (1) to provide a broad introduction to theory and practice of feminist methodologies, (2) to improve your ability to identify the appropriate feminist methods for particular research questions; (3) to give you experience in the design and implementation of feminist research; and (4) to produce an original research paper.

**Structure of the Course:** The course will meet once weekly and will be composed of lecture, class discussion, and small group working sessions in which you will develop and discuss your research with other members of the class.

**Required Texts:**

Campbell, Marie, and Frances Gregor. 2004. *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. AltaMira Press.

Hesse-Biber, Sharlene Nagy, and Patricia Lina Leavy. 2007. *Feminist Research Practice: A Primer*. Sage Pubications.

Jaggar, Alison M., 2008. *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.

Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Cornell University Press.

## 

#### COURSE REQUIREMENTS

**Participation:** You are expected to attend each class, present weekly progress reports on your research (once research has begun), and meet regularly with your research project team both inside and outside of class (as necessary). You are also expected to complete the assigned readings each week and be ready to discuss the main points raised by the authors**. [15% of grade].**

**Research Articles:** Each student is also expected toidentify at least 3 articles from major feminist journals that are relevant to the research project. WS librarian Kathy Labadorf will meet with us to discuss how to locate and review academic journals in the area we have chosen for the group research project. You are expected to read and write short written summaries and assessments of these articles and hand them in for a mid-term grade. (*Due: October 6*). **[15% of grade].**

**Research Notes:** All students are expected to keep a research diary of your experiences in conducting the research ***and*** your reflections on the assigned readings. You are required to hand in a copy of your diary at two times over the course of the semester (*Dates due*: *Oct. 13, Nov. 3*). **[10% of grade].**

**Class Project and Final Report:** All students will be expected to participate in the design and implementation of a group research study. A major assignment of the course is the writing of a research report (approximately 15 pages) that describes and analyzes the research process and reports on the specific findings from the aspect of the study you conducted. This final report should also include a discussion of relevant literature selected from assigned reading and other articles identified during the course of the research. You will be working on this throughout the semester and your research diary will be used as a basis for the final research report. *An outline of the report is due on Oct. 20. A draft of the report is due on November 10.*

You are also expected to present regular oral reports on the progress that you make on your research throughout the semester. You will hand in and present a final report on their research during the last class session (*December 1*). This is a GEOC W course and therefore you cannot pass this course without receiving a passing grade on the final paper. For assistance with your written assignments, please contact the Writing Center: www.writingcenter.uconn.edu **[60% of grade].**

**Outline for the Research Report:** Ideally your rough draft should be a complete version

# Course Outline:

Class 1. Introduction to the Course & Epistemologies of Feminist Methodologies (Sept. 1)

**Class 2. Feminism & Science: Designing a Feminist Research Study (Sept. 8)**

Houvouras, Shannon, and J. Scott Carter. 2008. “The F Word: College Students’ Definitions of a Feminist.” *Sociological Forum* 23(2):234-256.

Brooks, and Sharlene Nagy Hesse-Biber. 2007. Pp. 1-24 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage.

Harding, Sandra. 1989. “Is There a Feminist Method?” Pp. 17-32 in *Feminism and Science* ed. Nancy Tuana. Bloomington, IN: Indiana University Press.

**Class 3. Standpoint Epistemology & Feminist Discourse (Sept. 15)**

Naples, Nancy A. 2007. “Feminist Methodology and Its Discontents.” Pp. 547-565 in SAGE *Handbook of Social Science Methodology*, eds. William Outhwaite and Stephen Turner. UK: Sage.

Brooks, Abigail. 2007. Pp. 53-82 in *Feminist Research Practice: A Primer*. Sage Pubications.

Campbell, Marie, and Frances Gregor. 2004. Pp. 11-44 in *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. AltaMira Press.

Haraway, Donna. 1988. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” *Feminist Studies* 14(3):575-599.

Collins, Patricia Hill, Maria Mies and Sandra Harding. Pp. 303-341 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.

**Class 4.Ethical Issues & Entering the Field (Sept. 22)**

Human Subjects in Research. UConn Human Subject Guidelines.

Oral History Association. Code of Ethics.

Naples, Nancy A. 2003. Chapter 4, “The Insider/Outsider Debate: A Feminist Revisiting.” Pp. 49-66 in *Feminism and Method*. NY: Routledge.

Stacey, Judith. 1991. ACan There Be a Feminist Ethnography?@ Pp. 111-119 in *Women's Words,* ed. Sherna Berger Gluck and Daphne. New York, NY: Routledge.

Terry, Jennifer, Stephen J. Gould, Elisabeth A. Lloyd, Barrie Throne, Naheed Islam and Linda Alcoff. 2008. Pp. 108-146 & 457-495 in *Just Methods: An Interdisciplinary Feminist Reader*. Paradigm Publishers.

**Class 5. Collecting Data: Techniques for Ethnography, Identifying Interviewees, & Conducting Interviews (Sept. 29)**

**Guest presenter: Kathleen Labadorf, Liaison Librarian, Women’s Studies**

Hesse-Biber, Sharlene Nagy, and Patricia Lina Leavy. 2007. Pp. 111-148 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage.

Devault, Marjorie, and Liza McCoy. 2001. AInstitutional Ethnography: Using Interviews to Investigate Ruling Relations.@ Pp. 751-776 in *Handbook of Interview Research*, eds. Jaber Gubrium and James Holstein. Thousand Oaks: Sage.

### Optional:

Bosian, Michale J. 2008. “’In Our Beds and Our Graves’: Revealing the Politics of Pleasure and Pain in the Time of AIDS.” Pp. 113-130 in *Engaged Observer*.

Devault, Marjorie L. 1990. ATalking and Listening from Women's Standpoint: Feminist Strategies for Interviewing and Analysis.@ *Social Problems,* 37(1):96-116.

Hale, Sondra. 1991. AFeminist Method, Process, and Self-criticism: Interviewing Sudanese Women.@ Pp. 121-136 in *Women's Words,* eds. Sherna Berger Gluck and Daphne Patai. New York: Routledge.

Bloom, Leslie. 1999. Chapters 1, 2 & 3 in *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*. Albany: SUNY Press.

**Class 6. Dilemmas of Fieldwork (Oct. 6) *Article Reviews Due***

Zavella, Patricia. 1996. AFeminist Insider Dilemmas: Constructing Ethnic Identity with Chicana Informants.@ Pp. 138-159 in *Feminist Dilemmas in Fieldwork*, ed. Diane L. Wolf. Boulder: Westview.

Ellis, Carolyn, Christine E. Kiesinger, and Lisa M. Tillmann-Healy. 1997. AInteractive Interviewing: Talking About Emotional Experience.@ Pp. 119-149 in *Reflexivity and Voice*, ed. Rosanna Hertz. Thousand Oaks: Sage**.**

**Class 7. Narrative & Cultural Analysis (Oct. 13)*Research Notes Due for Review***

Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History*. Cornell University Press.

Weis, Lois, and Michelle Fine. 2004. Pp. 27-51 in *Working Method: Research and Social Justice*. NY: Routledge.

**Optional:**

Bloom, Leslie. 1999. Chapter 4 in *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*. Albany: SUNY Press.

**Class 8. Content & Discourse Analysis (Oct. 20) *Outline of the final paper due***

DeVault, Marjorie. 1999. ANovel Readings: The Social Organization of Interpretation.” Pp.109-138 in *Liberating Method*. Philadelphia: Temple University Press.

Naples, Nancy A. 2003. ADeconstructing and Locating >Survivor Discourse=: Dynamics of Narrative, Empowerment and Resistance for Survivors of Childhood Sexual.” *Signs: Journal of Women in Culture and Society*. 28(4):1151-1185.

Smith, Barbara. 2000. AToward a Black Feminist Criticism,@ Pp. 1-92 in *The Truth that Never Hurts: Writings on Race, Gender, and Freedom*. NY:Routledge.

Smith, Dorothy. 1999. AThe Standard North American Family: SNAF as an Ideological Code,” and A>Politically Correct=: An Organizer of Public Discourse.” Chapters 8-9, pp. 157-194 in *Writing the Social: Critique, Theory and Investigations*. Toronto: University of Toronto Press.

**Optional:**

Bloom, Leslie. 1999. Chapter 5 in Under the Sign of Hope: Feminist Methodology and Narrative Interpretation. Albany: SUNY Press.

### Class 9. Feminism & Quantitative Methods (Oct. 27)

Hesse-Biber, Sharlene Nagy, and Patricia Lina Leavy. 2007. Pp. 249-328 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage.

Greenhalgh, Susan, and Jiali Li. 1995. AEngendering Reproductive Policy and Practice in Peasant China: For a Feminist Demography of Reproduction.” *Signs* 20(3):601-641.

##### Optional:

Auster, Carol J., and Susan C. Ohm. 2000. “Masculinity and Femininity in Contemporary American Society: A Reevaluation Using the Bem Sex-Role Inventory.” *Sex Roles* 43(7/8):499-528.

Pryzgoda, Jayde, and Joan C. Chisler. 2000. “Definitions of Gender and Sex: The Subtleties of Meaning.” *Sex Roles* 43(7/8)”553-569.

**Week 10. Analyzing Data & Writing a Research Report (Nov. 3) *Research Notes Due for Review***

Lal, Jayati. 1996. “Situating Locations: The Politics of Self, Identity, and Other in Living and Writing the Text,@ Pp. 185-214 in *Feminist Dilemmas in Fieldwork*, ed. D.L. Wolf. Boulder: Westview.

Stack, Carol. 1996. AWriting Ethnography: Feminist Critical Practice.” Pp. 96-106 in *Feminist Dilemmas in Fieldwork*, ed. D.L. Wolf. Boulder: Westview.

Borland, Katherine. 1991. A>That=s Not What I said=: Interpretive Conflict in Oral Narrative Research.” Pp. 63-76 in *Women=s Words*, eds. Sherna Gluck and Daphne Patai. NY: Routledge.

##### Optional:

Enslin, Elizabeth. 1994. ABeyond Writing: Feminist Practice and the Limitations of Ethnography.@ *Cultural Anthropology* 9:537-68.

Sprague, Joey. 2005. Pp. 165-190 in *Feminist Methodologies for Critical Researchers Bridging Differences*. Lanham: Rowman and Littlefield.

*Campbell, Marie, and Frances Gregor. 2004.Pp. 83-101 in Mapping Social Relations: A Primer in Doing Institutional Ethnography. WalntCreek Alta Mira Press/Rowman and Littlefield.*

Reay, Diane. 1996. AInsider Perspectives or Stealing the Words out of Women=s Mouths: Interpretation in the Research Process.@ *Feminist Review* 53:57-73.

Ginsberg, Faye. 1997. AThe Case of Mistaken Identity: Problems in Representing Women on the Right.@ Pp. 283-299 in *Reflexivity and Voice*, ed. Rosanna Hertz. Thousand Oaks, CA: Sage. [W]

Griffith, Alison I., and Dorothy E. Smith. 1990. AWhat Did You Do in School Today?: Mothering, Schooling, and Social Class.@ Pp. 3-24 in *Perspectives on Social Problems Vol. 2*, eds. G. Miller and J. A. Hostein. Greenwich, Conn.: JAI Press.

Spear, Susan A. 2005. Pp. 178-198 in *Gender Talk: Feminism Discourse and Conversation*. New York, NY: Routledge.

**Class 11. Leaving the Field/Giving Back. (Nov. 10) *Draft of final report due.***

Hesse-Biber, Sharlene Nagy, and Patricia Lina Leavy. 2007. Pp. 329-350 in *Feminist Research Practice: A Primer*. Thousand Oaks, CA: Sage.

*Campbell, Marie, and Frances Gregor. 2004. Pp. 103-128 in* Mapping Social Relations: A Primer in Doing Institutional Ethnography*. WalnutCreek Alta Mira Press/Rowman and Littlefield.*

##### Optional:

Bloom, Leslie. 1999. Pp. 137-166 in *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*. Albany: SUNY Press.

**Class 12. Participatory & Activist Research (Nov. 17)**

Skidmore, Monique. 2008. “Scholarship, Advocacy, and the Politics of Engagement in Burma (Myanmar).” Pp. 42-59 in *Engaged Observer*.

Speed, Shannon. 2008. “Indigenous Women and Gendered Resistance in the Wake of Acteal: A Feminist Activist Research Perspective.” Pp. 149-169 in *Engaged Observer*.

Spalter-Roth, Roberta, and Heidi Hartmann. 1996. "Small Happinesses: The Feminist Struggle to Integrate Social Research with Social Activism." Pp. 206-224 in *Feminism and Social Change: Bridging Theory and Practice*, ed.Heidi Gottfried. Urbana and Chicago, Illinois: University of Illinois Press.

Maguire, Patricia. 2001. AUneven Ground: Feminisms and Action Research.@ Pp. 59-69 in *Handbook of Action Research: Participative Inquiry and Practice,* eds. Peter Reason and Hilary Bradbury. Thousand Oaks, California: Sage Publications

**Optional:**

Steinberg, Ronnie J. 1996. "Advocacy Research for Feminist Policy Objectives: Experiences with Comparable Worth." Pp. 225-255 in *Feminism and Social Change: Bridging Theory and Practice*, ed. by Heidi Gottfried. Urbana and Chicago, Illinois: University of Illinois Press.

Campbell, Marie, and Frances Gregor. 2004. Pp. 103-128 in *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. WalnutCreek Alta Mira Press/Rowman and Littlefield.

Weis, Lois and Michelle Fine. 2004. Pp. 95-151 in *Working Method: Research and Social Justice*. NY: Routledge.

.

**Class 13. Presentations (Dec. 1) *Final paper due.***

### Recommended Texts: Prepared by Nancy A. Naples, University of Connecticut

Abu-Lughod, Lila. 1993. Writing Women's Worlds: Bedouin Stories. Berkeley: University of California Press.

Anderson, I. 2006. *Accounting For Rape: Psychology, Feminism and Discourse Analysis*. NY: Routledge.

Behar, Ruth. 1995. The Vulnerable Observer: Anthropology That Breaks Your Heart. Boston: Beacon Press.

Baxter, Judith. 2004. *Positioning Gender in Discourse: A Feminist Methodology*. Palgrave Macmillan.

Bloom, Leslie. 1999. *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*. Albany: SUNY Press.

Campbell, Marie, and Frances Gregor. 2004. *Mapping Social Relations: A Primer in Doing Institutional Ethnography*. WalnutCreek Alta Mira Press.

Devault, Marjorie L. 1999. *Liberating Method: Feminism and Social Research*. Philadelphia: Temple.

Fonow, Mary Margaret, and Judith A. Cook, eds. 1991. Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington: Indiana University Press.

Gluck, Sherna Berger, and Daphne. Patai, eds. 1991. Women's Words: The Feminist Practice of Oral History. New York: Routledge.

Gottfried, Heidi, ed. 1996. Feminism and Social Change: Bridging Theory and Practice. Urbana: University of Illinois Press.

Hawkesworth, Mary E. 2006. *Feminist Inquiry: From Political Conviction to Methodological Innovation.* New Brunswick, NJ: Rutgers University Press.

Hesse-Biber, Sharlene, Christina Gilmartin, and Robin Lydenberg, eds. 1999. *Feminist Approaches to Theory and Methdology: An Interdisciplinary Reader*. NY:Oxford.

Hesse‑Biber, Sharlene Nagy, and Patricia L. Leavy, eds. 2006. *Emergent Methods in Social Research*. SAGE Publications.

Hesse-Biber, Sharlene, and Michelle L. Yaiser, eds. 2003. *Feminist Perspectives on Social Research*. NY: Oxford University Press.

Lather, Patti, and Chris Smithies. 1997. Troubling the Angels: Women Living with HIV/AIDS. Boulder, Colorado: Westview Press.

Lazar, Michelle M. 2005. *Feminist Critical Discourse Analysis: Studies in Gender, Power and Ideology*. Palgrave Macmillan.

Letherby, Gayle. 2003. Feminist Research in Theory and Practice. Open UP.

Livia, Anna, and Kira Hall. 1997. *Queerly Phrased: Language, Gender, and Sexuality*. NY: Oxford University Press.

Manicom, Ann, and Marie Campbell, eds. 1995. Knowledge, Experience, and Ruling Relations: Studies in the Social Organization of Knowledge. Toronto: University of Toronto Press.

Maynes, Mary Jo, Jennifer L. Pierce, and Barbara Laslett. 2008. *Telling Stories: The Use of Personal Narratives in the Social Sciences and History.*Cornell.

Moss, Pamela J., ed. 2002.*Feminist Geography in Practice: Research and Method*s. Oxford, UK: Wiley-Blackwell.

Naples, Nancy A. 2003. *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research*. NY: Routledge.

Personal Narratives Group, ed. 1989. Interpreting Women=s Lives: Feminist Theory and Personal Narratives. Philadelphia: Temple University Press.\

Ramazanoglu, Caroline, and Janet Holland. 2002. *Feminist Methodology: Challenges and Choices*. London, UK, and Thousands Oaks, CA: Sage Publications Ltd.

Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. New York: Oxford.

Ristock, Janice L., and Joan Pennell. 1996. Community Research as Empowerment: Feminist Links, Postmodern Interruptions. New York: Oxford University Press.

Skinner, Tina, Marianne Hester, and Ellen Mabs, eds. 2005. *Researching Gender Violence: Feminist Methodology In Action.* Willan Publishing (UK).

Smith, Linda Tuhiwai. 1999/2002. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books.

Speer, S. A. 2005. *Gender Talk: Feminism, Discourse and Conversation*. NY: Routledge.

Sprague, Joey. 2005. *Feminist Methodologies for Critical Researchers Bridging Differences*. Lanham: Rowman and Littlefield.

Tannen, Deborah. 1994*. Gender and Discourse* NY: Oxford University.

Weeks, Kathi. 1998. Constituting Feminist Subjects. Ithaca, New York: Cornell.

Weis, Lois and Michelle Fine. 2004. *Working Method: Research and Social Justice*. NY: Routledge.

Wilkinson, Sue, and Celia Kitzinger, eds. 1996*. Feminism and Discourse: Psychological Perspectives*. SAGE Publications.

Wolf, Marjery.1992. A Thrice Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility. Stanford, CA: Stanford University Press.

**Professor Nancy A. Naples Fall 2006**

## University of Connecticut Mondays 2-4:40PM

Feminist Methodologies: General Guidelines for Research, Analysis and Writing

**Writing Guide**

Lester, James D. and James D. Lester, Jr. 2002. Writing Research Papers: A Complete Guide. NY: Longman.

*Special Notes on Assignments:* Every written assignment should have a cover page with your project title (you can change the title during the quarter, if you wish), your name and student I.D. number, your team leader=s name, the instructor=s name, the date, and the title and number of the course. Keep copies of all course work, and make sure to back up your computer files.

*Field observations:* Though the amount of time devoted to observations will vary from project to project, it is recommended that you plan to conduct several observations of at least an hour. Remember that it is better to have more data than too little. A good rule of thumb is that when you thoroughly understand what is going on and no longer encounter perplexing or surprising situations, you have done enough observations. If you feel that you already understand something thoroughly before you start, then you probably have not chosen a good topic.

Whenever you do field observations, you should keep a record of what you observed. What you pay attention to will depend on the nature of your project, however, it is a good idea to try to produce rich, detailed field observations. How many people are present? Who are they? What do they say? What do they do? What is the social setting like? How do you feel during your observations? How do people react to you?

*Interview transcripts:* When you do interviews, you should take detailed notes, and then transcribe the interview as soon as possible after its conclusion. In the case of audiotaped interviews, you may listen to the tape in order to transcribe the interview. It is important to have your notes as a back-up, however, in case the person speaks softly or in case there is a technical difficulty. If you do not audiotape the interview, then when you are finished, you should use your notes to write up the interview in its entirety. You should include your questions, their answers, their comments or questions, your answers, and any nonverbal communication (laughs, gestures, facial expressions, etc.)

A good interview transcript will be very detailed and will more or less reproduce the dialogue that occurred during the interview. It should also describe the person interviewed (e.g., gender, occupation, approximate age, ethnicity) and the setting in which the interview occurred.

*Rough Draft:* Ideally, your rough draft will be a complete draft of your final paper. At a minimum, however, your rough draft should include an introduction, methodology, at least half of the presentation and analysis of your data, and an outline of the remainder of your paper. Otherwise, it will not be considered a draft and cannot count toward the completion of this assignment. Rough drafts will receive written comments rather than letter grades.

*Final Paper:* Your final paper should be 15 pages in length and should include the following sections:

Introduction: Outline the key issues to be addressed in the paper. State the thesis or argument of the paper.

Methodology: Describe the methods that you used in your research.

Data presentation and analysis: This section can be divided into subsections if you wish. Do not simply insert your interview transcripts and fieldnotes. Do not simply tell the story of yourself going about your research. Rather, you should devote this section to proving your thesis or argument. Summarize your data, deploy your data strategically to illustrate key points, and write analytically. That is, every paragraph should follow logically from the paragraph before and should lead logically to the paragraph that follows. Each paragraph and each subsection (if any) should be devoted to substantiating the central claim of the paper. Consider any possible criticisms of your reasoning or of your methods and indicate whether or not you consider them persuasive. Also feel free to discuss the limits of your research and your findings.

Conclusion: Reiterate (in different words) the central claim of your paper. What do you want your reader to walk away with? What are the larger implications of your findings? Are there any topics that should be taken up in future research? Can you recommend any changes in policy?

Bibliography: All papers should cite at least two academic sources (books or journal articles) related to the research topic.

Try to make your argument compelling, your writing powerful, and your analysis clear. This is best achieved by going through multiple drafts. Make good use of opportunities for peer review. Try to produce something that you are proud of.

Regarding formatting, please use standard fonts, one-inch margins, and a 12-point font size. Use footnotes primarily for explanatory purposes and place these at the end of the paper. You are required to cite at least two written sources and to include these in a bibliography. Be sure to use pseudonyms for individuals interviewed, and think about whether or not you should use pseudonyms for groups that you have observed.

\*Source: Susan Coutin, University of California, Irvine, Social Ecology 194W, Naturalistic Field Research, Spring 2005.

**2018-251 AMST/ENGL 2200 Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7692 |
| **Request Proposer** | Vials |
| **Course Title** | Literature and Culture of North America before 1800 |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > American Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Subject Area #2** | AMST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | American Studies |
| **Reason for Cross Listing** | The course materials will be a combination of literary works and other cultural texts such as sermons, essays, political tracts, visual art, and various historical artifacts. |
| **Course Title** | Literature and Culture of North America before 1800 |
| **Course Number** | 2200 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Christopher R Vials |
| **Initiator Department** | English |
| **Initiator NetId** | crv09002 |
| **Initiator Email** | [christopher.vials@uconn.edu](mailto:christopher.vials@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area B: Literature |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ENGL 1010 or 1011 or 2011. |
| **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** | AMST/ENGL 2200. Literature and Culture of North America before 1800. Three credits. An examination of the early written and oral culture of the area that eventually became the United States. CA 1 (B). |
| **Reason for the course action** | Currently we do not offer any course that focuses on the rich oral and written record of early North America. |
| **Specify effect on other departments and overlap with existing courses** | Minimal. If implemented, the only overlap is with ENGL 2203/W (American Literature before 1877). Americanist faculty in English will likely revisit the periodization of ENGL 2203 as well. |
| **Please provide a brief description of course goals and learning objectives** | The goal is to achieve a holistic understanding of the ways in which peoples of many varied backgrounds, from the Asian-derived indigenous inhabitants of North America to the various immigrant populations from continental Europe and the British Isles and the enslaved Africans they introduced to the Western hemisphere, came to express their experiences of the land and their relationships with each other. The broader objective is for students to come to know the variety of experiences in North America from 1500-1800 and the various alternative paths that North American history and culture might have taken. |
| **Describe course assessments** | These will obviously vary from instructor to instructor, but will likely include a combination of written essays, exams, smaller out-of-class writing assignments, and participation. |
| **General Education Goals** | In order to address this query and the next, it is important to note that primary readings are drawn from recorded Indigenous mythic and historic texts, travel accounts originally written in various European languages (e.g., French, Spanish, Dutch, German, and English), works centered on indigenous-Euro-American contact and conflict, social history documents of literary value, key political documents, and poetry, early fiction and autobiography. Secondary readings will serve to illuminate the cultural context within which the primary texts were created. Thus the course meets General Education Goals by showing students the multiplicity of experiences in North America between 1500-1800, while also helping them, through oral participation and written assignments, to articulate the substance of those experiences. It will show the link between aesthetic representation and history, and the ways in which cultural production not only documents history, but also intervenes and helps to create it. |
| **Content Area: Arts and Humanities** | Keeping in mind the range of primary and secondary sources listed above, the course meets the goals of CA1 by equipping students with a historical memory capable of apprehending the complexity of early America, as opposed to a mythic understanding of national origins. It imparts to students the political theories and philosophies of early North America, both dominant and subaltern, as well as the cultural and aesthetic forms of this critical period of North American history. It will stress how some of these cultural, aesthetic, and political modes continued to develop while others have been lost to memory, thus imparting a sense of the imaginative possibilities of recuperating cultural history. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ENGL, AMST 2200.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F128831&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C904c219d1b184bd0a03508d62f13e47b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636748159820823260&sdata=9X24WZ09eSMihatX1bcmjf8YdtMM%2FYIMO2Sdp%2FIGP38%3D&reserved=0) | ENGL, AMST 2200.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Christopher R Vials | 05/31/2018 - 10:16 | Submit |  | I am now submitting this to American Studies and English for approval. | | English | Clare C King'oo | 10/10/2018 - 16:00 | Approve | 10/10/2018 | Approved by English Department C&C Committee on September 12, 2018. Approved by English Department faculty on October 10, 2018. | | American Studies | Matthew G McKenzie | 10/10/2018 - 20:26 | Approve | 10/10/2018 | Will present and endorse this before C&C. An important course to reinvigorate AMST and UCONN's preeminence in Early American History and Culture. | |

**ENGL 2200 / AMST 2220**

**Literature and Culture of North America before 1800**

Professor: Wayne Franklin

Office Hours: to be set when course is scheduled

Office: AUST 225

Email: [wayne.franklin@uconn.edu](mailto:wayne.franklin@uconn.edu)

**Course Description**

This course examines the early written and oral record of the area that eventually became the United States. It does so within the context of various non-textual analogues (e.g., architecture, art, landscape, material culture, and social, economic, and political institutions) that will be introduced during weekly discussions and mini-lectures. The goal is to achieve a holistic understanding of the ways in which peoples of many varied backgrounds, from the Asian-derived indigenous inhabitants of North America to the various immigrant populations from continental Europe and the British Isles and the enslaved Africans they introduced to the Western hemisphere, came to express their views of the land and their experiences on it and with each other.

Primary readings are drawn from recorded Indigenous mythic and historic texts, travel accounts originally written in various European languages (e.g., French, Spanish, Dutch, German, and English), works centered on indigenous-Euro-American contact and conflict, social history documents of literary value, key political documents, and poetry, early fiction and autobiography. Secondary readings on Husky CT will serve to illuminate the cultural context within which the primary texts were created.

We will read the books listed below (some of them in part, some in full) along with selections from other works via assignments from Giles Gunn’s *Early American Writing* (Penguin Books) and items placed on Husky CT. There will be a quiz on each major title. Students will write a ten-page paper on the second part of the Crèvecoeur volume (that is, *Sketches of Eighteenth-Century America*), which we will discuss only briefly in class. There will be a midterm exam but no final.

**Course Goals**

The overall goal of the course is to use this wide variety of early American writings/oral texts and related materials presented during class meetings (maps, ethnographic images, a sampling of early architectural traditions, material culture objects, and so forth) as a means of understanding verbal expression in its relationship to broader cultural and social patterns.

A more specific goal is to achieve a holistic understanding of the ways in which peoples of many varied backgrounds, from the Asian-derived indigenous inhabitants of North America to the various immigrant populations from continental Europe and the British Isles and the enslaved Africans they introduced to the Western hemisphere, came to express their experiences of the land and their relationships with each other. Key here is to impart the variety of experiences in North America from 1500-1800 and the various alternative paths that North American history and culture might have taken.

**Assignments**

Your grade is this course will be based on a combination of your performance on exams and written papers, as well as your participation in class discussions.

**Grading**

Mini-Paper (4-5 pages) 20%

Mid-Term Exam 25%

Final Paper (7-8 pages) 35%

Participation/Mini-Assignments 20%

**Weekly Outline**

Week One: Miguel Leon-Portilla, *Broken Spears: The Aztec Account of the Conquest of Mexico.* Giles Gunn, “Native American Myths.” HuskyCT readings from the Viking *Vinland Sagas.* Slide show of early European imagery of the Americas.

Week Two: Álvar Núñez Cabeza de Vaca, *Adventures in the Unknown Interior of America*. Slide show of Pueblo/cliff dweller housing styles and material culture.

Week Three: Richard Hakluyt, *Voyages and Discoveries.* Gunn, “Literautre of Imagination and Discovery.” Slide show of early European maps of American territories.

Weeks Four and Five: William Bradford, *Of Plymouth Plantation*. HuskyCT readings from French Canada (Champlain, Radisson). Slide show of early English housing styles and material culture in North America.

Week Six: Kathryn Zabelle Derounian Stodola, *Women’s Captivity Narratives.* HuskyCT readings from Indian war narratives. Mini paper due on women and captivity.

Week Seven: Cadwallader Colden, *History of the Five Indian Nations Dependent on the Province of New*

*York.* Gunn, “North American Indian Oratory.” HuskyCT: Selections from the Jesuit Relations. Slide show on the architecture and material culture of the middle colonies (primarily Dutch and German).

Week Eight: Esther Edwards Burr, *Journal, 1754-1757.* Gunn, “Literature of Colonization and Settlement.” Slide show on Women’s material culture.

Week Nine: Thomas Paine, *Common Sense and the Crisis.* Gunn, “Literature of the Early Republic” (Washington through Abigail Adams). HuskyCT: selections from American protest literature, 1765-1776. Slide show on Georgian style in the late colonial era.

Weeks Ten and Eleven: Hector St. John de Crèvecoeur, *Letters from an American Farmer* and

*Sketches of Eighteenth-Century America*. Slide show on the French architecture and material culture in North America, with special emphasis on the Mississippi Valley.

Week Twelve: Olaudah Equiano, *Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the*

*African*. Gunn: “Literature of the Early Republic” (Equiano through *Federalist Papers*). Slide show: Architecture and material culture of the Carolinas.

Week Thirteen: Charles Brockden Brown, *Edgar Huntly*. Gunn: “Literature of the Early Republic” (Judith Sargent Murray through Susanna Rowson). HuskyCT readings on early publishing industry.

Week Fourteen: Susannah Rowson, *Charlotte Temple.* Final paper due on Crèvecoeur, *Sketches of Eighteenth-Century America*.

**2018-252 COMM 5630 Add Course**

**COMM 5630: Communicating Presence**

**Expected initial offering Spring 2019**

**Professor: Rory McGloin Ph.D.**

E-mail: rory.mcgloin@uconn.edu

Office: Arjona 240

Office Hours: Wednesday 12:30 p.m. – 2:30 p.m. and Friday 12:30 p.m. – 1:30 p.m.; and by appointment.

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**Welcome to COMM 5630: Communicating Presence**

The primary aim of this course is to provide students with a comprehensive understanding of the concept of presence and its theoretical application to a wide range of communication research disciplines. The concept of presence is consistently evolving as a result of technological developments and research surrounding presence often exists at the intersections of new technology and traditional communication research contexts (e.g. interpersonal relationships & media effects). This course seeks to provide students a fundamental understanding of how presence can be applied, measured, and manipulated in a variety of communication research related phenomena. The course also aims to raise critical questions about how presence is influencing current communication trends and to provide students a theoretical foundation from which they may speculate how certain technological and theoretical developments will influence communication research in the future.

**Course Learning Outcomes:** Upon satisfactory completion of this course students will have demonstrated the ability to:

* **Understand** the major conceptualizations of presence and each of its primary sub-components from within the relative existing literature.
* **Apply** the major theoretical propositions surrounding the concept of presence to a wide range of communication research disciplines, including: interpersonal, mass media, computer mediated, health, & business/organizational.
* **Analyze** the existing research literature surrounding the concept of presence and its major sub-components with a particular focus on applied methodologies, results, and contributions to the larger field of communication research.
* **Evaluate** the application of presence and its related conceptualizations and theories to specific disciplines within the field of communication research.
* **Design** a research study that analyzes a specific phenomena related to the concept of presence.

**Required Materials:**

* Bracken, C. & Skalski, P. D. (Eds.) (2010). *Immersed in media: Telepresence in everyday life.* New York, NY: Routledge.
* Lombard, M., Biocca, F., Freeman, J., IJsselsteijn, W., & Schaevitz, R. J. (Eds.) (2015). *Immersed in media: Telepresence theory, measurement & technology.* New York, NY: Springer.
* In addition to the texts above, weekly readings (via PDFs or links) may will also be provided via HuskyCT.
* Access to UConn email account and HuskyCT.

**Recommended Materials:**

* American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.

**Additional resources:**

* http://matthewlombard.com/welcome.html

**Course Format and Assignment Policies**

**Class Participation**:

During each week of the semester, there will be opportunities for students to participate in discussions related to the course and its content. Participation opportunities will take place either during in-class discussions or via online discussion forums hosted within our course HuskyCT page. The dual-modality of participation assessment allows students multiple channels to demonstrate and articulate their comprehension of the course’s content. The evaluation of participation in course discussion will be primarily based on the quality of the student’s observations and contributions. Students must demonstrate and articulate a clear comprehension of the weekly material to earn points towards participation.

In-class participation questions will be presented during the course meeting, either by the instructor, or the student(s) leading that week’s discussion. On-line discussion forums will be posted and held with our course HuskyCT page. Refer to the course’s participation assignment document for further details.

In addition to questions that will allow students to provide their opinion on a certain topic, other questions during lecture will evaluate student’s competency of a certain topic. On days in which lecture participation questions are based on competency, students will have a chance to earn points by answering questions correctly, in addition to the points they will earn for participation.

Participation will be worth 15 points, which will be divided up throughout the 15 weeks of the course. Each weekly participation assignment is worth 1 point unless otherwise noted in the course’s participation assignment document. Individual participation scores will be posted on HuskyCT on a weekly basis and be assigned one of three specific assessments: full credit, half-credit, or no credit. Students have one week from the day in which the participation score is posted on HuskyCT to contact Professor McGloin in regards to any discrepancy with the grade that is posted. All posted participation scores will be final 7 days from the day the score is posted.

In-class participation policies and procedures:

* In-class participation will be assessed based on individual performance during the specified in-class participation days listed below.
* Each in-class participation day will feature a unique participation activity, discussion, and/or task.
* Assessment of in-class participation will be as follows:
  + Full credit = 1 point
  + Half credit = .5 point
  + No credit = 0 points
* There are no make-ups for missed in-class participation except in the event of an emergency (see syllabus for definition of “emergencies”) or a pre-arranged accommodation was put in place between the student and the instructor.

On-line participation policies and procedures:

* On-line participation will be assessed based on the quality of a student’s response to the weekly online discussion prompts.
* Assessment of on-line participation will be as follows:
  + Full credit = 1 point
  + Half credit = .5 point
  + No credit = 0 points
* All on-line participation will be conducted through the HuskyCT discussion forum.
* Dates, deadlines, and details regarding each of the on-line participation assignments will be posted on HuskyCT.
* There are no make-ups for missed online participation except in the event of an emergency (see syllabus for definition of “emergencies”) or a pre-arranged accommodation was put in place between the student and the instructor.

**Defining Presence (written assignment):**

The conceptualization of presence has been approached from a variety of perspectives and approaches within a broad relative framework. In order for scholars to appropriately apply the concept and advance their individual contributions to the literature surrounding the concept of presence it is vital that they have a comprehensive understanding of how the concept has been defined, applied, and measured in previous research, especially within the contexts most closely surrounding their area(s) of research interest.

In this assignment, students will summarize and discuss previous conceptualizations of presence. Following this, students will then attempt to refine or further articulate an existing conceptualization that is designed to be applied to a specific phenomena within their area of communication research.

Initial draft ideas will be briefly presented and shared in class with an opportunity to receive feedback from peers. A final essay will be submitted via HuskyCT.

**Literature Review (in-class presentation and discussion leadership):**

Throughout the course of our semester individual students will identify and present a literature review and synopsis of a specific contemporary article within one of the course’s specific sub-context areas of interest. Each individual student will be assigned a sub-context area of interest following a week 1 in-class survey. Students must select an article that attempts to measure the concept of presence or one of its sub-concepts directly (i.e. immersion). The selected article should be published in a reputable peer-reviewed journal within the last 5 years.

Students will deliver a 15-20 minute presentation on the article. The presentation format should cover the background literature leading up to the study, all relevant/related theory, the methods, results, and discussion. Students should prepare a set of presentation slides to supplement their presentation. Students are also encouraged to distribute select supplemental materials to classmates, including summary handouts and slides. The presentation should conclude with a set of statements or questions that promote critical thinking and discussion amongst the class. The student presenter will then help to facilitate and lead a discussion on the article. **All materials, including slides, notes, synopsis sheets, etc. will be turned in to the instructor at least 24 hours prior to the presentation. See assignment details for more information.**

This assignment helps graduate students to learn and develop their skills in article assessment as well as leading engaging discussion on contemporary topics. These are critical skills and will aid in the student’s growth as an academic scholar.

**Research Project/Proposal (written assignment):**

The research project/proposal assignment is designed to be a semester long endeavor in which students will ultimately complete a piece of work that can be further developed after the course is completed. This assignment will require a substantial commitment of time, effort, and dedication, thus the expectation is that students will work on the assignment diligently throughout the course of the semester and utilize all available resources to complete work of the highest quality. The research project/proposal must include the concept of presence and/or one of its primary sub-concepts at the center of the assignments primary aims/research questions. Students are encourage to apply and examine the concept of presence within their contextual areas of interest (as related to communication phenomena). All students will be required to submit a research project/proposal outline early on in the semester to help develop early ideas. Students will also be required to meet with the course instructor at least once to gain feedback and discuss the proposal/project in detail.

Students have a choice of completing 1 of 3 assignment options, each detailed below. See assignment detail sheet for more information.

Option 1: Research Proposal (individual only).

Individual students have the option of completing a research proposal that will serve as the foundation for a future study. The proposal should be modeled after a journal article within the broader communication discipline. All proposals should be written in APA 6th edition style. Each proposal should be a minimum of 15 pages and a maximum of 25 pages (excluding references and appendices). Your proposal should include the following sections:

* Introduction
  + The proposal must begin with a 1-2 page introduction that highlights the context and specific need for this study in the framework of existing literature, previous findings, and future implications. The introduction provides readers insight into how/why this study is important and should provide them a clear understanding of the study’s primary aims and the reason why these aims are being approached as such.
* Literature Review
  + The proposal must contain a thorough literature review section that organizes related (and relatively contemporary) research in a rationale manner to help demonstrate how both theory and previous findings help predict the next logical steps and hypotheses in this series of work/research.
  + The proposal must present a cohesive theoretical process that offers a foundation from which the current study can draw inferences and predictions from.
  + The proposal must contain a succinct set of hypotheses (no more than 5) that are logically drawn from previous literature, appropriate theory, and logical deduction.
* Proposed Methodology
  + The proposed methodology must be primarily focused on either a laboratory and/or field experiment. (Proposals seeking to employ *survey-only, qualitative-only, and/or meta-analysis* methods must seek prior approval from course instructor).
  + The proposed methods should contain a highly detailed description of the study’s methods. This is one of the most critical elements of the proposal. Students should provide detailed descriptions of every element of the study’s design, such that, a reader or future researcher could easily prepare and execute the study just as it is intended. The proposed methodology section must include descriptions of all study stimuli, measures, and procedures.
  + The proposed methodology section must also include a description of the resources that will be utilized and/or the resources that would need to be acquired in order to execute the study, this includes, but is not limited to: lab space, participants, stimuli, data analysis software, lab assistants, etc.
* Proposed Analysis of Data (Results)
  + The proposal must contain a section dedicated to the proposed plan for analyzing collected data. This section should be presented in a relatively succinct fashion, but contain critical details for how the data will be cleaned and coded. The plan for proposed analyses should also contain a description of which statistical tests will be utilized to test each of the proposed hypotheses.
* Anticipated Discussion
  + The proposal must contain an anticipated discussion section that identifies how results from this finding would be interpreted and either justified and/or explained in consideration of existing/current literature.
  + The proposed discussion must also identify the potential weaknesses of the study’s design and limitations that may impede the generalizations of certain findings.
* Proposal Timeline
  + In lieu of a traditional conclusion, students should prepare a clear timeline for the study. This timeline proposal should include tentative dates for plans of action, including IRB submission, stimulus creation, data collection, data analysis, and manuscript preparation.
  + The timeline should include details about plans for conference paper and journal submissions.

Option 2: Research Proposal with IRB submission completed (individual or paired team of 2 students)

Individual students or a team of two students have the option of completing a research proposal with IRB submission that will serve as the foundation for a future study. The proposal should be modeled after a journal article within the broader communication discipline. All proposals should be written in APA 6th edition style. Each proposal should be a minimum of 20 pages and a maximum of 25 pages (excluding references and appendices). The proposal submission must also include all related IRB forms that were submitted prior to the assignment deadline. Your proposal should include the following sections:

* Introduction
  + The proposal must begin with a 1-2 page introduction that highlights the context and specific need for this study in the framework of existing literature, previous findings, and future implications. The introduction provides readers insight into how/why this study is important and should provide them a clear understanding of the study’s primary aims and the reason why these aims are being approached as such.
* Literature Review
  + The proposal must contain a thorough literature review section that organizes related (and relatively contemporary) research in a rationale manner to help demonstrate how both theory and previous findings help predict the next logical steps and hypotheses in this series of work/research.
  + The proposal must present a cohesive theoretical process that offers a foundation from which the current study can draw inferences and predictions from.
  + The proposal must contain a succinct set of hypotheses (no more than 5) that are logically drawn from previous literature, appropriate theory, and logical deduction.
* Proposed Methodology
  + The proposed methodology must be primarily focused on either a laboratory and/or field experiment. (Proposals seeking to employ *survey-only, qualitative-only, and/or meta-analysis* methods must seek prior approval from course instructor).
  + The proposed methods should contain a highly detailed description of the study’s methods. This is one of the most critical elements of the proposal. Students should provide detailed descriptions of every element of the study’s design, such that, a reader or future researcher could easily prepare and execute the study just as it is intended. The proposed methodology section must include descriptions of all study stimuli, measures, and procedures.
  + The proposed methodology section must also include a description of the resources that will be utilized and/or the resources that would need to be acquired in order to execute the study, this includes, but is not limited to: lab space, participants, stimuli, data analysis software, lab assistants, etc.
* Proposed Analysis of Data (Results)
  + The proposal must contain a section dedicated to the proposed plan for analyzing collected data. This section should be presented in a relatively succinct fashion, but contain critical details for how the data will be cleaned and coded. The plan for proposed analyses should also contain a description of which statistical tests will be utilized to test each of the proposed hypotheses.
* Anticipated Discussion
  + The proposal must contain an anticipated discussion section that identifies how results from this finding would be interpreted and either justified and/or explained in consideration of existing/current literature.
  + The proposed discussion must also identify the potential weaknesses of the study’s design and limitations that may impede the generalizations of certain findings.
* Proposal Timeline
  + In lieu of a traditional conclusion, students should prepare a clear timeline for the study. This timeline proposal should include tentative dates for plans of action, including IRB submission, stimulus creation, data collection, data analysis, and manuscript preparation.
  + The timeline should include details about plans for conference paper and journal submissions.
* IRB Documents and Submission Documentation
  + The research proposal must include all IRB documents associated with the study’s protocol submission. The assignment must also include digital documentation that the IRB submission is under review at the time of the assignment deadline.

**Research Project/Proposal Presentation (in-class presentation):**

The week before final research project/proposals are due, students will present their project/proposal to the class. These presentations should take the format of a typical Communication Conference format (10-12 minutes). Presenters should be prepared to answer questions on their presentation as well as field and respond to comments from the audience.

All presentations will take place on the final day of class on December 1st. You must bring a copy of your presentation slides to class and hand them to me before your presentation (you can print multiple slides on one page). The order of the presentations will be randomly chosen prior to the presentation day. Additional presentation assignments details include:

* Presentation slides must be submitted via email to the instructor prior to the presentation.
* Presentations that do not meet the time constraints (maximum 12 minutes) will have their final assignment grades reduced by 5 points.
* Paired presentations will be given an additional 5 minutes of presentation time for a maximum of 17 minutes.
* See Research Presentation Assignment Details sheet for scoring rubric.

**Future of Presence Essay (written assignment):**

Throughout the semester we will be examining the concept of presence from many different perspectives which is designed to expand our understanding and approach to the concept. As we will explore, the evolution of both technology and its application to human communication phenomena has an often direct and sometimes in-direct influence on how the concept of presence is studied. This final written assignment is designed to promote critical thinking on the future of the concept, its application to new research and the evolution of methods surrounding its study. Students will also provide their personal perspectives on both utopian and dystopian views of future presence related topics.

Initial responses and ideas will be brainstormed during the end of the semester providing an opportunity to receive feedback from peers. A final essay will be submitted via HuskyCT.

**Grading for All Written Work**:

All written work should be typed, double-spaced, and be in accordance with APA guidelines (6th edition). Additional criteria may include:

(1) a clear argument and rationale, using the literature as evidence, (2) scope and focus in your work, (3) conciseness and clarity (paying attention to detail in your writing, methods, and theory), (4) knowledge of the topic, (5) depth of your research, (6) unique contribution of your investigation to the existing body of literature (going beyond the argument that “it has never been done before”), and (7) use of appropriate scholarly references.

**Grade Breakdown:**

Weekly Participation (in-class and/or online participation): 15

Defining Presence (written assignment): 10

Literature Review (in-class presentation and discussion leadership): 10

Research Project/Proposal Presentation (in-class presentation): 20

Research Project/Proposal (written assignment): 30

Future of Presence Essay (written assignment): 10

Total course points: 100

**Course Policies**

**Attendance:**

Attendance is not optional. Classes should not be missed except in the case of an emergency\* (please see below). If you do have an emergency\* and cannot make it to class, please email your discussion instructor in advance whenever possible.

In addition to course material, important information about how to prepare for major assignments will be communicated during class. If you are not present to *learn* about how to accomplish an assignment, you are not likely to do well on that assignment. In the event of an absence, it is the student’s responsibility to find out what was missed (including announcements) and to obtain relevant notes from a classmate. I do not have or take notes during class that I can provide to students, so please make arrangements to obtain notes from a fellow classmate.

*NOTE: If you are unable to attend ALL of our scheduled course sections, you should elect to take the course in a future semester where your schedule will allow you to attend all of the course meetings.*

\**Emergencies*: In the event of a death in the family, hospitalization, or other extreme extenuating circumstance, you should obtain verifiable documentation (e.g., dated funeral program, hospitalization record, etc.) to petition to be able to make up an assignment. In addition, you will be expected to contact Professor McGloin and your immediately. Exceptions to the attendance policy are not guaranteed and will be handled on a case-by-case basis. If you have a condition that may require special assistance due to medical consideration, please contact CSD (the Center for Students with Disabilities) to make the appropriate accommodations.

In the event that an exemption due to an emergency is made, Professor McGloin will notify the student via email. All make-up assignments must be completed within **one week** of the original due date, unless other deadlines are communicated. Work that is not made up within one week will be recorded as a permanent zero for that assignment. If you had prior knowledge that you were going to miss class and did not obtain authorization in advance, you will NOT be allowed to make up the missed work.

**Office Hours:**

Professor McGloin will be available to meet with students during posted office hours. To ensure that Professor McGloin will be available to meet with you, please email him ahead of time to schedule an appointment during office hours. This will help ensure that the meeting will be both productive and efficient. Appointments also ensure that there will be enough time to devote to you and prevent multiple students from showing up at the same time. If a student makes an appointment to meet with Professor McGloin about a particular issue and does not show up for the appointment without any advance notification, that student may sacrifice their right to make future appointments.

**Email Correspondence:**

Please include our specific course number in the subject line of emails related to our course.All student emails should come from their @uconn.edu address. Student emails that are sent from third-party email addresses such as @gmail, @yahoo, etc. are not verified by the university and will not be responded to.

**Participation:**

You are expected to come to each class meeting having done the required readings. Quality of participation is more important than quantity. New and insightful observations about the readings are more valuable than long summaries. In addition, you will be provided opportunities to demonstrate your knowledge on the weekly lecture topic through the participation questions that will be asked during course discussions.

**Late Work:**

Any work (i.e. outline) that is turned in after a designated deadline will be considered late. If an assignment is turned in with 48 hours of the deadline it will receive half-credit of the graded value. Any assignment turned in after 48 hours of a deadline will not be graded and will receive a 0. This late policy does not apply to the literature review presentation and/or the research proposal presentation. There are no exceptions to this rule, unless a student has made arrangements with the Office of Student Services & Advocacy AND has contacted the professor before the assignment was due.

**Course Incompletes:**

A course incomplete grade will only be issued in the event of an exceptional emergency. A student may make a formal request to receive an incomplete grade for the course within the last two weeks of the semester. The request must contain specific details regarding the nature of the request along with all rationale for why the exceptional emergency is preventing them from completing final course work. Each request will be handled on a case-by-case basis and the submission of a request is not guarantee that an incomplete will be issued. In the event of an incomplete request submission, the instructor reserves the right to consult any and/or all of the following resources for further evaluation: the student’s academic advisor, members of the student’s graduate academic committee, the Director of Graduate Studies, and/or the Department Head. In the event that an incomplete grade is issued, it will be the student’s responsibility to pro-actively determine a course of action for completing all outstanding course work in a timely fashion and before the incomplete deadline.

**Classroom Behavior:**

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., texting, surfing the net, side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period. In addition, please silence all cell phones or other wireless noise-making devices (laptops) before entering the classroom.

All students should strive to display classroom leadership. Classroom leadership involves having an overall positive attitude towards the education process, respecting your professor, respecting alternative points of view, providing relevant examples, and enthusiastic participation in course discussions.

Students who embody a consistently negative attitude, complain, make excuses, and generally serve as a classroom distraction are considered to have poor classroom leadership skills. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the classroom environment. Such behaviors are noticed both by your professors and by other students and make it difficult for everyone to perform their duties at the highest level. If at any point I have to stop class to tell you to stop disrupting the group, I reserve the right to reduce your overall course grade. Also, please note that all communication that is course-related reflects on you and your ability to communicate competently. This means that email messages and other forms of communication with your instructors and fellow classmates must be respectful, appropriate, and well-formulated.

**Grade Questions:**

All grades will be posted on HuskyCT. Upon receiving your score, you are encouraged to review your grade and feedback. If you have questions or would like additional feedback regarding your grade and/or course content, please contact Professor McGloin via email. If seeking feedback related to a grade, please allow a minimum of 24 hours after the grade/feedback has been sent to provide an opportunity for self-reflection on the grade and feedback received.

The deadline for an initial request for grading follow-ups or inquiries is one week from the date the assignment has been returned to you. **All grades are final after they have been posted for a period of 7 days. This policy applies to all assignments.**

**Religious Holidays:**

The following is the university’s official policy for missing work due to religious holidays: “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.”

**Copyright Policies:**

All course lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use (or to share with a classmate who is concurrently enrolled in the course) and for NO other use. You may not use cell phones, digital recording devices or any other electronic recording device to take notes unless authorized by the university and the proper paperwork is submitted and approved by me, the course professor.

Students may use a laptop to take notes as long as you are not recording a sound or image and you make sure the volume is off at all times. If I believe that computers in the classroom are being used for non-educational purposes, I reserve the right to ban their usage. You may not share copies of notes, slides, study guides, or other course material, or make commercial use of them without prior permission from me. This includes (but is not limited to) posting notes and study guides online or selling them through online note-sharing websites such as notehall.com.

**Students with Disabilities:**

If you are a student with a disability and would like to discuss special academic accommodations, please contact Professor McGloin during the first week of the semester. Also, please contact the Center for Students with Disabilities. We cannot make any special accommodations if you have not met with CSD.

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

The university is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the university community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the university’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the university prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the university. Additionally, to protect the campus community, all non-confidential university employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The university takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help.

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

**A Note to All Students:**

If you are having any issues or concerns about the course, your performance, or your ability to perform effectively, please let me know as soon as concerns arise. Please do not wait until the end of the semester, be proactive in the process of your education.

**COURSE CALENDAR[[2]](#footnote-2)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Content Area – See course reading list for required weekly readings** | **Participation Assignment** | **Course Assignment** |
| 1 | What is *Presence?:* Introducing and defining the concept | In-class |  |
| 2 | A closer *look*: Examining the multiple *dimensions* of Presence and their measurement | In-class |  |
| 3 | *Measuring* Presence: Examining how presence is *operationalized* | On-line (HuskyCT forum) |  |
| 4 | *Experiencing* Presence: Lab demonstrations and interactions | In-class |  |
| 5 | *Predicting* Presence: Exploring related *theories* | In-class | **Defining Presence Assignment Due via HuskyCT** |
| 6 | *Social* Presence: Presence and *people* | On-line (HuskyCT forum) |  |
| 7 | *Presence* and the future of *relationships* | In-class | **Research Proposal Outlines Due via HuskyCT** |
| 8 | “Are you not *entertained*?!”: Role of presence in *entertainment* media | On-line (HuskyCT forum) |  |
| 9 | Presence at Play: *Video games* and *interactive* environments and their pursuits of presence | In-class |  |
| 10 | Let’s get down to *business*: Examining *co-presence* in business and organizational environments | On-line (HuskyCT forum) |  |
| 11 | Well-being through *being there?*: Presence and *health* | In-class | **Instructor/student(s) Research Consultation Deadline** |
| 12 | *Virtually* Here or *Virtually* There?: *Virtual* *Reality* and Presence | On-line |  |
| 13 | **Research Proposal Presentations** | In-class | **Research Proposal Presentations Due In-Class** |
| 14 | Research project/paper workshop and peer to peer reviewing | In-class | **Research Proposal Drafts Due In-Class** |
| 15 | Presence and the *future*: *Utopian* and *dystopian* viewpoints. | In-class | **Research Proposal Due on #/#** |
| Finals week |  |  | **Future of Presence Reflection Assignment Due via HuskyCT** |

This syllabus is tentative and subject to change. If you are unable to attend class for any reason, it is **YOUR** responsibility to ask a classmate if any changes to the syllabus were announced.

**Final Grade Scale**

Grades are *earned* by students, not *given* by instructors. Final grades in this course are based on total POINTS (not on percentages). Please add up your total points earned and see which grade that point total equals using the chart below. Grades are not curved. Students should not send emails at the end of the semester asking for their grade to be adjusted in any way. These emails are inappropriate and a violation of the student code of conduct.

A    =  93-100  
A-   =  90-92.9  
B+   =  87-89.9  
B     =  83-86.9  
B-    =  80-82.9  
C+   =  77-79.9  
C     =  73-76.9  
C-    =  70-72.9  
D+   =  67-69.9  
D     =  63-66.9  
D-    =  60-62.9  
F      =  0-59.9

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8777 |
| **Request Proposer** | McGloin |
| **Course Title** | Communicating Presence |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Communication > 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** | COMM |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Communication |
| **Course Title** | Communicating Presence |
| **Course Number** | 5630 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Rory P McGloin |
| **Initiator Department** | Communication |
| **Initiator NetId** | rpm06001 |
| **Initiator Email** | [rory.mcgloin@uconn.edu](mailto:rory.mcgloin@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** | One day a week- three hour course |

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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** | Graduate programs in COMM are centered at the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | COMM 5630. Communicating Presence Three credits. An examination of the conceptualization, measurement, and theoretical application of presence within a range of communication related research disciplines. |
| **Reason for the course action** | This course provides graduate students interested in this subject area an opportunity to engage the concept of presence and its related theories from multiple contextual perspectives. |
| **Specify effect on other departments and overlap with existing courses** | The course does not overlap with any other current course offerings. It is possible that students in other programs may find the course interesting or useful and thus enroll. |
| **Please provide a brief description of course goals and learning objectives** | The primary aim of this course is to provide students with a comprehensive understanding of the concept of presence and its theoretical application to a wide range of communication research disciplines. The concept of presence is consistently evolving as a result of technological developments and research surrounding presence often exists at the intersections of new technology and traditional communication research contexts (e.g. interpersonal relationships & media effects). This course seeks to provide students a fundamental understanding of how presence can be applied, measured, and manipulated in a variety of communication research related phenomena. The course also aims to raise critical questions about how presence is influencing current communication trends and to provide students a theoretical foundation from which they may speculate how certain technological and theoretical developments will influence communication research in the future. • Understand the major conceptualizations of presence and each of its primary sub-components from within the relative existing literature. • Apply the major theoretical propositions surrounding the concept of presence to a wide range of communication research disciplines, including: interpersonal, mass media, computer mediated, health, & business/organizational. • Analyze the existing research literature surrounding the concept of presence and its major sub-components with a particular focus on applied methodologies, results, and contributions to the larger field of communication research. • Evaluate the application of presence and its related conceptualizations and theories to specific disciplines within the field of communication research. • Design a research study that analyzes a specific phenomena related to the concept of presence. |
| **Describe course assessments** | The course assessments include: Weekly discussion questions both online and in-class. Presence conceptualization written assignment. Defining Presence written assignment. Research proposal written assignment. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [COMM 5630 Communicating Presence Syllabus.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137048&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C417fc5aca06c475535a408d634acc59b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636754313996076753&sdata=943y9i9xFwm2ot3P7I7R%2Bg5ctcUevYRtUwBeMAMSo0E%3D&reserved=0) | COMM 5630 Communicating Presence Syllabus.pdf | Syllabus | | [COMM 5630 Weekly Topic-Reading List.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137049&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C417fc5aca06c475535a408d634acc59b%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636754313996086773&sdata=EDLwbLOfjOgZL2HmIxHQpL6eeWHMux1UlYFNTq%2FG6VU%3D&reserved=0) | COMM 5630 Weekly Topic-Reading List.pdf | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Rory P McGloin | 10/10/2018 - 16:50 | Submit |  | Approved at department C+C and dept faculty on 10/10/18. | | Communication | Stephen C Stifano | 10/12/2018 - 10:51 | Approve | 10/10/2018 | Approved for review by CLAS CCC. | |

**2018-253 ECON 2103 Add Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7371 |
| **Request Proposer** | Cosgel |
| **Course Title** | Honors Core: Deep Roots of Modern Societies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Honors Core: Deep Roots of Modern Societies |
| **Course Number** | 2103 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Metin M Cosgel |
| **Initiator Department** | Economics |
| **Initiator NetId** | mmc02006 |
| **Initiator Email** | [metin.cosgel@uconn.edu](mailto:metin.cosgel@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ECON 1200 or both ECON 1201 and 1202 |
| **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 are currently enrolled in or who have passed ECON 3103 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | none |
| **List courses that cannot be taken concurrently** | ECON 3103 |
| **Are there other enrollment restrictions?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 2103. Honors Core: Deep Roots of Modern Societies Three Credits. Prerequisites: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who are currently enrolled in or who have passed ECON 3103 Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. |
| **Reason for the course action** | The course treats a body of material not previously treated in my department. |
| **Specify effect on other departments and overlap with existing courses** | Some of the topics covered in the proposed course (e.g., gender roles, colonialism) may have limited overlaps with courses offered by the History Department (e.g., Women in History, Modern Western Traditions). We are in the process of consulting with HIST. But the History Department has no courses specifically on economic history of any region or time period. Therefore, we see no significant overlaps in temporal, spatial, or thematic coverage. |
| **Please provide a brief description of course goals and learning objectives** | At the end of the semester, the students will be able to: 1. Think rigorously about the history of today’s economies. 2. Challenge established views about the causes of poverty, discrimination, conflict, inequality, gender roles, and other challenging issues. 3. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history. 4. Learn the historical roots of challenging issues affecting modern societies. 5. Study cutting edge methods of historical and comparative analysis. 6. Explore the economic history of a specific issue and region in detail. 7. Apply scientific standards of economic history to communicate findings and critique other approaches. |
| **Describe course assessments** | Grading will be based on 1) In-class assignments (20%), 2) Presentation (20%), 3) Discussion/Feedback (20%), 4) Two Papers (40%). Please see the attached syllabus for details. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON2103 Syllabus (4.19.2018).docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F120348&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cd5f1a4cd36a84feae78508d635fb0a6f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755749674008307&sdata=MHuxhYjTeIVY2fwXp4yEiVEEhybaAOqITWX%2F75z954w%3D&reserved=0) | ECON2103 Syllabus (4.19.2018).docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Metin M Cosgel | 04/19/2018 - 17:52 | Submit |  | This is the Honors version of the newly proposed Econ 3103 | | Economics | Richard N Langlois | 10/19/2018 - 15:31 | Approve | 5/4/2018 | Approved at the May 4, 2018 meeting of the ECON Department. Approved by the Honors Board at its 10/15/18 meeting. | |



ECON 2103

Honors Core:

Global Economic History:

Deep Roots of Modern Societies

# Syllabus - Spring, 2019

## Course and Instructor Information

**Course Title:** Honors Core: Global Economic History: Deep Roots of Modern Societies

**Credits:** 3

**Prerequisites:** ECON 1200 or both ECON 1201 and 1202.

**Restrictions**: Not open for credit to students who are currently enrolled in or who have passed ECON 3103

**Professor:** Metin Cosgel

**Email:** Metin.Cosgel@UConn.edu

**Web**: [www.cosgel.uconn.edu](http://www.cosgel.uconn.edu/)

**Office Hours/Availability:** TBD.

## Catalog Copy

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

## Course Description

This course aims to introduce you to the cutting-edge toolkit for historical and comparative analysis of challenging issues facing modern societies. You will learn innovative methods to analyze important questions and scientific standards to communicate findings and critique other approaches. Along the way, we will read review articles as well as economic history’s recent “Greatest Hits,” pathbreaking books and journal articles that use a variety of methodologies to answer big questions. These articles teach us about the past in order to inform our understanding of today and reveal the historical roots of modern-day phenomena. Examining the causes of divergent paths in the evolution of societies, they identify the roles of geography and resources, environmental shocks, political economy, and various other historical events and institutions.

The course will consist of three parts. In the first part, we will develop common ground by learning broadly about the importance of deep roots and the application of recent methods of historical and comparative analysis. The second part will maintain a global focus and examine the best examples of persistent effects that have been identified in the literature. Finally, we will narrow focus in the third part by investigating the deep roots of challenging issues affecting modern societies in specific contexts.

While acquiring the common ground in Part A of the course, you will choose a geographic region of the world and one of the issues to be covered in Part C for your own research and exploration. This choice will be the basis for your paper assignments in the second and third parts of the course. In Part B, you will write to identify a problem in your region/issue and examine its nature and importance, and in Part C your objective will be to identify the deep roots of this problem.

Overall, based on your choices of regions and issues, we will form two sets of groups in class. These groups will meet frequently during class meetings for various projects and assignments, such as to discuss and report on how the reading assignment presented in the lecture would apply to your region and/or issue. In addition, in Part C, the issue-based groups will present to the rest of class their ideas and findings regarding the deep roots of problems surrounding this issue in each region. After your presentation, you will receive written comments and suggestions from your colleagues in other groups, which you can use in revising your paper.

## Learning Outcomes

At the end of the semester, the students will be able to:

1. Think rigorously about the history of today’s economies.
2. Challenge established views about the causes of poverty, discrimination, conflict, inequality, gender roles, and other challenging issues.
3. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history.
4. Learn the historical roots of challenging issues affecting modern societies.
5. Study cutting edge methods of historical and comparative analysis.
6. Explore the economic history of a specific issue and region in detail.
7. Apply scientific standards of economic history to communicate findings and critique other approaches.

## Course Outline and Readings

The list below includes a brief citation for the required readings. For the full citation to these items and additional readings, including links to view/download, please visit the [Refworks Folder for this course](http://www.refworks.com/refshare2?site=045861185940800000/RWWS4A1480782/Teaching%2F%2F%2F3103).

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| **TOPIC** | **READING** |
| ***PART A*** | |
| Nature and History | Nunn (2009, 2014) |
| Deep Roots of Comparative Development | Diamond (1997)  Ashraf and Galor (2017) |
| Barriers to Spread of Culture and Prosperity | Spolaore and Wacziarg (2017) |
| Tools of Analysis | [Guided questions](https://docs.google.com/document/d/1mxPTKCgQs0pDKGDwNj4VlJYi402SCUugAv7eD1DmlB8/edit?usp=sharing)  Reading regression tables  Causality in Economics |
| ***PART B*** | |
| Geography and Natural Resources | Alsan (2015)  Dell, et al (2014) |
| Settlement Patterns | Henderson et al (2016) |
| Colonial Legacy | Acemoglu et al (2001)  Feyrer and sacerdote (2009) |
| Legal Origins | LaPorta et al (2008) |
| Genetics | Ashraf and Galor (2013) |
| Culture | Guiso et al (2006)  Becker and Woessmann (2009) |
| ***PART C*** | |
| Poverty | Bowden et al (2008) |
| Gender Roles | Alesina et al (2013)  Goldin and Katz (2002)  Duflo (2012) |
| Income Inequality | Alesina et al (2016)  Dell (2010) |
| Discrimination | Voigtlander and Voth (2012) |
| Education | Becker and Woessman (2009)  Buringh and Van Zanden (2009) |
| Urbanization | Nunn and Qian (2011)  Bosker et al (2013) |
| Religiosity | Cosgel et al (2018) |
| Conflict and War | Esteban et al (2012)  Blattman and Miguel (2010)  Cosgel et al (2016) |

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| In-class assignments | 20% |
| Presentation | 20% |
| Discussion/Feedback | 20% |
| Papers  Part B  Part C | 20%  20% |

**Research Groups**

Based on your choice of (1) a geographic region and (2) one of the issues covered in Part C, you will belong to two groups with shared research interests.

**In-class Assignments**

In most class meetings, you will work with one of your groups on a team assignment. The assignments will typically be based on the material covered on that day and will give you an opportunity to reflect on the way this material relates to your own research projects.

**Presentation**

The presentation of research projects is an opportunity to share your ideas with fellow students in the class and to receive their comments and suggestions. In Part C, during the class meeting following the general discussion of your chosen issue in class, you will present as a group your ideas and findings regarding the deep roots of this issue in your regions. You will be asked to submit your presentation slides in HuskyCT a week before your presentation.

**Discussion/Feedback**

Following each group’s presentation, other students will post entries in the discussion forum in HuskyCT to offer comments and suggestions. The comments will be due within 24 hours of the presentation.

**Research Paper**

The research papers are key to your reflection process as a learner. You will submit two research papers, due at the end of parts B and C. In the first paper, you will identify a problem in your region/issue and discuss its nature and importance. The second paper will be about the deep roots of this problem. Detailed instructions and assistance will be provided during class meetings. Grading and feedback will be provided based on a rubric (available in HuskyCT).

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 95+ | A | 4.0 |
| 90+ | A- | 3.7 |
| 85+ | B+ | 3.3 |
| 80+ | B | 3.0 |
| 78+ | B- | 2.7 |
| 75+ | C+ | 2.3 |
| 70+ | C | 2.0 |
| 68+ | C- | 1.7 |
| 65+ | D+ | 1.3 |
| 60+ | D | 1.0 |
| 55+ | D- | 0.7 |
| <55 | F | 0.0 |

**Due Dates and Late Policy**

It is important to submit your assignments on time so that you can receive meaningful feedback from me. Discussion Forums in particular require that you submit your posts by the due dates so that you and your peers can participate in a dialogue about the topics we cover.

The deadlines for assignments are serious. No make-ups for in-class assignments. Late submission of a discussion assignment will lose 10% of the available points for each day after the due date.

**Feedback and Grades**

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to 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

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

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

## Software Requirements

The software/technical requirements for this course include:

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

## Help

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

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

## Minimum Technical Skills

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

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

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

## Evaluation of the Course

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

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

**2018-254 ECON 2120 Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8657 |
| **Request Proposer** | Langlois |
| **Course Title** | Honors Core: Rights and Harms |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Honors Core: Rights and Harms |
| **Course Number** | 2120 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area D: Philosophical / Ethical Analysis |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | seminar |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | Any 1000-level course in Economics (may be taken concurrently). |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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 students only |

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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 honors core 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** | ECON 2120. Honors Core: Rights and Harms Three credits. Prerequisite: Any 1000-level course in Economics (may be taken concurrently). Basic concepts in the economics and philosophy of law as a framework for discussing controversial social issues. Topics may include intellectual property rights, eminent domain, freedom of speech, and "repugnant" transactions like the sale of human organs. |
| **Reason for the course action** | ECON currently offers two 1000-level courses in the Honors Core. With the recent changes in the Honors curriculum, there will be a need for more Honors Core courses at the 2000-level and above. This is one of two courses ECON is proposing to fill that need. This course has already been approved by the Honors Board and will be taught in Spring 2019 as an ECON 2495. |
| **Specify effect on other departments and overlap with existing courses** | HRTS, PHIL, AND POLS have been consulted. Neither HRTS nor POLS has any problem with the course. (HRTS may even consider it as an elective.) No response from PHIL. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: • Understand and manipulate fundamental concepts in the economics and philosophy of law, including: o The basic economics of rights, including “artificial” rights. o Rights in rem and as a “bundle of sticks.” o The Coase Theorem. o Deontological versus consequentialist accounts of rights and rights assignment. o The differences among technological externalities, pecuniary externalities, and moralisms. o Property rules, liability rules, and inalienability as enforcement mechanisms. o Eminent domain. • Think critically and clearly about controversial social issues. • Reason more rigorously and argue more lucidly in oral presentations and writing. |
| **Describe course assessments** | We will have an in-class exam after part 1 of the course, just to make sure everyone is on the same page with the conceptual framework we will be using. That will count 25 per cent of the grade. Most of the grade will be based on active participation. For parts 2 and 3 of the course, I will set up a schedule of presentations, probably on ten topics from the course outline above. I will then assign teams to each topic. (In keeping with the spirit of the course, if you would prefer a different topic, you can try to trade with someone.) Each topic will consume one full class period. You will be graded on the quality of the presentation (rigor, depth, background research, and ability to generate discussion), but nice visuals won’t hurt. All members of the team will receive the same grade for the presentation (30 per cent of the grade). In addition, you individually will also submit an 8-10 page paper on a topic other than the one of your group presentation (30 per cent of the grade). Consult with me if you want to write your paper on a topic not on the list for presentations or even not on the syllabus at all. The paper will be due at the end of the semester. Class participation beyond your own presentation is essential in this class, so the final 15 per cent of the grade will be general class participation. Everyone will start with 100 points for participation, but if I see you systematically missing class or not contributing, I will begin to deduct points. There will be no final exam. Summary of Course Grading: In-class exam on Part 1 25% Team presentation 30% Individual paper (8-10 pages) 30% Class participation 15% |
| **General Education Goals** | This course arguably meets all the goals of general education. Because it is based on critical analysis and discussion of controversial social issues, the course will encourage students to become articulate, to acquire intellectual breadth and versatility, to acquire critical judgment, to acquire moral sensitivity, to acquire awareness of their era and society, and to acquire consciousness of the diversity of human culture and experience. Especially through the assessments -- both presentation and papers -- the course will help students acquire a working understanding of the processes by which they can continue to acquire and use knowledge. |
| **Content Area: Arts and Humanities** | This courses fits into CA1 because it is at its center an inquiry into philosophical and political theory. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON2120syl.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136633&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7144929812df4fb058e108d6362f71cc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755974741582929&sdata=xlPO9oUy06%2FbKIOOY%2Bb2qeOHS5OcSqUpL%2FktbXqnvo8%3D&reserved=0) | ECON2120syl.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 10/04/2018 - 10:52 | Submit |  | Approved by the ECON department at its 10/17/18 meeting. Approved by the Honors Board at its 9/24/18 meeting. | | Economics | Richard N Langlois | 10/19/2018 - 15:54 | Approve | 10/17/2018 | Approved by the ECON department at its 10/17/18 meeting. Approved by the Honors Board at its 9/24/18 meeting. | |



**ECON 2120**

**Honors Core: Rights and Harms**

Syllabus

Spring 2019

**Excluding materials for purchase, syllabus information may be subject to change.**

Course and Instructor Information

**Course Title:** ECON 2120. Honors Core: Rights and Harms

**Credits:** Three

**Format:** Seminar

**Prerequisites:** Any 1000-level course in Economics (may be taken concurrently)

**Professor:** Richard N. Langlois

**Email:** [richard.langlois@uconn.edu](mailto:richard.langlois@uconn.edu)

**Website**: <http://langlois.uconn.edu/>

**Office Hours/Availability:** TBD

Course Materials

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

Required Materials:

* Richard Adelstein, *The Exchange Order: Property and Liability as an Economic System*. New York: Oxford University Press, 2017.

Course Description

This course will expose students to a conceptual framework at the intersection of law, economics, and philosophy – what we can call the paradigm of **rights and harms**. Working within this framework, you will analyze and debate a large set of controversial social issues. The goal of the course is to encourage you to think critically and rigorously about such issues and to hone your skills in argument and persuasion.

Consider a famous legal case analyzed by the Nobel Laureate Ronald Coase. A physician sets up an examination room with a wall that is shared by a candy factory. Noise from the candy machinery makes it impossible for the doctor to examine patients with a stethoscope. If the candy factory has the right to make noise, the doctor is harmed; if the doctor has a right to quiet, the factory is harmed. Economists and philosophers have developed ways of thinking about who should get the right – and thus who should bear the harm – in cases like these. Most if not all controversial social issues take exactly this form: who has the right? Who is harmed, and in what way? As we will see, in many of these cases, the harms are *immaterial*: there is no tangible emission like noise. I may harm you (make you angry or unhappy) by giving a speech in favor of Marxism or by selling my kidney to the highest bidder – even if you are nowhere in the vicinity and learn of my behavior only through a third party. Should I have the right to engage in these behaviors? Or should you have the right to stop me?

This course will be based around discussion. It goes without saying that you will not be expected to come to any predetermined conclusion (or, indeed, any conclusion at all) about the issues we discuss. You will be graded entirely on the rigor of your reasoning and the clarity of your argument. It also goes without saying that class discussion must always be mature, collegial, and open-minded. One controversial social issue that – somewhat self-referentially – we may touch on is the idea that instructors (or other students) in university classes can harm others by discussing distressing subjects and that therefore instructors must warn students of any potential distress. Consider yourself warned. All ideas are fair game, even as we strive for an open, friendly – and fun – classroom environment.

Course Objectives

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

* Understand and manipulate fundamental concepts in the economics and philosophy of law, including:
  + The basic economics of rights, including “artificial” rights.
  + Rights *in rem* and as a “bundle of sticks.”
  + The Coase Theorem.
  + Deontological versus consequentialist accounts of rights and rights assignment.
  + The differences among technological externalities, pecuniary externalities, and moralisms.
  + Property rules, liability rules, and inalienability as enforcement mechanisms.
  + Eminent domain.
* Think critically and clearly about controversial social issues.
* Reason more rigorously and argue more lucidly in oral presentations and writing.

Course Outline

**Part 1: Rights and Harms.**

1.1 Rights.

Adelstein, chapter 1.

Armen Alchian, “[Some Economics of Property Rights](https://www.jstor.org/stable/43206327),” *Il Politico* **30**(4): 816-829 (1965).

Podcast: [Henry E. Smith on Property](https://econjwatch.org/podcast/henry-e-smith-on-property), September 9, 2011.

1.2 Harms.

Adelstein, chapter 2.

Ronald H. Coase, “[The Problem of Social Cost](https://www.jstor.org/stable/724810),” *Journal of Law and Economics* **3**: 1-44 (1960).

Guido Calabresi and A. Douglas Melamed, “[Property Rules, Liability Rules, and Inalienability: One View of the Cathedral](https://www.jstor.org/stable/1340059),” *Harvard Law Review* **85**(6): 1089-1128 (1972).

Video: [Three ways to control externalities](http://mediasite.dl.uconn.edu/Mediasite/Play/82b6ad8ec5e545e19ff9b93f9abedfb41d).

1.3 Eminent Domain: Locke v. Bentham.

Adelstein, chapter 3.

John Stuart Mill, [*On Liberty*](https://www.gutenberg.org/files/34901/34901-h/34901-h.htm). London: J. W. Parker and Son, 1859, chapter 1.

Robert Nozick, *Anarchy, State, and Utopia*. New York: Basic Books, 1974, chapter 3.

Amartya Sen, “[The Impossibility of a Paretian Liberal](https://www.jstor.org/stable/1829633),” *Journal of Political Economy* **78**(1): 152-157 (1970). N.B. Do not try to follow all of the formalism in this paper (unless you really want to). Just try to understand the question Sen is posing and the implications of the result he comes to.

Film: [*Little Pink House*](https://www.amazon.com/Little-Pink-House-Catherine-Keener/dp/B07FTTXM5Q/).

**Part 2: “Artificial” property rights.**

2.1. Emission permits.

Adelstein, pp. 109-158.

Robert N. Stavins, “[Cap and Trade Is the Only Feasible Way of Cutting Emissions](https://www.nytimes.com/roomfordebate/2014/06/01/can-the-market-stave-off-global-warming/cap-and-trade-is-the-only-feasible-way-of-cutting-emissions),” *The New York Times*, June 2, 2014.

Video: [A Deeper Look at Tradable Allowances](https://www.mruniversity.com/courses/principles-economics-microeconomics/deeper-look-tradable-allowances).

2.2. Intellectual property rights.

Adelstein, chapter 4.

2.3 Electromagnetic spectrum.

Ronald H. Coase, “[The Federal Communications Commission](https://www.jstor.org/stable/724927),” *The Journal of Law & Economics* **2**: 1-40 (1959).

2.4 The Reserve Clause and free agency.

Simon Rottenberg, “[The Baseball Players' Labor Market](https://www.jstor.org/stable/1825886),” *Journal of Political Economy* **64**(3): 242-258 (1956).

2.5 Taxi medallions.

Winnie Hu, “[Taxi Medallions, Once a Safe Investment, Now Drag Owners into Debt](https://www.nytimes.com/2017/09/10/nyregion/new-york-taxi-medallions-uber.html),” *The New York Times*, September 10, 2017.

Gordon Tullock, “[The Transitional Gains Trap](https://www.jstor.org/stable/3003249),” *The Bell Journal of Economics* **6**(2): 671-678 (1975).

**Part 3: Who should get the right?**

3.1 Pecuniary harms: antitrust.

Adelstein, pp. 97-107.

Robert Bork, *The Antitrust Paradox*. New York: The Free Press, 1978, chapter 2.

3.2 Immaterial harms: “moralisms.”

3.2.1 Speech.

John Stuart Mill, [*On Liberty*](https://www.gutenberg.org/files/34901/34901-h/34901-h.htm). London: J. W. Parker and Son, 1859, chapter 2.

Brian Eule, “[Watch Your Words, Professor](https://alumni-gsb.stanford.edu/get/page/magazine/article/?article_id=75857),” *Stanford Magazine*, January-February 2015.

Rebecca Lurye, “[UConn Tackling Debate of Free Speech on Campus in Wake of ‘OK to Be White’ Event](http://www.courant.com/education/hc-news-free-speech-on-campus-20171207-story.html),” *The Hartford Courant*, December 10, 2017.

Video: [Why Social Media Shouldn’t Censor Hate Speech](https://www.theatlantic.com/video/index/568498/nadine-strossen/).

3.2.2 Commercial transactions and speech.

Robert P. George and Sherif Girgis, “[A Baker’s First Amendment Rights](https://www.nytimes.com/2017/12/04/opinion/first-amendment-wedding-cake.html),” *The New York Times*, December 4, 2017.

Emily Cochrane, “[Sarah Huckabee Sanders Was Asked to Leave Restaurant over White House Work](https://www.nytimes.com/2018/06/23/us/politics/sarah-huckabee-sanders-restaurant.html),” *The New York Times*, June 23, 2018.

3.2.3 “Repugnant” transactions.

3.2.3.1 “Price gouging.”

David W. Meyer, “[The Virtues of ‘Price Gouging](https://web.archive.org/web/20080513084038/http:/www.ftc.gov/be/meyergouging.pdf),’” Federal Trade Commission.

James Surowiecki, “[In Praise of Efficient Price Gouging](https://www.technologyreview.com/s/529961/in-praise-of-efficient-price-gouging/),” *MIT Technology Review*, August 19, 2014.

3.2.3.2 Selling organs.

Philip J. Cook and Kimberly D. Krawiec, “[If We Pay Football Players, Why Not Kidney Donors](https://object.cato.org/sites/cato.org/files/serials/files/regulation/2018/3/regulation-v41n1-4.pdf),” *Regulation*, Spring 2018, pp. 12-17.

3.2.3.3 Surrogate motherhood.

Ross Douthat, “[The Handmaids of Capitalism](https://www.nytimes.com/2018/06/20/opinion/feminism-capitalism.html),” *The New York Times*, June 20, 2018.

3.3 Self-harms: paternalism and “internalities.”

“[The New Paternalism: the Avuncular State](https://www.economist.com/special-report/2006/04/06/the-avuncular-state),” *The Economist*, April 6, 2006.

Course Requirements and Grading

We will have an in-class exam after part 1 of the course, just to make sure everyone is on the same page with the conceptual framework we will be using. That will count 25 per cent of the grade. Most of the grade will be based on active participation. For parts 2 and 3 of the course, I will set up a schedule of presentations, probably on ten topics from the course outline above. I will then assign teams to each topic. (In keeping with the spirit of the course, if you would prefer a different topic, you can try to trade with someone.) Each topic will consume one full class period. You will be graded on the quality of the presentation (rigor, depth, background research, and ability to generate discussion), but nice visuals won’t hurt. All members of the team will receive the same grade for the presentation (30 per cent of the grade). In addition, you individually will also submit an 8-10 page paper on a topic other than the one of your group presentation (30 per cent of the grade). Consult with me if you want to write your paper on a topic not on the list for presentations or even not on the syllabus at all. The paper will be due at the end of the semester. Class participation beyond your own presentation is essential in this class, so the final 15 per cent of the grade will be general class participation. Everyone will start with 100 points for participation, but if I see you systematically missing class or not contributing, I will begin to deduct points. There will be no final exam.

Summary of Course Grading:

|  |  |
| --- | --- |
| In-class exam on Part 1 | 25% |
| Team presentation | 30% |
| Individual paper (8-10 pages) | 30% |
| Class participation | 15% |

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 Responsibilities and Resources

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

Student Code

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

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

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

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the [Undergraduate Catalog](http://catalog.uconn.edu/).

Academic Calendar

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

Students with Disabilities

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

**Absences from Class because of Religious Observances and Extra-Curricular Activities**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University’s legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

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

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**2018-255 ECON 2311Q Revise Course (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8745 |
| **Request Proposer** | Langlois |
| **Course Title** | Econometrics I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Econometrics I |
| **Course Number** | 2311Q |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a proposal to change the title of and add a Q designation to an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@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)** | 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** | 3 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ECON 1200 or both ECON 1201 and 1202; and MATH 1071Q or 1110Q or 1131Q; and STAT 1000Q or 1100Q. |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2311. Empirical Methods in Economics I Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; and MATH 1071Q or 1110Q or 1131Q; and STAT 1000Q or 1100Q. A course recommended for all students majoring in economics. Introduction to the empirical testing of economic theories. Student projects testing simple economic models. |
| **Provide proposed title and complete course catalog copy** | 2311Q. Econometrics I Three credits. Two class periods and one 2-hour laboratory period. Prerequisite: ECON 1200 or both ECON 1201 and 1202; MATH 1071Q or 1110Q or 1125Q or 1131Q or 1151Q, or 2141Q; and STAT 1000Q or 1100Q. A course recommended for all students majoring in Economics. Introduction to the application of statistical methods for the estimation, testing, and prediction of economic relationships. Emphasizes ordinary least squares regression. |
| **Reason for the course action** | Update the title and catalog copy to reflect more accurately what is being taught in the course. Add a Q designation to signal the mathematical content of the course and to give majors another option for completing Q requirements. |
| **Specify effect on other departments and overlap with existing courses** | No change. |
| **Please provide a brief description of course goals and learning objectives** | The course aims to prepare students for practical empirical research in an academic or business setting. As a main goal, students learn and practice the following three basic concepts in econometrics: - Quantifying uncertainty with con…dence intervals. - Using regression to infer and identify causal relationships. - Using regression for prediction. Students will also practice and build competency in STATA which is a standard software package to perform the empirical analysis in economics. |
| **Describe course assessments** | Homework: There will be three homework assignments in this course. Homework assignments are STATA exercises and will serve as a way to learn and practice that software. Complete all your homework assignments on your own. Remember, homework is assigned to assist you in learning the software and at the same time it is a good check of your understanding of the econometrics concepts taught in class. Grading: 15% Homework Assignments / 35% Midterm Exam / 50% Final Exam. |
| **General Education Goals** | As we are increasingly confronted with claims that involve statistics -- from public policy to baseball -- well-informed citizens need to understand the nature and meaning of statistical relationships. This course will aid students not only inc critical thinking but will give them tools to understand and participate in an increasingly important aspect of modern life. |
| **Skill Code Q** | This course requires the knowledge and use of mathematics and statistics above the basic algebra level as an integral part of the course. The course focuses on comprehensive analysis and interpretation of data. Regression analysis is the fundamental technique used in the field of economics. Students will use STATA (or similar statistical software), but they will also be required to understand and carry out actual mathematical and statistical manipulations and to relate them to the data in order to draw conclusions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Econ\_2311\_Hwang\_2017\_01\_10\_a.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136913&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C55e229459c9f4c00091908d6362cfc67%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755964175616817&sdata=R9JgYl6xIZvA3cEbM3b6nA8066LLbISzhy05IGSFDfs%3D&reserved=0) | Econ\_2311\_Hwang\_2017\_01\_10\_a.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 10/09/2018 - 13:35 | Submit |  | Approved by the ECON department at its 10/17/18 meeting. | | Economics | Richard N Langlois | 10/19/2018 - 16:11 | Approve | 10/17/2018 | Approved by the ECON department at its 10/17/18 meeting. | |

**Syllabus**

ECON 2311: Empirical Methods in Economics I

Spring 2018

**Instructor**: Jungbin Hwang, Email: jungbin.hwang@uconn.edu

**Time and Location**: Tue/Thur: 9:30am∼10:25am / UTEB 175

**Office Hours**: Tue: 2:00pm∼3:00pm/ Oak 333

**Lab/Teaching Assistant**: Xizi Li (xizi.li@uconn.edu)

Office/Lab/Review Hours : Mon/Wed/Fri: 1:25pm∼2:15pm / Oak Hall 308

**Description of the Course**

The course aims to prepare students for practical empirical research in an academic or business setting. As a main goal, students learn and practice the following three basic concepts in econometrics:

- Quantifying uncertainty with confidence intervals.

- Using regression to infer and identify causal relationships.

- Using regression for prediction.

Students will also practice and build competency in STATA which is a standard software package to perform the empirical analysis in economics.

**Textbook**

∙ Introductory Statistics for Business and Economics, 4th Edition: T.H. Wonnacott and R.J. Wonnacott (Optional)

- This book will help you review of basic statistics knowledge/techinque.

∙ Introduction to Econometrics, 3rd Edition : J. Stock and M. Watson (Recommended Textbook)

**Course Web Page**

A course webpage is available at HuskyCT- https://lms.uconn.edu/. It will include information relevant to the course, such as announcements, homework assignments, information on Stata tutorials, practice problem sets, solutions, updated syllabus, schedule and more. You should check this page regularly.

**Required Software**

STATA (www.stata.com) is a general-purpose statistical software package. Students are not required to the software as you can access to these tools in the computer lab as well as our classroom in Oak Hall 308, and in other computer labs on. Check http://software.uconn.edu/stata/ for on-campus access information.

**Schedules of Review and Lab sections**

Lab # Days/Time Classroom Instructor

001L (12188) Mo 1:25PM - 2:15PM

002L (12189) We 1:25PM - 2:15PM Oak 308 Xizi Li

003L (12190) Fr 1:25PM - 2:15PM

\*There will be no review/lab classes in the first week of Jan 15∼19th.

**Homework**

There will be four homework assignments in this course. Homework assignments are STATA exercises and will serve to learn and practice that software. Complete all your homework assignments on your own. Remember, homework is assigned to assist you in learning the software and at the same time it is a good check of your understanding of the econometrics concepts taught in class.

**Grading**

20% Homework Assignments / 35% Midterm Exam / 45% Final Exam.

There will be (random) 5 attendance surveys that gives you extra points up to 3 percent of your total scores.

The overall course grade, computed using the weights specified above, will be curved. In general, the class average corresponds to the lowest B.

**Exams**

The midterm examination is scheduled to Tuesday, March 6th at 9:30am∼10:25am. The specific location and will be announced later. The final exam will take place on the date scheduled in the University Calendar for final exams, closed books and notes.The materials for final exams will be cumulative. In general, the dates for the exams are not negotiable and there are no make-up exams. If you miss a final for a justifiable and verifiable medical/legal reason, your midterm grade will be your grade on the final. Otherwise you will receive a zero, no exceptions. Check http://catalog.uconn.edu/academic-regulations/grade-information/#final-exam for further detailed policy in UCONN.

(Tentative) Outline of the Course

Part I: Introduction and Review of Basic Statistics for Economics (Stock and Watson's Chapters 1-3)

- Covariance and Correlation

- Correlation vs. causality; Policy analysis vs. prediction; Experimental vs. nonexperimental data

- Exact/finite sample distribution vs. large sample distribution

- Introduction to STATA (input data, create log and do files, run regressions, graph, etc.)

- Homework I

Part II: Linear Regression with One Regressor (Stock and Watson's Chapters 4 and 5)

- Least Square principle

- Sampling distribution of OLS estimator (data generating process)

- Confidence interval and hypothesis testing: small sample approach and large sample approach

- Use regression with only intercept to infer about the mean

- Use dummy variable regression to compare means from different subpopulations.

- Practice a simple linear regression with STATA

- Homework II

Midterm Exam on March 6th (The) at 9:30am∼10:25am

Part III: Linear Regression with Multiple Regressors (Stock and Watson's Chapters 6 and 7)

- Sampling distribution of the OLS estimator

- Confidence interval and hypothesis testing for a single coefficient

- Confidence set and joint hypothesis testing for more than one coefficient

- Practice multiple linear regression analysis with STATA

- Homework III

Part IV: Topics in Multiple Regression (Stock and Watson's Chapters 8 and 9)

- Dummy variable regressions

- Modeling nonlinear functions

- Sources of OLS bias: measurement error, omitted variable, simultaneity and sample selection

Final Exam (TBA)

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

ADA Statement

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Department of Human Resources Americans with Disabilities Act (ADA) Accommodations Case Manager is charged with processing and facilitating requests for employee ADA accommodations. If you believe you may need an accommodation, or if you are a supervisor or manager who has been presented with a request for an accommodation, please contact the ADA Case Manager, Ryan Bangham, and/or visit our page on Employee Accommodations. See the guide to HR's Reasonable Accommodations Process. Students who require an accommodation in the academic setting should contact the Center for Students with Disabilities. Please feel free to contact the ADA Case Manager at (860) 486-2020 or via e-mail at csd@uconn.eduu for further assistance.

For other policy Against Discrimination, Harassment and Related Interpersonal Violence and the Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities: http://provost.uconn.edu/syllabi-references/

**2018-256 ECON 2312Q Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8746 |
| **Request Proposer** | Langlois |
| **Course Title** | Econometrics II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Econometrics II |
| **Course Number** | 2312Q |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a proposal to change the title and catalog copy of and add a Q designation to an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | [richard.langlois@uconn.edu](mailto:richard.langlois@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)** | 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** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 2311 |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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 part of the BS sequence, and the BS degree requires courses offered only at Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2312. Empirical Methods in Economics II Three credits. Prerequisite: ECON 2311. Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory. |
| **Provide proposed title and complete course catalog copy** | 2312Q. Econometrics II Three credits. Prerequisite: ECON 2311Q. Development of techniques beyond those covered in ECON 2311Q. Topics may include endogeneity problems and instrumental variables; panel-data models; binary-choice models including probit and logit; and time-series econometrics. |
| **Reason for the course action** | Update the title and catalog copy to reflect more accurately what is being taught in the course. Add a Q designation to signal the mathematical content of the course and to give majors another option for completing Q requirements. |
| **Specify effect on other departments and overlap with existing courses** | No change. |
| **Please provide a brief description of course goals and learning objectives** | The course aims to prepare students for practical empirical research in an academic or business setting. As a main goal, students learn and build on the techniques of regression analysis acquired in ECON 2311Q. Students will also practice and build competency in STATA which is a standard software package to perform the empirical analysis in economics. |
| **Describe course assessments** | 20% problem sets. 40% two midterm exams. 40% final exam. |
| **General Education Goals** | As we are increasingly confronted with claims that involve statistics -- from public policy to baseball -- well-informed citizens need to understand the nature and meaning of statistical relationships. This course will aid students not only inc critical thinking but will give them tools to understand and participate in an increasingly important aspect of modern life. |
| **Skill Code Q** | This course requires the knowledge and use of mathematics and statistics above the basic algebra level as an integral part of the course. The course focuses on comprehensive analysis and interpretation of data. Regression analysis is the fundamental technique used in the field of economics. Students will use STATA (or similar statistical software), but they will also be required to understand and carry out actual mathematical and statistical manipulations and to relate them to the data in order to draw conclusions. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus-Econ2312.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136915&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C39601c39dac74fd154c108d6362cc26f%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636755963207131680&sdata=Od7rUlEePCNSm5CE4u2oZaWjTSVhyq2nGOHJ%2FXVKN9Q%3D&reserved=0) | Syllabus-Econ2312.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Richard N Langlois | 10/09/2018 - 14:05 | Submit |  | Approved by the ECON department at its 10/17/18 meeting. | | Economics | Richard N Langlois | 10/19/2018 - 16:11 | Approve | 10/17/2018 | Approved by the ECON department at its 10/17/18 meeting. | |

**Econ2312 Empirical Methods in Economics II**

**Contact**

Instructor: Min Seong Kim

Office: OAK 330

Office Hours: Mon, Wed 1:00 – 2:00pm

Email: min\_seong.kim@uconn.edu

Lecture: Mon, Wed, Fri 11:15am – 12:05pm in OAK308

Course Webpage: husky.uconn.edu

**Course Description**

This course is a continuation of Econ2311 and covers four parts. In the first part, we study the endogeneity problem and instrumental variable (IV) method. The second part deals with panel data models. The third part of the course covers binary choice models (linear probability model; probit and logit). The last part will cover introductory time series.

**Course Materials**

* Textbook: Stock and Watson (2011), *Introduction to Econometrics*, 3nd Edition, Pearson.
* Econometrics Software: In class, we’re going to use STATA.

**Course Evaluation**

* 20%: Problem Sets: You may work together on these, but must hand in your own write-

up of the answers.

* 40%: Two Midterm Exams: The schedule will be discussed.
* 40%: Final Exam

**Course Outline**

1. Correlation and Causality (Chapter 9)

* Nature of the OLS
* Source of Endogeneity: Omitted Variable Bias, Measurement Error Bias, Simultaneous Equation Bias.

1. IV and 2SLS (Chapter 12)

* The IV Estimator with a Single Regressor and a Single Instrument
* General IV Regression Model: 2 Stage Least Squares
* Checking Instrument Validity: Overidentification Test

1. Regression with Panel Data (Chapter 10)

* Advantage of Panel Data Model
* Fixed Effects Approach
* Regression with Time Fixed Effects
* Clustered Variance Estimation

1. Regression with a Binary Dependent Variable (Chapter 11)

* Classification Problem
* Linear Probability Model
* Probit and Logit Model
* Maximum Likelihood Estimation

1. Introduction to Time Series (Chapters 14, 15)

* Serial Correlation and Stationarity
* Forecasting: Autoregressive Models
* Newey-West Standard Error

**2018-257 ECON 2447W Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8112 |
| **Request Proposer** | Harmon |
| **Course Title** | Economics of Sports |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > Return > Economics > College of Liberal Arts and Sciences > Return > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Economics of Sports |
| **Course Number** | 2447W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This course will be the W version of an existing course |

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| **CONTACT INFO** | |
| **Initiator Name** | Oskar R Harmon |
| **Initiator Department** | Economics |
| **Initiator NetId** | orh02001 |
| **Initiator Email** | [oskar.harmon@uconn.edu](mailto:oskar.harmon@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)** | 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 ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Will there also be a non-W section?** | No |
| **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** | lecture |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ECON 1200 or 1201. ENGL 1010 or 1011 or 2011. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Stamford |
| **If not generally available at all campuses, please explain why** | I am not aware of another instructor interested in offering it. |
| **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** | 2447 W. Economics of Sports Three credits. Prerequisite: ECON 1200 or 1201. ENGL 1010 or 1011 or 2011. Microeconomic principles applied to the business of sports. Player salaries; anti-trust issues and collective bargaining; discrimination; economics of franchising; ticket pricing, revenue sharing, and competitive balance; impact of franchises on local economies. |
| **Reason for the course action** | to offer the course in W format |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | • Use a graph to explain pricing strategies for maximizing revenues and for maximizing profits. • Use a graph to explain optimal pricing for monopoly, monopsony, bilateral monopoly, and cartets. • Use a graph to the price controls on compensation to student-athletes. • Use a graph to explain the three types of discrimination for pricing of event tickets • Describe the role of antitrust policy in sports leagues: college and professional. • Define the concept of competitive balance, explain and empirically calculate the different measures of competitive balance for the MLB, the NBA, and college conferences • Analyze the costs and benefits of public financing of sports stadiums. • Describe the theoretical causes and consequences of monopsony power, and use simple graphical models explain labor market dynamics. • Define and empirically measure the marginal product of players. • Describe the types, sources, and consequences of labor market discrimination. • Assess evidence for and against labor market discrimination in professional sports. • Develop sources to write a research paper on a topic in the Economics of Sports |
| **Describe course assessments** | • Use a graph to explain pricing strategies for maximizing revenues and for maximizing profits. • Use a graph to explain optimal pricing for monopoly, monopsony, bilateral monopoly, and cartets. • Use a graph to the price controls on compensation to student-athletes. • Use a graph to explain the three types of discrimination for pricing of event tickets • Describe the role of antitrust policy in sports leagues: college and professional. • Define the concept of competitive balance, explain and empirically calculate the different measures of competitive balance for the MLB, the NBA, and college conferences • Analyze the costs and benefits of public financing of sports stadiums. • Describe the theoretical causes and consequences of monopsony power, and use simple graphical models explain labor market dynamics. • Define and empirically measure the marginal product of players. • Describe the types, sources, and consequences of labor market discrimination. • Assess evidence for and against labor market discrimination in professional sports. • Develop sources to write a research paper on a topic in the Economics of Sports Course Requirements and Grading   Schedule of Writing assignments Writing assignment The writing assignment counts for 45% of the course grade. To pass the course you must receive a passing grade on the writing assignment because this is a “W” course. To create proper incentives, you will be graded on your drafts along the way. Your proposal and draft list of sources will be worth two per cent of your grade each; your first draft 6 per cent; your second draft 10 per cent and the final draft 22% for a grand total of 42% of the course grade. You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. We reserve the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade. You can write on any sports economics related topic you like (with the approval of your instructor). As always, turning in a paper you wrote for some class in the past would constitute academic misconduct unless explicitly approved by the instructor. If you are at a loss for a topic, consider turning to a website like, The Sports Economists Blog, which discusses controversial economic issues in sports. You could then take a position on one of the issues and support your thesis with research. (As we will discuss early in the semester, all good writing revolves around a thesis -- all good writing is an argument.) Your section instructor will also be a valuable resource in picking a topic. Peer Review Exercise Mid-way through the semester, we will conduct a peer-review exercise which counts for 3% of the grade.. You will receive by email, and be asked to comment on, another student's installment. You will be graded on the effort you put into the peer review (three percent of course grade). Here are some tips for a good peer review. Schedule of Writing assignments Week Assignment due Comments February 10 Proposal One or two pages, with preliminary thesis and some references. February 24 Draft list of sources All sources properly formatted. March 15 First draft due Must include in-text citations and list of references, but may not yet be full length or include all evidence. April 5 Second draft due Must be full length and must address comments on first draft. April 15 In-class peer review Provide comments to and receive comments from another student. May 14 Final version Must include complete bibliography and proper in-text citation.. Note: your assignment is always due at the meeting of the discussion section to which you are assigned. Grading of Writing Assignments You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. We reserve the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade. How will you be graded? The rubric below gives a more formal answer to that question. But here basically is what we are looking for. 1. Researching the topic: Did you find and master relevant scholarly reference materials? We will talk in class about what "scholarly" means. Briefly: it means professional books and journal articles. I recommend Google Scholar as a good starting point. We will learn about other sources in class. "Scholarly" specifically excludes the kind of unmonitored websites that turn up in ordinary web searches. "Joe's website about economics" is not a scholarly source, even if Joe is a professor of economics somewhere. You get precisely one Wikipedia citation for the entire paper. 2. Documentation and Citation: Did you document and cite all sources appropriately? You are responsible for providing proper citation for all direct quotations, paraphrased ideas, and statistical and other information coming from other sources. (Note that you have to cite an idea even if you paraphrase it rather than quote an author directly; and, in general, you ought to paraphrase not quote.) Make sure to include at the end of each paper a list of works cited. You must format properly both your in-text citations and list of works cited. We will talk about this in class. A good resource to start is the UConn Library’s guide on citing sources. 3. Argument: Is there a central idea, a thesis that you sustain consistently throughout the paper? How clear, sophisticated, and original is the idea? Does it convey a clear knowledge of the material and a recognition of alternative perspectives? 4. Support: How well do you support your argument? Are your sources clearly and consistently relevant to the thesis? Do you use examples, quotations, statistical and other information skillfully to support the argument(s)? 5. Organization: Is the paper well-organized? Make sure that your objective is clear at the beginning, that each section has a clear role in meeting the objective, and that ideas flow logically from one paragraph or section to the next. 6. Paragraphs: Are the paragraphs coherent and well-organized? Is there one clear idea per paragraph, introduced by a clear topic sentence and developed consistently by other well-connected sentences? 7. Sentences: Are the sentences efficient and well-constructed? Work on constructing clear, concise sentences by avoiding words and phrases that do not fit well. Use vague pronouns and passive voice only when absolutely necessary. 8. Mechanics: Are the mechanical elements of writing (grammar, spelling, punctuation, etc.) free of errors? Using your word processor to check spelling and grammar before printing the paper can go a long way. But be careful: your word processor does not know if you meant “there” or “their.” In the end, there is no substitute for human proofreading. Grading Rubric The rubric below names and describes some key traits of academic texts. In practice, the five traits are interrelated; still, compared to traditional grades, this sorting by traits can offer a more calibrated measure of strengths and weaknesses. A grade of 3 is average and is equivalent to a score of 80 out of 100 (5=100, 4=90, 3=80, 2=70, 1=60, 0=0). Please note that if an essay receives a 0.0 in any of the 5 categories, it cannot pass. 5 points 4 points. 3 points 1 or 2 points 0 points Purpose,Relevance &Focus The text grapples with an issue ripe for analysis or debate and responds with insight. The writer clearly understands the assignment, demonstrates a sure grasp of the readings and contextual issues in play, and makes a perceptive contribution to the intellectual conversation on the matter. Exceptional essays reveal a creative and critical mind at work; they move readers from the known to the new; they often take risks. The text voices a thoughtful response to the assignment, going beyond standard expectations. The writer motivates readers to care about the issues at hand and asserts a focused, relevant, and convincing claim. The text responds competently to the assignment, making a viable claim. The writer has something at stake and shows some promising analytical, interpretive, and rhetorical sensibilities. The text responds adequately to the assignment and advances a reasonable but unambitious claim. The thesis may be limited, muddy or scattered, but the purpose and relevance of the piece are still discernable. The text may be inappropriate to the assignment, reveal scant understanding of readings and contextual issues, or seem adrift. The central claim may be too obvious or too odd to motivate the intended audience to care about it. Development The writer marshals complete and compelling evidence to support claims and amplify key points. The text uses primary texts, reliable secondary sources, relevant data, and telling details as appropriate to the nature and scope of the assignment. The writer creates common ground with the audience and anticipates alternate perspectives and counter-arguments. The writer selects and deploys evidence convincingly. The supporting details deepen the argument or narrative, drawing in readers. The text builds momentum; readers nod in affirmation as they move through the essay. The writer includes enough evidence to make a competent case. The text moves reasonably well between generalities and particulars. When required, sources cited are reliable and appropriate. The quality and quantity of support is adequate, but at times runs thin. The essay needs more flesh on the bones. Some evidence may be incomplete, stretched or suspect. The text may be either too skimpy or too bloated. Evidence may be missing, incomplete, inappropriate or unreliable. Claims and supporting material may be mis-matched. Arrangement The arrangement complements the purpose and development of the piece. The writer shepherds readers through the text by making the organization evident, delivering information as needed, and clearly signaling sources, turns and transitions. The writer employs structural conventions appropriate to the assigned genre but innovates as needed. The arrangement is thoughtful and logical. The writer respects conventions appropriate to the genre and supplies helpful cues for navigating the text (intro, forecasting, transitions, signal phrases for sources, etc.). Readers never feel lost. The structure fits the assignment and purpose reasonably well. The arrangement is typical for the genre but doesnï¿½t go out of its way to help readers. Structure is discernible but only marginally effective. The readerï¿½s needs are not taken into consideration. The line of development may wander too much; readers may feel temporarily lost or confused. The organization is haphazard, showing a disregard for logic or convention. The arrangement reveals scant consideration for the needs of readers. Style The prose strikes readers as effective and eloquent. Sentence structures are complex and varied; the rhythm is paced; transitions are fluid; the sounds resonate. The writer adopts an audience-appropriate stance while projecting a distinctive voice. The prose is controlled and economical, featuring purposeful transitions and some vibrant passages. The writer shows versatility. The prose is generally controlled. Sentences and paragraphs cohere; the transitions are serviceable; the diction is audience appropriate. The prose is readable but may be flat, repetitive, choppy, wordy, or bureaucratic. Some passages may strike the audience as irksome. The style alienates the writer from the audience. Sentences may be so tangled that they obscure understanding. Editing &Conventions The writer seamlessly employs effective strategies for grammar, syntax, usage, word choice, and attribution of sources. The editing is calibrated to the intended audience and complements the purpose, meaning and style of the text. Surface features and conventions meet audience expectations. Text is edited fairly cleanly but may include a few minor lapses, typos, awkward patches, or inconsistencies. Text is reasonably well edited but features some distracting errors (odd phrasing, flawed punctuation, faulty parallelism, dangling modifiers, etc.). Text is readable but reveals a few serious problems (fragments, run-ons, lack of subject-verb agreement, etc.) or frequent minor errors. Non-standard source documentation may prevail. More than 3 or 4 serious problems--or a constellation of minor errors--emerge on each page. Surface problems impede comprehension or frustrate readers. Source attribution may be missing or seriously flawed. Modified slightly from the rubric of Prof. Tom Deans, Director of the UConn Writing Center, version of 4/2006 Other Assignments 6 Homework Exercises The exercises apply fundamental tools taught in principles of economic analysis to the analysis of issues in sports economics. Each exercise culminates in a 5 question multiple choice quiz. 7 Movie Quizzes For each module a movie (or two) is assigned, followed by a timed 20 minute 5 multiple choice question quiz. 4 React Modules: You choose One ….. There are many hotly debated issues in sports. Four examples have been picked for this course. There is no right answer, it is a matter for debate. In this assignment you choose a topic and an interest group. You are asked to develop an opinion for that interest group, and then defend it to the best of your ability. REACT MODULE #1: UNIVERSITY OF MARYLAND 2011 DEFICIT -- Should the University reduce expenditures on the D1 Football program to be consistent with the University mission of balancing academics and athletics? Universities across the country are strapped for funds, Uconn is no exception. University Presidents' face the hard choice of where to cut. Should it be academics, D1 football and basketball? Nonrevenue generating spots? Some combination of the above? For this module we will look at the example of the University of Maryland in 2001 as their President faced this issue. REACT MODULE #2: Is Uconn women's basketball dominance bad for the sport? Should there be changes to improve competitive balance? In some sports a team or a few teams consistently dominate all other teams. UConn women's basketball is one, though the last two seasons are a question mark, San Francisco Warriors, New England Patriots, New York Yankees, are other examples. In sports economics this is the question of competitive balance. Why do the Power 5 Conference teams always dominate college football? Why do the wealthy cities always dominate professional baseball? What is the appropriate balance? How is it to be achieved? Is dominance bad for the sport? Is dominance good for the sport? When there is persistent imbalance Should the rules be adjusted to level the playing field? Should the dominate team be put under intense investigation for rules infractions? For this module we will look at the example of the University of Connecticut's Womens Basketball team in 2016 just coming off 4 consecutive final four victories. REACT MODULE #3: Should the Northwestern football players been allowed to unionize in 2015? In college sports, arguably, no issue is more hotly debated than whether athletes in D1 revenue generating sports should be paid. The NCAA is a monopsony, it operates in this way to preserve the "amateurism" of the college sports that is the bedrock of marketing D1 football and basketball for the universities in the Power 5 Conferences. Professional sports are organized where the team owners are management (a monopsony) and they bargain with the players, who are organized in a player’s union (a monopoly). Economists model this as a bilateral monopoly market. College sports on the other hand are organized where the NCAA represents management (monopsony) and players are prohibited from organizing, and hence cannot bargain over pay for play. Is the economics of this model sustainable? The Rice report issued April 30 2018 raises this issue. For this module we will look at the example of the Northwestern University 2015 Football team and its effort to unionize REACT MODULE #4: Should UConn increase the proportion of its athletic spending on women’s sport teams? #MeToo, Bill Cosby, The Gender Pay Gap, all are examples of our increasing awareness of the differential treatment of the two genders in America. 1972 saw the enactment of Title IX. Forty-six years later we are debating whether the levels of spending in college sports on men’s and women’s teams is consistent with the requirements of Title IX, and what should be done about the differential. For this module we will look at the example of the University of Connecticut's spending on women's sports. These are the topics, read on for more details of assignments..... One React Essay and One Video The purpose of this activity is to engage the class in thinking, talking and writing about the course readings, videos, and lectures. This is an activity where each student will choose one topic, representing an interest group in the community. On the topic of your choice, you will submit one 600 to 800-word statement of position to the governing board, and the summarize the position in a less than 5-minute highlight video presentation (for example voice over of a powerpoint slide deck highlighting the main points of the essay). We have 4 React modules, you student will choose just one topic to make a presentation and in the other three modules you will participate by voting on presentations. Poll to Rank Essays and Videos in each React Module This is a participation assignment, Each student will complete a poll that asks for your vote on the question of the React Module, indicating the reasons for your vote an ranking of the videos (excluding your own) submitted for the React Module. Final Exam It is a timed open book open note multiple-choice exam. The final is 30 questions in 60 minutes. |
| **General Education Goals** | It is a new field in Economics, it is the first course in the field to be offered at Uconn, it is offered by several of our peer institutions. Sports is a national past time and Sports Economics is a natural hook to excite motivate students to explore applications of “dismal” microconomic concepts to real work problems. This is an opportunity to demonstrate economics concepts are relevant and in doing so inspire students to do the hard work necessary to master these concepts. |
| **Skill Code W** | The writing assignment will count for 45% of the course grade. To pass the course the student must receive a passing grade on the writing assignment. To create proper incentives, students will be graded on 2 drafts along the way and the final paper. The proposal and draft list of sources will be worth two per cent of the grade each; the first draft 6 per cent; the second draft 10 per cent and the final draft 22% for a grand total of 42% of the course grade. Students may revise the drafts and resubmit them for additional comments, but the grade will not change; that is, the grade for each draft will be based on the first submission. The instructor reserves the right to lower the grade in any assignment that is submited after the deadline -- the later the submission, the lower the grade. Peer Review Exercise Mid-way through the semester, I will conduct a peer-review exercise which counts for 3% of the grade.. Students will receive by email, and be asked to comment on, another student's installment. The student will be graded on the effort put into the peer review (three percent of course grade). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SyllabusSportsEconomics W.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F133785&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C43a79b3ee3004b0cf24e08d638f7889e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636759033131345434&sdata=qQos5D7VCM%2F9Tx%2Fg1PVdSTETHYZ2p3y%2BixRImbxObeM%3D&reserved=0) | SyllabusSportsEconomics W.pdf | Syllabus | | [SyllabusSportsEconomics W.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137634&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C43a79b3ee3004b0cf24e08d638f7889e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636759033131355438&sdata=yxsZcnIXx5pHPE95U42MfZzdLywLIiXf212le9qy2BE%3D&reserved=0) | SyllabusSportsEconomics W.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Oskar R Harmon | 09/02/2018 - 17:23 | Submit |  | am sending this submission to our department representative on the C&C Committee | | Economics | Cheryl D Galli | 10/08/2018 - 08:24 | Return | 10/8/2018 | Returned per request of Pam Bedore | | Return | Oskar R Harmon | 10/08/2018 - 08:52 | Resubmit |  | corrected a selection | | Economics | Richard N Langlois | 10/19/2018 - 15:27 | Approve | 10/17/2018 | Approved by the ECON Department at its 10/17/18 meeting. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/19/2018 - 15:32 | Return | 10/19/2018 | Returned to proposer for entry of information about W (gen ed). PB. | | Return | Oskar R Harmon | 10/19/2018 - 15:58 | Resubmit |  | i am submitting this for approval | | Economics | Richard N Langlois | 10/23/2018 - 10:49 | Approve | 10/17/2018 | This is a proposal to add a W version of an existing course. | |

 ECON 2447W

Sports Economics

Syllabus – Spring 2019

Course and Instructor Information

**Course Title:** Sports Economics (ECON 2447w)

**Credits:** 3

**Prerequisites:**  ECON 1200 or 1201. ENGL 1010 or 1011 or 2011.

**Instructors:** Oskar Harmon

**Email:** oskar.harmon@uconn.edu

**Telephone:** Cell phone (518) 859-8099

**Office Hours/Availability:** TBA

Course Outline

1. **COLLEGE SPORTS AND MONOPSONY: NCAA** amateurism rules; *Pay for Play?*
2. **COMPETITIVE BALANCE**: NBA, NFL, MLB, *Uconn Women’s Basketball*
3. **REVENUES**: TV Contracts, Ticket Sales, Subsidies, Power 5 Conferences UConn Power 5 Ambition?
4. **FINANCING SPORTS STADIUMS**: Rentschler Field, Dunkin' Donuts Park
5. **SPORTS AND MONOPSONY**: CTE, *Unions in College Football*
6. **DISCRIMINATION**: Race and Gender, *Title IX Spending at UConn*

Course Materials

Required Textbook: None, readings are online

**Required Viewing of 6 Movies**. Depending on your streaming service estimate $6 each. Also some are free and there are links in the website. These are the movies and due dates to complete a quiz on the movie:

***Below are tentative dates***

, **Check the CALENDAR** tool in the HuskyCT website for the ***latest updates*** to the due dates

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lso some are free and there are links in the website. ourse. 'iwth group will be the governing body that takes a final vote t

Course Description

*This course applies concepts from principles of microeconomics to the analysis of the business of college and professional sports. Topics covered include: the NCAA & price controls; competitive balance and revenue sharing; sports franchises as profit-maximizing firms & ticket pricing; the impact of sports franchises on local economies; antitrust issues, collective bargaining, the determinants of player salaries, monopsony & monopoly; and discrimination*.

Course Objectives

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

* Use a graph to explain pricing strategies for maximizing revenues and for maximizing profits.
* Use a graph to explain optimal pricing for monopoly, monopsony, bilateral monopoly, and cartets.
* Use a graph to the price controls on compensation to student-athletes.
* Use a graph to explain the three types of discrimination for pricing of event tickets
* Describe the role of antitrust policy in sports leagues: college and professional.
* Define the concept of competitive balance, explain and empirically calculate the different measures of competitive balance for the MLB, the NBA, and college conferences
* Analyze the costs and benefits of public financing of sports stadiums.
* Describe the theoretical causes and consequences of monopsony power, and use simple graphical models explain labor market dynamics.
* Define and empirically measure the marginal product of players.
* Describe the types, sources, and consequences of labor market discrimination.
* Assess evidence for and against labor market discrimination in professional sports.
* Develop sources to write a research paper on a topic in the Economics of Sports

Course Requirements and Grading

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Schedule of Writing assignments

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| Writing assignment |

The writing assignment counts for 45% of the course grade. To pass the course you must receive a passing grade on the writing assignment because this is a “W” course. To create proper incentives, you will be graded on your drafts along the way. Your proposal and draft list of sources will be worth two per cent of your grade each; your first draft 6 per cent; your second draft 10 per cent and the final draft 22% for a grand total of 42% of the course grade. You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. We reserve the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade.

You can write on any sports economics related topic you like (with the approval of your instructor). As always, turning in a paper you wrote for some class in the past would constitute academic misconduct unless explicitly approved by the instructor. If you are at a loss for a topic, consider turning to a website like, [The Sports Economists Blog](http://thesportseconomist.com/category/economics/), which discusses controversial economic issues in sports. You could then take a position on one of the issues and support your thesis with research. (As we will discuss early in the semester, all good writing revolves around a thesis -- all good writing is an argument.) Your section instructor will also be a valuable resource in picking a topic.

Peer Review Exercise

Mid-way through the semester, we will conduct a peer-review exercise which counts for 3% of the grade.. You will receive by email, and be asked to comment on, another student's installment. You will be graded on the effort you put into the peer review (three percent of course grade). [Here are some tips](https://web2.uconn.edu/writingcenter/pdf/Peer_Review.pdf) for a good peer review.

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| Schedule of Writing assignments |

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| Week | Assignment due | Comments |
| *February 10* | Proposal | One or two pages, with preliminary thesis and some references. |
| *February 24* | Draft list of sources | All sources properly formatted. |
| *March 15* | First draft due | Must include in-text citations and list of references, but may not yet be full length or include all evidence. |
| *April 5* | Second draft due | Must be full length and must address comments on first draft. |
| *April 15* | In-class peer review | Provide comments to and receive comments from another student. |
| *May 14* | Final version | Must include complete bibliography and proper in-text citation.. |

Note: your assignment is always due at the meeting of the discussion section to which you are assigned.

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| Grading of Writing Assignments |

You may revise the drafts and resubmit them for additional comments, but your grade will not change; that is, your grade for each draft will be based on the first submission. We reserve the right to lower your grade in any assignment that you submit after the deadline -- the later the submission, the lower the grade.

How will you be graded? The rubric below gives a more formal answer to that question. But here basically is what we are looking for.

1. Researching the topic: Did you find and master relevant scholarly reference materials? We will talk in class about what "scholarly" means. Briefly: it means professional books and journal articles.   I recommend [Google Scholar](http://scholar.google.com/) as a good starting point. We will learn about other sources in class. "Scholarly" specifically excludes the kind of unmonitored websites that turn up in ordinary web searches. "Joe's website about economics" is not a scholarly source, even if Joe is a professor of economics somewhere. You get precisely one Wikipedia citation for the entire paper.
2. Documentation and Citation: Did you document and cite all sources appropriately?  You are responsible for providing proper citation for all direct quotations, paraphrased ideas, and statistical and other information coming from other sources.  (Note that you have to cite an idea even if you paraphrase it rather than quote an author directly; and, in general, you *ought* to paraphrase not quote.) Make sure to include at the end of each paper a list of works cited. You must format properly both your in-text citations and list of works cited. We will talk about this in class. A good resource to start is the [UConn Library’s guide on citing sources.](https://lib.uconn.edu/about/get-help/research/citing-sources/)
3. Argument: Is there a central idea, a thesis that you sustain consistently throughout the paper?  How clear, sophisticated, and original is the idea?  Does it convey a clear knowledge of the material and a recognition of alternative perspectives?
4. Support: How well do you support your argument?  Are your sources clearly and consistently relevant to the thesis? Do you use examples, quotations, statistical and other information skillfully to support the argument(s)?
5. Organization: Is the paper well-organized?  Make sure that your objective is clear at the beginning, that each section has a clear role in meeting the objective, and that ideas flow logically from one paragraph or section to the next.
6. Paragraphs: Are the paragraphs coherent and well-organized?  Is there one clear idea per paragraph, introduced by a clear topic sentence and developed consistently by other well-connected sentences?
7. Sentences: Are the sentences efficient and well-constructed?  Work on constructing clear, concise sentences by avoiding words and phrases that do not fit well.  Use vague pronouns and passive voice only when absolutely necessary.
8. Mechanics: Are the mechanical elements of writing (grammar, spelling, punctuation, etc.) free of errors?   Using your word processor to check spelling and grammar before printing the paper can go a long way.  But be careful: your word processor does not know if you meant “there” or “their.”  In the end, there is no substitute for human proofreading.

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| Grading Rubric |

The rubric below names and describes some key traits of academic texts. In practice, the five traits are interrelated; still, compared to traditional grades, this sorting by traits can offer a more calibrated measure of strengths and weaknesses. A grade of 3 is average and is equivalent to a score of 80 out of 100 (5=100, 4=90, 3=80, 2=70, 1=60, 0=0). Please note that if an essay receives a 0.0 in any of the 5 categories, it cannot pass.

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|  | 5 points | 4 points. | 3 points | 1 or 2 points | 0 points |
| Purpose,Relevance &Focus | The text grapples with an issue ripe for analysis or debate and responds with insight. The writer clearly understands the assignment, demonstrates a sure grasp of the readings and contextual issues in play, and makes a perceptive contribution to the intellectual conversation on the matter. Exceptional essays reveal a creative and critical mind at work; they move readers from the *known*to the *new*; they often take risks. | The text voices a thoughtful response to the assignment, going beyond standard expectations. The writer motivates readers to care about the issues at hand and asserts a focused, relevant, and convincing claim. | The text responds competently to the assignment, making a viable claim. The writer has something at stake and shows some promising analytical, interpretive, and rhetorical sensibilities. | The text responds adequately to the assignment and advances a reasonable but unambitious claim. The thesis may be limited, muddy or scattered, but the purpose and relevance of the piece are still discernable. | The text may be inappropriate to the assignment, reveal scant understanding of readings and contextual issues, or seem adrift. The central claim may be too obvious or too odd to motivate the intended audience to care about it. |
| Development | The writer marshals complete and compelling evidence to support claims and amplify key points. The text uses primary texts, reliable secondary sources, relevant data, and telling details as appropriate to the nature and scope of the assignment. The writer creates common ground with the audience and anticipates alternate perspectives and counter-arguments. | The writer selects and deploys evidence convincingly. The supporting details deepen the argument or narrative, drawing in readers. The text builds momentum; readers nod in affirmation as they move through the essay. | The writer includes enough evidence to make a competent case. The text moves reasonably well between generalities and particulars. When required, sources cited are reliable and appropriate. | The quality and quantity of support is adequate, but at times runs thin. The essay needs more flesh on the bones. Some evidence may be incomplete, stretched or suspect. | The text may be either too skimpy or too bloated. Evidence may be missing, incomplete, inappropriate or unreliable. Claims and supporting material may be mis-matched. |
| Arrangement | The arrangement complements the purpose and development of the piece. The writer shepherds readers through the text by making the organization evident, delivering information as needed, and clearly signaling sources, turns and transitions. The writer employs structural conventions appropriate to the assigned genre but innovates as needed. | The arrangement is thoughtful and logical. The writer respects conventions appropriate to the genre and supplies helpful cues for navigating the text (intro, forecasting, transitions, signal phrases for sources, etc.). Readers never feel lost. | The structure fits the assignment and purpose reasonably well. The arrangement is typical for the genre but doesnï¿½t go out of its way to help readers. | Structure is discernible but only marginally effective. The readerï¿½s needs are not taken into consideration. The line of development may wander too much; readers may feel temporarily lost or confused. | The organization is haphazard, showing a disregard for logic or convention. The arrangement reveals scant consideration for the needs of readers. |
| Style | The prose strikes readers as effective and eloquent. Sentence structures are complex and varied; the rhythm is paced; transitions are fluid; the sounds resonate. The writer adopts an audience-appropriate stance while projecting a distinctive voice. | The prose is controlled and economical, featuring purposeful transitions and some vibrant passages. The writer shows versatility. | The prose is generally controlled. Sentences and paragraphs cohere; the transitions are serviceable; the diction is audience appropriate. | The prose is readable but may be flat, repetitive, choppy, wordy, or bureaucratic. Some passages may strike the audience as irksome. | The style alienates the writer from the audience. Sentences may be so tangled that they obscure understanding. |
| Editing &Conventions | The writer seamlessly employs effective strategies for grammar, syntax, usage, word choice, and attribution of sources. The editing is calibrated to the intended audience and complements the purpose, meaning and style of the text. | Surface features and conventions meet audience expectations. Text is edited fairly cleanly but may include a few minor lapses, typos, awkward patches, or inconsistencies. | Text is reasonably well edited but features some distracting errors (odd phrasing, flawed punctuation, faulty parallelism, dangling modifiers, etc.). | Text is readable but reveals a few serious problems (fragments, run-ons, lack of subject-verb agreement, etc.) or frequent minor errors. Non-standard source documentation may prevail. | More than 3 or 4 serious problems--or a constellation of minor errors--emerge on each page. Surface problems impede comprehension or frustrate readers. Source attribution may be missing or seriously flawed. |

Modified slightly from the rubric of [Prof. Tom Deans](http://today.uconn.edu/blog/2012/01/to-improve-your-writing-talk/), Director of the UConn Writing Center, version of 4/2006

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| Other Assignments |

6 Homework Exercises

The exercises apply fundamental tools taught in principles of economic analysis to the analysis of issues in sports economics. Each exercise culminates in a 5 question multiple choice quiz.

7 Movie Quizzes

For each module a movie (or two) is assigned, followed by a timed 20 minute 5 multiple choice question quiz.

**4 React Modules: You choose One …..***There are many hotly debated issues in sports.  Four examples have been picked for this course.  There is no right answer, it is a matter for debate.  In this assignment you choose a topic and an interest group.  You are asked to develop an opinion for that interest group, and then defend it to the best of your ability.*

*REACT MODULE #1: UNIVERSITY OF MARYLAND 2011 DEFICIT  -- Should the University reduce  expenditures on the D1 Football program to be consistent with the University mission of balancing academics and athletics?*

Universities across the country are strapped for funds, Uconn is no exception.  University Presidents' face the hard choice of where to cut.  Should it be academics, D1 football and basketball? Nonrevenue generating spots? Some combination of the above? *For this module we will look at the example of the University of Maryland in 2001 as their President faced this issue.*

*REACT MODULE #2: Is Uconn women's basketball dominance bad for the sport?  Should there be changes to improve competitive balance?*

In some sports a team or a few teams consistently dominate all other teams.  UConn women's basketball is one, though the last two seasons are a question mark, San Francisco Warriors, New England Patriots, New York Yankees, are other examples.  In sports economics this is the question of competitive balance.  Why do the Power 5 Conference teams always dominate college football?  Why do the wealthy cities always dominate professional baseball? What is the appropriate balance?  How is it to be achieved?  Is dominance bad for the sport?  Is dominance good for the sport?  When there is persistent imbalance Should the rules be adjusted to level the playing field? Should the dominate team be put under intense investigation for rules infractions?  *For this module we will look at the example of the University of Connecticut's Womens Basketball team in 2016 just coming off 4 consecutive final four victories.*

*REACT MODULE #3: Should the Northwestern football players been allowed to unionize in 2015?*

In college sports, arguably, no issue is more hotly debated than whether athletes in D1 revenue generating sports should be paid. The NCAA is a monopsony, it operates in this way to preserve the "amateurism" of the college sports that is the bedrock of marketing D1 football and basketball for the universities in the Power 5 Conferences.  Professional sports are organized where the team owners are management (a monopsony) and they bargain with the players, who are organized in a player’s union (a monopoly).  Economists model this as a bilateral monopoly market.  College sports on the other hand are organized where the NCAA represents management (monopsony) and players are prohibited from organizing, and hence cannot bargain over pay for play.  Is the economics of this model sustainable?  The Rice report issued April 30 2018 raises this issue.  *For this module we will look at the example of the Northwestern University 2015 Football team and its effort to unionize*

*REACT MODULE #4: Should UConn increase the proportion of its athletic spending on women’s sport teams?*

#MeToo, Bill Cosby, The Gender Pay Gap, all are examples of our increasing awareness of the differential treatment of the two genders in America.  1972 saw the enactment of Title IX.  Forty-six years later we are debating whether the levels of spending in college sports on men’s and women’s teams is consistent with the requirements of Title IX, and what should be done about the differential.  *For this module we will look at the example of the University of Connecticut's spending on women's sports.    
  
These are the topics, read on for more details of assignments.....  
  
One React Essay and One Video*

The purpose of this activity is to engage the class in thinking, talking and writing about the course readings, videos, and lectures. This is an activity where each student will choose one topic, representing an interest group in the community. On the topic of your choice, you will submit one 600 to 800-word statement of position to the governing board, and the summarize the position in a less than 5-minute highlight video presentation (for example voice over of a powerpoint slide deck highlighting the main points of the essay). We have 4 React modules, you student will choose just one topic to make a presentation and in the other three modules you will participate by voting on presentations.

*Poll to Rank Essays and Videos in each React Module*  
This is a participation assignment, Each student will complete a poll that asks for your vote on the question of the React Module, indicating the reasons for your vote an ranking of the videos (excluding your own) submitted for the React Module.

**Final Exam**  
It is a timed open book open note multiple-choice exam. The final is 30 questions in 60 minutes.

**Bonus Points**

For distinction on the React video.

For contributions to the operation of the course.

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| Grading |

Grading Scale:

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Due Dates and Late Policy

*You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.*

***Late assignments***

The penalty for late submission of an assignment is 15% of the total possible points for the assignment

***Missed Deadlines***

Assignments must be submitted on time, except in case of documented emergency or scheduling conflict. If you have a scheduling conflict, please inform me ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented you from timely submission of these activities the deadline may be extended. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://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 [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

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

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

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

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

**2018-258 ECON 3103 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6807 |
| **Request Proposer** | Cosgel |
| **Course Title** | Global Economic History: Deep Roots of Modern Societies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > Return > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Global Economic History: Deep Roots of Modern Societies |
| **Course Number** | 3103 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Metin M Cosgel |
| **Initiator Department** | Economics |
| **Initiator NetId** | mmc02006 |
| **Initiator Email** | [metin.cosgel@uconn.edu](mailto:metin.cosgel@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lecture |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ECON 2201, 2202, 2211Q, or 2212Q |
| **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 are currently enrolled in or who have passed ECON 2103 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | Yes |
| **Concurrent course list** | None |
| **List courses that cannot be taken concurrently** | ECON 2103 |
| **Are there other enrollment restrictions?** | No |

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

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ECON 3103. Global Economic History: Deep Roots of Modern Societies Three Credits. Prerequisites: ECON 2201, 2202, 2211Q, or 2212Q. Not open for credit to students who are currently enrolled in or who have passed ECON 2103. Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues. |
| **Reason for the course action** | The course treats a body of material not previously treated in my department. |
| **Specify effect on other departments and overlap with existing courses** | Some of the topics covered in the proposed course (e.g., gender roles, colonialism) may have limited overlaps with courses offered by the History Department (e.g., Women in History, Modern Western Traditions). We are in the process of consulting with HIST. But the History Department has no courses specifically on economic history of any region or time period. Therefore, we see no significant overlaps in temporal, spatial, or thematic coverage. |
| **Please provide a brief description of course goals and learning objectives** | At the end of the semester, the students will be able to: 1. Think rigorously about the history of today’s economies. 2. Challenge established views about the causes of poverty, discrimination, conflict, inequality, gender roles, and other challenging issues. 3. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history. 4. Learn the historical roots of challenging issues affecting modern societies. 5. Study cutting edge methods of historical and comparative analysis. 6. Explore the economic history of a specific issue and region in detail. 7. Apply scientific standards of economic history to communicate findings and critique other approaches. |
| **Describe course assessments** | Grading will be based on 1) In-class assignments (20%), 2) Presentation (20%), 3) Discussion/Feedback (20%), 4) Two Papers (40%) Please see the attached syllabus for details. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ECON3103 Syllabus (4.19.2018).docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F120343&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C989e67b10f4c4a70c5ae08d62f151854%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636748164988547402&sdata=BpzeKp598HHpMzUgflfyf5ZtZ7Js6oUpSPPA%2B3jdMvo%3D&reserved=0) | ECON3103 Syllabus (4.19.2018).docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Metin M Cosgel | 03/08/2018 - 11:30 | Submit |  | The course is being proposed for the Honors Core, which I've noted in the title. I'm not sure if this was necessary, so please revise as necessary. | | Economics | Richard N Langlois | 04/17/2018 - 11:02 | Return |  | Comments. | | Return | Metin M Cosgel | 04/19/2018 - 17:17 | Resubmit |  | I've revised the course to propose two versions, one for Economics majors, the other for the Honors Core. | | Economics | Richard N Langlois | 10/10/2018 - 15:21 | Approve | 5/4/2018 | Approved at the May 4, 2018 department meeting | |



ECON 3103

Global Economic History:

Deep Roots of Modern Societies

# Syllabus - Spring, 2019

## Course and Instructor Information

**Course Title:** Global Economic History: Deep Roots of Modern Societies

**Credits:** 3

**Prerequisites:** ECON 2201, 2202, 2211Q, or 2212Q.

**Restrictions**: Not open for credit to students who are currently enrolled in or who have passed ECON 2103

**Professor:** Metin Cosgel

**Email:** Metin.Cosgel@UConn.edu

**Web**: [www.cosgel.uconn.edu](http://www.cosgel.uconn.edu/)

**Office Hours/Availability:** TBD.

## Catalog Copy

Historical and comparative analysis of deep-rooted issues affecting modern societies. The evolution of societies and the origins of poverty, discrimination, conflict and war, income inequality, gender roles, and other challenging issues.

## Course Description

This course aims to introduce you to the cutting-edge toolkit for historical and comparative analysis of challenging issues facing modern societies. You will learn innovative methods to analyze important questions and scientific standards to communicate findings and critique other approaches. Along the way, we will read review articles as well as economic history’s recent “Greatest Hits,” pathbreaking books and journal articles that use a variety of methodologies to answer big questions. These articles teach us about the past in order to inform our understanding of today and reveal the historical roots of modern-day phenomena. Examining the causes of divergent paths in the evolution of societies, they identify the roles of geography and resources, environmental shocks, political economy, and various other historical events and institutions.

The course will consist of three parts. In the first part, we will develop common ground by learning broadly about the importance of deep roots and the application of recent methods of historical and comparative analysis. The second part will maintain a global focus and examine the best examples of persistent effects that have been identified in the literature. Finally, we will narrow focus in the third part by investigating the deep roots of challenging issues affecting modern societies in specific contexts.

While acquiring the common ground in Part A of the course, you will choose a geographic region of the world and one of the issues to be covered in Part C for your own research and exploration. This choice will be the basis for your paper assignments in the second and third parts of the course. In Part B, you will write to identify a problem in your region/issue and examine its nature and importance, and in Part C your objective will be to identify the deep roots of this problem.

Overall, based on your choices of regions and issues, we will form two sets of groups in class. These groups will meet frequently during class meetings for various projects and assignments, such as to discuss and report on how the reading assignment presented in the lecture would apply to your region and/or issue. In addition, in Part C, the issue-based groups will present to the rest of class their ideas and findings regarding the deep roots of problems surrounding this issue in each region. After your presentation, you will receive written comments and suggestions from your colleagues in other groups, which you can use in revising your paper.

## Learning Outcomes

At the end of the semester, the students will be able to:

1. Think rigorously about the history of today’s economies.
2. Challenge established views about the causes of poverty, discrimination, conflict, inequality, gender roles, and other challenging issues.
3. Differentiate between proximate determinants and ultimately deeper, more fundamental factors that are rooted in long-term history.
4. Learn the historical roots of challenging issues affecting modern societies.
5. Study cutting edge methods of historical and comparative analysis.
6. Explore the economic history of a specific issue and region in detail.
7. Apply scientific standards of economic history to communicate findings and critique other approaches.

## Course Outline and Readings

The list below includes a brief citation for the required readings. For the full citation to these items and additional readings, including links to view/download, please visit the [Refworks Folder for this course](http://www.refworks.com/refshare2?site=045861185940800000/RWWS4A1480782/Teaching%2F%2F%2F3103).

|  |  |
| --- | --- |
| **TOPIC** | **READING** |
| ***PART A*** | |
| Nature and History | Nunn (2009, 2014) |
| Deep Roots of Comparative Development | Diamond (1997)  Ashraf and Galor (2017) |
| Barriers to Spread of Culture and Prosperity | Spolaore and Wacziarg (2017) |
| Tools of Analysis | [Guided questions](https://docs.google.com/document/d/1mxPTKCgQs0pDKGDwNj4VlJYi402SCUugAv7eD1DmlB8/edit?usp=sharing)  Reading regression tables  Causality in Economics |
| ***PART B*** | |
| Geography and Natural Resources | Alsan (2015)  Dell, et al (2014) |
| Settlement Patterns | Henderson et al (2016) |
| Colonial Legacy | Acemoglu et al (2001)  Feyrer and sacerdote (2009) |
| Legal Origins | LaPorta et al (2008) |
| Genetics | Ashraf and Galor (2013) |
| Culture | Guiso et al (2006)  Becker and Woessmann (2009) |
| ***PART C*** | |
| Poverty | Bowden et al (2008) |
| Gender Roles | Alesina et al (2013)  Goldin and Katz (2002)  Duflo (2012) |
| Income Inequality | Alesina et al (2016)  Dell (2010) |
| Discrimination | Voigtlander and Voth (2012) |
| Education | Becker and Woessman (2009)  Buringh and Van Zanden (2009) |
| Urbanization | Nunn and Qian (2011)  Bosker et al (2013) |
| Religiosity | Cosgel et al (2018) |
| Conflict and War | Esteban et al (2012)  Blattman and Miguel (2010)  Cosgel et al (2016) |

## Course Requirements and Grading

**Summary of Course Grading:**

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| In-class assignments | 20% |
| Presentation | 20% |
| Discussion/Feedback | 20% |
| Papers  Part B  Part C | 20%  20% |

**Research Groups**

Based on your choice of (1) a geographic region and (2) one of the issues covered in Part C, you will belong to two groups with shared research interests.

**In-class Assignments**

In most class meetings, you will work with one of your groups on a team assignment. The assignments will typically be based on the material covered on that day and will give you an opportunity to reflect on the way this material relates to your own research projects.

**Presentation**

The presentation of research projects is an opportunity to share your ideas with fellow students in the class and to receive their comments and suggestions. In Part C, during the class meeting following the general discussion of your chosen issue in class, you will present as a group your ideas and findings regarding the deep roots of this issue in your regions. You will be asked to submit your presentation slides in HuskyCT a week before your presentation.

**Discussion/Feedback**

Following each group’s presentation, other students will post entries in the discussion forum in HuskyCT to offer comments and suggestions. The comments will be due within 24 hours of the presentation.

**Research Paper**

The research papers are key to your reflection process as a learner. You will submit two research papers, due at the end of parts B and C. In the first paper, you will identify a problem in your region/issue and discuss its nature and importance. The second paper will be about the deep roots of this problem. Detailed instructions and assistance will be provided during class meetings. Grading and feedback will be provided based on a rubric (available in HuskyCT).

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Letter Grade** | **GPA** |
| 95+ | A | 4.0 |
| 90+ | A- | 3.7 |
| 85+ | B+ | 3.3 |
| 80+ | B | 3.0 |
| 78+ | B- | 2.7 |
| 75+ | C+ | 2.3 |
| 70+ | C | 2.0 |
| 68+ | C- | 1.7 |
| 65+ | D+ | 1.3 |
| 60+ | D | 1.0 |
| 55+ | D- | 0.7 |
| <55 | F | 0.0 |

**Due Dates and Late Policy**

It is important to submit your assignments on time so that you can receive meaningful feedback from me. Discussion Forums in particular require that you submit your posts by the due dates so that you and your peers can participate in a dialogue about the topics we cover.

The deadlines for assignments are serious. No make-ups for in-class assignments. Late submission of a discussion assignment will lose 10% of the available points for each day after the due date.

**Feedback and Grades**

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to 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

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

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

## Software Requirements

The software/technical requirements for this course include:

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

## Help

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

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

## Minimum Technical Skills

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

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

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

## Evaluation of the Course

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

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

**2018-259 EEB 5348 Revise Course**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8092 |
| **Request Proposer** | Holsinger |
| **Course Title** | Population Genetics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > 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** | Population Genetics |
| **Course Number** | 5348 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Revising course, no need for a different number |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Paul O Lewis |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | pol02003 |
| **Initiator Email** | [paul.lewis@uconn.edu](mailto:paul.lewis@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Holsinger |
| **Proposer First Name** | Kent |
| **Select a Person** | keh02004 |
| **Proposer NetId** | keh02004 |
| **Proposer Phone** | +1 860 486 0983 |
| **Proposer Email** | [kent.holsinger@uconn.edu](mailto:kent.holsinger@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | 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** | 3 hours lecture and 3 hours laboratory per week |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | Undergraduate evolutionary biology (e.g., EEB 2245 or equivalent), undergraduate genetics (e.g., MCB 2400 or MCB 2410 or equivalent) |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Lack of personnel with the necessary background to teach the course at regional 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** | EEB 5348. Population Genetics 3 credits Provides a theoretical background for studies in evolution. Emphasis is placed on understanding the conceptual foundations of the field and on the application of these concepts to an understanding of the roles of mutation, evolution of populations. |
| **Provide proposed title and complete course catalog copy** | EEB 5348. Population Genetics 4 credits. Recommended preparation: EEB 2245 or equivalent, MCB 2400 or MCB 2410 or equivalent. Provides a theoretical background for studies in evolution. Emphasis is placed on understanding the conceptual foundations of the field and on the application of these concepts to an understanding of the roles of mutation and evolution of populations. |
| **Reason for the course action** | Previously the course was taught as a 3-credit lecture-only course. The course has been taught for many years with a (computer-based) laboratory that was taught as a 1-credit independent study. It is time to integrate the laboratory component into the course itself. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments or existing courses because the course content remains the same and it has been taught for many years. |
| **Please provide a brief description of course goals and learning objectives** | This course is an introduction to the field of population genetics, the branch of evolutionary biology concerned with the genetic structure of populations and how it changes through time. It aims to provide students with a solid grasp of the fundamental principles of population genetics including (a) properties of allele and genotype frequencies with inbreeding or geographical structure, (b) the influence of mutation, migration, genetic drift, and natural selection on the change in allele frequencies over time, (c) patterns and processes of protein and DNA evolution, (d) inheritance and evolution of continuously distributed characters, including an introduction to understanding the genetic basis of phenotypic variation with genomic tools, and (e) inference of population history from genomic data (e.g., migration, expansion/contraction, hybridization/admixture). |
| **Describe course assessments** | Detailed notes accompany each lecture and are available on the course website. See <http://darwin.eeb.uconn.edu/uncommon-ground/eeb348/lecture-schedule/> for the tentative lecture schedule in Spring 2019. Links to the notes accompanying individual lectures are not yet available, but the complete set of notes from 2017 are available at <http://darwin.eeb.uconn.edu/uncommon-ground/eeb348/notes/>, either as a single, consolidated PDF or as individual topics. (Click on the lecture title on any given day to see the detail page for that lecture.) Detailed notes also accompany each lab: <http://darwin.eeb.uconn.edu/uncommon-ground/eeb348/lab-schedule/>. There are no required reading assignments, but lectures and labs often include suggested reading. Suggested readings over the course of a semester are collected into a suggested readings page: <http://darwin.eeb.uconn.edu/uncommon-ground/eeb348/readings/> . The project assignments (see next paragraph) include background reading necessary for completing the project. Grading in the course is based on performance on 6 projects where students use real population genetic data to answer questions about evolutionary or ecological processes. Each project will include a small amount of background reading for context. The data set to be analyzed will be extracted from one of the papers assigned for background reading. The assignment will identify a small number of questions, typically two or three, posed by the background reading that can be addressed using the data. The student's task will be to identify and perform the appropriate analyses and to interpret the results of those analyses in light of the questions posed in the assignment. We clean and simplify the data before providing it to students so that they can focus on using the principles they've learned to answer the questions. Each project report typically consists of 4-6 pages of writing. Grading focuses on evaluating the student's understanding of relevant concepts, especially the student's ability to apply the concepts to interpreting the data to answer the questions that were posed. The quality of writing is judged only with respect to whether it supports a coherent argument making appropriate inferences from the data and analyses. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Overview – EEB 5348 – Population Genetics.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137208&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce676a48991b04c36b03108d6367f8bda%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756318766429378&sdata=FMNj7%2F9XSG81RrqxiDi3Cby2HRe1t8VLETsxxkEnsT8%3D&reserved=0) | Course Overview – 2017 | Syllabus | | [Lecture schedule – EEB 5348 – Population Genetics.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137209&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce676a48991b04c36b03108d6367f8bda%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756318766439386&sdata=putx1tRsVsjX0NWjdfA0Ubdzce3ErCzZkVwEG2rWwmY%3D&reserved=0) | Tentative lecture schedule – 2019 | Other | | [Lab schedule – EEB 5348 – Population Genetics.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137210&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Ce676a48991b04c36b03108d6367f8bda%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756318766439386&sdata=XunWfJY29k%2BnYG6FJoWaoHzE%2BmGvmqfWvSEExzB0y7Q%3D&reserved=0) | Lab schedule – 2017 | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Paul O Lewis | 09/01/2018 - 08:14 | Submit |  | EEB Faculty approved Oct. 17, 2018 | | Ecology and Evolutionary Biology | Paul O Lewis | 10/20/2018 - 07:27 | Approve | 10/17/2018 | No further comments | |

**2018-260 ENGL 2001 Add Course (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4102 |
| **Request Proposer** | Courtmanche |
| **Course Title** | Grant Writing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences > Return > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Grant Writing |
| **Course Number** | 2001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jason C Courtmanche |
| **Initiator Department** | English |
| **Initiator NetId** | jcc00003 |
| **Initiator Email** | [jason.courtmanche@uconn.edu](mailto:jason.courtmanche@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** | 19 |
| **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** | English 1010 or 1011 or 2011. |
| **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** | We do not have sufficient qualified faculty members to offer this course at multiple campuses at this time. |
| **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** | ENGL 2001. Introduction to Grant Writing 3 credits. Prerequisite: ENGL 1010 or 1011 or 2011. An introduction to the basics of grants and grant writing, including the purpose of writing grants, grant opportunities available to undergraduates, and features of successful grant proposals. Requires submission of a grant. |
| **Reason for the course action** | This course, which has been taught successfully as an independent study, could be of general interest to many students within and outside the English major. It fulfills a need for more coursework opportunities in professional writing. The course would also help promote OUR programs such as the IDEA, SHARE, and SURF grants. |
| **Specify effect on other departments and overlap with existing courses** | This would not directly affect other departments, though students from other majors could be interested in the course. The course would not overlap with existing courses, other than to complement other Composition courses, or to the extent that other courses could inform student interest in the process of completing a grant application. For instance, one independent study student, a dual degree student in English and Education, had taken a UNIV course on Education Policy and completed an OUR Travel Grant that defrayed the cost of travel to DC to meet with Congressional education aides to discuss education policy. |
| **Please provide a brief description of course goals and learning objectives** | The goals and learning objectives are: \*to make students aware of the purposes of and opportunities provided by grants, \*to help students learn how to write a successful grant application, \*to help students use grants to explore, research, and participate in areas of academic and/or pre-professional interest, \*to, ideally, receive funding and complete an articulated academic/intellectual task. |
| **Describe course assessments** | \*Process journal. This will be used to explore ideas and to reflect upon the process of completing a grant application, to discuss assigned readings, which will include articles about grant writing as well as RFPs and completed grant applications, and to draft the actual grant, including narrative, timeline, and budget. \*All the requirements of a grant application, which will vary from student to student base on the varied requirements of RFPs. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Grant Writing Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F98293&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc90d321dbc1146be584508d62eec1363%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636747988808193894&sdata=SnsveI5nGyQqppOgYy4ZNNNlaccCYDzHt9e8WoNC08E%3D&reserved=0) | Grant Writing Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jason C Courtmanche | 09/03/2017 - 21:16 | Submit |  | This has been reviewed by members of the Committe for Undergraduate Writing and Instruction of the English Department. | | English | Albert H Fairbanks | 04/13/2018 - 05:03 | Approve | 2/19/2018 | Approved by ENGL C&C 2/19/18 and by department 4918. | | College of Liberal Arts and Sciences | Pamela Bedore | 04/20/2018 - 20:33 | Return |  | As per email of 4.17.2018, this course is being returned to proposer for updates in S/U grading status. PB. | | Return | Jason C Courtmanche | 05/03/2018 - 16:41 | Resubmit |  | I made some minor revisions to the course. | | English | Clare C King'oo | 10/10/2018 - 16:03 | Approve | 10/10/2018 | Approved by English Department C&C Committee on September 12, 2018. Approved by English Department faculty on October 10, 2018. | |

English 3699-011, Independent Study in Grant Writing

Jason Courtmanche

Spring 2017

This course will introduce you to the basics of grants and grant writing. We will review some successfully awarded grant proposals, conduct research on grant opportunities available to you, talk with grant writers, and, finally, write and submit a grant.

We will meet at least once a week and sometimes twice weekly. In addition to the work of writing a grant, I expect you to keep a weekly journal in which you write about the process. Please also feel free to draft your ideas in this journal.

You’ll be graded on your successful participation in all aspects of the grant writing process and on your successful completion of your process reflection journal.

**Week 1, January 16 and 18**

***Why do you want to learn to write grants?***

\*What fields are you interested in?

\*What would you like to do? Who would you like to work with?

\*What experience, if any, do you have with grant writing?

**\*IDEA grant info sessions this week.**

**Weeks 2 and 3, January 23 and 25, January 30 and February 1**

***Identifying sources of grant funding.***

\*Who do they work with? Do you qualify?

\*Matching funds, partners, sponsors, letters of support.

\*Team members. Who is available to help you? Who might you be required to work with? (OSP, grants office, Foundation, etc)

**\*I’ll plan to have a guest from the Office of Undergraduate Research around this time.**

**Week 4, February 6 and 8**

***Reviewing RFPs.***

\*Requirements, deadlines, etc.

\*We’ll review some awarded grant I have received.

**Weeks 5 and 6, February 13 and 15, 20 and 22**

***Writing the narrative and the abstract.***

\*Creating a vision.

\*Selling or marketing your idea.

**\*We’ll have a guest lecturer—Jane Cook.**

**Week 7, February 27 and March 1**

***Measurable outcomes.***

\*What will be your final product or presentation?

\*How will you or your grant provider know you have succeeded?

**Week 8, March 6 and 8**

***Timelines.***

\*What are you required to do and when?

\*How does your implementation timeline intersect with the grant reporting timeline?

\*Mid-year reports.

**Spring Break. IDEA grant deadline is March 13.**

**Week 9, March 20 and 22. NWP Spring Meeting in DC is March 22 to 24.**

***Budget.***

\*Minimum and maximum requests.

\*Matching funds.

\*In-kind support.

\*Restrictions on uses of funds.

\*Tracking and reporting use of funds.

\*Budget revisions.

**\*Another guest lecturer this week or next—Nick Franconi.**

**Week 10, March 27 and 29**

***Research.***

\*What kinds of evidence do you need to provide in your proposal?

\*What kinds of evidence do you need to provide in your final report?

\*What literature exists to support your work and your proposal?

**Week 11, April 3 and 5**

***Evaluation.***

\*Does the grant provider have its own evaluation protocol or do you have to develop one?

\*How do you go about evaluating your work?

\*Peer review.

**Week 12, April 10 and 12**

***Approvals.***

\*Will your work involve human subject research?

\*Do you need to get approval or a waiver? How do you do this?

\*IRB

**Week 13, April 17 and 19**

***Organization.***

\*How do you document your work as you do the work of the grant?

\*What kinds of data do you have to collect? How do you collect, collate, and protect it?

**Week 14, April 24 and 26**

***Close out.***

\*How do you bring a grant to a close?

\*What kinds of activities do you have to complete to complete a grant?

\*What kinds of final reports will you have to write?

**2018-261 HDFS Revise Subject Area**

HDFS New Name

Old Subject Area, acronym and title: Human Development and Family Studies, HDFS

New Subject Area, acronym and title: Human Development and Family Sciences, HDFS

Justification: The interdisciplinary field of human development and family studies/sciences has been changing over the years. The field has always involved scientific inquiry, and there has been increasing incorporation of biological measures in many faculty’s programs of research, and overall, the acknowledgement that we as a discipline are part of the life sciences. Often when people here the term “family studies” they imagine marriage and family therapy (which is no longer a part of our HDFS department) more than they consider the complex theoretical and translational research occurring in HDFS. In addition, many peer and aspirational institutions have changed their names to Human Development and Family Science(s) as well (e.g., Ohio State, University of Texas – Austin, University of Delaware, University of Kentucky).  After several months of in-person and online discussion related to the strategic planning process, faculty voted anonymously and electronically, by an 80% majority, to change to Human Development and Family Sciences.

Date of Department Approval: 4/5 – 4/9/2018 (by electronic vote)

Contact Person: Kari Adamsons, kari.adamsons@uconn.edu

**2018-262 HDFS Revise Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 10/10/2018

2. Department or Program: Human Development and Family Studies

3. Title of Major: Human Development and Family Sciences

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

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

5. Nature of change: Change name of department/major

# Existing Catalog Description of Major

# Human Development and Family Studies

[Course descriptions](https://catalog.uconn.edu/hdfs/)

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Studies requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550) if not applied to satisfaction of the foregoing requirement.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

### **Minors**

Minors in [Gerontology](https://catalog.uconn.edu/minors/gerontology/) and [Human Development and Family Studies](https://catalog.uconn.edu/minors/human-development-family-studies/) are offered. Please refer to their descriptions in the Minors section of this Catalog.

### **Honors Program**

The Human Development and Family Studies Honors Program offers motivated students a way of enhancing their studies while providing distinction to their academic records through more in-depth study and the opportunity for independent projects or research. Human Development and Family Studies majors with an overall GPA of 3.2 or higher and a GPA in the major of 3.5 or higher are eligible to apply to the Honors Program in Human Development and Family Studies. Students should apply as early as possible, and applications will not be accepted after the first semester of a student’s junior year. Honors Scholars who complete the required honors course work and an approved honors thesis project, as well as maintain the required GPA, will graduate with a degree with Honors. For more information on this program, contact the Human Development and Family Studies Honors Advisor.

# Proposed Catalog Description of Major

# Human Development and Family Sciences

[Course descriptions](https://catalog.uconn.edu/hdfs/)

Students in the Human Development and Family Sciences major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Sciences requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Sciences and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Sciences. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships, Services and Counseling, Policy, or Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), or 4007W if not applied to satisfaction of the foregoing requirements.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

### **Minors**

Minors in [Gerontology](https://catalog.uconn.edu/minors/gerontology/) and [Human Development and Family Sciences](https://catalog.uconn.edu/minors/human-development-family-studies/) are offered. Please refer to their descriptions in the Minors section of this Catalog.

### **Honors Program**

The Human Development and Family Sciences Honors Program offers motivated students a way of enhancing their studies while providing distinction to their academic records through more in-depth study and the opportunity for independent projects or research. Human Development and Family Sciences majors with an overall GPA of 3.4 or higher and a GPA in the major of 3.5 or higher are eligible to apply to the Honors Program in Human Development and Family Sciences. Students should apply as early as possible, and applications will not be accepted after the first semester of a student’s junior year. Honors Scholars who complete the required honors course work and an approved honors thesis project, as well as maintain the required GPA, will graduate with a degree with Honors. For more information on this program, contact the Human Development and Family Sciences Honors Advisor.

# Justification

1. Reasons for changing the major: The interdisciplinary field of human development and family studies/sciences has been changing over the years. The field has always involved scientific inquiry, and there has been increasing incorporation of biological measures in many faculty’s programs of research, and overall, the acknowledgement that we as a discipline are part of the life sciences. Often when people here the term “family studies” they imagine marriage and family therapy (which is no longer a part of our HDFS department) more than they consider the complex theoretical and translational research occurring in HDFS. In addition, many peer and aspirational institutions have changed their names to Human Development and Family Science(s) as well (e.g., Ohio State, University of Texas – Austin, University of Delaware, University of Kentucky).  After several months of in-person and online discussion related to the strategic planning process, faculty voted anonymously and electronically, by an 80% majority, to change to Human Development and Family Sciences.

2. Effects on students: Students will likely benefit by having a new name that emphasizes the scientific aspects of the discipline, which could demonstrate to potential employers that HDFS is part of the life sciences.

3. Effects on other departments: None

4. Effects on regional campuses: Some minor signage and website changes may be needed. The eight full time HDFS faculty at the regional campuses were part of the departmental vote.

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

    Department Curriculum Committee: N/A

    Department Faculty: April 5-9, 2018 (online qualtrics vote)

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

**2018-263 HDFS Revise Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 10/10/18

2. Department or Program: Human Development and Family Studies

3. Title of Minor: Human Development and Family Studies

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

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

5. Nature of change: Change name of minor

# Existing Catalog Description of Minor

# Human Development and Family Studies Minor

Specialized training in Human Development and Family Studies is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3090](https://catalog.uconn.edu/HDFS/#3090), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-University of Connecticut source

The minor is administered by the Department of Human Development and Family Studies.

# Proposed Catalog Description of Minor

# Human Development and Family Sciences Minor

Specialized training in Human Development and Family Sciences is available through this minor. The minor offers students the opportunity to study the well-being and healthy development of individuals and families over the life course.

### **Course Requirements**

1. [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070)
2. 15 credits of HDFS courses 2000-level or above

Only three credits of the following options may count toward the 15 elective credits: [HDFS 3080](https://catalog.uconn.edu/HDFS/#3080), [3090](https://catalog.uconn.edu/HDFS/#3090), [3092](https://catalog.uconn.edu/HDFS/#3092), [3180](https://catalog.uconn.edu/HDFS/#3180), [3181](https://catalog.uconn.edu/HDFS/#3181), [3182](https://catalog.uconn.edu/HDFS/#3182), [4099](https://catalog.uconn.edu/HDFS/#4099).

No more than three credits of HDFS 92000 or higher (transfer credits) may be applied towards the 15 elective credits. Transfer credits are any credits received from a non-University of Connecticut source

The minor is administered by the Department of Human Development and Family Sciences.

# Justification

1. Reasons for changing the minor: We are changing the name of the major/department and therefore also changing the name of the minor to match.

2. Effects on students: Students will likely benefit by having a new name that emphasizes the scientific aspects of the discipline, which could demonstrate to potential employers that HDFS is part of the life sciences.

3. Effects on other departments: None

4. Effects on regional campuses: None

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

    Department Curriculum Committee: N/A

    Department Faculty: April 5-9, 2018 (online qualtrics survey)

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

**2018-264 HIST 3540E/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4999 |
| **Request Proposer** | Rozwadowski |
| **Course Title** | American Environmental History |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > College of Liberal Arts and Sciences > Return > History > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Title** | American Environmental History |
| **Course Number** | 3540 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | This is a course revision so we want to keep the same number. |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Helen M Rozwadowski |
| **Initiator Department** | History |
| **Initiator NetId** | hmr03003 |
| **Initiator Email** | [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@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** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** |  |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered** |  |
| **Environmental Literacy** | Yes |
| **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** | Two classes a week consisting of a combination of lecture and in-class discussion, in-class writing and group work. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | ENG 1010 or 1011 or 2011 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

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| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | Yes |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |

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

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST 3540. American Environmental History Three credits. Rozwadowski, Shoemaker, Woodward Transformations of the North American environment: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements. 3540W. American Environmental History Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. |
| **Provide proposed title and complete course catalog copy** | HIST 3540E. Environmental History of the Americas Three credits. May be repeated for credit once with a change of topic. Transformations of one region within the Americas, such as the United States, Caribbean, or South America since 1450: the effects of human practices and policies, varying ideas about nature across cultures and time periods; and the rise of environmental movements. (CA1(C), CA4, E) 3540EW. American Environmental History Prerequisite: ENGL 1010 or 1011 or 2011. |
| **Reason for the course action** | With an increasing number of History faculty with expertise in environmental history, we propose to re-frame this course to focus on the environmental history of the Americas. Depending on the faculty member who teaches it, the focus would be on one region within the Americas, such as the United States, Caribbean, or South America. We believe this is better than creating two different courses because of the combination of a common history of the Americas alongside significant regional variations. The following changes are requested: 1. New course title to reflect offering different topics within the general subject of the environmental history of the Americas 2. Change to allow students to take the course a second time with a change of topic 3. Application for CA 1 as course in the discipline of history 4. Application for CA 4 because of the central preoccupation of environmental history of the Americas with encounters between indigenous people and colonial powers, followed by waves of immigrants bringing different perspectives about nature and natural resources and resulting in societies with class, race and gender differences in perceptions of nature, access to and benefit from natural resources, and exposure to pollution and toxins. 5. Application for the course to fulfill the Environmental Literacy general education requirement because of its environmental content. |
| **Specify effect on other departments and overlap with existing courses** | There should not be any substantive effect on other departments. The Environmental Studies major stands to benefit if the course ends up being taught more regularly at Storrs and its director is supportive of these course changes. This class is already taught at two campuses and might be taught at more in the future. |
| **Please provide a brief description of course goals and learning objectives** | This course aims to equip students to understand the transformation of the environment of one region within the Americas from the sixteenth through the twentieth centuries, paying special attention to the effects of human practices and attitudes, including different notions of nature (held by, e.g., indigenous peoples and Euro-Americans, or men and women); the romantic response to wilderness in an industrializing society; the rise of the conservation/preservation movements; the development of environmental science; the growth of the environmental movement; and the implications of recent environmental policy. Learning Objectives • Understand the importance of including the natural world in history. • Gain an overview of the environmental history of the Americas from the time before European contact to the present. • Learn about environmental history’s development as an area of specialization in history (historiography). • Become acquainted with the discipline of history, including its questions and methods. • Practice analyzing primary sources. • Improve reading, critical thinking, communication and analytical skills. |
| **Describe course assessments** | The course requires approximately 60-100 pages of reading a week, a combination of primary sources, scholarly articles and chapters from scholarly monographs. Assessment is based on class participation (30%), essays (45%) and final exam (25%). Class participation includes weekly one-page responses to readings, in-class writing and responses to two campus or community events on environmental themes. Three research-based essays (4-6 pages) on course themes. The final exam will be cumulative and a combination of short answer and essay. [The W version has different assessments; see Skill Code W below] |
| **General Education Goals** | This course raises student awareness of the natural world, which has not always been sufficiently recognized for its importance to human history. A humanistic investigation of our historical relationship with the environment equips students to grasp the economic and political importance nature and natural resources, to recognize our ethical responsibilities to the environment, and to explore the cultural dimensions of our knowledge and use of our earth. Given the seriousness of environmental issues today, it is imperative that we educate a generation of students who are equipped to understand the environment broadly and in humanistic terms. |
| **Content Area: Arts and Humanities** | As important as it is to acknowledge and understand the diversity of human cultures, it is important, and increasingly urgent, to recognize the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in Area One by cultivating informed citizens with broad knowledge of the environment beyond the natural sciences, extending to include humanistic inquiry. The course challenges the widely held assumption that the natural world exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the environment and its resources. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Depending on the geographic focus, the course may contribute to the International focus for Area 4, but every possible geographic focus would contribute to Diversity and Multiculturalism, so the proposal is to count the course as non-International Area 4. Because the Americas were inhabited at the time of European discovery and conquest, their environmental history is rooted in the intertwined histories of indigenous populations and colonial powers, often involving settler populations that included sequential waves of migrants from different places. Development in the Americas involved social and cultural contributions from many sources that forged national and regional habits and attitudes toward, and practices involving, nature and natural resources, and American societies exhibit class, race and gender differences in perceptions of nature, access to and benefit from natural resources, and exposure to pollution and toxins. |
| **Skill Code W** | The thematic content of the course is well suited to the teaching of writing through the discipline of history. Course readings will be considered and analyzed as examples of historical writing. Twice early during the term, students will write a 3-page essay on assigned readings for class. The purpose of these essays is to give them practice writing in the discipline of history using materials assigned for and discussed in class. They will revise each essay, providing them with the opportunity to work on developing and clearly expressing arguments and deploying evidence as historians do. Because of their importance for the discipline of history, questions such as the audience for history and strategies for writing for one’s intended audience, as well as the use of evidence to support a historical argument, will be emphasized. The final research project builds on the skills developed through writing and revising the essays. For the final research project and paper, students will pick a specific instance – an event, lawsuit, or controversy – such as the damming of a river, the formation of a national park, the taking of land of Native Americans, the use of a natural resource like forests or fish, etc. Both primary source documents and secondary sources will be required. Students will be guided through the process of research through stepwise assignments, including the submission of three topic ideas, followed by a two-page proposal and annotated bibliography, followed by a draft of the paper, followed finally by a revision of the paper. Revisions will be based on both faculty comments and also on peer partner evaluations. For the final 10-page paper, in addition to writing about the event/controversy, students will be analyzing the historical context of the environmental issues at stake, going as far back in time as is relevant for the topic. The final research project and paper is designed to teach students to interpret primary historical documents in the context of developing an argument or thesis. |
| **Environmental Literacy** | This course contributes to environmental literacy by involving students in an investigation of how the natural world has shaped human history and how humans have influenced the environment. Students learn that different cultures perceived and used nature and natural resources differently, and that attitudes toward, and uses of, the environment have changed over time. Students gain an appreciation of the historical roots of present ecological and environmental challenges, and an awareness of a humanistic and historical approach to the environment is so critical for addressing environmental challenges. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [HIST 3540 - sample syllabus.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137052&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc3d61652bf5241cc75fb08d63aebf870%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636761182514664817&sdata=hlQ0KjtJQrvV36pwpthpGa8ifGF2HQkzcu4P%2FuPBkPc%3D&reserved=0) | HIST 3540 - sample syllabus.doc | Syllabus | | [HIST 3540W sample syllabus.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137621&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cc3d61652bf5241cc75fb08d63aebf870%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636761182514664817&sdata=I7lUaOfwipwWWoTjex8Ys2h79lHQFAML1SRqBDefqA8%3D&reserved=0) | HIST 3540W sample syllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Helen M Rozwadowski | 11/01/2017 - 13:02 | Submit |  | Faculty members Helen Rozwadowski and Mark Healey submit this course change proposal. | | History | Melina A Pappademos | 10/16/2018 - 10:27 | Approve | 10/16/2018 | This revision will greatly enhance the course's geographic scope and depth within the Environmental History GEN ED designation. | | College of Liberal Arts and Sciences | Pamela Bedore | 10/17/2018 - 23:03 | Return | 10/17/2018 | Returning to proposer for revisions (as per email sent 10.17.2018). PB. | | Return | Helen M Rozwadowski | 10/19/2018 - 12:46 | Resubmit |  | Questions and gaps addressed. | | History | Melina A Pappademos | 10/25/2018 - 14:24 | Approve | 10/25/2018 | This course will highlight a common history of the Americas alongside significant regional variations. | |

HIST 3540 ENVIRONMENTAL HISTORY OF THE AMERICAS – U.S. Environmental History

Instructor: Dr. Helen Rozwadowski

Class hours:

Tuesdays & Thursdays

At Avery Point: ACD 309

Office hours

At Avery Point, Room ACD 101-D: Thursdays, 11:00am – 12:30pm

And, by appointment – please email.

Email: [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@uconn.edu)

PURPOSE: This course analyzes the transformation of the North American environment from the sixteenth through the twentieth centuries, paying special attention to the effects of human practices and attitudes, including different notions of nature (e.g. Native American and Euro-American, male and female); the romantic response to wilderness in an industrializing society; the rise of the conservation/preservation movements; the development of environmental science; the growth of the environmental movement; and the implications of recent environmental policy.

LEARNING OBJECTIVES

In this course, you will:

* Understand the importance of including the natural world in history.
* Gain an overview of North American environmental history from the time before European contact to the present.
* Learn about environmental history’s development as an area of specialization in history (historiography).
* Become acquainted with the discipline of history, including its questions and methods.
* Practice analyzing primary sources.
* Improve reading, critical thinking, communication and analytical skills.

READINGS (books available at the Bookstore):

• William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*

• Richard White, *Organic Machine: The Remaking of the Columbia River*

• Charlotte Perkins Gilman, *Herland*

• David Stradling, ed., *Conservation in the Progressive Era* (University of Washington Press, 2004.

• David Stradling, ed., *The Environmental Moment, 1968-1972* (University of Washington Press, 2012.

• Ted Steinberg, *Down to Earth: Nature’s Role in American History* (Oxford University Press, 2002).

Always consult the syllabus FIRST to find the reading assignment, which may be an article or chapter on electronic reserve and/or from one of our course textbooks. Course reserve readings can be found on the course’s HuskyCT site, under the Readings & Materials button. A few readings are available online with the url/link provided in the syllabus.

BRING TO EVERY CLASS MEETING:

* Copy of book(s) and/or readings (or a device to access online readings) & your notes from reading them.
* Paper and pen/pencil (or device) to take notes in class.
* Syllabus (current version is always available on HuskyCT).
* Copy of any assignment due before the start of class, for your reference during class discussions.

GRADING

**Class Participation (25% of your grade)**

Students are expected to attend class in order to participate actively unless there is a valid excuse AND the instructor has been contacted ahead of time by email. Your participation grade will be based on:

* Evidence that you have done the reading carefully before class time.
* Active participation in class discussions and small group discussions, and being prepared for such in-class work by bringing the readings, your notes and copies of any assignments.
* Short written assignments of four types (these are listed on the syllabus and can be found via HuskyCT underneath the Assignments button). These assignments will NOT be accepted after the deadline and CANNOT be made up; however, the lowest grade of these assignments will be dropped).
* *On-line Open Book Reading Quizzes* (“Reading Quizzes” button) – These open-book quizzes, due before class, are designed to help you read more effectively for evidence related to argument.
* *One-page Reading Responses --* Often you will write one-page responses to the readings. Questions/topics are available on HuskyCT (see “Reading Responses” button) and on the syllabus. These Reading Responses must be submitted via HuskyCT before class.
* *In-Class Writing --* A few times during the semester we will devote class time to informal writing, which you will revise and turn in via HuskyCT the following day. Questions/topics are available on HuskyCT (“In-class Writing” button) and on the syllabus.
* *Campus Engagement Responses --* During the semester you must attend, and write a one-page response to, TWO campus (or community) events related to the environment. In each of your two responses, discuss some aspect of the relevance of the event to the course, **making specific reference to a reading or readings, a theme, topic, or issue covered in class**. See “Event Suggestions” folder in “Campus Engagement” button on HuskyCT for suggested events; any Avery Point/Storrs or other UConn event related to environmental themes is fine (if in doubt, ask ahead of time). You must seek approval in advance if you wish to attend off-campus or community events. The Teale Environment and Nature Lectures are especially appropriate for this class (held at Storrs and live streamed at AP), as are the AP Coastal Perspectives lectures for Avery Point students. Due dates: the FIRST Response is due Friday, March 3rd by 5:00 p.m. The SECOND Response is due Friday, April 21st, 5:00 p.m.

**Essays** **(25% of your grade)**

Three times during the term you will write a short (2-3) page essay. The topics are available on HuskyCT at the “Essay Assignments” button. These papers are based on assigned course readings and are due the day after a class meeting, so you can take advantage of class discussion. Essays must be double-spaced and must be handed in via HuskyCT.

Deadlines for these are:

• Wednesday, February 1st, 5 p.m.

• Friday, February 24th, 5 p.m.

• Friday, April 7th, 5 p.m.

**Midterm Exam (25% of your grade)**

**Final Exam (25% of your grade)**

SYLLABUS & COURSE SCHEDULE

The schedule of readings and assignments in this syllabus is subject to change. Students must check the course HuskyCT site and their UConn email regularly to get timely information about revisions, cancellations, etc.

ACADEMIC INTEGRITY

As a student at the University of Connecticut, you act in accordance with the guidelines for academic integrity as described in “The Student Code.” Cheating, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure in the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center. See <http://community.uconn.edu/the-student-code-preamble/>.

STUDENTS WITH DISABILITITES

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the appropriate staff person in Student Services as soon as possible.

GRADE CONVERSIONS ARE AS FOLLOWS:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and lower

CLASS TOPICS & READING ASSIGNMENTS:

**WEEK 1**

Tues., Jan 17 Introduction to course & course format

Creation Narratives

READING: (in-class readings provided; copies on HuskyCT, Readings & Materials button)

Thurs. Jan. 19 What is Environmental History?

READING:

* Steinberg, *Down to Earth*, Prologue & ch 1, pp. 3-21.
* Jim O’Brien, “A Beaver’s Perspective on North American History,” in Carolyn Merchant, ed., *Major Problems in American Environmental History* (DC Heath and Company), pp. 78-83.

**WEEK 2**

Tues. Jan 24 Native American Land Use

READING:

* Charles C. Mann, “1491,” *The Atlantic Monthly* (March 2002): 41-53.
* Cronon, *Changes in the Land*, 3-53.

**ASSIGNMENT** due before class (on HuskyCT)

* Week 2 Online Reading Quiz

Thurs. Jan. 26 European Approaches to the New World

READING:

* Alfred Crosby, “Reassessing 1492,” *American Quarterly* 41 (4)(Dec. 1989): 661-669.
* Cronon, *Changes in the Land*, 54-107.
* Steinberg, *Down to Earth*, ch 2, pp. 22-39.

**ASSIGNMENT** due before class, posted to HuskyCT

* One-page Reading Response

Topic: Based on course readings and materials, comment on the widely-held belief that native Americans lived in harmony with nature. Use evidence from the readings & lectures in your answer.

**WEEK 3**

Tues. Jan. 31 Economy and Environment: Wood and Waste

READING:

* Cronon, *Changes in the Land*, 108-170.
* Steinberg, *Down to Earth*, ch 3, pp. 40-54.

**ASSIGNMENT**

**\*Essay 1 due Wednesday, February 1st, 5:00 p.m.**

Thurs. Feb. 2 Economy and Environment: Apples

READING:

* Pollen, “Desire: Sweetness/Plant: The Apple” (chapter 1), pp. 1-58, in *The Botany of Desire* (Random House, 2002).
* Steinberg, *Down to Earth*, ch 4, pp. 57-71.
* View YouTube material on Johnny Appleseed (list of links in Week 3 Folder at “Readings & Materials” button)

**WEEK 4**

Tues. Feb. 7 Industrialization

READING:

* Steinberg, *Down to Earth*, chs 5-7. pp. 72-115.

Thurs. Feb. 9 Economy and Environment: The Ocean

READING:

* Daniel Vickers, “Those Dammed Shad: Would the River Fisheries of New England Have Survived in the Absence of Industrialization?,” *William and Mary Quarterly* 61(4)(2004): 685-712.
* Glenn M. Grasso, “What Appeared Limitless Plenty: The Rise and Fall of the Nineteenth-Century Atlantic Halibut Fishery,” *Environmental History* 13(1)(2008): 66-91.

**ASSIGNMENT** due before class, posted to HuskyCT

* One-page Reading Response. Topic: Drawing from the readings for today’s class and relevant Steinberg chapters, was industrialization (the subject of last class meeting) responsible for declines in fisheries? Employ specific examples and arguments from the readings to support your answer.

**WEEK 5**

Tues. Feb. 14 Alternative Visions

READING:

* Charlotte Perkins Gilman, *Herland*, pp. 1-71.

Thurs. Feb. 16 City and Country: Chicago

READING:

* William Cronon, "Meat," chapter 5, pp. 207-259, in *Nature's Metropolis: Chicago and the Great West* (W.W. Norton & Co., 1991).
* Steinberg, *Down to Earth*, ch 12, pp. 187-202

**ASSIGNMENT** due before class (on HuskyCT)

* Week 5 Online Reading Quiz

**WEEK 6**

Tues. Feb. 21 The Romanticization of the Landscape

READING:

* Charlotte Perkins Gilman, *Herland*, pp. 72-124.

VIEW ONLINE BEFORE CLASS:

* “The Splendour and Misery of Urban Life,” McCord Museum of Canadian History (3-minute video)

<http://www.museevirtuel-virtualmuseum.ca/edu/ViewLoitDa.do;jsessionid=368C6CDD9A3D8C54D8F76A530804BF72?method=preview&lang=EN&id=1453>

**ASSIGNMENT** due Wednesday, February 22nd by noon, turned in via HuskyCT.

In-Class Writing: The landscape paintings of the Hudson River School of painters reveal conflicts within the emerging industrial-capitalist society of the nineteenth century. Analyze the Frederick Church painting, “Icebergs” (1861). How might the treatment of the natural environment versus the human-made objects represent romantic comments on industrialization and urbanization? Submit a typed, one-page response based on your in-class writing.

Thurs. Feb. 23 Westward Expansion(ism)

READING:

* Frederick Jackson Turner, Chapter 1, “The Significance of the Frontier in American History.” online at: <http://xroads.virginia.edu/~HYPER/TURNER/>
* Steinberg, *Down to Earth*, chs 8 & 11, pp. 116-135; 173-186.

**ASSIGNMENT**

**\*Essay 2 due FRIDAY, February 24th, 5:00 p.m.**

**WEEK 7**

Tues. Feb. 28 **MIDTERM EXAM (Material from Weeks 1-6)**

Thurs. Mar. 2 Resource Conservation, Wilderness Preservation?

READING:

* Steinberg, *Down to Earth*, ch 9, pp. 136-154.
* Stradling, ed., *Conservation in the Progressive Era*, pp. 3-41

**ASSIGNMENT**

**\*First Campus Engagement Assignment due Friday, March 3rd, 5:00 p.m.**

**WEEK 8**

Tues. Mar. 7 Resource Conservation, Wilderness Preservation?

READING:

* Stradling, ed., *Conservation in the Progressive Era*, pp. 43-63
* Steinberg, *Down to Earth*, ch 13, pp. 203-224.

**ASSIGNMENT** due before class, posted to HuskyCT.

* One-page Reading Response.

Based on your readings of the primary sources from March 2 & 7, identify one objection that opponents of Conservation voiced to Progressive conservationist ideas, and explain how a pro-Conservationist would try to address/argue against that objection.

Thurs. Mar. 9 Urban Ecology, Human Ecology

READING:

* Stradling, ed., *Conservation in the Progressive Era*, pp. 64-83.
* Steinberg, *Down to Earth*, ch 10, pp. 155-169

**ASSIGNMENT** due Friday, March 10th by noon, turned in via HuskyCT.

* In-Class Writing: Drawing from at least three of the readings from Stadling, ed., *Conservation in the Progressive Era*, Parts 3 and 4, explore similarities between concerns related to cities and people, on the one hand, and more traditional environmental concerns, on the other.
* Submit a typed, one-page response based on in-class discussion and writing.

**SPRING BREAK MARCH 13 - 17**

**WEEK 9**

Tues. Mar. 21 Hetch-Hetchy Controversy

View film *The Wilderness Idea* (available online through UConn Libraries)

READING:

* Stradling, ed., *Conservation in the Progressive Era*, pp. 85-101
* White, *Organic Machine*, to 58.

Thurs. Mar. 23 Whose Rivers?

READING:

* White, *Organic Machine*, 59 to end.

ASSIGNMENT due before class, posted to HuskyCT.

* One-page Reading Response. Topic: Comparing this book to *Changes in the Land* by Cronon, identify and discuss a contribution White made to the field and/or methods of environmental history.

**WEEK 10**

Tues. Mar. 28 Consuming Nature: Tourism

READING:

* Steinberg, *Down to Earth*, ch 14, pp. 225-239.
* Stradling, ed., *The Environmental Moment*, pp. 3-34 (Introduction and Warnings)

Thurs. Mar. 30 Aldo Leopold and the Land Ethic

READING:

* Marybeth Lorbiecki, “Save that Game, 1915-1919,” pp. 65-81 in *Aldo Leopold: A Fierce Green Fire* (Oxford University Press, 1996).
* Aldo Leopold, *A Sand County Almanac*, pp. 137-141, 237-264.
* Optional: *Green Fire* – [DVD on reserve at AP Library]

**ASSIGNMENT** due before class (on HuskyCT)

* Week 10 Online Reading Quiz

**WEEK 11**

Tues. Apr. 4 Ecology, Environmental Science, and Rachel Carson

READING:

* Rachel Carson, “The Pattern of the Surface,” pp. 31-40 in *The Sea Around Us* (New American Library, 1961).
* Linda Lear, *Rachel Carson: Witness for Nature,* ch18, pp. 428-456.

Thurs. Apr. 6 View in class: CBS TV Special on Carson's Silent Spring, April 1963

READING:

* Stradling, ed., *The Environmental Moment*, pp. 35-58 (A Dying Planet)

**ASSIGNMENT**

**\*Essay 3 due Friday, April 7th, 5:00 p.m.**

**WEEK 12**

Tues. Apr. 11 The Environmental Movement

READING:

* Stradling, ed., *The Environmental Moment*, pp. 59-86 (Earth Year, 1st half)
* Steinberg, *Down to Earth*, ch 15, pp. 240-268.

Thurs. Apr. 13 The Environmental Movement

View the film *Soylent Green*

READING:

* Stradling, ed., *The Environmental Moment*, pp. 87-105 (Earth Year, 2nd half)
* Adam Rome, “The New Eco-Infrastructure,” in *The Genius of Earth Day* (Hill and Wang, 2013), pp. 209-258, with notes pp. 319-329.
* You can view/review the film *Soylent Green* on your own via <https://www.fan.tv/> for $2.99.

**WEEK 13**

Tues. Apr. 18 Environmental Movement – Discussion of all related readings & films

READING:

* Stradling, ed., *The Environmental Moment*, pp. 106-137 (Is Catastrophe Coming?)

ASSIGNMENT due before class, posted to HuskyCT.

* One-page Reading Response. Topic: Using any class sources thus far, discuss evidence in *Soylent Green* that this film was produced as a reaction to the environmental movement.

Thurs. Apr. 20 (Un)natural Disasters

READING:

* Stradling, ed., *The Environmental Moment*, pp. 139-160 (Continuation)
* Ted Steinberg, “Do-It-Yourself Deathscape,” chapter 3, pp. 47-75, in *Acts of God: The Unnatural History of Natural Disaster in America* (Oxford University Press, 2000).
* Steinberg, *Down to Earth*, ch 16, pp. 269-300.

**ASSIGNMENT**

**\*Second Campus Engagement Assignment due Friday, April 21st, 5:00 p.m.**

**WEEK 14**

Tues. Apr. 25 Environmental Crisis of the Oceans

READING:

* Carl Safina, “Lauching a Sea Ethic,” *Wild Earth* (Winter 2002-2003), 2-5.
* Rozwadowski, “Epilogue” to *Fathoming the Ocean*.
* Jeff Hutchings and Ransom Myers, “The Biological Collapse of Atlantic Cod off Newfoundland and Labrador,” in Ragnar Arnason, ed., *The North Atlantic Fisheries: Successes, Failures, and Challenges* (University of Prince Edward Island Press, 1995).
* Sylvia Earle, “Changing Climate, Changing Chemistry,” chapter 7 in *The World is Blue: How Our Fate and the Ocean’s Are One* (Washington, D.C.: National Geographic, 2009), pp. 151-173.

**ASSIGNMENT** due before class (on HuskyCT)

* Week 14 Online Reading Quiz

Thurs. Apr. 27 REVIEW

**FINAL EXAM, Per University Final Exam Schedule**

HIST 3540W Environmental History of the Americas – U.S. Environmental History

This course analyzes the transformation of the North American environment from the sixteenth through the twentieth centuries, paying special attention to the effects of human practices and attitudes, including different notions of nature (e.g. Native American and Euro-American, male and female); the romantic response to wilderness in an industrializing society; the rise of the conservation/preservation movements; the development of environmental science; the growth of the environmental movement; and the implications of recent environmental policy.

As a W course, class lectures and discussion will include attention to writing in the discipline of history. Course readings will be considered and analyzed as examples of historical writing. Because of their importance for the discipline of history, questions such as the audience for history and strategies for writing for one’s intended audience, as well as the use of evidence to support a historical argument, will be emphasized. If a student does not pass the writing aspect of the course, the student does not pass the course.

LEARNING OBJECTIVES

In this course, you will:

* Understand the importance of including the natural world in history.
* Gain an overview of North American environmental history from the time before European contact to the present.
* Learn about environmental history’s development as an area of specialization in history (historiography).
* Become acquainted with the discipline of history, including its questions and methods.
* Practice analyzing primary sources.
* Improve reading, critical thinking, communication and analytical skills.

READINGS:

• William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*

• Richard White, *Organic Machine: The Remaking of the Columbia River*

• Edward Bellamy, *Looking Backward, 2000-1887*

• Kirkpatrick Sales, *The Green Revolution: The American Environmental Movement, 1962-1992*

• Ted Steinberg, *Down to Earth: Nature’s Role in American History* (Oxford University Press, 2002).

Some of the readings are available on HuskyCT. A few readings are available online with the url/link provided in the syllabus.

REQUIREMENTS:

Class Participation (25% of your grade)

Students are expected to attend every class meeting and to read each assignment carefully, before the class meeting indicated. Although part of class will often be devoted to lecture, this is not strictly or solely a lecture class. Students are encouraged to participate actively in class discussions and to raise questions. Everyone, instructor and students alike, benefits from an energetic and informed exchange of ideas, and your class participation grade will be based in large part on quality contribution to class discussion.

There will be short quizzes and in-class writing assignments based on the readings that will contribute to your participation grade.

# **Finally, each student will work with a peer partner through the stages of developing the research project. Partners should arrange to exchange their proposals (paragraph on the topic, research questions, and annotated bibliography) due on March 2nd and their first drafts due on April 6th. You are responsible for reading your partner’s work, commenting on it in writing, and meeting to discuss your comments. In addition to written comments on the proposal and draft themselves, you should write at least one paragraph of constructive advice in response to the draft, submitting one copy to your peer partner and one copy to the instructor.**

* Peer partner response to proposal due Thursday, March 23rd (give to partner; copy to instructor)
* Peer partner response to first draft due Thursday, April 13th (give to partner; copy to instructor)

Essays (25% of your grade)

Twice during the term you will write a 3-page essay (topics will be distributed in class) on assigned readings for class. The purpose of these essays is to give you practice writing in the discipline of history using materials assigned for and discussed in class. You will revise each essay, providing you with the opportunity to work on developing and clearly expressing arguments and deploying evidence as historians do.

Deadlines for these are:

• Tuesday, January 31st, due at the start of class.

REVISION DUE: Tuesday, February 7th, due at the start of class

• Tuesday, February 21st, due at the start of class.

REVISION DUE: Tuesday, February 28th, due at the start of class

Final Research Project and Paper (30% of your grade)

You will pick a specific instance – an event, lawsuit, or controversy – such as the damming of a river, the formation of a national park, the taking of land of Native Americans, the use of a natural resource like forests or fish, etc. You must find a specific instance, in time and place, because you will be looking for primary source documents about your topic. Your proposal should consist of up to two pages describing your topic and presenting several research questions, plus an annotated bibliography. For the final, 10-page paper, in addition to writing about the event/controversy you choose, you will be analyzing the historical context of the environmental issues at stake, going as far back in time as is relevant for your topic. I expect your paper to draw synthetically from the entire term to the extent appropriate for the topic. You should make your revisions toward your final paper based on comments from your peer partner as well as from the instructor. You are welcome to submit additional drafts to the instructor for comments.

Deadlines are:

• Thursday, February 16th, list of three possible topics due, including a two or three sentence description of each, based on secondary sources such as classroom readings, American history textbook, etc. (2.5%)

• Thursday, March 16th, Proposal, consisting of up to two pages describing your topic and presenting your research questions, and including an annotated bibliography (2.5%)

• Thursday, April 6th, first draft of your paper (5%)

• Friday, April 28th, noon, Final paper due (20%)

Final Exam (20% of your grade)

Students are expected to meet all assignment deadlines and will be penalized a third of a grade for every 24 hours. Students who experience, or anticipate, any problems in meeting these deadlines should discuss their situation with the instructor in advance.

GRADE CONVERSIONS ARE AS FOLLOWS:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and lower

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STUDENTS WITH DISABILITITES

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HIST 3540W

CLASS TOPICS AND READING ASSIGNMENTS:

# WEEK 1

Jan. 17 Introduction and Creation Narratives

READING: (in-class readings provided)

Jan. 19 What is Environmental History?

READING:

* Joachim Radkau, “Exceptionalism in European Environmental History,” GHI Bulletin 33 (Fall 2003): 23-52.
* Steinberg, *Down to Earth*, ch 1, pp. 1-20.

**WEEK 2**

Jan. 24 Native American Land Use

READING:

* Charles C. Mann, “1491,” *The Atlantic Monthly* (March 2002): 41-53.
* Jeremy Jackson, et. al., “Historical Overfishing and the Recent Collapse of Coastal Ecosystems,” *Science* 293 (2001): 629-638.
* Cronon, *Changes in the Land*, 3-53.

Jan. 26 European Approaches to the New World

READING:

* Alfred Crosby, “Reassessing 1492,” *American Quarterly* 41 (4)(Dec. 1989): 661-669.
* Cronon, *Changes in the Land*, 54-107.
* Steinberg, *Down to Earth*, ch 2, pp. 21-38.

**WEEK 3**

**\*Essay 1 due**

Jan. 31 Economy and Environment: Wood and Waste

READING:

* Cronon, *Changes in the Land*, 108-170.
* Steinberg, *Down to Earth*, ch 3, pp. 39-51.

Feb. 2 Economy and Environment: Apples

READING:

* Pollen, “Desire: Sweetness/Plant: The Apple” (chapter 1), pp. 1-58, in The *Botany of Desire* (Random House, 2002).
* Steinberg, *Down to Earth*, ch 4, pp. 55-70.

**WEEK 4**

**\*Revision of Essay 1 due**

Feb. 7 Economy and Environment: Fish and the Maritime World

READING:

* Daniel Vickers, “Fishermen, 1675-1775,” chapter 4, pp. 143-203 in *Farmers and Fishermen: Two Centuries of Work in Essex County Massachusetts, 1630-1850* (Univ. of North Carolina Press, 1994); read 143-153, 178-203; skim rest.
* Arthur McEvoy, “State Power and the Right to Fish,” chapter 5, pp. 93-119, in *The Fisherman’s Problem: Ecology and the Law in the California Fisheries, 1850-1980* (Cambridge University Press, 1986).

Feb. 9 Economy and Environment: The South

READING:

* Steinberg, *Down to Earth*, chs 5-7. pp. 71-115.
* Carville Earle, “The Myth of the Southern Soil Miner: Macrohistory, Agricultural Innovation, and Environmental Change,” chapter 8, pp. 175-210, in Worster, ed., *The Ends of the Earth: Perspectives on Modern Environmental History* (Cambridge University Press, 1988).

**WEEK 5**

Feb. 14 Industrialization

READING:

* Edward Bellamy, *Looking Backward, 2000-1887*, pp. 1-70 – through ch VIII.

**\*Research Project – three topics ideas due**

Feb. 16 The Romanticization of the Landscape

READING:

* Bellamy, *Looking Backward* , pp. 70-136 - chs. IX-XVII.

**WEEK 6**

**\*Essay 2 due**

Feb. 21 Alternative Visions (and discuss Bellamy)

READING:

* Bellamy, *Looking Backward*, pp. 136-222 - chs XVIII-end.

Feb. 23 City and Country: Chicago

READING:

* William Cronon, "Meat," chapter 5, pp. 207-259, in *Nature's Metropolis: Chicago and the Great West* (W.W. Norton & Co., 1991).

**WEEK 7**

**\*Revision of Essay 2 due**

Feb. 28 Westward Expansion(ism)

READING:

* Frederick Jackson Turner, “The Significance of the Frontier in American History.” online at: <http://xroads.virginia.edu/~HYPER/TURNER/>].
* Steinberg, *Down to Earth*, chs 8 & 11, pp. 116-137; 175-189.

Mar. 2 The Ocean Frontier

READING:

* Helen Rozwadowski, "Technology and Ocean-scape: Defining the Deep Sea in the Mid Nineteenth Century," *History and Technology* 17(2001): 217-247.

# SPRING BREAK

March 6 – 10th

**WEEK 8**

Mar. 14 Resource Conservation, Wilderness Preservation?

READING:

* Steinberg, *Down to Earth*, ch 9, pp. 138-156.
* John Muir, “A Wind Storm in the Forests.”
* Gifford Pinchot, “A Primer of Forestery” [http://www.forestry.auburn.edu/sfnmc/class/pinchot.html]

**\* Research Project – up to two pages describing your topic and research questions, plus an annotated bibliography**

Mar. 16 Hetch-Hetchy controversy [video]

READING:

* White, *Organic Machine*, to 58.

**WEEK 9**

Mar. 21 Migratory resources

READING:

* Kurkpatrick Dorsey, "Putting a Ceiling on Sealing: Conservation and Cooperation in the International Arena, 1909-1911," *Environmental Review* 15(3)(1991): 27-46.
* Helen Rozwadowski, "Internationalism, environmental necessity, and national interest: marine science and other turn-of-the-twentieth-century sciences," *Minerva* 42(2)(2004): 127-149.

**\*Peer partner response to proposal due (copy to instructor also)**

Mar. 23 Whose Rivers?

READING:

* White, *Organic Machine*, 59 to end.

**WEEK 10**

Mar. 28 Consuming Nature

READING:

* Steinberg, *Down to Earth*, ch 12, pp. 190-205.
* Connie Y. Chiang, "Novel Tourism: Nature, Industry, and Literature on Monterey's Cannery Row," *The Western Historical Quarterly*, Autumn 2004 <http://www.historycooperative.org/journals/whq/35.3/chiang.html> .

Mar. 30 Aldo Leopold and the Land Ethic

READING:

* Marybeth Lorbiecki, “Save that Game, 1915-1919,” pp. 65-81 in *Aldo Leopold: A Fierce Green Fire* (Oxford University Press, 1996).
* Aldo Leopold, A Sand County Almanac, pp. 137-141, 237-264.

**WEEK 11**

Apr. 4 Ecology, Environmental Science, and Rachel Carson

READING:

* Rachel Carson, “The Pattern of the Surface,” pp. 31-40 in *The Sea Around* Us (New American Library, 1961).
* Linda Lear, *Rachel Carson: Witness for Nature*, ch18, pp. 428-456.

**\*First draft of paper due**

Apr. 6 April 1963 CBS TV Special on Carson's Silent Spring

READING:

* Rachel Carson, *Silent Spring*, ch 9, “Rivers of Death,” pp. 130-152.
* Carolyn Merchant, “Gender and Environmental History,” *The Journal of American History* 76 (no. 4) (1990): 1117-1121.

**WEEK 12**

Apr. 11 Urban Ecology, Human Ecology

READING:

* Steinberg, *Down to Earth*, chs 13-14, pp. 206-238.

**\*Peer partner response to paper draft due (copy to instructor also)**

Apr. 13 1960s, The Environmental Decade

In class, see *Planet of the Apes*, the original 1969 film.

READING:

* Kirkpatrick Sales, *The Green Revolution*, start to pp. 45.
* Steinberg, *Down to Earth*, ch 15, pp. 239-261.

**WEEK 13**

Apr. 18 Environmental Movement -- Discussion of Planet and Sales

READING:

* Sales, *The Green Revolution*, pp. 48 to end.

Apr. 20 Environmental Racism, Environmental Justice

READING:

* Robert D. Bullard, “Anatomy of Environmental Racism and the Environmental Justics Movement,” chapter 1, pp. 15-39 in *Confronting Environmental Racism: Voices from the Grassroots* (Boston: South End Press, 1993).
* Steinberg, *Down to Earth*, ch 16-Conclusion, pp. 262-285.

**WEEK 14**

Apr. 25 (Un)natural Disasters

READING:

* Ted Steinberg, “Do-It-Yourself Deathscape,”chapter 3, pp. 47-75, in *Acts of God: The Unnatural History of Natural Disaster in America* (Oxford University Press, 2000).

Apr. 27 Environmental Crisis of the Oceans

READING:

* Carl Safina, “Lauching a Sea Ethic,” *Wild Earth* (Winter 2002-2003), 2-5.
* Rozwadowski, “Epilogue” to *Fathoming the Ocean*.
* Ransom A. Myers and Boris Worm, “Rapid Worldwide Depletion of Predatory Fish Communities,” *Nature* 243 (15 May 2003): 280-283.
* Worm and Myers, “Managing Fisheries in a Changing Climate,” *Nature* 429 (6 May 2004): 15.
* Daniel Pauly, et. al., “Towards Sustainability in World Fisheries,” *Nature* 418 (8 August 2002): 689-695.

Apr. 28th, noon: **FINAL PAPER due.**

**FINAL EXAM, Per University Final Exam Schedule**

**2018-265 HIST/MAST 2210E Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8660 |
| **Request Proposer** | Rozwadowski |
| **Course Title** | History of the Ocean |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > History > Maritime Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | HIST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | History |
| **Course Subject Area #2** | MAST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Maritime Studies |
| **Reason for Cross Listing** | This course is already cross-listed. |
| **Course Title** | History of the Ocean |
| **Course Number** | 2210 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Because the only change proposed is to recognize the course as contributing to Environmental Literacy |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Helen M Rozwadowski |
| **Initiator Department** | History |
| **Initiator NetId** | hmr03003 |
| **Initiator Email** | [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@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?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 35 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | HIST/MAST 2210 Three credits. Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans. CA 1. |
| **Provide proposed title and complete course catalog copy** | HIST/MAST 2210E. Three credits. Cultural, environmental, and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans. CA 1. |
| **Reason for the course action** | The proposed revision to the course is to recognize it as contributing to Environmental Literacy. |
| **Specify effect on other departments and overlap with existing courses** | This class has been taught regularly at Avery Point since it was created and is this year (Fall 2019) being offered at Storrs. Environmental Studies supported the addition of this course. Since the only revision is to recognize it as contributing to Environmental Literacy, there is no anticipated change to its effect on other departments. |
| **Please provide a brief description of course goals and learning objectives** | This course traces the human relationship with the ocean from the evolution of our species to the present, posing the argument that people have used oceanic resources, travelled by water and been culturally involved with the sea for most of our history. The course employs disciplines in addition to history (mainly anthropology, archaeology, historical geography, and historical ecology) in the service of studying the ocean's influence on human history, the impacts people have had on the ocean, and -- perhaps most importantly -- why a humanistic and historical approach to the oceans is so valuable for informed citizens of the world today. Course goals and learning objectives: • Understand the importance of including the natural world in history. • Recognize the ocean as an environment that is just as connected to humanity as is the terrestrial environment. • Discover that the human relationship with the sea dates to prehistory, continues to the present, and extends to the future. • Appreciate that connections between people and oceans are inextricable, have tightened over time particularly in response to industrialization and modernization, and extend to many aspects of our lives and our globe. • Analyze how people have gained knowledge about the ocean in different ways at different times. • Understand how human uses of the ocean intersect with culture, imagination, and desire. |
| **Describe course assessments** | 30% Class Participation, including Discussion, Quizzes, In-class work, and occasional one-page written responses 20% Midterm Exam 30% Essays, 4 -- based on course readings (lowest grade dropped, but you must do all 4) 20% Final Exam The format of the course is a combination of lecture and discussion. Class participation contributes significantly to the student’s grade and is gauged by participation in classroom discussion, occasional written quizzes, in-class work (such as small group projects or discussions or informal writing), and occasional one-page (maximum) written responses to a question posed ahead of time. Short essays engage students in analyzing course readings and develop their skill at constructing historical argument. A midterm and final give students the opportunity to apply material learned throughout the course, through short answer questions and essays, to the three course themes. |
| **General Education Goals** | This course raises student awareness of a critical part of the planet which has not always been recognized for its importance to human history. In spatial terms, better understanding of a place that covers three-quarters of the globe and provides 99% of its living space is integral to general education. A humanistic investigation of our historical relationship with the ocean equips students to grasp the economic and political importance of the ocean and its resources, to recognize our ethical responsibilities to this environment, and to explore the cultural dimensions of our knowledge and use of the sea. Given the centrality of the ocean in the 21st century – consider the impending sea level rise, human migration to coasts, overfishing, the growing offshore oil and wind energy industries, the growth of maritime recreation, geopolitical struggles for control over ocean resources, and other ocean-related issues – it is imperative that we educate a generation of students who are equipped to understand the ocean broadly and in humanistic terms. |
| **Content Area: Arts and Humanities** | As important as it is to acknowledge and understand the diversity of human cultures, it is important, and increasingly urgent, to recognize the historical and ethical dimensions of the human relationship with the natural world, including recognizing that different human cultures engage differently with nature and natural resources. This course contributes to general education in Area One by cultivating informed citizens with broad knowledge of the ocean beyond the natural sciences, extending to include humanistic inquiry. The course challenges the widely held assumption that the ocean exists outside of human history. It draws students into an investigation of the length and character of human interactions with, and uses of, the sea and its resources. There is one world ocean yet many shores and seas, so this course prompts students to examine how different cultures have perceived and used the ocean differently while encouraging them also to seek global understanding as appropriate. |
| **Environmental Literacy** | This course contributes to environmental literacy by guiding students in the exploration of the length and character of human interactions with, and uses of, the ocean and its resources, as well as the recognition of ways that the ocean has shaped human history. Students will both develop an understanding of historical origins of environmental challenges to the ocean and seas and gain an awareness of differing attitudes toward nature and global resources among different cultures and across time. Reflection on global perspectives alongside the specificity of historical focus on particular times and places strengthens students’ understanding of complex marine and coastal environmental issues and contributes to an awareness of why a humanistic and historical approach to the environment is so critical for addressing challenges facing the global ocean. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [History of the Oceans sample syllabus.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137054&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb4ca8c8a59e343ea21fa08d634ac3b70%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636754311684152695&sdata=kl7nVy6S5g8A3soIETB%2F%2FYpIx5pJkHiGscEwuvqXIqA%3D&reserved=0) | History of the Oceans sample syllabus.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Helen M Rozwadowski | 10/04/2018 - 12:41 | Submit |  | I am submitting this proposal to change this course to add it as one that satisfies the environmental literacy gen ed. HMR | | History | Melina A Pappademos | 10/11/2018 - 16:35 | Approve | 10/11/2018 | This will facilitate student use of the Environmental Literacy GEN ED. | | Maritime Studies | Matthew G McKenzie | 10/12/2018 - 12:15 | Approve | 10/12/2018 | Logical addition to EL listings as the field grows. | |

**HIST/MAST 2210 History of the Ocean**

Professor Helen M. Rozwadowski

Class hours: T-TH .

Location: Avery Point, ACD Room

Office hours: \_\_\_\_\_\_\_ & by appointment

Office: ACD, Room 101-D

Email: [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@uconn.edu)

Phone: (860) 405 9120 (leave messages on email, not phone)

**Catalog description:**

Cultural, environmental and geopolitical history of the ocean from prehistory to the present. Examines the impact of migration, industrialization, modernization, and globalization on the relationships between people and oceans.

Informed by environmental history and cultural history, the course

* establishes human connections with the ocean from prehistory to the present;
* explores how industrialization and modernization dramatically expanded use of oceanic space and resources in step with globalization; and
* reflects on how knowledge and use of the sea has contributed to the mutual influence of people on oceans and oceans on people.

**Academic Integrity**

As a student at the University of Connecticut, you act in accordance with the guidelines for academic integrity as described in “Responsibilities of Community Life: The Student Code.” *Cheating*, plagiarizing, or otherwise taking credit for work not your own constitutes academic misconduct, and in this class I will prosecute it with consequences that include, but are not limited to, a zero on the assignment or failure in the course. If you have any questions about whether a particular behavior constitutes cheating, please come see me or one of the tutoring or administrative staff in the Academic Center. See <http://community.uconn.edu/>

**Readings & Resources**

* Most course readings will be available on Course Reserves through HuskyCT.
* You will need to find one out of print book that is widely available used (easily found online, or check the Book Barn in Niantic or other used book stores). That book is Frederik Pohl and Jack Williamson, *Undersea Fleet*. It is most commonly available under the title *Undersea Trilogy*, which contains a series of three stories of which the one we will read is the second, *Undersea Fleet*. See me by the middle of the semester if you are having any problems getting the book.

**Requirements (see below for details of each)**

10% Class Participation: Engagement

15% Class Participation: Content and Quality

5% Campus/Community Engagement Assignments

25% Written Work  
25% Research Assignments  
20% Take Home Final

*Class Participation: Engagement*

* Demonstrates evidence of having done the reading carefully and come to class prepared to engage material.
* Consistently arriving to class on time
* Turning in work on time
* Participating respectfully in discussion
* Informing the instructor in advance of any absences
* Being proactive and responsive in written and oral communication with instructor and fellow students.

*Class Participation: Content and Quality*

* Quizzes
* In-class activities/work
* Participation in discussion
* Asking questions about the readings, authors’ arguments and evidence presented

Written Work

* Short written responses to questions related to course readings. These should include full sentences and be well written and proofread. Most of these should be 500 words, plus or minus 10%. Include the word count in brackets at the end of your response.

Research Assignments

* Finding Secondary Sources Assignment (Week 4)
* Finding Primary Sources Assignment (Weeks 8-9)
* Media Assignment (once during term; see Course Materials for Assignment)
* Syllabus Assignment (Weeks 11-14)

*Campus/Community Engagement Assignments* – designed to promote connections between course material and the outside world.

* During the semester, you must attend, and write a 500-word response to, TWO campus or community events or exhibits related to the ocean. See Course Materials folder for suggestions. If in doubt about the appropriateness of an event or exhibit, ask ahead of time. In each of your two responses, discuss some aspect of the relevance of the event to the course, making **specific reference to a reading or readings** as well as a theme or an issue from the course.

DUE DATE: 1st CE Assignment is due Friday, Oct. XX by noon. 2nd CE Assignment is due Friday, Dec. X by noon. These assignments will NOT be accepted after their due dates; if they are not turned in on time, your grade will be a zero.

*Take Home Final* – A take-home essay based on course readings. Due at the scheduled final exam time, with the option of preparing an outline and writing the exam during the exam time.

**Grade conversions are as follows:**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and lower

**Students with disabilities:**

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Student Services Director, Trudy Flanery, as soon as possible.

**For help with technical and computer-related issues, including HuskyCT, see:**

<http://averypoint.uconn.edu/academic-center/>

**Week 1**

*Tues – Introduction/Overview*

Activity: Brainstorming session to explore the many uses that people make of the sea, including its surface and depths, its living and non-living resources.

In-Class Reading:

Rozwadowski, “Introduction”

*Thurs – Natural History of the Ocean*

Reading:

Callum Roberts, chapter 1, “Four and a Half Billion Years,” in *The Ocean of Life: The Fate of Man and the Sea* (Penguin Books, 2013), 11-26 (15 pp).

Rozwadowski, chapter 1, “A Long Story”, pp. 1-13.

*Written Response due before class:*

Identify and discuss two reasons why a historian might choose to reach back to geological time to begin a history, given that history is usually considered the study of the past through written sources? Refer to course readings in your answer. [500 words]

**Week 2**

*Tues – Prehistoric Voyaging*

Reading:

Rozwadowski, chapter 1, “A Long Story”, pp. 14-24.

Daniel E. Lieberman, “Further Fossil Finds from Flores,” *Nature* 437(13 October 2005): 957-958 (2 pp).

*Thurs – Prehistoric Use of Marine Resources*

Reading:

John Noble Wilford, “Key Human Traits Tied to Shellfish Remains,” *The New York Times*, Oct. 18, 2007.

Curtis W. Marean, et al., “Early Human Use of Marine Resources and Pigment in South Africa During the Middle Pleistocene,” *Nature* 449(18 Octoer 2007): 905-908 (3 pp).

Optional Reading, if interested:

Excerpts (READ pp. 287-292 and 323-336 ONLY; 19 pp) from Jon M. Erlandson, “The Archaeology of Aquatic Adaptations: Paradigms for a New Millenium,” *Journal of Archaeological Research* 9(4)(December 2001): 287-350 (83 pp).

*Written Response:*

Based on readings from this class and the next: How has recent work in archaeology and anthropology revolutionized our understanding of prehistoric connections between people and oceans? [500 words]. Due by class time on Sept. XX.

**Week 3**

*Tues –* *Kelp Highway*

Jon M. Erlandson, et al., “The Kelp Highway Hypothesis: Marine Ecology, the Coastal Migration Theory, and the Peopling of the Americas,” *Journal of Island and Coastal Archaeology* 2(2007): 161-174 (13 pp).

Geoff Bailey, “World Prehistory from the Margins: The Role of Coastlines in Human Evolution,” *Journal of Interdisciplinary Studies in History and Archaeology*, 1(1)(Summer 2004): 39-50. (8 pp)

*Written Response due by class time:*

Based on readings from this class and the last: How has recent work in archaeology and anthropology revolutionized our understanding of prehistoric connections between people and oceans? [500 words].

*Thurs – Different Seas*

Reading:

Rozwadowski, chapter 2, “Imagined Ocean”, pp. 1-16 (to section break)

Rainer F. Buschmann, chapter 1, “The Indian Ocean: A First Maritime Crossroads,” in *Oceans in World History* (McGraw Hill, 2007), pp. 10-37 (27 pp).

**Week 4**

*Tues – Art, Science and the Sea*

In-class film: *Proteus*

Reading:

Lynn Nyhart, film review of Proteus [pdf]

*Written Response*

As we know from course readings so far, archaeology and ecology have contributed to the emergence of new understandings of human voyaging and reliance on marine resources for food. How can art also help us understand the ocean, including when investigators like Ernst Haeckel try to know the ocean known through science? Use material from the film in your answer. Response is due Thursday Sept. XX by noon. [500 words]

*Thurs – No class.*

Reading:

Rozwadowski, chapter 2, “Imagined Ocean”, pp. 16 (from section break)-29. (this reading is due by class time on Sept. 25th but you’ll need to scan it to choose your research topic).

*Research Assignment:*

Finding secondary sources. Pick one of the cultures/communities discussed in chapter two and find two scholarly articles (not books) about some aspect of their knowledge/conception/use of the ocean. These articles must be in humanities or social science fields, not the natural sciences. Use UConn databases to locate the articles, working with the reference librarians at AP and available through online chatting if needed. You cannot use any readings from class or ones cited in the chapter. Turn in an annotated bibliography, which means a complete citation and a 2-3 sentence summary of each article. Due Friday, Sept XX by noon.

**Week 5**

*Tues – Different Seas II*

Thomas Gladwin, chapter 2, The Way of the Voyager,” in *East is a Big Bird: Navigation and Logic on Puluwat Atoll* (Harvard University Press, 1970), 33-64 (31 pp).

Paul Rainbird, chapter 5, “Oceania: Pohnpei and the Eastern Carolines,” *The Archaeology of Islands* (Cambridge University Press, 2007), 90-113 (23 pp).

*Thurs – Different Seas III*

*Discussion*

Bring a copy of your annotated bibliography to class. We’ll be discussing the cultures and communities covered in chapter two and integrating what you’ve learned from your sources.

**Week 6**

*Tues – European Discovery of the Sea in the 15th and 16th centuries*

Reading:

Rozwadowski, chapter 3, “Seas Connect”, pp. 1-13 (to section break).

J.H. Parry, chapter 2, “Finding the Way at Sea,” in *The Discovery of the Sea* (University of California Press, 1974, 1981), 24-41 (17pp).

John R. Gillis, chapter 3, “Islands as Mental Stepping Stones in the Age of Discovery,” in *Islands of the Mind: How the Human Imagination Created the Atlantic World* (Palgrave Macmillan, 2004), 45-64 (19pp).

*Thurs – Pacific World*

Reading:

Rozwadowski, chapter 3, “Seas Connect”, pp. 13 (from section break)-22 (to section break).

David Igler, chapter 4, “The Great Hunt,” in *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush* (Oxford University Press, 2013), 99-128 (29pp).

Chaplin, Joyce E., chapter 3, “The Pacific Before Empire, c. 1500-1800,” in *Pacific Histories: Ocean, Land, People*, ed. by David Armitage and Alison Bashford (Palgrave Macmillan, 2014), pp. 53-74.

*Written response by class time:*

Based on previous readings that deal with the Atlantic and this week’s readings that deal with the Pacific, identify and discuss two ways that exploration of the Atlantic proceeded differently from that of the Pacific. [500 words]

**Week 7**

*Tues – Imperialism, Freedom of the Seas, and Knowledge of the Ocean*

Reading:

Rozwadowski, chapter 3, “Seas Connect”, pp. 22 (from section break)-28.

Michael Reidy & Helen M. Rozwadowski, “The Spaces In-Between: Science, Ocean and Empire,” *Isis* 105 (2)(2014): 338-351. (13 pp)

Chandra Mukerji, chapter 2, “The Development of State Interest in Science in the 19th Century,” in *A Fragile Power: Scientists and the State* (Princeton University Press, 1990), 22-38 (16 pp).

*Thurs – Monsters in the Sea*

Reading:

Richard Ellis, chapter, “Sea Serpents,” in *Monsters of the Sea: The History, Natural History, and Mythology of the Oceans’ Most Fantastic Creatures* (Alfred A. Knopf, 1994), 37-74 (37 pp).

Michael Capuzzo, *Close to Shore: A True Story of Terror in an Age of Innocence* (New York: Broadway Books, 2001), 68-98 (30 pp).

Wayne Soini, “Introduction,” in *Gloucester’s Sea Serpent* (Charleston & London: The History Press, 2010), 13-21 (9 pp).

DUE DATE: **Campus Engagement 1 Assignment** is due Friday, Oct. XX by noon.

**Week 8**

*Tues – “Discovery” of the Depths and Submarine Telegraphy*

Reading:

Rozwadowski, chapter 4, “Fathoming All the Ocean,” pp. 1-19 (to section break).

John Gordon Steele, chapter 8, “Lightning Through Deep Waters,” in *A Thread Across the Ocean: The Heroic Story of the Transatlantic Cable* (Walter & Company, 2002), 121-141 (20 pp)

*Research Assignment:*

Finding primary sources. Pick an ocean history topic that interests you and find 2-4 primary sources that you could use to investigate that topic. A primary source is something created at the time period you are studying. Turn in a list (using complete citations) and write a brief description of each primary source explaining how you think it contributes to ocean history (2-5 sentences each). Refer to specific questions or themes discussed in class. Due Thursday, October XX by noon.

*Thurs – Domesticating the Ocean*

Reading:

Rozwadowski, chapter 4, “Fathoming All the Ocean,” pp. 19 (from section break)-27.

Bernd Brunner, chapter, “A Strong Intensive Desire,” *The Ocean at Home: An Illustrated History of the Aquarium* (New York: Princeton Architectural Press, 2003; first published in English in 2005), 38-58 (20 pp).

Gregg Mitman, chapter 7, “A Ringside Seat in the Making of a Pet Star,” *Reel Nature: America’s Romance with Wildlife on Film* (University of Washington Press, 2nd ed., 2009), 157-179 (22 pp).

**Week 9**

*Tues – Industrialization of Fisheries*

Reading:

Rozwadowski, “Industrial Ocean,” pp. 1-12 (to section break).

Jeffery Bolster, chapter 6, “An Avalanche of Cheap Fish,” in *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (Belknap Press of Harvard University Press, 2012), 223-264 (41pp).

*Thurs – 20th century Whaling and Guano Industries*

Reading:

Rozwadowski, “Industrial Ocean,” pp. 12 (from section break)-20 (to section break).

And *EITHER*:

Kurkpatrick Dorsey, chapter 3, “World War and the World’s Whales,” *Whales & Nations: Environmental Diplomacy on the High Seas* (Seattle & London: University of Washington Press, 2013), 91-128 (37 pp).

*OR*:

Cushman, Gregory T. "The most valuable birds in the world': International Conservation Science and the Revival of Peru's Guano Industry, 1909-1965." *Environmental History* 10(3)(2005): 477-509 (32 pp).

*Written Response due by class time:*

For Bolster, Cushman OR Dorsey, in what ways does this history of marine resource extraction contribute to ocean history, and in what ways does it not do so? Hint: for the latter, think about what kinds of questions, evidence or analysis might make it more focused on the ocean’s history. [500 words]

**Week 10**

*Tues – World War, Oceans, and Science*

Reading:

Rozwadowski, “Industrial Ocean,” pp. 20 (from section break) - 30.

Ronald Rainger, “Science at the Crossroads: The Navy, Bikini Atoll, and American Oceanography in the 1940s,” *Historical Studies in the Physical and Biological Sciences* 30(2) Military Patronage and the Geophysical Sciences in the United States (2000): 349-371 (22 pp).

*Thurs – Cold War Ocean*

Reading:

Jacob Darwin Hamblin, “Environmental Diplomacy in the Cold War: The Disposal of Radioactive Waste at Sea during the 1960s,” *International History Review* 24:2 (2002), 348–375 (27 pp).

Gary Kroll, chapter 6, “Technophobia and Technophilia in the Oceanic Commons: Thor Heyerdahl and Jacques Cousteau during the American Cold War,” in *America’s Ocean Wilderness: A Cultural History of Twentieth Century Exploration* (University Press of Kansas, 2008), 152-188 (36 pp).

*Written Response:*

Identify and discuss differences that might be due to the almost two decades between when Undersea Fleet was written and Sealab 2020 produced (make sure you find out the publication/creation dates!). Using class readings as secondary sources, explain why you think these differences relate to the context of the time each was created. [500 words] Due by class time on Wed Nov. XX.

**Week 11**

*Tues – Undersea Frontier I*

Reading:

Rozwadowski, chapter 6, “Ocean Frontier,” pp, 1-15 (to section break).

Research Assignment:

Begin Syllabus Assignment

*Thurs – Undersea Frontier II*

Reading:

Frederik Pohl and Jack Williamson, “Undersea Fleet,” [My copy is in *Undersea Trilogy* (Baen Books, 1954, 1982), pp. 163-340. You are responsible for getting a used copy of this book.]

Watch an episode or two of Sealab 2020 (*not* 2021!) on YouTube (episodes are about 19 minutes (without commercials!), so be sure you’ve found an entire episode).

**Week 12**

*Tues – Undersea Frontier III*

Reading:

Rozwadowski, chapter 6, “Ocean Frontier,” pp, 15 (from section break)-27.

Discussion of “Undersea Fleet” and Roz, chapter 6

*Primary Source Response:*

Choose from among a selection of primary sources relating to the “ocean frontier” time period and analyze the primary source (excerpt or image) using class readings as secondary sources. [500 words] Due by class time.

Thurs – *Role of Scientists and Consumers in Fisheries*

Reading:

Carmel Finley, chapter 5, “Shaping Fisheries Science,” in *All the Fish in the Sea: Maximum Sustainable Yield and the Failure of Fisheries Management* (University of Chicago Press, 2011), 82-99 (17 pp).

Andrew F. Smith, chapter 2, “Looks like Chicken,” in *American Tuna: The Rise and Fall of an Improbable Food* (University of California Press, 2012), 26-45 (19 pp).

**Week 13**

Tues – The Accessible Ocean

Reading:

Rozwadowski, chapter 7, “The Accessible Ocean,” pp. 1-15 (to section break).

Thurs – *Whales and the Environmental Movement*

Readings:

Rozwadowski, chapter 7, “The Accessible Ocean,” pp. 15 (from section break)-22.

D. Graham Burnett, “A Mind in the Water: The Dolphin as Our Beast of Burden,” in *Orion* (May/June 2010): 38-51 (13 pp).

Frank Zelko, chapter 8, “The Reenchanted Whale,” in *Make it a Green Peace!: The Rise of Countercultural Environmentalism* (Oxford University Press, 2013), 181-194 (13 pp).

Wesley Marx, chapter 9, “The Star-Crossed Whale,” in *The Frail Ocean* (New York: Ballantine Books, 1967), 111-128 (17 pp).

DUE DATE: **Campus Engagement 2 Assignment** is due Friday, Dec. XX by noon.

**Week 14**

Tues – *Shifting Baselines*

Reading:

Rozwadowski, “Epilogue”

Daniel Pauly, “Anecdotes and Shifting Baselines Syndrome of Fisheries,” *Trends Ecol. Evol.* 10(1995): 430 (1 p).

Carl Safina, chapter 2, “A Shoreline Remembrance,” in *Shifting Baselines: The Past and Future of Ocean Fisheries* (Island Press, 2011), 13-20 (8 pp).

*Thurs –* *The Sea Without Us?*

Reading:

Alan Weisman, chapter 19, “The Sea Cradle,” in *The World Without Us* (New York: Picador, 2007), 328-344 (16 pp).

Research Assignment:

Syllabus Assignment due Friday, Dec. X by noon.

**Final Exam**

Students are required to be available for their exam during the stated time. If you have a conflict with this time, you must visit the Trudy Flanery in the Student Affairs Office to discuss the possibility of rescheduling this exam.

Please note that vacations, previously purchased tickets or reservations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Student Affairs Office with any questions. Thank you in advance for your cooperation.

**2018-266 JOUR 1002 Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8436 |
| **Request Proposer** | Croteau |
| **Course Title** | The Press in America |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Journalism > College of Liberal Arts and Sciences > Return > Journalism > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | The Press in America |
| **Course Number** | 1002 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Seeking CA 1 approval for an existing course |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Maureen E Croteau |
| **Initiator Department** | Journalism |
| **Initiator NetId** | mec02015 |
| **Initiator Email** | [maureen.croteau@uconn.edu](mailto:maureen.croteau@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | up to 130 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Three hours of lectures. |

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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?** | Avery Point,Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | We teach it at Storrs and Avery Point. We are planning to include Hartford, based on demand. |
| **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** | 1002. The Press in America Three credits. The development of American print journalism from 18th century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life. |
| **Provide proposed title and complete course catalog copy** | 1002. The Press in America Three credits. The development of American print journalism from 18th century print shops to 21st century corporations; how journalists and their work have evolved and influenced American life. CA 1. |
| **Reason for the course action** | We are seeking inclusion in the CA 1 area. This was taught as a Gen Ed history-based course for many years. When the Gen Ed courses were revised, we did not submit it for renewal because we did not have enough faculty to handle the large numbers that the class drew. Now we are able to do so. The course is often taken by freshmen, many of whom ask us why it is not a CA 1 course. The course is suitable for CA 1 because it engages in: "Investigations and historical/critical analyses of human experience;" "Comprehension and appreciation of written, visual, multi-modal and/or performing art forms" |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | Exam the history of journalism as it relates to the history of the United States, including changes in technology, politics and demographics; journaoism's role as a reflector of change and as a change agent. Exam foundations of our free press system, 1620-1860. Exam major themes in U.S. journalism history, such as: Muckrakers; Yellow Press; war coverage; birth of radio, TV, Internet and social media as news platforms. Examine importance of free press, private information vs. public news, ethical responsibilities and lapses, importance of diversity. At the end of the course, the student should be able to discuss the importance of a free press, the role of technology in how news is produced and delivered, ethical practices in the news industry and the history of journalism in the U.S. The student should also be able to judge whether a news site, or a so-called news site, is applying ethical standards, providing verifiable information, and working in the public good. The student should be able to distinguish between journalism and public relations and understand the role of each. |
| **Describe course assessments** | There are four exams based on lectures and readings and one essay. There are two texts: “The Media in America, David Sloan, Vision Press, 9th Edition, and “Mightier Than the Sword,” Rodger Streitmatter, Westview Press, 4th Edition. The Sloan book is the leading text in the area and relies primarily on primary sources. The Streitmeyer book looks at 16 key events in American history (e.g. the Revolution, the Civil Rights Movement, Watergate, 9/11) and examines not only how journalism has reported history but also how it has shaped it. Most of both books are used. Students must take all four exams, but the best three scores are used. The fourth graded element is an essay of no more than 1,000 words that critically examines the press during one of four eras examined in class. Students work with a rubric that supplies clear expectations. Students choose the era, and with it the deadline. Deadlines are staggered to give the instructor adequate time to respond to papers. |
| **General Education Goals** | This course supports intellectual breadth by considering the history of journalism in the context of its precursors in Great Britain and in relation to the changing demographics, literacy, industrialization, diversity and ownership models throughout its history in the United States. In an essay, students are required to critically analyze a particular period and discuss the factors that favored or impeded the work of the press during that time. They are asked to consider who had access to the press, as users and producers, and who was featured or ignored in coverage. This requires them to be aware of the moral issues at stake in providing information from some and not others, and in telling the stories of some and not others. Through achieving a greater understanding of the press, they are better able to put what they read, hear and see in the press in context, and to add to their knowledge. |
| **Content Area: Arts and Humanities** | This course requires students to critically analyze human experience through an essay and by oral participation in class. It explores how journalism shapes and is shaped by culture. It improves their ability to understand and appreciate the journalism they consume. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [J1002SyllabusCA1.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136922&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C9f224758eeb84893cadf08d639e2a8f5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636760043006963291&sdata=xqozh9XGlOKJuDPiRwqJLJdD%2Br8CktPkAfHFeaiiTQk%3D&reserved=0) | J1002SyllabusCA1.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Maureen E Croteau | 09/17/2018 - 11:33 | Submit |  | This action reinstates the Gen Ed status of this course, which the department dropped years ago because we did not have the resources to teach it to the number of students outside our major who requested it. We now have that capability. The course content seems particularly relevant today. It attracts many non-majors. | | Journalism | Maureen E Croteau | 09/17/2018 - 14:00 | Approve | 12/6/2017 | This proposal was delayed going forward because of a change in C&C reps. | | College of Liberal Arts and Sciences | Pamela Bedore | 09/21/2018 - 19:43 | Return | 9/21/2018 | Returned to proposer so gen ed info can be filled in. Just go to "Course Features" and click "yes" in response to "Is this a gen ed course?" PB | | Return | Maureen E Croteau | 10/10/2018 - 08:19 | Resubmit |  | The Gen Ed areas have been completed. | | Journalism | Maureen E Croteau | 10/24/2018 - 12:18 | Approve | 10/23/2018 | This proposal has been updated to correct deficiencies | |

**JOURNALISM 1002: THE PRESS IN AMERICA**

**INSTRUCTOR: Julie Serkosky**

**LECTURE:** Oak 101, Tuesday & Thursday, 2-3:15 p.m.

**OFFICE:** Oak Hall 452

**OFFICE HOURS:** Mondays, 11 a.m. to 1 p.m.; Tuesdays & Thursdays, 12:30 to 1:30 p.m.; Wednesdays, 12:15 to 2 p.m. By appointment. Walk-ins welcome.

**EMAIL:** [**Julie.Serkosky@uconn.edu**](mailto:Julie.Serkosky@uconn.edu)

**TEXTS**

* “The Media in America, David Sloan, Vision Press, 9th Edition
* “Mightier Than the Sword,” Rodger Streitmatter, Westview Press, 3rd or 4th Edition

Fake news. Sensationalism. Partisan press coverage. Crusading journalists. New technology. Demagogues. War. Censorship. First Amendment fights. If this sounds like America in 2018, after a divisive election, guess again. It’s the history of the United States through the lens of journalism, dating all the way back to our Founding Fathers.

“The Press in America” is the story of America itself. If journalism is “the first rough draft of history,” as former Washington Post publisher Philip Graham put it, then we can use it as a mirror to reflect our times and understand our evolution as a democracy. This course will cover the origins and development of journalism in America, from print to radio & television to the Internet & social media.

From passage of the First Amendment to Watergate, from Yellow Journalism to the muckrakers, from our Founding Fathers to McCarthyism, we will see the defining role that journalism has played in our society. We will discuss journalism’s heroes and villains, and how it helped shape our history and was, in turn, shaped by social, economic and technological forces. This course will cover mainstream developments and the contributions of women, African-Americans and other minority journalists. The course will also discuss the social importance of journalism, its values and its principles. Some common themes we will explore are the influence of new technology, freedom of the press and public service. Studying the history of the press can help us understand the present – and the future.

**EXAMS & GRADING**

There will be **four NON-CUMULATIVE exams** (on the dates below), each consisting of 60 multiple-choice questions. I will drop the lowest grade, but you MUST take all four exams. If you miss an exam, I will count that as a zero AND INCLUDE IT IN YOUR FINAL GRADE. (For example, if you get 100 on the first three exams and decide to skip the fourth, I will drop one of the 100s and count a zero toward your course grade.) **Each of the three best exams is worth 25 percent of your grade.**

The remaining **25 percent of your grade is based on an essay of no more than 1,000 words** on a particular era, which you may select. Each topic will require you to reflect on the era consider to what degree it was affected by issues such as: technology, population shifts, media ownership, literacy, war, politics or national economics. There will be four deadlines for these essays, depending on the era you choose. You just need to choose one era and one deadline. You must support your argument with facts. Complete instructions are available on HuskyCT.

Tests will be based on readings and lectures. My lectures mirror the readings, but provide a guide to what you should focus on for the exams. There are a lot of names and dates and details in the text that I do not expect you to know. Coming to lecture will help you know what to study.

I will also post PowerPoints from lecture on HuskyCT.

If you actively participate in class discussions, that will be factored into bumping you up half a letter grade if you are on the border between, say, a C and a B.

Students who miss an exam for a **LEGITIMATE** reason, such as illness, will have one week to make it up – **IF** they notify me **PROMPTLY** and provide the appropriate documentation, such as a doctor’s note.

**CLASS SCHEDULE**

**COMING OF AGE, 1900 – 1945**

Aug. 28       *Introduction – Themes Behind the History of Journalism*

              READ FOR NEXT CLASS: Streitmatter Introduction

Aug. 30        *The Muckrakers*

              READ FOR SEPT. 4: Streitmatter, Chapter 6, Achieving Reform By Muckraking

Sept. 4          *Ida Tarbell and John Rockefeller*

READ FOR SEPT. 6: Streitmatter, Chapter 2, Turning America Against the Sins of Slavery; Sloan, Chapter 8: The Antebellum Press, The Black Press, pages 146-151

Sept. 6          *African-American/Minority Press*

READ FOR SEPT. 11: Sloan, Chapter 15: The Emergence of Modern Media, pages 297-301 and page 305: Lindbergh Kidnapping

Streitmatter, Chapter 7: Defying the Ku Klux Klan

Sept. 11         *Tabloid Journalism and the 1920s*

READ FOR SEPT. 13: Sloan, Chapter 17: The Media & National Crises, pages 346-349 (sections on Great Depression & The Press and the New Deal)

Streitmatter, Chapter 8: Spreading Anti-Semitism Via The Radio

Sept. 13        *Demigods and the Great Depression*

READ FOR  SEPT. 18: Sloan, Chapter 17: The Media & National Crises, World War I: pages 337-344 and World War II: pages 351-358

Sept. 18        *America at War*

 READ FOR  SEPT. 27: Sloan, Chapter 1, Origins of Mass Communication (excluding these three sections: Crete: Parent of Western Civilization, Classical Civilization and From Letters to Newspapers)

Sept. 20        *Essay Due for students choosing the minority press*

Sept. 25        **EXAM 1**

**FOUNDATION OF A FREE PRESS, 1620 – 1860**

Sept. 27     *Spoken and Written Word*

READ FOR  OCT. 2: Sloan, Chapter 3: The Colonial Press, The First Attempt In America and America’s First Continuous Newspapers, pages 39-43 and Philadelphia Newspapers, Benjamin Franklin, Newspapers In NY and The French & Indian War, pages 45-48, and Chapter 6: Freedom of the Press, Press Freedom and the First Newspapers, pages 98-100

Oct. 2            *Colonial Press*

 READ FOR  OCT. 4:  Streitmatter, Chapter 1: Sowing the Seeds of Revolution. Sloan, Chapter 4: The Revolutionary Press, pages 54-67; Sloan, Chapter 6: Freedom of the Press, The Zenger Trial, pages    100-103 (section on Zenger trial)

Oct. 4            *Revolutionary Press & John Peter Zenger and Censorship*

 READ FOR  OCT. 9: Sloan, Chapter 5: The Party Press, pages 69-82 (excluding page 78: Journalism Education) and pages 90-93; Sloan, Chapter 6, Freedom of the Press, pages 105-118

Oct. 9            *First Amendment, Alien and Sedition Acts & The Party Press*

 READ FOR  OCT. 11: Sloan, Chapter 7: The Penny Press

Oct. 11            *The Penny Press*

READ FOR  OCT. 16: Sloan, 216 (Women in Journalism, late 1800s), 228 (Nellie Bly), 303-307 (Women in Journalism, early 1900s); Streitmatter, Chapter 3: Slowing the Momentum for Women’s Rights

Oct. 16          *Women in Journalism / Essay due for students choosing the Colonial Press*

Oct. 18                      **EXAM 2**

READ FOR  OCT. 23: Sloan, Chapter 8: The Antebellum Press, pages 141-144, and Chapter 9, The Press and the Civil War

**FINDING A NEW VOICE, 1860-1900**

Oct. 23           *The Civil War Press*

READ FOR  OCT. 25: Sloan, Chapter 11: The Press and Industrial America, pages 199-210, 212-13 (The Tweed Ring) and 216-218 (Technology and the Press), and Streitmatter, Chapter 4, Attacking Municipal Corruption

Oct. 25            *Industrialism and the Press*

READ FOR  OCT. 30: Sloan, Chapter 12: The Age of New Journalism, pages 223-243

Oct. 30            *Yellow Journalism*

                    READ FOR  NOV. 1: Sloan, Chapter 20: The Age of Mass Magazines

Nov. 1             *The Rise of Magazines*

READ FOR NOV. 6: Sloan, Chapter 18: Radio Comes of Age, pages 361-369; 373-375 (including section on The Radio in Politics); 378-383 (starting with section on The Great Depression)

Nov. 6            *The Electronic Age of Radio*

READ FOR  NOV. 8: Sloan, Chapter 22: Public Relations, pages 445-454 and pages 459-60 (Public Relations Today)

Nov. 8            *Public Relations and Influencing the News / Essay due to students choosing Civil War Press*

Nov. 13              **EXAM 3**

READ FOR  NOV. 15: Sloan, page 404 (The Television Industry); 463-467 (excluding page 466, Quiz Show Scandals); 474 (Communication Satellites), 478 (Kennedy Assassination) and top of page 479 (photos & caption: Political Advertising)

**FINEST HOURS & TRANSITIONS, 1945 – Present**

Nov. 15          *The Eye of Television*

READ FOR  NOV. 27: Streitmatter, Chapter 10: Standing Tall Against Joe McCarthy

**THANKSGIVING RECESS, Week of Nov. 18**

Nov. 27         *Joe McCarthy*

READ FOR NOV. 29: Streitmatter, Chapter 11: Pushing Civil Rights Onto the National Agenda

Nov. 29          *Civil Rights*

READ FOR  DEC. 4: Streitmatter, Chapter 12: Bringing the Vietnam War Into the American Living Room

Dec. 4              *Vietnam / Essay due for students choosing Joe McCarthy*

READ FOR  DEC. 6: Streitmatter, Chapter 13: Exposing Criminal Activity In Richard Nixon’s White House

Dec. 6              *Watergate / The Press in Transition*

TBA                **EXAM 4**

***Ethics***

*Honesty lies at the heart of journalism. Cheating on tests will not be tolerated. No electronic devices can be out when you are taking an exam. Students should familiarize themselves with the student code, especially as it pertains to academic integrity.*

***Accommodations***

*Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student’s documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at 860- 486-2020 or at csd@uconn.edu.  Detailed information regarding the process to request accommodations is available on the CSD website at* [*www.csd.uconn.edu*](http://www.csd.uconn.edu)*.*

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

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

*More information is available at* [*http://policy.uconn.edu/?p=2884*](http://policy.uconn.edu/?p=2884)*.*

***Sexual Assault Reporting Policy***

*To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the* [*Office of Diversity & Equity*](http://www.ode.uconn.edu/) *under the* [*Sexual Assault Response Policy*](http://policy.uconn.edu/?p=2139)*.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*

*More information is available at* [*http://sexualviolence.uconn.edu/*](http://sexualviolence.uconn.edu/)

**2018-267 JOUR 2010 Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8159 |
| **Request Proposer** | Croteau |
| **Course Title** | Journalism in the Movies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Journalism > College of Liberal Arts and Sciences > Return > Journalism > 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** | JOUR |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Journalism |
| **Course Title** | Journalism in the Movies |
| **Course Number** | 2010 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We are seeking CA-1 Gen Ed approval of an existing course. |

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| **CONTACT INFO** | |
| **Initiator Name** | Maureen E Croteau |
| **Initiator Department** | Journalism |
| **Initiator NetId** | mec02015 |
| **Initiator Email** | [maureen.croteau@uconn.edu](mailto:maureen.croteau@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area C: History |
| **General Education Competency** |  |
| **Environmental Literacy** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 25 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | This is an online course. It was designed as an online course because students are required to view, and review, 10 full-length movies. This form is well suited to the material, and requires knowledgeable reflections and discussion from all students. |

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

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2010. Journalism in the Movies Three credits. Viewing and analysis of motion pictures featuring journalistic themes; journalistic history, ethics, legal issues, contrasting forms of media, and other issues. |
| **Provide proposed title and complete course catalog copy** | 2010. Journalism in the Movies Three credits. Viewing and analysis of motion pictures featuring journalistic themes; journalistic history, ethics, legal issues, contrasting forms of media, and other issues. CA 1. |
| **Reason for the course action** | This course uses film as a medium to study the history of journalism and its impact on society. It also looks at films as a reflection of the public image of journalism during specific historical periods, and considers how films help shape that image. Under the CA 1 guidelines, it provides "a broad vision of artistic and humanist themes." It enables students to "study and understand the artistic, cultural and historical processes of humanity" and explore their own places in the larger world. It asks students to investigate and analyze the human experience, and understand and appreciate written, graphic and performance art forms. It was designed as an online course because that was determined to be the most effective way of teaching a course in which students must watch and critique 10 full-length movies, examining each very closely in historical and social perspective. This would give students an opportunity to complete a General Education course in this area in an online format, which suits the work schedules of many students during the summer. This would help our department better serve non-majors who wish to understand more about the role and history of journalism in the United States, and in their lives. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Recognize the varying roles of journalism in American society as to the past, the present and the future. 2. Distinguish how information is defined by news and its dependency on location, institution, media, individual and other forces. 3. Critically interpret news as it is presented from various types of media and how it is categorized. 4. Appraise the journalistic ethics of a situation or news report. 5. Assess a journalistic enterprise or event within a legal framework including its compliance with an unfettered and free press. 6. Analyze the role motion pictures have played in portraying various aspects of American journalism. |
| **Describe course assessments** | 1. Participation in discussion boards -- 40 percent of the grade (Students are required to participate in online class discussion boards. Students are to respond with an initial post to a question or set of questions related to each of the films and the associated material. Then students must respond with at least two reply posts to other students’ posts, discussing the wider issues raised by the films, readings, and supplemental information in each of the modules. Reply posts are due the day after the initial posts are due. A rubric specifies how each posting is judged based on content, preparation, writing, ability to advance discussion, and insight) 2. Journals -- 10 percent of the grade (Students are required to post a specific comment relating to the journalistic viewpoint of each film. This private journal response will only go to the instructor. ) 3. Research Project #1 -- 25 percent of the grade (Students must complete a project by the end of the third week relating to issues raised by one or more of the first four films viewed in the course. The project will be written but could take one of a number of different forms, including a news story, blog, script or other creative approach to addressing the issue. Students must submit their chosen topic and form/ genre for instructor approval by Wednesday of the second week of class. Projects align with course level learning objectives. 750-words written in one of several media formats.) 4. Research Project #4 -- 25 percent of grade (Students must complete a research paper using outside sources on one or more issues raised by the films in the course. The paper is due at the conclusion of the course. Students must submit their chosen topic for instructor approval by Monday of the fourth week of class. Projects align with course level learning objectives. 1000 to 1500 words plus bibliography.) |
| **General Education Goals** | This course encourage intellectual breadth by requiring students to consider journalism in a new way, using films to consider the intersection of culture, politics and historical events. They must use critical judgment to consider how each film reflects the era and culture in which it was produced, and to what degree it glorifies, vilifies or fairly represents the journalism of the times, and why. When studying the changing ethical standards of the industry, they become sensitive to changing moral sensitivities. The issue of public good versus personal privacy is considered in depth. When they critically interpret the news as presented in the various films, they become keenly aware of the diversity of human experience, and whether these experiences are fairly represented by the journalists (and in the films) of the era. By learning more about the history of journalism, including ethical standards and lapses, they improve their ability acquire and use information presented by the news media to expand their knowledge |
| **Content Area: Arts and Humanities** | This course uses film as a medium to study the history of journalism and its impact on society. It also looks at films as a reflection of the public image of journalism during specific historical periods, and considers how films help shape that image. Under the CA 1 guidelines, it provides "a broad vision of artistic and humanist themes." It enables students to "study and understand the artistic, cultural and historical processes of humanity" and explore their own places in the larger world. It asks students to investigate and analyze the human experience, and understand and appreciate written, graphic and performance art forms. It was designed as an online course because that was determined to be the most effective way of teaching a course in which students must watch and critique 10 full-length movies, examining each very closely in historical and social perspective. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [JOUR 2010 Summer 2018[1].docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F135348&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1a9267f443a94383577f08d639e2e620%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636760044023396361&sdata=P0kj7Y7BeoZKhUEwzIA53v%2BdjRF%2F37d64Xn%2F5%2Fxy%2F6w%3D&reserved=0) | JOUR 2010 Summer 2018[1].docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Maureen E Croteau | 09/04/2018 - 16:50 | Submit |  | Accepting this course as a Gen Ed course encourages students other than journalism majors to become knowledgeable about the role of journalism in our society, and to become better able to judge whether or not news organizations are doing their jobs appropriately. | | Journalism | Maureen E Croteau | 09/17/2018 - 17:56 | Approve | 12/6/2017 | This request was delayed because of a change in C&C representative. | | College of Liberal Arts and Sciences | Pamela Bedore | 09/21/2018 - 19:37 | Return | 9/21/2018 | Since you're applying to add a gen ed designation, you need to click "Yes" under "Course Features" to the question "Is this a gen ed course?" That will open up a series of questions whose answers will allow GEOC to determine if the course meets the criteria for CA1 (C). PB | | Return | Maureen E Croteau | 10/09/2018 - 14:35 | Resubmit |  | I have supplied the omitted information. | | Journalism | Maureen E Croteau | 10/24/2018 - 12:16 | Approve | 10/23/2018 | This proposal corrects earlier deficiencies. | |

JOUR 2010

Journalism in the Movies

Journalism /Department

**Syllabus - Summer Session I, 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:**Journalism in the Movies

**Credits:**3

**Format:** Online

**Prerequisites:**  None

**Professor:** Robert Wyss

**Email:**Robert.wyss@uconn.edu

**Telephone:**401 447-3628

**Other:**Oak 455

**Office Hours/Availability:**M-F 9-11 a..m.. EDT

**Course Materials**

**The means of accessing required course materials should be determined before the first day of class**.  Movies should be watched and corresponding learning activities completed during the week/ module they are assigned.  In addition to the assigned movies, students are required to read and watch all learning material. Course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Students are required to view ten (10) full length motion pictures.  **All movies can be rented & streamed online.**  Students can check availability of the movies *by searching online* ***or*** *by using the links below*.

**Required Materials:**

|  |  |  |
| --- | --- | --- |
| **Week/ Module: Topic** | **Movie Titles/ Links to Third Party Streaming Options** | **Price range** |
| **1:  What is News? /       Journalism as a Public Service** | [***Spotlight (2015)***](https://www.google.com/search?q=spotlight+2015+streaming&oq=spotlight+2015+streaming+&aqs=chrome..69i57j0l5.10151j0j7&sourceid=chrome&ie=UTF-8) [***The Fifth Estate (2013)***](https://www.google.com/search?ei=UgoIW9bDBY3r5gKEzYO4CQ&q=the+fifth+estate+2013+streaming&oq=the+fifth+estate+2013+streaming&gs_l=psy-ab.3...2326165.2330449.0.2330555.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.o_DjW7hrSN0) | $2.99 - 3.99 $2.99 - 3.99 |
| **2:  History of News and Journalism** | [***Citizen Kane***](https://www.google.com/search?ei=JwgIW4_DAu-G5wLAuZrQAg&q=citizen+kane+streaming&oq=citizen+kane+streaming&gs_l=psy-ab.3...248075.251269.0.251382.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.b-c5-jyEJTM) ***(1941)***  [***His Girl Friday (1940)***](https://www.google.com/search?ei=jAoIW-LqI83t5gLwrJboDw&q=his+girl+friday+streaming&oq=his+girl+friday+streaming&gs_l=psy-ab.3...1353.2025.0.3408.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.uJwHqxXeQ2Q) | $2.99 - 3.99  $2.99 - 3.99 |
| **3:  Ethics and Law** | [***Shattered Glass (2003)***](https://www.google.com/search?ei=kQoIW4zuI4vv5gLX7buIBQ&q=shattered+glass+2003+streaming&oq=shattered+glass+2003+streaming&gs_l=psy-ab.3...54121.61822.0.62027.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.VkQNVSd2QkI)  [***Absence of Malice (1981)***](https://www.google.com/search?q=absence+of+malice+1981+streaming&spell=1&sa=X&ved=0ahUKEwiH0aTp96DbAhXts1kKHYXeC_oQBQgkKAA&biw=1134&bih=605) | $2.99 - 3.99  $2.99 - 3.99 |
| **4:  Broadcast** | [***Good Night and Good Luck. (2005)***](https://www.google.com/search?biw=1134&bih=605&ei=OwsIW5mJC62C5wLx9bnABA&q=good+night+and+good+luck+streaming&oq=good+night+and+good+luck+streaming&gs_l=psy-ab.3...198739.203567.0.203768.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.p2Ra7bcZpSk) [***Broadcast News (1987)***](https://www.google.com/search?biw=1134&bih=605&ei=zwwIW4WGNoeO5wKm3qHQAQ&q=broadcast+news+1987+streaming&oq=broadcast+news+1987+streaming&gs_l=psy-ab.12...2165.2165.0.3946.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.-n0wu_ZROwE) | $2.99 - 3.99  $2.99 - 3.99 |
| **5:  Print** | [***The Paper (1994)***](https://www.google.com/search?biw=1134&bih=605&ei=1QwIW5vqD87y5gKzqK7IDQ&q=the+paper+1994+streaming&oq=the+paper+1994+streaming&gs_l=psy-ab.3...87252.93608.0.94006.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0._SgzyzIzLIo)  [***All the President’s Men (1976)***](https://www.google.com/search?biw=1134&bih=657&ei=NA0IW62DGaPn5gLpsYbQBA&q=All+the+President%E2%80%99s+Men+streaming&oq=All+the+President%E2%80%99s+Men+streaming&gs_l=psy-ab.12...1004353.1004353.0.1006401.0.0.0.0.0.0.0.0..0.0....0...1c.1.64.psy-ab..0.0.0....0.47c6_FAPs_o) | $2.99 - 3.99  $2.99 - 3.99 |

**Course Description**

This online course is open to all majors requires students to watch and then discuss a range of major motion pictures with journalism themes, from Orson Welles’s *Citizen Kane* to *The Fifth Estate*, featuring Julian Assange.  Themes from the films that will be examined include the nature of news, historical development of the press, journalism ethics and law, and the role of broadcast and investigative journalism

**Course Objectives**

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

1. Recognize the varying roles of journalism in American society as to the past, the present and the future.
2. Distinguish how information is defined by news and its dependency on location, institution, media, individual and other forces.
3. Critically interpret news as it is presented from various types of media and how it is categorized.
4. Appraise the journalistic ethics of a situation or news report.
5. Assess a journalistic enterprise or event within a legal framework including its compliance with an unfettered and free press.
6. Analyze the role motion pictures have played in portraying various aspects of American journalism.

**Course Outline and Schedule**

Week 1 - Module 1:  What is News? / Journalism as a Public Service

Week 2 - Module 2:  History of News and Journalism

Week 3 - Module 3:  Ethics and Law

Week 4 - Module 4:  Broadcast

Week 5 - Module 5:  Print

[**Course Schedule**](https://docs.google.com/document/d/19MmfNJclzQMwPTRlM5uS69mc3eAHgVvrCC-VnlRAJ30/edit?usp=sharing)

**Course Requirements and Grading**

**Summary of Course Grading:**

|  |  |
| --- | --- |
| **Course Components** | **Weight** |
| Discussion Boards | 40% |
| Journals | 10% |
| Project 1 | 25% |
| Project 2 | 25% |

**Discussion Boards**

Students are required to participate in **online class discussion boards**. Students are to respond with an **initial post** to a question or set of questions related to each of the films and the associated material.  Then students must respond with **at least two reply posts** to other students’ posts, discussing the wider issues raised by the films, readings, and supplemental information in each of the modules.  Reply posts are due the day after the initial posts are due. *Note:  Throughout the course, students must post their initial discussion board entry before they can view and reply to their classmates’ initial posts.*  
[Discussion Board Rubric](https://drive.google.com/file/d/0B4HojImnh_cgMkxKMkJWOE1Ebnc/view?usp=sharing)

**Journals**

Students are required to post a specific comment relating to the journalistic viewpoint of each film.  This private **journal** response will only go to the instructor.

[Journal Rubric](https://lms.uconn.edu/bbcswebdav/xid-73920_1)

**Project 1**

Students must complete a project by the end of the third week relating to issues raised by one or more of the first four films viewed in the course.  The project will be written but could take one of a number of **different forms**, including a news story, blog, script or other creative approach to addressing the issue.  Students must submit their chosen topic and form/ genre for instructor approval by Wednesday of the second week of class.  Projects align with course level learning objectives.

[Research Project 1 Description/ Rubric](https://docs.google.com/document/d/1NuDv21GMb0e87dtCRtOjTcj7ErlQ-_QNW1YzBmJLlK4/edit?usp=sharing)

**Project 2**

Students must complete a **research paper** using outside sources on one or more issues raised by the films in the course.  The paper is due at the conclusion of the course. Students must submit their chosen topic for instructor approval by Monday of the fourth week of class.  Projects align with course level learning objectives.

[Research Project 2 Description/ Rubric](https://docs.google.com/a/uconn.edu/document/d/1kbs8sbR5SlCiB07TEbWH_oxtpHB_LTEACeREmVxMlMs/edit?usp=sharing)

**Grading Scale:**

Undergrad

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

**Due Dates and Late Policy**

All course due dates are identified in the respective modules. 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 for the Discussion Boards and Journals within 24 hours and for the two projects within 72 hours, excluding weekends and holidays. 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 and Technical Help**

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

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

**Minimum Technical Skills**

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

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

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

**Evaluation of the Course**

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

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

**2018-269 PHIL 5380 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8986 |
| **Request Proposer** | Gordon |
| **Course Title** | RACE IN THE FORMATION OF HUMAN SCIENCES |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Philosophy > 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** | PHIL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Philosophy |
| **Course Title** | RACE IN THE FORMATION OF HUMAN SCIENCES |
| **Course Number** | 5380 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Lewis Gordon |
| **Initiator Department** | Philosophy |
| **Initiator NetId** | leg12007 |
| **Initiator Email** | [lewis.gordon@uconn.edu](mailto:lewis.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 |

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

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | NONE |
| **Corequisites** | NONE |
| **Recommended Preparation** | NONE |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | Yes |
| **List specific classes** | NOT OPEN FOR CREDIT TO STUDENTS WHO HAVE PASSED POLS/LLAS/ANTH 5800 |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Hartford,Storrs |
| **If not generally available at all campuses, please explain why** | GRADUATE LEVEL COURSES IN PHIL ARE RARELY TAUGHT ON CAMPUSES OTHER THAN STORRS; AT THE SAME TIME WE ARE INTERESTED IN THE POSSIBILITY OF THIS COURSE 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 |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PHIL 5380. Race in the Formation of the Human Sciences. Three credits. Not open for credit for students who have passed POLS/LLAS/ANTH 5800. The relationship between the concept of race and the concept of the human sciences. Topics will include implications of the question of race for the continued logic(s) of the human sciences and challenges to the presumption that race and racism in the disciplines are results of otherwise race-free sciences. |
| **Reason for the course action** | We plan to offer this graduate seminar every fall or every other fall for the proposed Race, Ethnicity, and Politics M.A. and for doctoral students in philosophy interested in pursuing research in the philosophical study of race. |
| **Specify effect on other departments and overlap with existing courses** | We hope this course will be useful for 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 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. |
| **Describe course assessments** | 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-LGordon-Phil 5380.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137977&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb0f94e1dcbb24b2e1b7308d63a130bbc%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636760250817190020&sdata=iIQzRrqgub7ep2TIrlVf0jXteSmjEcfwTxO7WEFZQd0%3D&reserved=0) | 1-LGordon-Phil 5380.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Lewis Gordon | 10/23/2018 - 22:25 | Submit |  | Thank you for considering this new course. | | Philosophy | Gustavus A McLeod | 10/24/2018 - 06:59 | Approve | 10/22/2018 | PHIL Graduate Committee approved, 10/22/2018. | |

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

**PHIL 5380**

**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.

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.

The aim is for students to develop a philosophical, 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:**

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.

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.

**2018-270 POLS 3019W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8747 |
| **Request Proposer** | Gordon |
| **Course Title** | Black Political Thought |
| **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** | Black Political Thought |
| **Course Number** | 3019W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I would like to create a W section of Black Political Thought (POLS 3019). |

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

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | 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** | Lecture and Discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011. Open to juniors or higher |
| **Corequisites** | None |
| **Recommended Preparation** | POLS 1002 and AFRA 2211 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **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?** | 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 3019W. Black Political Thought. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. 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** | When taught as a non-W, students prepared 6 one-page reading responses and wrote midterm and final take-home papers. |
| **General Education Goals** | Black Political Thought aims to expand the overall breadth of political ideas that students will encounter while at UCONN through a special focus on the vast range of arguments made by black African, Caribbean, and U.S. writers, few of whom appear in existing political theory and philosophy syllabi and most of whom authored their works while laboring in fields outside of the academy. In illuminating both the processes through which people are turned into slaves and colonized subjects and how such processes should be understood and resisted, their ideas help to inform challenges that continue into the present, helping students to appreciate the many divergent ways in which the past shapes their world. The writing assignments ask students to experiment with different genres of communication that they might use when trying to intervene in public life and always to make use of their capacities for critical judgment and their sensitivity to the moral and ethical dimensions of political questions. |
| **Skill Code W** | 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. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [POLS 3019W Syllabus.docx](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137884&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C453d8072db544a9afb7108d63b4885c9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636761580001164722&sdata=TYeNgb%2FYzEU5WcJoHhaC88kp2cYHN4d%2FRRw4rHAuLL4%3D&reserved=0) | POLS 3019W Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Jane Gordon | 10/09/2018 - 19:56 | Submit |  | I did not see the "W" portion when completing the previous CAR form for this course. I am therefore now requesting that I be allowed to create the W version of POLS 3019. | | Political Science | Stephen B Dyson | 10/10/2018 - 07:03 | Approve | ‎10‎/‎10‎/‎2018 | Signing off. | |

**Black Political Thought**

**POLS 2998W---001/AFRA 4994W---001 [Proposed POLS 3019W]**

**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*

**2018-271 PHYS 2502 Drop Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8999 |
| **Request Proposer** | Cormier |
| **Course Title** | Laboratory in Electricity, Magnetism, and Mechanics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PHYS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Physics |
| **Course Title** | Laboratory in Electricity, Magnetism, and Mechanics |
| **Course Number** | 2502 |

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| **CONTACT INFO** | |
| **Initiator Name** | Vernon F Cormier |
| **Initiator Department** | Physics |
| **Initiator NetId** | vfc02001 |
| **Initiator Email** | [vernon.cormier@uconn.edu](mailto:vernon.cormier@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

|  |  |
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| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** | |
| **What is the Grading Basis for this course?** | Graded |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | This course has been replaced by PHYS 3501. The current form of PHYS 2502 is more appropriate as a 3000 level course and can be compared to PHYS 4150 (optics) or PHYS 3150 (Electronics), and physics faculty have voted to promote it to a 3000 level course. Its replacement with PHYS 3501 has already been approved, and this action (dropping PHYS 2502) is simply to clean up catalog copy that replace the joint listing of a 2 semester sequence course ( PHYS 2501W-PHYS 2502) with a separate PHYS 2501W and PHYS 3501. |
| **Specify effect on other departments and overlap with existing courses** | None. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** |  |

**2018-272 EEB 3205E Revise Course (guest: Chris Simon) (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-8679 |
| **Request Proposer** | Simon |
| **Course Title** | Current Issues in Environmental Science |
| **CAR Status** | In Progress |
| **Workflow History** | Start > 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** | Current Issues in Environmental Science |
| **Course Number** | 3205 |
| **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** | Christine M Simon |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | cms02021 |
| **Initiator Email** | [chris.simon@uconn.edu](mailto:chris.simon@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)** | 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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Two 1 hour and 15 minute class periods per week (a mixture of lecture, weekly student presentations on assignments, weekly quizzes, 4-5 guest lectures, group assignment, etc.) |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | Yes |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | 6 credits of college-level science Consent required only for non-honors students |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | Open to non-honors students with consent of instructor |

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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** | It could be if someone wanted to teach it. As far as I know, no one else does. |
| **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** | 3205. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students, others with instructor consent. Recommended preparation: 8 credits of college level science. Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: climate change; watershed changes; alternative energy; population growth; endangered biodiversity; genetically-engineered organisms; deforestation/restoration; risk assessment; tradeoffs; problem-solving; alternative futures. |
| **Provide proposed title and complete course catalog copy** | 3205E. Current Issues in Environmental Science Three credits. Prerequisite: Open to honors students; others with instructor consent. Recommended preparation: 6 credits of college level science. Readings and discussions of current issues in environmental science, emphasizing linkages between earth, oceans, atmosphere, and biosphere. Topics include: earth processes, climate change; human population; food resources; genetically-engineered organisms; soil/water/air resources; alternative energy; biodiversity; deforestation/restoration; urban planning; risk assessment; tradeoffs; problem-solving; alternative futures. CA 3 (non-lab). |
| **Reason for the course action** | To allow the course to satisfy the environmental literacy requirement as well as the CA 3 (non-lab) requirement and to change the Recommended Preparation from 8 to 6 credits of college level science. |
| **Specify effect on other departments and overlap with existing courses** | None- course already exists and no changes are proposed to the curriculum. |
| **Please provide a brief description of course goals and learning objectives** | The course provides an overview of environmental problems, actions that humans can take to understand and address, and current events that lead to a deeper understanding of the challenges ahead. We stress that there is not one future, there are alternative futures and that educated students have more power to help choose the direction we take. |
| **Describe course assessments** | Current Events Each Thursday students write-up a current events assignment in who-what-when-where-how-&-why format pertaining to that week's topic--three are chosen for oral presentation at start of class--sources are specified by category, e.g., primary literature, local newspaper, foreign news, radio journalism, local vs national vs international, etc. (20% of grade); Class participation (input to class discussion, group problem solving exercise); Short Assignments (Unnatural Foods, Alternative Futures questionnaires) (20%); Weekly Tuesday quizzes on textbook readings (20%); Term Project/Final Oral Presentation (20%); Final Exam- (20%). |
| **General Education Goals** | Current Issues in Environmental Science helps students to... I) Become articulate- each week three to five students present current events (CE) reports at the beginning of class based on a set of guidelines, each student presents a CE at least three times during the semester, class discussion is encouraged. At the end of the semester, students give a 12 minute oral presentation adhering to a set of best-practice guidelines on content and style. II) Acquire intellectual breadth and versatility- the course is designed to be a broad over-view of environmental problems and solutions from a human perspective. By its very nature it touches on a broad array of disciplines including ecology, evolution, physics, agronomy, nutrition, toxicology, genetics, engineering, urban planning, economics, sociology, political science. III) Improve critical judgment- Lectures begin with a discussion of how academic work differs from non-academic work and how science differs from non-science (starting with the scientific method). We explore science and the interpretation of science through weekly exercises where students evaluate the reliability and implications of primary research articles as well as media reports of science. Assignment guidelines focus on nine key points: 1) change takes time (but this is no excuse for inactivity); 2) humans work by crisis management; 3) remember the “people factor” and engineer built-in solutions; 4) avoid “tragedy of the commons” situations; 5) realize “shifting baselines”; 6) remember: value of a resource changes w/ scarcity; 7) reuse is better than recycling but reducing use is even better; 8) tradeoffs are inevitable; 9) globalization is here to stay. IV) Think about moral sensitivity, in our current era and society and be consciousness of the diversity of human culture and experience. The course takes a global perspective to problems. This is emphasized in the text book, lectures, and assignments which require foreign sources. V) Understand processes for the continued use and acquisition of knowledge. The practice that each student gets each week in searching scholarly and journalistic news sources |
| **Content Area: Science and Technology (non-Lab)** | 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 introduces students to a very broad array of topics. Because the class is an honors course students are expected to read extensively in the text book every week as well as to find current events CE articles every week; at least four are from the primary literature and others from local, national, and international news sources. Lectures introduce basic science concepts of ecology, evolution, and physics, required to understand environmental problems. 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: Case studies are presented, data analysis is discussed, conclusions are evaluated in the text, assignments, and 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: This is a major focus of the course. For each problem we address solutions keeping in mind the nine key points listed above under critical thinking in general education. Students address these same key points in their weekly current events writings, quizzes, group problem solving exercise and especially their term projects. 4. Promote interest, competence, and commitment to continued learning about contemporary science and technology and their impact upon the world and human society. In addition to the wide variety of assignments in the class, five visiting lectures who are working directly in various areas of environmental science with practical applicaitons generate excitement. Students are also encouraged to attend environmental events on campus. The habit of listening to the weekly environmental radio program "Living on Earth" where world experts are routinely interviewed and the students' weekly current events searches hopefully carry on after the course is over. |
| **Environmental Literacy** | 1. theories, observations, or models of how humans impact the health and well-being of the natural world: EEB 3205's primary focus is on how humans impact the health and well-being of the natural world. Numerous case studies are provided in a broad range of environmental topics listed above in the catalog description and presented by students in their current events and class term projects. 2. theories, observations, or models of how the natural world affects human health and well-being: The course addresses five major threats facing the world today as identified by the students on the first day of class: climate change; loss of resources/services/loss of biodiversity; emerging diseases; overpopulation; and cultural conflict/politics/intolerance. 3. public policies, legal frameworks, and/or other social systems that affect the environment; Throughout the textbook there is a discussion of laws and policies that affect the environment. This framework is used to enhance class discussions and assignments. 4. moral and/or ethical dimensions regarding the environment; The textbook and lectures also focus on moral/ethical questions (e.g., how is biodiversity valued; how can local inhabitants protect their own livelihood by helping to protect their own environments; how can borderless problems like water and air pollution be addressed) 5. cultural, creative, or artistic representations of human-environment interactions. Although this class does not specifically focus on cultural/artistic representations, a number of examples are worked into the curriculum (e.g., artists using trash to create art; ocean pollution awareness increased through ocean-trash art). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus EEB 3205 31Oct2017.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136769&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C37184a651ac842b2288d08d636802fdd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756321519311727&sdata=NG%2Fd%2BA18jRlsZ%2FoXzuzxCBYT8qZt3pmlrxCXna7Xqu4%3D&reserved=0) | Syllabus EEB 3205 31Oct2017.pdf | Syllabus | | [2017 Term Project Assignment rev.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136777&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C37184a651ac842b2288d08d636802fdd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756321519321731&sdata=3OteupYclZ6DK5dupA0CTXpoGtSR7IuJFizIZwZRGig%3D&reserved=0) | 2017 Term Project Assignment rev.doc | Other | | [2017 Current Events Assignment rev.doc](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F136778&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C37184a651ac842b2288d08d636802fdd%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636756321519331743&sdata=R2brVCb8lP51eogHwy%2FvFHkKtz57mkEzRrbOfr9QvdQ%3D&reserved=0) | 2017 Current Events Assignment rev.doc | Other | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Christine M Simon | 10/06/2018 - 10:02 | Submit |  | The request is designed only to add this course to the Environmental Literacy Requirement. No other changes have been made other than to reorder the topics in the catalog description to more closely reflect the chronological order they are addressed in the class. | | Ecology and Evolutionary Biology | Paul O Lewis | 10/20/2018 - 07:29 | Approve | 10/17/2018 | EEB faculty approved Oct. 17, 2018 | |

1. From “Part VI: Academic Integrity in Undergraduate Education and Research” at <http://www.dosa.uconn.edu> [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)